

# **Equality Outcomes Report 2017-2021**

**Seeing Potential  
Finding Solutions  
Achieving More**

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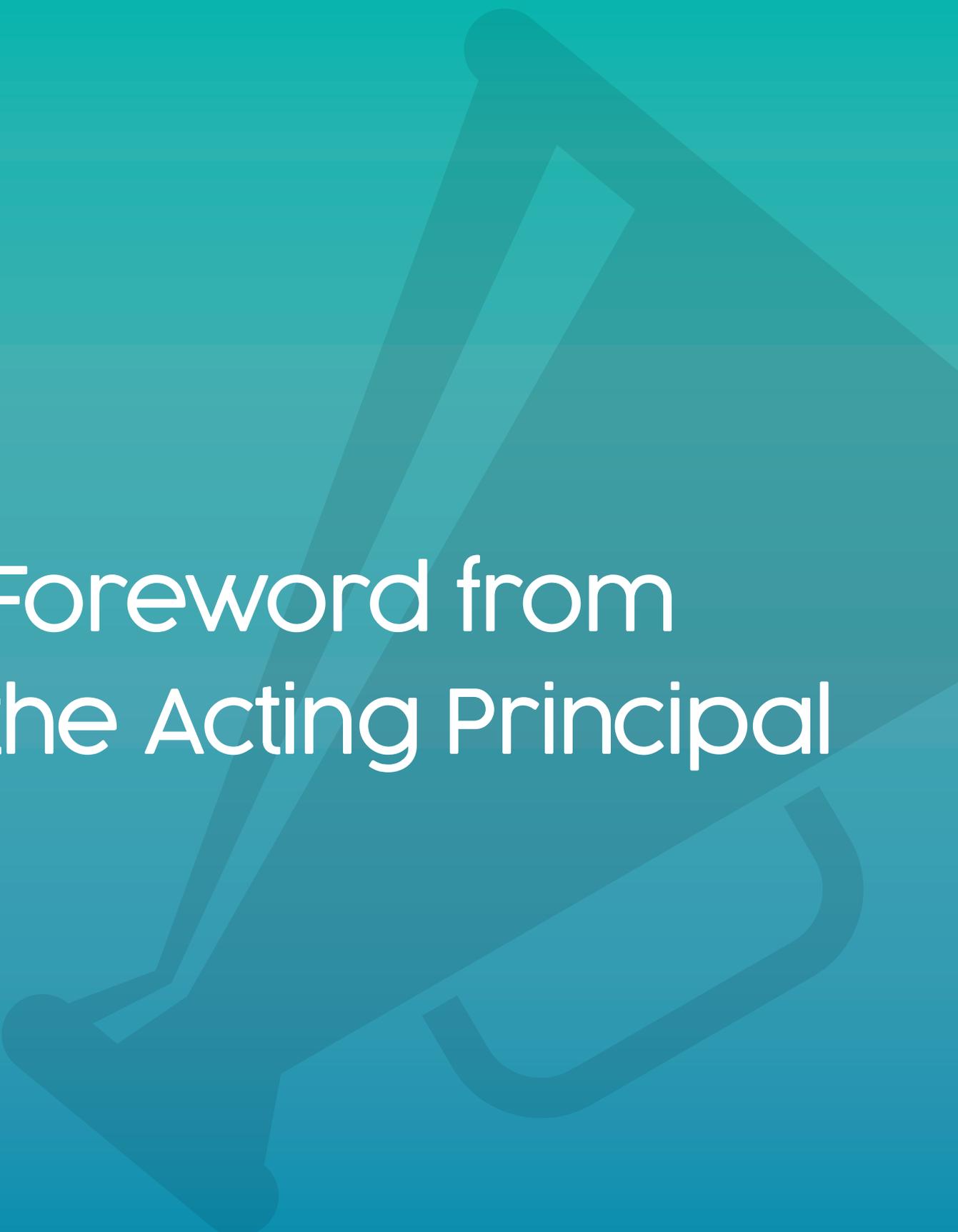
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# Foreword from the Acting Principal

## Acting Principal's Foreword



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

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

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

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

A handwritten signature in blue ink that reads "B Hughes". The signature is stylized, with a large, looped 'B' and a cursive 'Hughes'.

Brian Hughes  
Acting Principal, Glasgow Clyde College

The background is a solid teal color with various abstract, semi-transparent geometric shapes and lines in a darker shade of teal. These shapes include triangles, circles, and irregular polygons, some of which are connected by thin lines, creating a sense of movement and depth. The overall aesthetic is modern and clean.

# Introduction

## Introduction

### Who we are

Glasgow Clyde College is Glasgow's most welcoming, ambitious and innovative college. It is a multi-campus college with three campuses in Anniesland, Cardonald and Langside. One of Scotland's largest further education institutions, the College was formed in August 2013 following the merger of Anniesland, Cardonald and Langside Colleges.

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

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

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

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

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

David Newall  
Chair of the Board  
Glasgow Clyde College



# Commitment

Home to over 7,000 full-time students and 20,000 part-time students, our aim is to help everyone achieve more by benefitting from years of industry experience and exceptional teaching standards, delivered in modern facilities across the following curriculum and support areas:

Faculty	Areas
Access and Continuing Learning	ESOL General Education and Social Science Additional Support for Learning Employability Skills Community Learning and Development
Business, Creative and Digital Industries	Media and Performing Arts Fashion, Textiles and Design Business and Finance
Engineering, Computing and the Built Environment	Engineering Computing Construction and Land based Industries Energy and Building Services
Health and Wellbeing	Early Years and Social Care Health and Life Sciences Hair, Beauty and Complementary Therapies Sport, Tourism and Hospitality School Liaison

Units	Areas
Quality and Performance	MIS Marketing and Communications Quality Teaching Fellowship
Student Experience	Equality and Inclusion Student Advice E-Learning Nurseries Libraries
Finance and Infrastructure	ICT Estates Finance Student Funding
Human Resources	Human Resources Organisational Development
International and Business Development	Commercial Development External Funding

## What We Do



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.

For ease of understanding, definitions of terms used in the Equality Reports are available within the Equality, Diversity & Inclusion Glossary **Appendix**



# Commitment

## Commitment

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.

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

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

### Our Vision

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

### Our Mission

**Seeing Potential,  
Finding Solutions,  
Achieving More**

### Our Values

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

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

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

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

## Purpose

### Developing Equality Outcomes

Colleges were required to develop and publish a set of equality outcomes by 30 April 2013 and subsequently at intervals of not more than four years. Therefore, we at Glasgow Clyde have now created our second set of Equality Outcomes for 2017-2021.

Colleges must 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 why a particular group is not mentioned.

Glasgow Clyde College welcomes the opportunity to report its progress 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 E**. The purpose of this report is to outline progress in meeting the following duties:

- Prepare and publish a set of equality outcomes, which is considered to enable better performance of the general equality duty no later than 30 April, 2017
- In preparing a series of outcomes:
  - *Take reasonable steps to involve persons who share a relevant protected characteristic/those who represent the interest 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 furthering the general equality duty.

The progress in meeting our previous equality outcomes 2013-2017 and duties to gather staff data and mainstream the equality duty, so as to better perform the equality duty, are published in individual reports on the College's website. The duties to conduct and publish gender pay gap information and statements on equal pay will also be reported separately, again accessible from the College website.

This report demonstrates the local set of equality outcomes developed specifically for Glasgow Clyde College which reflects the needs of its staff, students and the communities served by the College.

The background features three large, stylized line-art icons in a lighter shade of teal. On the left, a person is shown from the waist up, leaning forward. In the center, there is a clipboard with a checklist of three items, each consisting of a dot and a horizontal line. On the right, a large speech bubble contains three dots, representing a message or conversation.

# Involvement

## Involvement

### Regional Context & Collaboration

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

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

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



### Setting the Equality Outcomes

The process of setting the Equality Outcomes was led by the Strategic Equality, Diversity & Inclusion Action Group which includes senior staff from across the college and student representation from the GCCSA.

This group considered both the agreed aims outlined for the College underpinned by our Regional Equality Outcomes, the existing outcomes and an extensive range of feedback gained from staff, students, stakeholders, external partners, appropriate internal and external data.

The group provided guidance and support during the initial planning stage. The Equality & Inclusion team further refined outcome setting and planning to account for this feedback. The draft outcomes and their framework were developed in alignment with our fellow regional College's agreed joint approaches.

A period of student, staff, stakeholder engagement and evidence gathering then followed during late 2016/early 2017.

We welcomed specific guidance from external organisations informing us how to better develop our equality outcomes and refine our reporting duties, engaging in productive meetings with CRER and 'Close the Gap'.

Staff from all College faculties and units disseminated the draft outcomes for comment, which also included discussions with the GCCSA, staff and student members. Appropriate feedback, including external data gained from groups who share a protected characteristic or their representatives, was then incorporated into the final equality outcome setting framework to support the new equality outcomes prior to approval.



# Evidence

## Evidence

Glasgow Clyde College's new outcomes were devised in accordance with the Equality Challenge Unit guidelines and analysis of the equality outcomes evidence was prioritised following these key considerations:

**Scale:** *Consider the size of the problem, how many people it affects and the scale of impact that could be achieved.*

**Severity:** *Does the issue lead to substantial inequality even though the number affected by it may be low? Benchmarking can help identify how severe the equality issue is in the institution through making comparisons to the wider sector.*

**Concern:** *Do stakeholders, students or staff see it as a serious issue?*

**Impact:** *Is there potential for action by the institution to make a significant impact?*

**Furthering the PSED:** *An equality outcome must further one or more of the following: eliminate discrimination, advance equality of opportunity, and foster good relations.*

**Covering all protected characteristic:** *A set of equality outcomes must cover the full range of protected characteristics. If a particular characteristic is not covered across the entire set of outcomes, you must publish reasons for this.*

**Regional context:** *For colleges in particular, identifying issues that are relevant across several partner institutions may be a consideration in prioritisation.*

### Aligning with institutional priorities

*"The specific duties are intended to embed equality within public authorities' existing systems and frameworks. As a result, you should aim to prepare your equality outcomes and business plan in tandem, using your equality outcomes as a way of helping you to meet your strategic business priorities."*

#### ***EHRC Scotland***

We have aligned our new equality outcomes to our strategic objectives and the relevant PSED, within the new 2017-2021 Equality Outcomes framework as can be seen in section 6 of this report under Approach.

We have also incorporated these priorities within existing plans. For example, all staff self-evaluation documents include a mainstreaming matrix linking individual college areas EDI activities to both the College's strategic objectives plus the relevant PSED duty. Our new Faculty Operational Plans now include alignment with the Glasgow Region Equality Outcome Themes to ensure we are meeting both our equality outcomes and mainstreaming duties.

The setting of the equality outcomes was informed and guided by the following College groups, data and external partners following the primary development work involving students, staff and external stakeholders.

## **College Staff and Student Views**

Glasgow Clyde College Strategic Equality, Diversity & Inclusion Action Group\*

Glasgow Clyde College Senior Management Team

Glasgow Clyde College Student Association staff and student representatives

IDEAS Group (Inclusion, Diversity, Equality & Access Staff & Student group)\*

*\*Please see **Appendix C** for these individual Group Memberships & Remits*

## **Sources of Data and Information**

Coalition for Race Equality & Rights- direct engagement, feedback meeting and reports

Close the Gap - direct engagement, feedback meeting and reports

Glasgow Region Equality Group - direct engagement

The Equality Challenge Unit - direct engagement, website, online guidance and statistical reports

Equality & Human Rights Commission - CPD events, website and online guidance and reports

College Development Network - CPD events, website and online guidance

Inclusion Scotland - direct email data

LGBT Youth Scotland - website and CPD sessions

Stonewall - Homophobic Hate Crime Scotland Report & Experiences of LGBT People in Post-16 Education 2016

Hate Crime Scotland - Statistical reports 2014-15 & 2015-2016

Glasgow Disability Alliance - direct email data

Inter Faith Scotland - website and CPD sessions

Nil by Mouth - direct email data

Scottish Government - website/equality & Regional Employment Patterns in Scotland: Statistics from the Annual Population Survey 2015

Scottish Funding Council - KPI data, FES data, College staff data 2015-16 and College statistical report

Scottish Social Attitudes - Report 2015: Attitudes to discrimination and positive action

Glasgow Clyde College - Staff CPD feedback surveys 2015 & 2016, Staff Self Evaluation forms 2015 & 2016, Student Satisfaction Surveys 2014, 2015 & 2016, Healthy College Staff Group minutes, HR data, Education Scotland Report 2015

## **Project Involvement**

Strathclyde University - Equally Safe in Higher Education Project - Challenging Gender-based Violence

Equality Challenge Unit - Supporting Workforce Diversity Project - Progressing Staff Equality in Scottish Colleges

Equality Challenge Unit - Attracting Diversity Project - Equality in Student Recruitment in Scottish Colleges



# Approach

## Approach

### Equality Outcome Setting Framework

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

- **Glasgow Regional Strategic Equality Outcome Themes**, which are long- term and aspirational in nature. *These are based on Scottish Funding Council, Education Scotland and Glasgow Colleges Regional Board priorities.*
- **GCC College Equality Outcomes**, the changes or results which support meeting each of these strategic outcomes. These are more short and mid-term and operational in nature. *What we want to change.*
- **Context**, the contextual basis for the outcome with reference to evidence sources. *Why we want to change this.*
- **Action to Target Staff or Students**, in support of achieving the specific outcome. *What we want to deliver.*
- **Intended Outputs**, the effect of the actions, which will support achieving the specific outcomes. *What we want to see to show progress.*
- **Relation to Protected Characteristics**, which the specific outcome will target. *Which groups will be supported.*
- **Link to College Strategy and Public Sector Equality Duty**, detailing the College strategic objectives and specific part/s of the PSED which will be progressed by each specific outcome. *How the outcome supports the college's strategic objectives & the Equality Act 2010 PSED*

### Alignment with Glasgow Regional Equality Outcome Themes

1. The diversity of students and staff reflects the communities the College serves.
2. All students and staff experience and contribute to a culture of dignity and respect.
3. All students and staff benefit from inclusive and accessible spaces, environments and services.
4. All students and staff actively engage in fully inclusive and accessible learning.
5. Successful student and staff outcomes are increased irrespective of protected characteristics.

## Alignment with Glasgow Clyde College's Strategic Objectives 2016-2020

### **Delivering exceptional learning opportunities**

- Removing barriers to ensure that our courses are accessible to the widest spectrum of learners
- Providing a safe and inclusive environment that fosters good relations, eliminates discrimination and advances equality of opportunity.

### **Contributing to the local, regional and national economy**

- Supporting the achievement of key policy priorities of the Scottish Government and stakeholders served by the College.
- Producing students better equipped for the workplace by embedding employability skills into all relevant programmes.

### **Ensuring operational effectiveness and efficiency**

- Investing in a high quality, efficient and sustainable Estates and ICT infrastructure capable of adapting to changing curriculum and business needs.
- Supporting and empowering staff to achieve their maximum potential.

### **Growing exceptional partnerships**

- Achieving excellent staff performance and building leadership capacity through delivering effective professional development and performance management.
- Promoting a high standard of physical and mental health and wellbeing for all students and staff.
- Informing decision-making through continuous engagement and communication with students, staff and partners.
- Maximising the impact of the Students' Association by working with them, to encourage students to engage at the highest level and be involved in the creation of their learning.

### **Alignment with Public Sector Equality Duty (PSED)**

Outcomes must enable better performance of the PSED which states that 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, i.e. **ensure fairness**
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it, i.e. **advance opportunity**
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it, i.e. **foster respect**.



# Purpose

## Glasgow Clyde College Equality Outcomes

### *Glasgow Region Equality Outcome Themes (in red)*

Glasgow Clyde College Equality Outcomes 2017-2021 (in black)

### *The diversity of students and staff reflects the communities the College serves*

- 1) The successful recruitment of a diverse work force and student body, particularly of disabled individuals and those from minority ethnic communities, provides a welcoming and safe environment for all

### *All students and staff experience and contribute to a culture of dignity and respect*

- 2) All students and staff are fully supported to promote and contribute to a College ethos of inclusion and diversity.

### *All students and staff benefit from inclusive and accessible spaces, environments and services*

- 3) Disabled individuals can independently and confidently access our buildings and services

### *All students and staff actively engage in fully inclusive and accessible learning*

4.1) Students experience and contribute to learning and teaching methods and materials which are accessible to all and promote and celebrate diversity

4.2) Staff receive appropriate continuous professional development to support them in the design, development and delivery of inclusive teaching methods and materials

### *Successful student and staff outcomes are increased irrespective of protected characteristic*

5.1) There is an increased equity of success for all learners, irrespective of protected characteristic, based on decisions informed by robust and comprehensive data

5.2) Irrespective of protected characteristic or role within Glasgow Clyde College, all staff are empowered to fulfil their full potential, based on decisions informed by robust and comprehensive data

A large, stylized graphic of an eye, composed of concentric circles and a larger outer shape, all in various shades of teal and blue. The graphic is centered on the page and serves as a background for the main text.

# Looking Forward





Equality Challenge Unit

## **Attracting diversity: equality in student recruitment in Scottish Colleges**

Equality Challenge Unit (ECU) is offering a project supporting colleges in Scotland who are seeking to increase the participation of underrepresented equality groups within the student body. We are one of six colleges taking part.

## **Supporting workforce diversity: progressing staff equality in Scottish Colleges**

As part of its supporting workforce diversity: progressing staff equality in colleges project, Equality Challenge Unit (ECU) is offering support to colleges in Scotland seeking to increase progression opportunities of underrepresented equality groups within their staff. We are one of six colleges taking part.



## **The British Sign Language (Scotland) Act 2015**

The BSL (Scotland) Act puts a duty on Scottish Ministers to promote the use and understanding of British Sign Language (BSL) and requires Scottish Ministers to prepare and publish BSL national plans. The first national plan must be published by 22 October 2017.

The [Deaf Sector Partnership](#) (DSP) will support public bodies to implement the new British Sign Language (BSL) (Scotland) Act 2015. They will help:

- public bodies and the deaf/deafblind BSL users to talk to each other
- public bodies improve their understanding of and response to the needs of Deaf/Deafblind BSL users

Deaf people can contact all Scottish public sector services by using Contact Scotland <http://contactscotland-bsl.org/> an online interpreting service, which helps deaf people to use sign language to communicate.

Deaf people can speak to public services, such as the SSSC, their local council, doctor's surgery and the Scottish Government, without the need for someone to call on their behalf.

At Glasgow Clyde College we have Contact Scotland available at each of the campuses receptions.

Staff were offered the opportunity to attend BSL Level 1 classes in session 2015/16. These were attended by a combination of Teaching and Non-Teaching staff and delivered by one of our own Lecturers, a BSL user herself. All participants successfully achieved the SQA Unit.

Plans are now in place to offer this again to other interested staff and also to run an advanced level course for those who wish to progress.

Further training sessions are to be provided by Deaf Action. Their work, as a member of the Deaf Sector Partnership, is intended to support us to ensure that the BSL Plans we are writing truly reflect the needs and wants of the Deaf community.

We anticipate and welcome this and further future opportunities to be engaged and involved in relevant and related consultation, training and action planning.



## Gender Action Plan

The Scottish Government made a commitment to the Scottish Funding Council (SFC) to develop a Gender Action Plan to address gender imbalances at a subject level within colleges, in partnership with Skills Development Scotland and other partners. This plan builds on these expectations and brings together our ambitions for both colleges and universities.

Gender Action Plans may sit within broader plans such as Equality Outcomes, but should clearly detail the specific actions to tackle gender imbalances across all five themes and lead to improved outcomes in the curriculum subjects the College has identified.

### Scottish Funding Council, August 2016.

Glasgow Clyde College will include our GAP within Equality Outcome 5 of our 2017-2021 Outcomes by July 2017.

College Development Network, in partnership with Equate, are running four sessions over two days on helping colleges to develop their Gender Action Plans. Our 'GAP team' will attend and participate in these sessions to ensure we publish an effective and informative plan in July 2017.



## Access and Inclusion Strategy

The SFC has completed a full review of Extended Learning Support (ELS). The funds allocated for ELS have been renamed to Access and Inclusion Funds and these are allocated to colleges for the purpose of enhancing their inclusive practices and meeting the needs of their students. Colleges are expected to use their funds to deliver a parity of intake and outcome for their students so that all students have an equal chance of successfully completing their programme of learning. For this reason, guidance on this funding should be read in conjunction with the colleges legal responsibilities as outlined in the Equality Act 2010. To evidence how colleges are using these ring-fenced funds, colleges are expected to complete an Access and Inclusion Strategy. This strategy should also align to the needs of our region as outlined in the Regional Context Statement.

This strategy should '**define the inclusive service you provide**' and how you monitor its effectiveness and impact. It should outline the inclusive service you provide for your students and should '**set out your ambitions**'.

In setting out our access and inclusion ambitions we have referred to how we support our intake and provide evidence of successful completions and destinations. The inclusive practices supported by these funds should have specific impacts on the successful completions and destinations of the under-represented groups identified in the guidance and colleges are asked, where possible, to provide their ambitions by type of disability to ascertain if they are fully representing all students.

We have confirmed a **commitment to ongoing CPD** for all our staff in relation to our access and inclusions ambitions including:

- Specialist staff to assist students with specific diagnosis such as autism or dyslexia
- Mental health awareness raising campaigns for academic staff and frontline staff

We have made an **investment in ICT** to support an inclusive approach for students. This will also link to our commitment to CPD for our staff to ensure that the benefits of ICT can be fully supported and utilised.

We have provided details of our **processes for providing individualised support** for students. This outlines the groups of students supported and the processes in place to track and support their progression and destinations.

*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 email: [equality@glasgowclydecollege.ac.uk](mailto:equality@glasgowclydecollege.ac.uk)*

# Appendix A: Outcome Setting Framework

Summary of Glasgow Clyde College's Equality Outcomes aligned to Regional Equality Outcome Themes

<p><b>What we want</b> Our ED&amp;I Vision</p>	<p><b>What we'll see</b> (Regional Equality Outcome Themes &amp; Our specific GCC Equality Outcomes)</p>	
<p>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.</p>	<p><b>Access</b></p>	<p><b>1. The diversity of students and staff reflects the communities the College serves.</b></p> <p><b>1</b> The successful recruitment of a diverse work force and student body, particularly of disabled individuals and those from minority ethnic communities and provides a welcoming and safe environment for all.</p>
		<p><b>Experience</b></p>
	<p><b>3. All students and staff benefit from inclusive and accessible spaces, environments and services.</b></p> <p><b>3</b> Disabled individuals can independently and confidently access our buildings and services.</p>	
	<p><b>4. All students and staff actively engage in fully inclusive and accessible learning.</b></p> <p><b>4.1</b> Students experience and contribute to learning and teaching methods and materials which are accessible to all and promote and celebrate diversity.</p> <p><b>4.2</b> Staff receive appropriate continuous professional development to support them in the design, development and delivery of inclusive teaching methods and materials.</p>	
	<p><b>Achievement</b></p>	

<p style="text-align: center;"><b>How we'll know we're making progress</b> Our Impact Measures and Targets linked to our Equality Outcomes</p>	
<p><b>Access</b></p>	<ul style="list-style-type: none"> <li>• We will increase participation of all students in cross-college events/groups/training by identifying gaps in engagement. GCCSA will monitor involvement and gain feedback by PCs. This evidence will focus the promotion of events/groups/training to be more accessible &amp; inclusive to minority groups.</li> <li>• Student survey figures will show an annual increase in percentage of students who: Feel safe at Glasgow Clyde College. Are aware of what to do/who to speak to if they feel unsafe.</li> <li>• We will show an annual increase in the number of staff disclosing sensitive data.</li> <li>• We will introduce an annual mandatory Staff Equality survey to help increase staff equality data for appropriate analysis and progress relevant actions to further our PSED.</li> <li>• More robust analysis of staff CDP equality monitoring will identify possible gaps in engagement by protected characteristics and inform necessary actions.</li> <li>• ECU Supporting Workforce Diversity Staff Project research and outcomes will progress staff equality.</li> </ul>
<p><b>Experience</b></p>	<ul style="list-style-type: none"> <li>• We will increase participation of all students in cross-college events/groups/training by identifying gaps in engagement. GCCSA will monitor involvement &amp; gain feedback by PCs. This evidence will focus the promotion of events/ groups/ training to be more accessible and inclusive to minority groups.</li> <li>• Increased entries and engagement with the student Embracing Diversity Competition.</li> <li>• We will show an annual increase in the number of staff disclosing sensitive data.</li> <li>• IDEA Group participation by both staff and students increased across the three campuses.</li> <li>• We will introduce an annual mandatory Staff Equality survey to help increase staff equality data for appropriate analysis and progress relevant actions to further our PSED.</li> <li>• Complaints and grievances relating to equality issues are resolved in a prompt and satisfactory manner.</li> <li>• A staff Equality Champion is identified and supported within every department.</li> <li>• Increased staff numbers with appropriate equality related training.</li> </ul>

<p>Experience</p>	<ul style="list-style-type: none"> <li>• Student &amp; staff surveys will show increasing rates of satisfaction with all College Estates and services.</li> <li>• Accessibility Action Plan developed outlining short/long term goals to improve estates accessibility.</li> <li>• BSL Action Plan developed.</li> <li>• IDEA Group participation by both staff and students increased across the three campuses IDEA Groups embedded within the College calendar.</li> <li>• ECU staff diversity project.</li> </ul>						
<p>Experience</p>	<ul style="list-style-type: none"> <li>• EDI in the Curriculum framework completed.</li> <li>• Use of College Virtual Learning Environment (VLE) Current - 2,000,000. Target for 2016/17 - 2,080,000, and to increase annually</li> <li>• How good is your College framework?</li> </ul> <p><b>Student Satisfaction</b></p> <table border="1" data-bbox="203 927 1249 1082"> <thead> <tr> <th></th> <th>Current</th> <th>Target for 2016/17 (and to show no decrease in future years)</th> </tr> </thead> <tbody> <tr> <td>Overall student satisfaction</td> <td>96.4%</td> <td>97%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• GCCSA Groups and feedback.</li> <li>• Student and staff survey results.</li> </ul>		Current	Target for 2016/17 (and to show no decrease in future years)	Overall student satisfaction	96.4%	97%
	Current	Target for 2016/17 (and to show no decrease in future years)					
Overall student satisfaction	96.4%	97%					

- KPI figures of early withdrawal rates for groups from particular PC are reduced.

**Overall Student Attainment**

	<b>Current</b>	<b>Target for 2016/17 - All figures to then increase to 2021</b>
Further Education (Full-time)	64.9%	66.5%
Further Education (Part-time)	68.5%	71%
Higher Education (Full-time)	74.7%	75.1%
Higher Education (Part-time)	84%	84.5%

- Enhance economic relevance of the curriculum and support improved access and social inclusion for 2015/16 – 2019/20 as per the ROA, Access & Inclusion Strategy & Action Plan.
- Data set complete on iTrent and increase number of staff completing sensitive information/self-declaration.
- Increase and promote relevant equality analysis of CPD and action area of under-representation.

**Achievement**

- Student Success, irrespective of PC, to increase from 2016-2017

**Glasgow  
Clyde  
College  
2016/17**

**Targets are broken down by PC and inform actions/impacts-**

## Regional Strategic Equality Outcome Themes

1. The diversity of students and staff reflects the communities the College serves.
2. All students and staff experience and contribute to a culture of dignity and respect.
3. All students and staff benefit from inclusive and accessible spaces, environments and services.
4. All students and staff actively engage in fully inclusive and accessible learning.
5. Successful student and staff outcomes are increased irrespective of protected characteristics.

## Equality Outcome Setting Framework

This framework presents:

- **Regional Strategic Equality Outcome Themes**, which are long-term and aspirational in nature.
- **Specific GCC College Equality Outcomes**, the changes, or results which support meeting each of these strategic outcomes. These are more short and mid-term and operational in nature.
- **Rationale**, the contextual basis for the outcome with reference to evidence sources.
- **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.
- **Relation to Protected Characteristics**, which the specific outcome will target.
- **Link to College Strategy and Public Sector Equality Duty**, detailing the College strategic objectives and specific part/s of the PSED which will be progressed by each specific outcome.

Equality Outcome Setting Framework

**Glasgow Regional Strategic Equality Outcome**

**Theme 1: *The diversity of students and staff reflects the communities the College serves.***

**Glasgow Clyde College Equality Outcome**

**1. The successful recruitment of a diverse work force and student body, particularly of disabled individuals and those from minority ethnic communities; provides a welcoming and safe environment for all.**

**Context**

***Fairer Scotland Action Plan***

***Action 44***

**We will improve employment services for disabled people.** Using new and existing powers to provide more effective and joined-up support for disabled people in the labour market is a key priority for the Government.

"We will work to promote disabled people's human rights, access to independent living and equal citizenship." **Dr Sally Witcher OBE, CEO, Inclusion Scotland**

***College Staffing Data 2015-16 Scottish Funding Council***

Those with declared disability made up 3.9% of all headcounts in 2015-16. The staff numbers with declared disability increased from 559 to 574 over the period

In comparison, the figures from the Scotland Census 2011 show that 14.9% of the Scottish working age population (15-64 years) have a disability.

***National FE Staff headcount by disability 2014-15 to 2015-16***

<b>Staff headcount classification by disability 2014-15 to 2015-2016</b>			
	<b>2014-15</b>	<b>2015-16</b>	<b>% change between</b>
<b>Staff with disclosed</b>	559	574	2.7%
<b>No disclosed disability</b>	14,163	13,963	-1.4%

**Race Equality Framework for Scotland 2016-2030**

The actions needed to eradicate racism are not just for the Scottish Government alone. Every individual and organisation in Scotland needs to play their role in creating a fair and equal Scotland that protects and includes people from all background, whatever their ethnicity may be. This matters to each of us and we all have a role to play across every ethnicity, every sector and every community.

**(CoPFS - Crown Office & Procurator Fiscal Services 2016)**

Racially aggravated hate crimes continue to be the highest type of hate crime reported in Scotland during 2015-16

**College Staffing Data 2015-16 SFC**

Although the proportion of BME population is 4.0% at a national level, the proportion of BME population varies greatly between different areas of the country

BME staff make up 1.6% (234) of total staff employed in the FE sector, down from 326 the previous year, a decrease of 28.2%

**National FE Staff headcount by ethnicity 2014-15 to 2015-16**

Staff headcount by ethnicity 2014-15 to 2015-2016			
	2014-15	2015-16	% change between
Black and minority ethnic	326	234	-28.2%
Other ethnicity	14,396	14,303	-0.6%

**Glasgow Clyde College**

The number of students with a disability enrolled in 2015-2016 was 17.6%. These students have a higher withdrawal rate compared to non-disabled students.

1.42% of staff declared a disability in March 2017. This is a slight increase on last year's figure of 1.35%. We recognise that disclosure rates, particularly in relation to this protected characteristic, are very low and are potentially not a true reflection of our disability profile and will continue to work with staff to encourage self-disclosure.

The number of students from a BME background enrolled in 2015-2016 was 26.7%. Students from this group have a higher withdrawal rate

compared with white students

75.58% of staff are from a White background, 1.61% a BME background and 20% preferred not to say or data is not recorded. Our BME profile is very small in relation to that of both our student population 26.7% and Glasgow as a whole at 22.7%.

**Conclusion**

Whilst the numbers of disabled and BME students are rising within the FE, the number of disabled and BME staff is not reflective of this. Indeed, the staff within GCC are not representative of the communities it serves and therefore it has been acknowledged that an increase in staff diversity, in particular disabled and BME staff, would help to advance and further our PSED. This outcome also aligns our Equality work with Scottish government objectives and action plans. We know that as educators of a diverse student population, our staff should reflect this better. Staff from varied backgrounds, with different life experiences would have an extremely positive effect in fostering good relations, promoting inclusivity and diversity by bringing people from different ethnicities together.

Actions	Outputs	Strategic Aims, PSED & Protected Characteristics Supported
<ul style="list-style-type: none"> <li>• GCCSA will continue to increase promotion and accessibility of events for all students in particular those from minority groups.</li> <li>• External Equality Advisory Staff Group established with relevant partners</li> <li>• BME and disabled students in particular, are encouraged to engage with GCCSA and College events.</li> <li>• Student facing services to support cultural and language diversity.</li> <li>• Update training of key staff and GCCSA officers to promote Third Party Reporting Centre status.</li> <li>• Where possible, religious observance is accounted for within the academic calendar and student funding.</li> <li>• Celebrate key cultural events across main faiths.</li> <li>• Distribute multi-faith calendar and</li> </ul>	<p>All students undertake induction which includes the Equality Module and GCCSA increases accessibility to and engagement in activities with students from all backgrounds, in particular BME &amp; disabled groups.</p> <p>Flexibility is supported for religious observance.</p> <p>Creation of a College Diversity Calendar.</p> <p>Increased awareness of the challenges faced by both BME and disabled individuals.</p>	<p><b><u>GCC Strategic Aims</u></b></p> <p><u>Delivering exceptional learning opportunities</u></p> <ul style="list-style-type: none"> <li>• Removing barriers to ensure that our courses are accessible to the widest spectrum of learners.</li> <li>• Providing a safe and inclusive environment that fosters good relations, eliminates discrimination and advances equality of opportunity.</li> </ul> <p><u>Contributing to the local, regional and national economy</u></p> <ul style="list-style-type: none"> <li>• Supporting the achievement of key policy priorities of the Scottish Government and stakeholders served by the college.</li> </ul>

<p>relevant information online to all students and staff.</p> <ul style="list-style-type: none"> <li>• College’s Zero Tolerance approach to any forms of discrimination, harassment or bullying is underlined by promoting and raising awareness of the staff and student respect policies and the Student Charter/Code of Conduct.</li> <li>• Disabled staff and students are actively involved in accessibility audits and future estate work.</li> <li>• Staff and student participation in the IDEA Groups is increased</li> </ul>	<p>Through increased awareness of issues, ethnic minorities &amp; disabled individuals are better supported.</p> <p>Staff are confident in identifying approaches to better support students/other staff from minority groups.</p>	<p><u>Ensuring operational effectiveness and efficiency</u></p> <ul style="list-style-type: none"> <li>• Investing in a high quality, efficient, and sustainable Estates and ICT infrastructure capable of adapting to changing curriculum and business needs.</li> <li>• Supporting and empowering staff to achieve their maximum potential.</li> </ul> <p><u>Growing exceptional partnerships</u></p> <ul style="list-style-type: none"> <li>• Promoting a high standard of physical and mental health and wellbeing for all students and staff.</li> <li>• Informing decision-making through continuous engagement and communication with students, staff and partners.</li> <li>• Maximising the impact of the Students’ Association by working with them, to encourage students to engage at the highest level and be involved in the creation of their learning.</li> </ul> <p><b><u>PSED</u></b></p> <ul style="list-style-type: none"> <li>▪ Eliminate unlawful conduct.</li> <li>▪ Advance equality of opportunity.</li> <li>▪ Foster good relations.</li> </ul> <p><b><u>Protected Characteristic/s</u></b></p> <p>All protected characteristics, in particular Disability &amp; Race</p>
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**Glasgow Regional Strategic Equality Outcome****Theme 2: All students and staff experience and contribute to a culture of dignity and respect****Glasgow Clyde College Equality Outcome****2. All students and staff are fully supported to promote and contribute to a College ethos of inclusion and diversity****Context*****Scottish Funding Council Glasgow Clyde College Post-Merger Evaluation Report***

“Creating a positive college culture at all three campuses, parity of services and a sense of belonging for all staff. Enhancement of communications and consultation across the College, particularly developing appropriate feedback mechanisms from staff to senior management”.

***CoPFS 2014, 2015 and 2016 Published: 10 June 2016***

- Racial crime remains the most commonly reported hate crime. There were 3,712 charges reported in 2015-16, 3% lower than in 2014-15, and the lowest number reported since 2003-04.
- Sexual orientation aggravated crime is the second most common type of hate crime. There were 1,020 charges reported in 2015-16, an increase of 20%. With the exception of 2014-15, there have been year-on-year increases in charges reported since the legislation introducing this aggravation came into force in 2010.
- The number of religiously aggravated charges reported, at 581, is 3% higher than in 2014-15. Including charges that are now reported under the Offensive Behaviour at Football legislation, all religious related charges are also 3% higher than in 2014-15.
- There were 201 charges reported in 2015-16 with an aggravation of prejudice relating to disability, 14% more than in 2014-15.
- There were 287 charges reported in 2015-16 under Section 1 of the Offensive Behaviour at Football and Threatening Communications (Scotland) Act 2012, 49% higher than in 2014-15. This is the highest annual number of charges reported since this legislation came into force.

***What works to reduce prejudice and discrimination? - A review of the evidence: Scottish Government Publication***

#### *Section 4- Prejudice-Reduction Interventions*

Unsurprisingly, education has long been a key area of interest for scholars in all disciplines who have looked at 'what works' to reduce prejudice. Educational prejudice reduction initiatives build on contact theory through the premise that activities such as cooperative learning, discussion and peer influence, instruction and a multi-cultural curriculum will help to reduce prejudice in a way that contact alone may not be sufficient to. Educational initiatives are concerned with promoting positive relations through challenging stereotypes and 'myths' about out-groups. This may involve groups being in direct contact with each other, for example pupils from different faith schools taking part in shared learning, or peer discussion between different groups on topics that might be said to create divisions and tensions (such as certain historical events).

#### ***The Equality Network Manifesto 2016***

68% of LGBT people have experienced verbal abuse and 16% have been physically assaulted, because they are LGBT. Same-sex couples do not feel safe holding hands in much of Scotland and many transgender people feel unsafe in public spaces. Homophobic, biphobic and especially transphobic hate crime is underreported, in part because people lack confidence that it will be dealt with safely and effectively.

#### **PUBLIC SERVICES FOR ALL**

#### **Train and support public service staff on LGBTI equality**

Many public service staff are unclear what they should be doing to welcome LGBTI service users and how to address the specific needs of those users. The Scottish Government should use its position and influence and where appropriate the new devolved equality powers, to ensure that staff receive sufficient training and support to deliver services for LGBTI people.

#### **Continue to develop understanding and good practice**

The Scottish Government should continue to support LGBTI and other equality organisations and public bodies, to work together to develop understanding and good practice around LGBTI equality. There should be a particular focus on underdeveloped areas, including the needs of transgender people, bisexual people, intersex people and LGBTI people with intersectional identities, including black and minority ethnic LGBTI people, LGBTI asylum seekers and refugees and disabled LGBTI people.

#### ***Scottish Crime and Justice Survey 2014/15: Main Findings***

One in ten victims of harassment thought that it was because of their ethnic origin or race, while 6% thought that they were harassed because of their gender or gender identity.

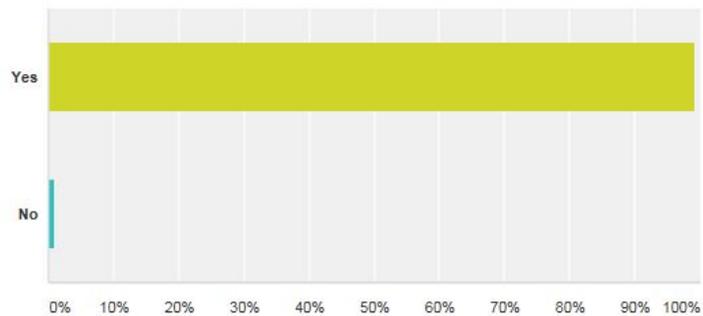
## Glasgow Clyde College

Data capture and analysis for both staff and students must be improved in order to provide more specific statistical evidence within the College. Feedback from focus groups and surveys confirm that the College offers a safe place to work and learn, however, comments by staff and students from some protected characteristics underline that we could do more to further promote an inclusive College culture.

### Student Satisfaction Survey 2015-16

Do you feel Glasgow Clyde College is a safe place to study?

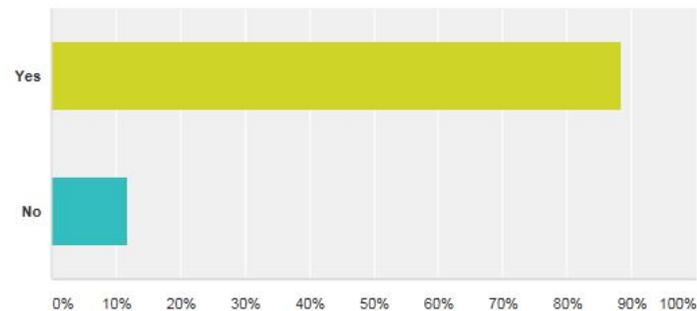
Answered: 2,537 Skipped: 0



Answer Choices	Responses	Count
Yes	99.17%	2,516
No	0.83%	21
Total		2,537

If you felt unsafe in college or in your life outside college would you feel able to ask a member of staff for help?

Answered: 2,537 Skipped: 0



Answer Choices	Responses	Count
Yes	88.37%	2,242
No	11.63%	295
Total		2,537

**Conclusion**

The diversity of the College needs to be promoted through contribution by students and staff from all protected characteristics and as educators we have a responsibility to continually support students and staff from all backgrounds and minority groups.

National and regional data, plus college feedback – aligned to the College values and Strategic Aims– highlights that there continues to be a need to develop and support a culture based on dignity and respect. The College must ensure that further steps are taken to encourage staff self-declaration and promote a culture of dignity and respect for all. Data capture and analysis of staff and students’ sensitive information must be increased. The HR service iTrent will now also include all of the nine protected characteristics with the final addition of gender reassignment and full student equality data will be analysed further.

Actions	Outputs	Strategic Aims, PSED & Protected Characteristics Supported
<ul style="list-style-type: none"> <li>• GCCSA staff, officers and class reps complete Equality training.</li> <li>• All students to have access to and encouraged to complete the Student Equality Module.</li> <li>• Staff complete Equality training and EIA training</li> <li>• Renew commitment to Third party Reporting Status via training for the GCCSA staff and awareness raising via communications to all staff.</li> <li>• Plan and deliver annual Equality themed events for both staff &amp; students &amp; encourage better staff engagement</li> <li>• Encourage and increase the number of participants in the Annual Embracing Diversity Competition.</li> <li>• Staff at all levels are encouraged and supported to become ED&amp;I Champions.</li> <li>• Devise and roll out a student Equality Digital badge initiative and support achievement.</li> <li>• Update EDI information on the website.</li> <li>• Ensure appropriate representation of staff and students on the College’s ED&amp;I working groups.</li> </ul>	<p>Glasgow Clyde College Student Executive and Class Reps are trained in equality as part of induction.</p> <p>Students are fully informed of all EDI matters.</p> <p>Staff understand and acknowledge the rationale for data capture.</p> <p>Increased numbers of staff have completed EDI digital badges.</p> <p>Hate Crime and 3<sup>rd</sup> Party reporting awareness is increased to all staff &amp; students.</p> <p>Enhanced engagement is achieved via a variety of</p>	<p><b><u>GCC Strategic Aims</u></b></p> <p><u>Delivering exceptional learning opportunities</u></p> <ul style="list-style-type: none"> <li>• Removing barriers to ensure that our courses are accessible to the widest spectrum of learners.</li> <li>• Providing a safe and inclusive environment that fosters good relations, eliminates discrimination and advances equality of opportunity.</li> </ul> <p><u>Contributing to the local, regional and national economy</u></p> <ul style="list-style-type: none"> <li>• Supporting the achievement of key policy priorities of the Scottish Government and stakeholders served by the College.</li> <li>• Producing students better equipped for the workplace by embedding employability skills into all relevant programmes.</li> </ul> <p><u>Ensuring operational effectiveness and efficiency</u></p>

<ul style="list-style-type: none"> <li>• Staff Equality questions embedded within the annual survey.</li> <li>• Evaluate student and staff survey responses by protected characteristics.</li> <li>• Become accredited delivery centre for new PDA Inclusiveness &amp; Equality.</li> <li>• IDEA Group meeting schedule embedded within the College calendar</li> <li>• Staff share good practice of EDI.</li> <li>• Diversity Calendar developed and provided to all staff.</li> </ul>	<p>communication.</p> <p>Staff and students are aware of the Embracing Diversity competition.</p> <p>All staff policies and procedures are available in an accessible format for all.</p> <p>All staff have access to College Diversity Calendar</p> <p>Staff feel empowered to report any incidents of inappropriate behaviour.</p> <p>Students feel confident and comfortable in reporting any unacceptable behaviour</p> <p>IDEA Group meetings take place twice a block at each campus.</p> <p>Action planning is informed by staff equality survey results, examined by pc.</p>	<ul style="list-style-type: none"> <li>• Investing in a high-quality, efficient and sustainable Estates and ICT infrastructure capable of adapting to changing curriculum and business needs.</li> <li>• Supporting and empowering staff to achieve their maximum potential.</li> </ul> <p><u>Growing exceptional partnerships</u></p> <ul style="list-style-type: none"> <li>• Promoting a high standard of physical and mental health and wellbeing for all students and staff.</li> <li>• Informing decision-making through continuous engagement and communication with students, staff and partners.</li> <li>• Maximising the impact of the Students' Association by working with them, to encourage students to engage at the highest level and be involved in the creation of their learning.</li> </ul> <p><b><u>PSED</u></b></p> <ul style="list-style-type: none"> <li>▪ Eliminate unlawful conduct.</li> <li>▪ Advance equality of opportunity.</li> <li>▪ Foster good relations.</li> </ul> <p><b><u>Protected Characteristic/s</u></b></p> <p>Age, Disability, Gender Reassignment, Marriage &amp; Civil Partnership, Pregnancy &amp; Maternity, Race, Religion or Belief, Sex and Sexual Orientation.</p>
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**Glasgow Regional Strategic Equality Outcome**

### Theme 3: All students and staff benefit from inclusive and accessible spaces, environments and services

#### Glasgow Clyde College Equality Outcome

#### 3. Disabled individuals can independently and confidently access our buildings and services

##### Context

Glasgow Clyde College, bases its definition of disability on the social model described by Inclusion Scotland:

##### **Social Model**

*We believe that people are not disabled because of a medical condition, but by barriers like:*

- *Other people's negative attitudes and lack of awareness;*
- *Inaccessible buildings, transport and communication methods;*
- *Poverty arising from cuts to benefits, social care charges, extra costs, and discrimination by employers;*
- *Services that should support us to live as full and equal citizens instead taking away our freedom, choice and control; and*
- *Lack of information and power to make our voices heard;*

*None of these barriers are inevitable – so neither are disabled people's inequality and exclusion.*



In Glasgow, 22.7% of residents are disabled and in Scotland as a whole 19.6% of residents are disabled (*Scottish Government 2017*).

In 2014-15, 10% of all Higher Education students and 20% of Further Education students in colleges declared a disability (*SFC Statistical Report 2016*)

There was a smaller proportion of young people with a disability participating in education (64.4% compared to 71.5%) and employment (12.0% compared to 17.0%). However, young people with a disability were more likely to be participating in training or other development (6.3%) than those without (2.0%). (*Skills Development Scotland*)

Half of all disabled young people are in further education nine months after leaving school. However, by the time they are 26 they are four times as likely to be unemployed as their non-disabled peers (*Department of Work & Pensions 2016*).

FE College staff with declared disability made up 3.9% of all headcounts in 2015-16. The staff numbers with declared disability increased from 559 to 574 over the period.

In comparison, the figures from the Scotland Census 2011 show that 14.9% of the Scottish working age population (15-64 years) have a disability. Figures show that the likelihood of having a disability or long-term health problem, increases with age. Among the age group of 15-19, 6.5% of the population has a disability, among the age group of 35 to 39, 11.75% of the population has a disability and this percentage increases to 25.9% for the age group of 55 to 59 year olds.

In 2015-16 41.7% of college staff were over 50 years of age and this proportion had increased by 1.0% from the 2014-15 academic year. (*Scottish Funding Council Staffing Data 2015-2016*)

### **Glasgow Clyde College 2016-2016**

17.6% of students identify as being disabled (GCC 2015-16) and 1.4% of staff identify as being disabled (GCC 2017)

The staff figure is inaccurate and we are aware that much more needs done to improve staff disclosure. Participation in the ECU Staff Diversity Project will ensure that this is a priority moving forward.

Feedback from IDEA Groups shows the need for better communication regarding access information in relation to College buildings and services. Both disabled and non-disabled individuals have requested this information and agreed that this further awareness raising of accessible and inclusive College facilities & services is required.

### **Conclusion**

When developing this outcome, The College not only considered the social model definition of disability included above, but also reflected upon the following:

**“Disability:** the disadvantage or restriction of activity caused by a contemporary social organisation which takes little or no account of people who have physical impairments and thus excludes them from participation in the mainstream of social activities.

These barriers have nothing to do with individual disabled people’s bodies: they are created by people so it is possible to remove them.”  
(*Scottish Accessible Information Forum*)

There is a continued need to support disabled students, staff and visitors to confidently access all facilities in order to provide a more inclusive and welcoming service.

Related actions and outputs detailed below also complement and support the College's Access & Inclusion Strategy.

Actions	Outputs	Strategic Aims, PSED & Protected Characteristics Supported
<ul style="list-style-type: none"> <li>• Create a working group of relevant staff and students to undertake a disability audit of all campuses to further support the access needs of disabled individuals.</li> <li>• Accessibility campus map and guide is created with support from the working group &amp; SEDIA Group.</li> <li>• Impact of new guide is measured and feedback acted upon via IDEA Groups</li> <li>• Enhance systems to better support meeting reasonable adjustments of applicants, new and existing students and staff.</li> <li>• Ensure that assistive technology is assigned to each student and staff member as required.</li> <li>• New College website includes enhanced accessibility features following robust engagement with disabled users.</li> <li>• College commitment to supporting disabilities is communicated widely.</li> <li>• Ensure that the default Word, PowerPoint and email settings are accessible.</li> <li>• Incorporate further Contact Scotland BSL into other public facing services.</li> <li>• Raise awareness of the BSL Act to all staff and students.</li> <li>• Current BSL Welcome on the College Website is further enhanced by the inclusion of a BSL translation of the Principal's Foreword for all the statutory Equality Reports.</li> <li>• Deliver disability awareness training and webinars to staff and students.</li> </ul>	<p>Feedback integrated into policies and procedures.</p> <p>Applicants, new and existing students and staff are empowered and supported to perform better.</p> <p>Access guide ensures positive experiences when accessing our College's services.</p> <p>Assistive technologies are available to all staff, students and visitors.</p> <p>Being accessible improves the users' experience and improves the College's reputation.</p> <p>BSL users are able to access College services.</p> <p>Through increased awareness of issues, disabled people are better supported.</p> <p>The diverse needs of</p>	<p><u>Delivering exceptional learning opportunities</u></p> <ul style="list-style-type: none"> <li>• Removing barriers to ensure that our courses are accessible to the widest spectrum of learners.</li> <li>• Providing a safe and inclusive environment that fosters good relations, eliminates discrimination and advances equality of opportunity.</li> </ul> <p><u>Contributing to the local, regional and national economy</u></p> <ul style="list-style-type: none"> <li>• Supporting the achievement of key policy priorities of the Scottish Government and stakeholders served by the College.</li> <li>• Producing students better equipped for the workplace by embedding employability skills into all relevant programmes.</li> </ul> <p><u>Ensuring operational effectiveness and efficiency</u></p> <ul style="list-style-type: none"> <li>• Investing in a high quality, efficient, and sustainable Estates and ICT infrastructure capable of adapting to changing curriculum and business needs.</li> <li>• Supporting and empowering staff to achieve their maximum potential.</li> </ul> <p>Growing exceptional partnerships</p>

<ul style="list-style-type: none"> <li>• Ensure the GCCSA continues with their engagement and activities with disabled students.</li> </ul>	<p>disabled individuals are fully met.</p> <p>There are improved positive outcomes for disabled students.</p>	<ul style="list-style-type: none"> <li>• Achieving excellent staff performance and building leadership capacity through delivering effective professional development and performance management.</li> <li>• Promoting a high standard of physical and mental health and wellbeing for all students and staff.</li> <li>• Informing decision-making through continuous engagement and communication with students, staff and partners.</li> <li>• Maximising the impact of the GCCSA by working with them to encourage students to engage at the highest level and be involved in the creation of their learning.</li> </ul> <p><b><u>PSED</u></b></p> <ul style="list-style-type: none"> <li>• Eliminate unlawful conduct.</li> <li>• Advance equality of opportunity.</li> <li>• Foster good relations.</li> </ul> <p><b><u>Protected Characteristic/s</u></b></p> <p>Predominantly disability, but also covers any individual who may face access barriers and includes intersectionality with other pcs such as age, gender reassignment &amp; sex</p>
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## Glasgow Regional Strategic Equality Outcome

**Theme 4: All students and staff actively engage in fully inclusive and accessible learning**

## Glasgow Clyde College Equality Outcome

**4.1. Students experience and contribute to learning & teaching methods and materials which are accessible to all and promote & celebrate diversity**

**4.2. Staff receive appropriate continuous professional development to support them in the design, development and delivery of inclusive teaching methods and materials**

## Context

Related and relevant evidence included in Outcome 3.

The PSED requires fairness, opportunity and respect to be embedded across all functions and therefore as both an educator and employer, Glasgow Clyde must ensure that there is equitable design, delivery and evaluation of all areas of learning, teaching and training.

### **Access & Inclusion Strategy 2017**

“What should be in my college’s Access and Inclusion Strategy?”

This strategy should define the inclusive service you provide and how you monitor its effectiveness and impact. It should outline the inclusive service you provide for your students and should set out your ambitions.” *(SFC College Outcome Agreement Guidance AY 2017-18, Annex C)*

## Glasgow Clyde College Equality Outcome 4.1

Education Scotland

### **Support for All**

“All Scotland's children and young people are entitled to support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence provides. Some children may need additional support”.

**Inclusion**

The diversity of learners challenges policy makers, teachers and others to provide education that is able to flexibly respond to that diversity. We need to respond in such a way that barriers to participation, learning and achievement are removed, inclusion and equality are promoted and a high quality education for all is developed and sustained.

**Support**

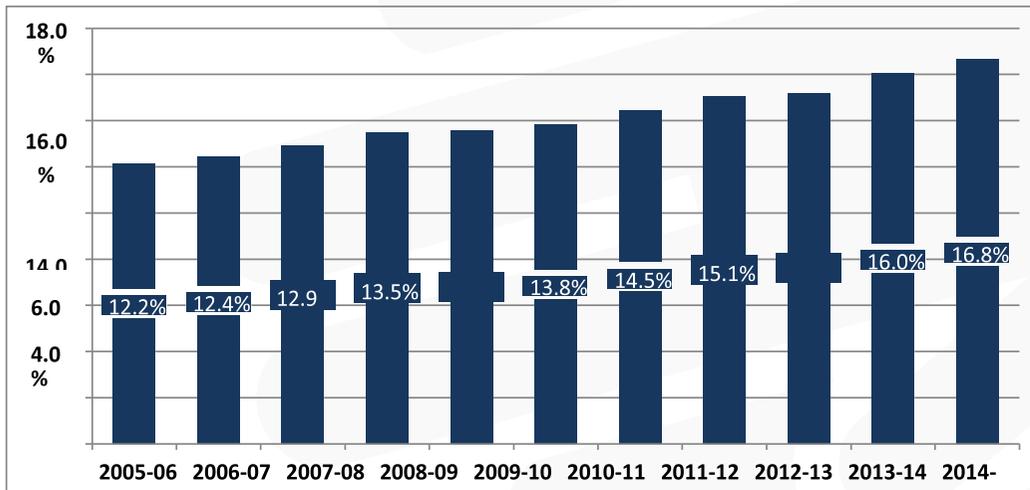
The needs of the child or young person should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely.

**Universal support**

Universal support starts with the ethos, climate and relationships within every learning environment. It is the responsibility of all practitioners and partners. An environment which is caring, inclusive, fair and focused on delivering learning to meet individual needs will encourage all children and young people to strive to meet their learning potential.

Personal learning planning is at the heart of supporting learning. The conversations about learning, reviewing progress and planning next steps are central to this process. Planned opportunities for achievement which focus on the learning and progress made through activities across the full range of contexts and settings in which the curriculum is experienced also contribute to the universal aspect of support.” (*Education Scotland website*)

**Percentage of Learning Hours delivered to students with a disability 2005-06 to 2015-16**



In 2015-16, 9.2 million learning hours were delivered to students with a declared disability on mainstream programmes in colleges and 2.5

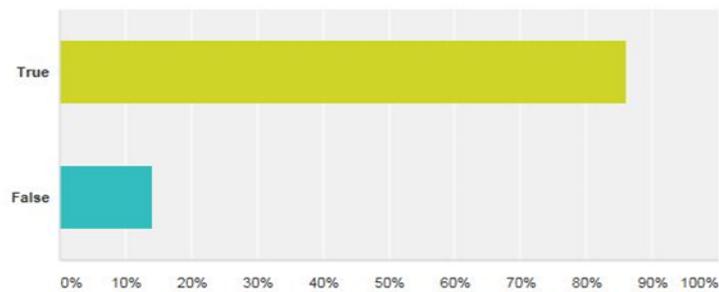
million learning hours were delivered to students with a declared disability on Learning Needs programmes. There were an additional 1.9 million learning hours delivered on Learning Needs programmes to students without a declared disability. Combined, this represents 19.4% of all learning hours in 2015-16 (*SFC College Statistics Report 2015-2016*)

## Glasgow Clyde College

### **VLE Student Survey 2015**

The Virtual Learning Environment helps me achieve more at college?

Answered: 924 Skipped: 9

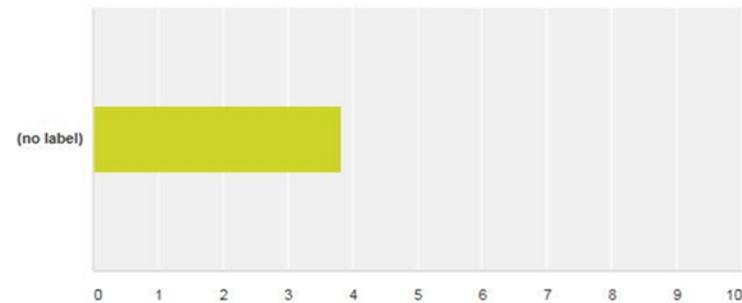


Answer Choices	Responses	
True	86.04%	795
False	13.96%	129
Total		924

### **ELS Survey 2015-2016**

Overall, how would you rate your experience with the Equality and Inclusion team?

Answered: 90 Skipped: 0



	Unsatisfactory	Fair	Good	Very Good	Total	Weighted Average
(no label)	0.00% 0	2.22% 2	13.33% 12	84.44% 76	90	3.82

Whilst we are making excellent progress with student satisfaction rates regarding inclusive and accessible learning and teaching, we acknowledge that more can be done. This progress will be reported on by April 2019.

### **Glasgow Clyde College Equality Outcome 4.2**

“Developing staff across the college to enhance their skills and experience and building on the welcome investment in enhancing learning and teaching via the professional development programme for existing lecturers.

Ensuring consistency of approach to support students through extending the use of the VLE, as appropriate to subject provision and transforming the approach to learning and teaching through the development of a new innovation hub.” (*SFC Glasgow Clyde College Post-Merger Evaluation Report*)

We also acknowledge there is a need to develop and analyse staff data. This includes examination of CPD activities by protected characteristic in order to identify and take appropriate action to support any under-represented staff groups. This progress will be reported on by April 2019.

**Conclusion**

There is a need to develop more robust data and embed equality, diversity and inclusion within both learning and teaching for students and CPD for staff. This can only be achieved by ensuring that accessibility and inclusion are at the forefront of curriculum and training design, delivery and evaluation. By taking steps to further embed EDI within both the curriculum and within staff CPD, we will better meet our student and staff needs whilst supporting the PSED and our College aim “to empower staff to achieve their maximum potential”.

Actions	Outputs	Strategic Aims, PSED & Protected Characteristics Supported
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<ul style="list-style-type: none"> <li>• Access and Inclusion Action Plan developed and communicated to all.</li> <li>• Senior management and the Board are committed to learner/student engagement through continued support for GCCSA.</li> <li>• GCCSA and relevant staff work together to deliver clear benefits for students and a positive college experience.</li> <li>• Staff are trained in the use of the VLE.</li> <li>• Students are trained in the use of the VLE</li> <li>• Creation of a staff Equality Advisory Group with external partners, led by HR.</li> <li>• Regional Outcome Agreement actions.</li> <li>• Building upon improvements to the ICT / systems.</li> <li>• Innovation Hub is utilised by more staff and students.</li> <li>• Equality staff continue input and attendance at the EDI in the Curriculum Working Group at College Development Network.</li> <li>• EDI in Curriculum Framework developed and rolled out to Colleges and promoted in house.</li> </ul>	<p>Lecturers ensure EDI and accessibility in learning activities.</p> <p>Staff and students aware of new Access &amp; Inclusion Strategy.</p> <p>Community partnerships enhanced.</p> <p>Evaluation of CPD demonstrates that staff experience fully representative, inclusive and accessible learning and development.</p> <p>Staff fully participate in inclusive and accessible relevant CPD.</p> <p>Staff understand their rights and fulfil their responsibilities. Students engage in their learning and teaching.</p> <p>Students evaluate their learning and teaching.</p> <p>Action planning is informed by student PI data and monitored by all relevant protected characteristics.</p>	<p><u>Delivering exceptional learning opportunities</u></p> <ul style="list-style-type: none"> <li>• Removing barriers to ensure that our courses are accessible to the widest spectrum of learners.</li> <li>• Providing a safe and inclusive environment that fosters good relations, eliminates discrimination and advances equality of opportunity.</li> </ul> <p><u>Contributing to the local, regional and national economy</u></p> <ul style="list-style-type: none"> <li>• Supporting the achievement of key policy priorities of the Scottish Government and stakeholders served by the college.</li> <li>• Producing students better equipped for the workplace by embedding employability skills into all relevant programmes.</li> </ul> <p><u>Ensuring operational effectiveness and efficiency</u></p> <ul style="list-style-type: none"> <li>• Investing in a high quality, efficient, and sustainable Estates and ICT infrastructure capable of adapting to changing curriculum and business needs.</li> <li>• Supporting and empowering staff to achieve their maximum potential.</li> </ul> <p><u>Growing exceptional partnerships</u></p> <ul style="list-style-type: none"> <li>• Achieving excellent staff performance and building leadership capacity through delivering effective professional development and performance management.</li> <li>• Promoting a high standard of physical and mental</li> </ul>
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<ul style="list-style-type: none"> <li>CPD examined to enhance inclusion by looking at electronic formats, times of training, training environment/spaces to ensure accessibility for staff.</li> </ul>	<p>The diverse needs of students from protected characteristic backgrounds are fully met.</p> <p>Improved positive outcomes for students from protected characteristics backgrounds.</p>	<p>health and wellbeing for all students and staff.</p> <ul style="list-style-type: none"> <li>Informing decision-making through continuous engagement and communication with students, staff and partners.</li> <li>Maximising the impact of the Students' Association by working with them, to encourage students to engage at the highest level and be involved in the creation of their learning.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>Eliminate unlawful conduct.</li> <li>Advance equality of opportunity.</li> <li>Foster good relations.</li> </ul> <p><b>Protected Characteristic/s</b></p> <p>Age, Disability, Gender Reassignment, Marriage &amp; Civil Partnership, Pregnancy &amp; Maternity, Race, Religion or Belief, Sex and Sexual Orientation.</p>
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<p><b>Glasgow Regional Strategic Equality Outcome</b></p>
<p><b>Theme 5: Successful student and staff outcomes are increased irrespective of protected characteristic</b></p>
<p><b>Glasgow Clyde College Equality Outcome</b></p> <p><b>5.1. There is an increased equity of success for all learners, irrespective of protected characteristic, based on decisions informed by robust and comprehensive data.</b></p> <p><b>5.2. Irrespective of protected characteristic or role within Glasgow Clyde College, all staff are empowered to fulfil their full potential, based on decisions informed by robust and comprehensive data.</b></p>

## Context

**Glasgow Clyde College Outcome 5.1**

The Scottish Funding Councils' Gender Action Plan (GAP), has tasked Colleges with tackling persistent gender imbalance characteristics of specific subject areas experienced in Scottish Colleges. In preparing the GAP, research was conducted on SFC's behalf by the Higher Education Academy, *Whose Job is it Anyway?* (HEA, 2016).

This research mapped approaches to tackling gender imbalances across Scottish Colleges and Universities, presenting findings across five broad themes, as detailed below in the actions. Through meeting with our regional colleagues, the Glasgow Colleges agreed to an additional sixth component which had been identified by City of Glasgow College. The sixth component 'Stakeholder Engagement' was believed to be an essential part for the Glasgow Colleges plans and in particular for Glasgow Clyde College. Indeed, it aligns to our College-specific strategic objective of 'Growing Exceptional Partnerships'.

The College's Gender Action Plan is included within **5.1** and will be published in July 2017 on our website via a link within our Equality section.

Scotland's colleges and universities already run a range of activities and programmes within schools – most of these are now focused on ensuring further and higher education attract those from the most deprived areas of Scotland. Those few activities which seek to tackle other issues of underrepresentation based on protected characteristics such as gender are all too often very short term, one off, and lacking in impact. With the Commissioner for Widening Access now in place, alongside institutions' statutory equality duties and the Scottish Funding Council's gender action plan, there is an excellent opportunity to ensure colleges and universities enhance their work in schools to not only tackle barriers faced by those living in poverty, but also those facing young people because their gender, specifically young women and girls. (*Education Governance Review - Response from Zero Tolerance*)

The new Education Scotland Quality Indicators in support of the Developing Young Workforce and Access & Inclusion agendas, require Colleges to better support the diverse needs of students from protected characteristic backgrounds and improve positive outcomes.

**Imperatives**

Education Scotland and SFC staff drew on internal and external intelligence to identify a number of imperatives which are incorporated within the new arrangements. These are:

Alignment with SFC Outcome Agreement priorities including:

- Meeting identified skills needs at local, regional and national levels.
- Taking account of arrangements for tackling inequality to close the attainment gap.
- Inclusion of arrangements for planning and delivery of Curriculum for Excellence senior phase entitlements and the recommendations of Developing the Young Workforce (DYW).
- A focus on transition into and out of college programmes. (*Education Scotland: Arrangements for assuring and improving the quality of provision and services in Scotland's colleges December 2016*)

## Glasgow Clyde College specific evidence

### Student Data 2015-2016

Successful outcome-

BME- 66.3% Non BME 69.7%

Age - Under 25 year olds have higher withdrawal and lower success rates than those 25 years old and above

Disabled - 66.9% Non-Disabled 69.4%

Sex - Males have a lower overall success rate at only 67.9% compared to 70.1% of female students

Students from lowest 20% SIMD areas - 48%, with the further 80% at 62.2% success rate, below the College average

**Overall College Average Successful Outcome - 69%**

### **Glasgow Clyde College Equality Outcome 5.2**

Evidence demonstrates that BME groups, women and older staff often miss out on career opportunities due to number of factors including perceived/real lack of skills and knowledge and participation in relevant training and mentoring would support this (*Close the Gap, 2015 and 2016; and Coalition for Racial Equality & Rights, 2016*).

All of the people of Scotland, regardless of their beliefs, have the right to respect and must be allowed the freedom to participate in society with integrity and honesty. (*Interfaith Scotland Belief in Dialogue*).

Lesbian, Gay, Bisexual & Transgender People's experiences of Inequality in Scotland:

A quarter of LGBT respondents (25%) had experienced discrimination when accessing services and 24% had experienced discrimination at work because they were LGBT. The majority of all respondents said that in addition to prejudice and discrimination LGBT people in Scotland are disadvantaged in other ways. In particular, this was the view of 84% of transgender people, 60% of lesbians, 59% of bisexual people, and 57% of gay men.

Types of disadvantage reported by respondents included service providers and employers not meeting the needs of LGBT people, isolation and exclusion from society, underrepresentation in public life, specific economic disadvantages, and the long-term negative impacts that prejudice and discrimination can have on LGBT people's lives.

A number of respondents raised a concern that Scotland's employers are not always aware of the rights that their LGBT employees have, and do not always provide adequate support when employees face prejudice or discrimination at work. Examples given include complaints by employees not being dealt with appropriately. A number of respondents raised a concern that Scotland's employers are not always aware of the rights that their LGBT employees have, and do not always provide adequate support when employees face prejudice or discrimination at

work. Examples given include complaints by employees not being dealt with appropriately. (*The Scottish LGBT Equality Report 2015- the most comprehensive research to date presenting the results of a survey of 1,052 people living across the length and breadth of the country.*)

Glasgow Clyde College specific evidence

Current Staff Data needs to be more comprehensive in order for us to ensure all staff fulfil potential. HR data capture will include all 9 protected characteristics to allow for meaningful analysis and relevant actions. We are confident that in our next report, we will provide a more accurate and detailed picture of our staffing profile across all protected characteristics.

**Conclusion**

There is a need to redress gender under-representation in key subject course areas through providing tailored activity based on evidence and specific needs. In delivering this outcome, an overall College Gender Action Plan will be supported by individual faculty level action plans to tackle gender imbalance specific to that faculty, with progress measured against a series of internal and SFC milestones.

In addition, the new Education Scotland Quality Standards (2016) require Colleges to support “Equity, Attainment and Achievement of All Learners” throughout Learning and Teaching e.g. ensuring equity of success and achievement (*Education Scotland, 2016*)

Therefore, by embedding EDI within all aspects of the student experience, we will better support all students and help to ensure an equity of success for all.

In order for staff to be empowered to realise their full potential, they must be fully supported in all aspects of their working life. This can only be achieved by ensuring the correct support is in place. By analysing and acting upon comprehensive evidential data, all staff, regardless of job role or pc, can access the necessary CPD training, policies, procedures, ICT support and resources to help them achieve. We are working on a Staff Diversity project with the Equality Challenge Unit which we are hopeful will allow us to encourage staff to disclose their sensitive information, capture, gather and then publish more robust data. We also have in College initiatives such as the EDI digital badge scheme for all staff to raise awareness and further promote a culture of dignity and respect.

Actions	Outputs	Strategic Aims, PSED & Protected Characteristics Supported
<p><b>GAP -</b></p> <ul style="list-style-type: none"> <li>• ‘Infrastructure’ based actions, such as policies, CPD and resources.</li> <li>• ‘Influencing the Influencer’ based actions, such as those with educators, careers advisors and parents.</li> <li>• ‘Raising awareness and aspirations’ based</li> </ul>	<p>Awareness of issues and aspirations are raised.</p> <p>Gender under representation is improved.</p>	<p><u>Delivering exceptional learning opportunities</u></p> <ul style="list-style-type: none"> <li>• Removing barriers to ensure that our courses are accessible to the widest spectrum of learners</li> <li>• Providing a safe and inclusive environment that fosters good relations, eliminates discrimination</li> </ul>

<p>actions, such as outreach activities, such as talks and visits.</p> <ul style="list-style-type: none"> <li>• ‘Encouraging applications’ based actions, such as ensuring equitable recruitment, marketing and course packaging.</li> <li>• ‘Supporting success’ based actions, such as creating gender inclusive environments and enhancing the student experience.</li> <li>• “Stakeholder engagement” based actions, such as work with employers and the GCCSA.</li> <li>• Involvement in Attracting Diversity Student Project with ECU.</li> <li>• Staff participate in CPD sessions to raise awareness of EDI issues.</li> <li>• Communicate student needs with relevant staff at appropriate points, whilst accounting for data protection.</li> <li>• Ensure that students who are experiencing challenges are signposted to relevant support services.</li> <li>• Staff fully trained in safeguarding awareness.</li> <li>• Refine Dashboard information to better present protected characteristic and SIMD student data across application, enrolment, early/further withdrawal and partial/complete success at College, faculty, curriculum and course levels.</li> <li>• New EDI clause included in every staff contract</li> <li>• Ensure that flexible delivery modes of CPD are</li> </ul>	<p>Student success is supported and delivered.</p> <p>Increased staff knowledge around equality groups, including the IDEA group.</p> <p>Improved support mechanisms for identified vulnerable students and increased retention of students.</p> <p>Information and analysis of student KPI data by all protected characteristics, better supports students.</p> <p>Improved guidance for all students and engagement with GCCSA, supports affiliation, retention and successful outcome.</p> <p>Reduce early/further withdrawal and partial success and improve complete success.</p> <p>Partial and complete success rates are improved for all students, in particular the priority groups identified in the GAP, by more informed Curriculum staff.</p>	<p>and advances equality of opportunity.</p> <p><u>Contributing to the local, regional and national economy</u></p> <ul style="list-style-type: none"> <li>• Supporting the achievement of key policy priorities of the Scottish Government and stakeholders served by the College.</li> <li>• Producing students better equipped for the workplace by embedding employability skills into all relevant programmes.</li> </ul> <p><u>Ensuring operational effectiveness and efficiency</u></p> <ul style="list-style-type: none"> <li>• Supporting and empowering staff to achieve their maximum potential.</li> </ul> <p><u>Growing exceptional partnerships</u></p> <ul style="list-style-type: none"> <li>• Achieving excellent staff performance and building leadership capacity through delivering effective professional development and performance management.</li> <li>• Promoting a high standard of physical and mental health and wellbeing for all students and staff.</li> <li>• Informing decision-making through continuous engagement and communication with students, staff and partners.</li> <li>• Maximising the impact of the Students’ Association by working with them, to encourage students to engage at the highest level and be involved in the creation of their learning.</li> </ul> <p><b><u>PSED</u></b></p>
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<p>provided to suit all needs.</p> <ul style="list-style-type: none"> <li>• Devise and deliver actions to fully support the College's People Strategy.</li> <li>• Improved Self-evaluation documentation with staff training, review and update of staff Equality Matrix.</li> <li>• Inclusion of work alignment to 2017-2021 Equality Outcomes in Faculty Development Plans.</li> <li>• EDI training ongoing and available to all staff.</li> <li>• Equality questions included in annual staff survey.</li> <li>• Increased EIA awareness raising and implementation.</li> <li>• GCCSA ensure that liberation and equality posts are filled during officer elections.</li> <li>• Promote positive organisational and individual policies/procedures e.g. flexible working, family friendly policy, social and domestic.</li> <li>• Promote a respectful culture to encourage self-declaration via digital badge scheme.</li> <li>• HR create an Equality Advisory Group which includes external partners to support and advise on all aspects of EDI.</li> <li>• Aim to increase staff diversity by involvement with ECU Staffing Project.</li> </ul>	<p>HR engage with external equality partners to ensure data disclosure is increased.</p> <p>Accessible, inclusive and flexible CPD is available to all staff.</p> <p>Accessible and inclusive CPD is undertaken, supporting varied staff needs, such as those on flexible hours/on phased return to work.</p> <p>CDP is evaluated and analysed including full equalities data.</p> <p>Staff are engaged and confident in completing self-evaluation paperwork including all equality related information.</p> <p>Staff are able to confidently identify and agree any training/ learning needs.</p> <p>Staff and students feel safe.</p> <p>Staff and students feel comfortable to disclose</p>	<ul style="list-style-type: none"> <li>• Eliminate unlawful conduct.</li> <li>• Advance equality of opportunity.</li> <li>• Foster good relations.</li> </ul> <p><b><u>Protected Characteristic/s</u></b></p> <p>All - but in particular Gender/Sex (includes gender Action Plan).</p>
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<p>sensitive information.</p> <p>Staff sensitive data is captured for all PCs.</p> <p>Staff understand their rights and fulfil their responsibilities.</p> <p>Students engage in their learning and teaching.</p> <p>Students evaluate their learning and teaching.</p> <p>The diverse needs of students from protected characteristic backgrounds are fully met.</p> <p>Improved positive outcomes for students from protected characteristics backgrounds.</p>	
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# Appendix B: Equality, Diversity and Inclusion - Glossary of Terms 2017

## **Appendix B: Equality, Diversity & Inclusion - Glossary of Terms 2017**

### **Age**

Refers to a person belonging to a particular age (e.g. 32 years old) or range of ages (e.g. 20-24, 25-29 year olds).

### **Anticipatory Duty**

For service providers, the duty to make reasonable adjustments is anticipatory: within reason, it is owed to all potential disabled customers and not just to those who are known to the service provider.

### **AP**

Assistant Principal

### **BME (Black and Minority Ethnic Group)**

'Black and Minority Ethnic Group' is used in the UK to describe people from minority groups of non-white descent, particularly those who are viewed as having experienced racism, or are in the minority because of their skin colour and/or ethnicity. The comparison between white and BME has been criticised for being bureaucratic and failing to differentiate between non-UK white minorities, e.g. those from Eastern Europe and other white ethnic minority groups. As such, in this report, BME refers to those categories which are distinct from 'UK White' and 'Other White'. Refer to Other White and UK White for more details.

### **BOM**

The Board of Management

### **Bullying**

Offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.

### **Composition (Staff)**

The total staff headcount, based on primary job role, on 31 July.

### **CPD (Continuous Professional Development)**

The process of tracking and documenting the skills, knowledge and experience that staff gain both formally and informally as they work, beyond any initial training. A record of what staff experience, learn and then apply.

### **Development (as row header in staff data table)**

The College regards 'development' as encompassing more than simply formal training activity, or self-directed continuous professional development (CPD) activities. Indeed, as detailed by the Equality Act 2010, 'development' also includes career development and promotion as evidenced by staff across protected characteristics groups occupying particular job roles and grades.

## **Disability**

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. Not all disabilities are physical or visible.

## **Discrimination**

Direct discrimination refers to discrimination because of a person's protected characteristic.

Indirect discrimination occurs when a provision, criterion or practice is applied that creates disproportionate disadvantage for a person with a protected characteristic, as compared to those who do not share that characteristic.

Discrimination arising from disability occurs when a person is treated unfavourably because of something arising in consequence of their disability.

Discrimination by perception occurs due to the belief that someone has a protected characteristic, whether or not they do have it.

Discrimination by association occurs against a person who does not have a protected characteristic because of their association with someone who does.

## **Diversity**

Valuing everyone as a unique individual and celebrating this difference. Managing diversity successfully helps organisations to nurture creativity and innovation and thereby tap into hidden capacity for growth and improved competitiveness.

## **Due Regard**

To 'have due regard' means that in carrying out all of its functions and day to day activities, a public authority subject to the duty must consciously consider the needs of the PSED as part of the decision-making process in any policy and practice. 'Due regard' comprises two linked elements: proportionality and relevance. The weight that public authorities give to equality should be proportionate to how relevant a particular function is to equality. The greater the relevance of a function to equality, the greater regard should be paid.

## **Early Withdrawal (Student)**

Indicates that the student has withdrawn from the programme before 25% of the course has elapsed.

## **Enrolment (Student)**

Student data are based on enrolments (irrespective of duration) rather than on student population.

## **Equality**

Providing a level playing field for disadvantaged groups to ensure fairness. The approach is centred on: equality of opportunity (access), equality of process (experience and treatment), and equality of outcome (achievement).

## **Equality Act 2010**

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. It simplifies the law, removing inconsistencies and makes it easier for people to understand and comply. It also strengthens the law in important ways, to help tackle discrimination and inequality.

## **Equality Policy**

A statement of an organisations' commitment to the principle of equality in the workplace for staff, customers and stakeholders.

## **Further Withdrawal (Student)**

Indicates that the student attended after the funding qualifying date but withdrew from their studies before the programme ended.

## **GAP (Gender Action Plan)**

An action plan to address gender imbalances at a subject level within colleges, in partnership with Skills Development Scotland and other partners.

## **GCC**

Glasgow Clyde College

## **GCCSA**

Glasgow Clyde College Student Association

## **Gender Reassignment**

The process of transitioning from one gender to another. The individual does not need to undergo any medical or hormonal treatment or change their appearance; as soon as they identify and present as a woman/man they should be treated as such, using toilets and changing facilities accordingly.

## **Harassment**

Unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.

## **Inclusion**

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. 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.

## **Internal (as row header in staff data table)**

Comprises applicants (applicants), those invited to attend a selection interview (shortlisted applicants) and those new appointments (appointments) who were already working for the College. Where 'internal appointment' is mentioned, this comprises appointments to a new

role, including promoted positions or when a member of staff transfers from a temporary to a permanent contract. Refer to 'Recruitment' for more details.

## **Leavers (as row header in staff data table)**

A former member of staff who has left the College within the previous 12 months, i.e. no longer works for the College.

## **Marriage & Civil Partnership**

In Scotland, marriage is recognised in the form of both civil and religious unions between individuals. Civil partners must be treated the same as married couples on a wide range of legal matters. In employment, civil partners must be treated no less favourably than married couples.

## **Monitoring**

An analysis of equality data to examine if people with protected characteristics are being treated fairly, 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 the application stage has been changed to being a compulsory field, with the default set to 'prefer not to say' for each. The College remains committed to encouraging and supporting staff and students in self-declaration.

## **More Favourably**

To treat somebody better than someone else. This is unlawful under the Act if it is because of a protected characteristic, except in very limited circumstances e.g. the duty to make reasonable adjustments for a disabled person. The law can require pregnant workers to be treated more favourably in some circumstances.

## **Other White**

Refers to those other white ethnicity categories not included within the 'UK White' category, i.e. Irish, Gypsy/Traveller, Polish and any other white ethnic group. Refer to 'BME' and 'UK White' for more details.

## **Positive Action**

Refers to a range of lawful actions that seek to overcome or minimise disadvantages (e.g. in employment opportunities) which people who share a protected characteristic have experienced, or to meet their different needs.

## **Pregnancy and Maternity**

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

## **Proportionality**

Refers to measures or actions that are appropriate and necessary. Whether something is proportionate will be a question of fact and involves weighing up the discriminatory impact of

the action against the reasons for it and asking if there is any other way of achieving the aim. The more discriminatory a measure, the harder it will be to justify.

## **Protected Characteristic**

Grounds upon which discrimination is unlawful. The characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

## **Public Authority**

Organisations and individuals that carry out public functions. This would include government departments, local authorities, health authorities and hospitals, schools, prisons and police.

## **Public Sector Equality Duty (PSED)**

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. The Public Sector Equality Duty is also known as the 'general duty'.

## **Race**

Refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins. Refer to 'BME', 'Other White' and 'UK White' for more details.

## **Reasonable**

What is considered reasonable will depend on all the circumstances of the case including the size of an organisation and its resources, what is practicable, the effectiveness of what is being proposed and the likely disruption that would be caused by taking the measure in question as well as the availability of financial assistance.

## **Recruitment (Staff)**

The proportion of external/internal applicants (applicants), those invited to attend a selection interview (shortlisted applicants) and those new appointments across relevant protected characteristics (appointments). Refer to 'Internal' and 'External'.

## **Religion or Belief**

Religion is generally associated with beliefs, but belief includes philosophical beliefs including lack of belief (e.g. Atheism, environmentalism, vegetarianism, etc). Generally, a belief should genuinely be held and affect your life choices or the way you live for it to be included in the definition.

## **Retention (Staff)**

The ability of an organisation to retain its staff. For the purpose of analysis this is represented in the average years of service of staff and leavers across relevant protected characteristics.

## **Scottish Index of Multiple Deprivation (SIMD)**

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.

## **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 (see Colleges that are funded) and universities and higher education institutions (see Universities and Higher Education institutions that are funded). The council is more commonly known as 'the Scottish Funding Council' or 'SFC'.

## **Sex (formerly referred to as gender)**

Generally refers to a man or a woman. For a variety of reasons, some people do not identify themselves according to these definitions.

## **Sexual Orientation**

Whether a person's sexual orientation is towards their own sex (homosexual), the opposite sex (heterosexual) or to both sexes (bisexual). For a variety of reasons, some people do not identify themselves according to these definitions.

## **SMT**

The Senior Management Team, comprised of the Principal, Depute Principal, Vice Principal, Executive Directors and Directors.

## **Specific Duties Scotland**

Scottish Ministers made regulations in May 2012 placing specific duties on Scottish public authorities to enable better performance of the Public Sector Equality Duty (PSED). The Equality Act 2010 Specific Duties (Scotland) Regulations 2012 are also known as the Scottish Specific Duties.

## **Staff**

Refers to those individuals employed on a part-time, or full-time basis, including those on temporary and fixed-term contracts. Agency staff are not included, as they are not employed directly by the College.

## **Successful Outcome (Student)**

Indicates that the student has completed the course year. If it 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 their final year, they will have progressed to the next year of study and achieved at least 70 per cent of the units studied in the current year.

## **UK White**

Comprised of the following ethnic group categories: 'Scottish', 'English', 'Welsh' and 'Northern Irish'. This category is distinct from 'BME' and 'Other White'. Refer to 'BME' and 'Other White' for more details.

## Victimisation

Subjecting a person to a detriment because they have done a protected act or there is a belief that they have done a protected act i.e. bringing proceedings under the Equality Act 2010; giving evidence or information in connection with proceedings under the Act; doing any other thing for the purposes or in connection with the Act; making an allegation that a person has contravened the Act.

## Sources

*ACAS (2014) A Guide for Managers and Employers: Bullying and Harassment at Work (ACAD: London).*

*CIPD (2013) Diversity in the Workplace: An Overview.*

*EQUALITY AND HUMAN RIGHTS COMMISSION (2011) The First Triennial Review*

*EQUALITY AND HUMAN RIGHTS COMMISSION (2014) Glossary of Term.*

*UNESCO (2005) Guidelines for Inclusion: Ensuring Access to Education for All.*

# Appendix C: College Internal Groups (Remit and Membership)

## **Appendix C: College Internal Groups (Remit & Membership)**

### **(Strategic Equality Diversity & Inclusion Action) SEDIA Group Remit is –**

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

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

### **Actions for the SEDIA group**

Digital Badge initiative, EIA awareness, PSED Reporting & Outcome RAG-

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

## IDEA GROUPS

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

The remit of each group at their campus is to:

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

The IDEA Group will –

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

The background is a solid teal color with large, semi-transparent, abstract geometric shapes in a darker shade of teal. These shapes include curved lines and circular segments, creating a modern, layered effect.

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

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

### **Regional Aligned Equality Outcome Framework and Progress Plan Reporting Structure**

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

### **Regional Equality Outcomes**

1. The diversity of students and staff reflects the communities the College serves.
2. All students and staff experience and contribute to a culture of dignity and respect.
3. All students and staff benefit from inclusive and accessible spaces, environments and services.
4. All students and staff actively engage in fully inclusive and accessible learning.
5. Successful student and staff outcomes are increased irrespective of protected characteristics.

### **2017-2021 Outcome Progress Plan Framework**

#### **Equality Outcome Progress Plan**

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

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

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

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

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

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

# Appendix E: The Equality Act 2010

## **Appendix E: 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 nine protected characteristics as follows:

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

### **Public Sector Equality Duty (General Duty)**

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

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act; \*
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

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

### **Public Sector Specific Equality Duties (Scotland)**

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

[www.equalityhumanrights.com/en/public-sector-equality-duty-scotland/regulations-specific-duties-and-details-which-public](http://www.equalityhumanrights.com/en/public-sector-equality-duty-scotland/regulations-specific-duties-and-details-which-public)

The Scottish Specific Duties Regulations came into force on 27 May 2012.

- [The Equality Act 2010 \(Specific Duties\) \(Scotland\) Regulations 2012](#)

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

- [The Equality Act 2010 \(Specific Duties\) \(Scotland\) Amendment Regulations 2015](#)
- [The Equality Act 2010 \(Specific Duties\) \(Scotland\) Amendment Regulations 2016](#)

