

New Equality Outcomes Report 2021-2025

Contents

1 Introduction

2 Commitment

3 Purpose

4 Approach

5 Rationale & Evidence

6 Glasgow Clyde College's Equality Outcomes 2021-2025

7 Looking Forward

1 Introduction

Who we are

To meet the requirements of the Equality Act 2010, this report will detail the setting of our new equality outcomes.

2 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.

New Vision & Values

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~~ 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

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 4 years. Therefore, we at Glasgow Clyde have now created our third set of Equality Outcomes for 2021-2025.

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 as to 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. 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 30th April, 2021
- 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 2017-2021 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 have been extended until October 2021 and the College will report separately on this and those reports will be accessed directly from the 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.

4 Approach

Setting of the Equality Outcomes

From the outset it was agreed that we would create a smaller number of more specific and measurable set of outcomes linking them to our new College Values in order to progress our aims more meaningfully.

The process of setting the Equality Outcomes was led by the Equality, Diversity & Inclusion Committee which includes staff from across the college and student representation from the GCCSA. The collaborative working driven by our Equality and Diversity Lead allowed the College to consider a range of local and national data which informed our process of identification. This group considered the following when developing and prioritising the new outcomes -

- Our Regional Equality Outcome Themes
- Our existing outcomes and internal priority issues
- Our new college Values & Mission
- Relevant sectoral drivers and influences
- Range of feedback gained from staff, students, external partners, appropriate internal and external data.
- Public Sector Equality Duty

Having analysed and reflected on the evidence provided from all of the above, the Equality & Diversity Lead identified key indicators and issues and this was further refined by senior management to provide strategic perspective to the outcomes and finally produced the new set of draft outcomes for publication. This report contains a draft of the proposed outcomes and will be subject to full ratification by the College Senior Leadership Team and will be considered at Board of Management level. Once this process has been completed, the new outcomes will be shared with all staff.

Alignment with Glasgow Regional Equality Outcome Themes

After meeting with Glasgow Region Colleges Board and assessing the impact of Covid-19, a decision was made to keep these themes unchanged. It was agreed that these themes are still relevant at this time and that they will be reviewed next year, for the academic session 2022-23.

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's 2017-2021 Equality Outcomes Progress

- 1) The successful recruitment of a diverse work force & student body, particularly of disabled individuals and those from minority ethnic communities, provides a welcoming and safe environment for all
- 2) All students & staff are fully supported to promote and contribute to a College ethos of inclusion and diversity.
- 3) Disabled individuals can independently and confidently access our buildings and services
- 4.1) Students experience and contribute to learning & 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
- 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

Having worked towards our previous set of equality outcomes it has been acknowledge that further progress needs to be made in certain areas including-

- the recruitment of a more diverse work force to support the diverse student body and communities we serve
- further support disabled individuals particularly those with mental health conditions
- create an inclusive and anti-racist curriculum

We also recognise that fewer and more targeted outcomes will be more effective in tackling persistent inequalities.

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 framework and the College values. And have taken full account of the relevant PSED, within the new 2021-2025 Equality Outcomes framework

We have also incorporated these priorities within existing plans. All curriculum and unit 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. The related Operational Plans now include alignment with the Glasgow Region Equality Outcome Themes to ensure we are meeting both our equality outcomes and mainstreaming duties. A new planning process is currently being developed with the proposal that monitoring and measurement of progress toward the new set of Equality Outcomes is integrated into the process and documentation.

The Senior Leadership Team held a workshop which focused upon Equality, Diversity and Inclusion and was used to reflect upon our previous equality outcomes and identify themes and specific areas of development that linked to the strategic direction of the College, and the interventions that could be made to improve our performance and progression in relation to equality, diversity and inclusion. This process reinforced themes included in our new outcomes including race, safety and diversity.

Alignment with Glasgow Clyde College’s Values & Vision

Glasgow Clyde produced new College values and vision in 2019 and we have aligned our new equality outcomes to our Values to underline that our approach goes beyond legal compliance and that we wish to show ambition in extending our equalities work much further.

External Influencers

Scottish Funding Council (SFC) & Equality & Human Rights Commission (EHRC) Memorandum of Understanding and Joint Action Plan

The Scottish Government committed to undertake a review of the Scottish Specific Equality Duties to ensure they remain an effective vehicle to deliver the PSED. The SFC and EHRC have agreed a Memorandum of Understanding (MOU) and action plan to “*maximise the potential of the PSED and improve equality of outcomes for those experiencing unlawful discrimination and inequality in the HE/ FE sector.*”

Nationally, and at a local level, we want to help focus efforts and resources on taking action over the next PSED reporting cycle (2021-2025) to tackle the most pressing inequalities, which the evidence suggest are relevant to the sector. This approach is aligned with the Scottish Government’s National Performance Framework and their expectations and ambitions for SFC Outcome Agreements with colleges and universities.”

We at Glasgow Clyde understood that our setting approach would not be meaningful without reflection and focus of the national drivers in an attempt to tackle persistent inequalities across the sector.

Range of Feedback & Evidence

Discussion, feedback and evidence has been collected internally from staff groups, committees, the GCCSA, data including staffing information, key performance indicators, student surveys and externally from relevant groups, networks, plus national and regional organisations. Specific details can be found in the next section of the report Rationale & Evidence.

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**; and
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it, i.e. **foster respect**.

5 Rationale & Evidence

Rationale

[The SFC & Memo of Understanding](#)

“The main purpose of this Memorandum of Understanding (MoU) is to advance equality for college and university students and staff by strengthening joint working between EHRC and SFC.”

The [guidance](#) provided by the SFC, details specific drivers and priorities including how institutions will tackle persistent inequalities as per the above MoU.

[Scottish Funding Council](#)

Glasgow Clyde College’s new equality outcomes were devised in accordance not only with the SFC’s memo of understanding, but also with consideration of other sectoral influences and strategies. These include-

[Access & Inclusion Strategy](#)

[BSL Action Plan](#)

The College is currently refreshing its current strategies to ensure they are fit for purpose post-pandemic and fully reflect the values and strategic framework we have developed. Our Principal is leading the review and our Senior Leadership team are discussing our future direction which will be ratified at Board of Management level.

Evidence

The setting of the equality outcomes was informed and guided by comments and evidence from the following College groups and external partners including internal and external data and feedback.

College Staff & Student Views

Glasgow Clyde College Equality, Diversity & Inclusion Committee

Glasgow Clyde College Senior Management Team

Glasgow Clyde College Student Association staff & student representatives

Meetings with staff teams across the college

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

Sources of Data & Information

Equality & Human Rights Commission- website & online guidance and reports

Tackling Racial Harassment on Campus ([EHRC Report 2019](#))

Coalition for Racial Equality and Rights – consultation responses to reports including Scottish Parliament Equalities and Human Rights Committee Inquiry into [Race Equality, Employment and Skills](#)

Scottish Government's Ethnic Minority Recruitment [Toolkit](#)

Victim Support Scotland [Hate Crime Figures 2020](#)

[Fearless Glasgow](#) member and direct engagement

[White Ribbon Scotland](#)

Covid-19- Domestic Abuse & Violence against women and girls [Scottish Government Report](#) August 2020

Glasgow Region Equality Group- direct engagement

Advance HE- direct engagement, website, online guidance and statistical reports

Membership and active engagement in Advance HE groups-

Scottish Race Equality Network

Scottish Equality Forum

[transEDU Community of Practice](#) member and direct engagement

[LGBT Youth Scotland](#) direct engagement

Scottish Government 'If not now, when?' [Social Renewal Report](#) Jan 2021,
A Fairer Scotland for Disabled People Employment Action Plan [Progress Report](#)
March 2020

Scottish Funding Council- [College staffing data 2019-2020](#)

Internal: Early impressions survey 2020, HR data, student KPI figures 2019-2020,
student focus groups, Faculty and Unit self-evaluation reports, class representative
feedback and stakeholder feedback.

Project Involvement

Mental Health

Glasgow Clyde College has recently worked with SAMH on the Mentally Healthy College project which was widely recognised for its innovation and impact on the confidence and capacity of staff and students to support positive mental health and wellbeing. This has been followed by a successful partnership with Charlie Waller Memorial Trust who have supported a mental health audit and the development and delivery of a suite of resources and training to staff and students.

Action For Children

Glasgow Clyde College have worked with action For Children to provide specialist support for our Care Experienced learners and latterly, for school pupils within Glasgow City Council area to transition successfully into the college environment.

Anti-Racism Project

[Tackling racism on campus: Raising awareness and creating the conditions for confident conversations | Advance HE \(advance-he.ac.uk\)](#)

"We stand united against racism"

Glasgow Clyde College was included as one of 6 colleges and universities chosen to take part in race equality training and piloting new anti-racism project resources. Five members of staff from Glasgow Clyde attended the training including three assistant principals, the EDI Lead and senior HR advisor.

Glasgow Clyde College's Anti-Racism Working Group

Following our participation in the pilot and building on lessons learnt from the training, Glasgow Clyde has formed a diverse working group consisting of staff from across the college to establish our approach to race equality training, identify actions that complement the college's direction and priorities on racial harassment, and how best to start using the project resources. The group will continue to influence our anti-racism work at all levels moving forward.

Involvement with this project has increased our focus and highly influenced our new equality outcomes.

Fearless Glasgow – Report and Support Tool Pilot

The Scottish Government awarded funding to support Fearless Glasgow in a pilot project to develop a collaborative approach to the implementation of an online tool to enable students and staff to report incidents of gender-based violence. The system will also be used to support the reporting of racial harassment and other forms of inappropriate behaviour.

Working in partnership with [Culture Shift](#), the Report and Support tool will be implemented across the participating institutions for the start of academic year 2021/22.

As one of the institutions who have agreed to work on this jointly as a regional pilot, we look forward to sharing lessons learned, good practice and impact of the new tool.

EmilyTest

EmilyTest have chosen 2 x colleges and 2 x universities to test the implementation of their GBV Charter. We are delighted that after a rigorous application procedure, Glasgow Clyde have been chosen to participate in the pilot which begins in May and last 6 months.

The work will build on GBV initiatives that the College has been undertaking as part of the Fearless Glasgow Group and is complemented by the fantastic work led by GCCSA in partnership with White Ribbon.

Glasgow Clyde College look forward to working with EmilyTest and are committed to improving the prevention, intervention and support concerning GBV. The work will form part of wider work we are undertaking in relation to wider Equality, Diversity and Inclusion challenges including anti-racism promotion and the development of trans guidance for staff and students.

6 Glasgow Clyde College's Equality Outcomes 2021-2025

Equality Outcome Setting Structure

- **Glasgow Regional Strategic Equality Outcome Themes**, which are long term and aspirational in nature.
- **Glasgow Clyde College Equality Outcomes, 2021-2025**
- **Context**, detailing the basis for the outcome with reference to evidence sources.
- **Alignment**, links to the College Values, Vision and strategic drivers
- **Protected Characteristics**, which the specific outcome will target and which groups will be supported.
- **Public Sector Equality Duty**, specific part/s of the PSED which will be progressed by each specific outcome and how the outcome supports the Equality Act 2010 PSED
- **Key Milestones**, tangible measure which will evidence progress

Regional Equality Outcome Theme	<i>The diversity of students & staff reflects the communities the College serves</i>
Glasgow Clyde College Equality Outcome 1	Recruitment of a diverse workforce, particularly those from black and minority ethnic backgrounds and disabled individuals, which will cultivate an inclusive and innovative college community
Context	<p>Lack for real progress has been made with our previous outcome regarding recruitment and we need to advance work to diversify our workforce.</p> <p>Nationally, Black and minority ethnic staff made up 2.1% (313) of all headcounts in 2019-20. • Those with declared disability made up 6.3% of all headcounts in 2019-20 – <i>SFC College Staffing Data 2019-2020</i></p> <p>Scottish Funding Council Memo of Understanding Advance HE Anti-Racism Project Scottish Government’s Race Equality Framework Scottish Government’s Disabled Employment Action Plan Scottish Business Pledge Social Impact Pledge About Us Glasgow Clyde College</p>
Alignment	People Centered, Principled, Pioneering
Protected Characteristic	All with specific focus on Race and Disability
Public Sector Equality Duty	Advancing Opportunity, Eliminating Discrimination, Fostering Good Relations
Key Milestones to evidence progress	National recruitment toolkit, new partnerships, new Equality group , HR data- increase in staff diversity, Equal Pay data, Anti-Racism Working Group, Race Action Plan.
Regional Equality Outcome Theme	<i>All students and staff experience and contribute to a culture of dignity and respect</i>

Glasgow Clyde College Equality Outcome 2	Staff and students at Glasgow Clyde feel a sense of belonging and are confident they will thrive in a safe and supportive college community
Context	<p>New College Values</p> <p>Significant minority of staff from a BAME background or who declare a disability</p> <p>14% reduction in the 'sense of belonging' felt by students between sessions 2019/20 and 20/21.</p> <p>There has been a significant rise of 6% in students declaring religion or belief.</p> <p>Increase to 11% in 'Prefer not to say' across sexual orientation question for students</p> <p>54% of enrolled students were female and 46% were male</p> <p>BAME students made up 27% of enrolments in 2019-2020.</p> <p>Hate Crime figures increase 2019-2020 (Victim Support) on race crime, and on crime motivated by prejudice related to religion, disability, sexual orientation and transgender identity.</p> <p>Advance HE Anti-racism Project</p> <p>Fearless Glasgow – Report & Support Tool</p> <p>White Ribbon partnership</p> <p>LGBT Youth Charter</p> <p>GBV Charter Pilot with EmilyTest</p>
Alignment	People Centered, Principled, Passionate
Protected Characteristic	All with specific focus on Race, religion & belief, disability, Sex, Sexual orientation and Gender Reassignment, Age
Public Sector Equality Duty	Advancing Opportunity, Eliminating Discrimination, Fostering Good Relations
Key Milestones	<p>Report & Support Tool successful roll out</p> <p>Achievement of the Emilytest GBV Charter</p> <p>Achievement of the LGBT Youth Charter Silver level</p> <p>White Ribbon Status</p> <p>Development of Chaplaincy Service</p>

	<p>Anti-racism project and action plan</p> <p>Newly developed Menopause Procedure</p> <p>Identification of an aging workforce within the College</p> <p>Increase in staff declaration rates</p>
--	---

Regional Equality Outcome Theme	<i>All students and staff benefit from inclusive and accessible spaces, environments and services</i>
Glasgow Clyde College Equality Outcome 3	Our services respond to and meet the needs of all disabled staff and students, including those with a mental health condition.
Context	<p>Less than 4% of staff have declared a disability while information is unavailable for 38% of staff regarding disability</p> <p>Implementation of a new team of mental health first aiders</p> <p>17.7% students declared a disability with overall success rates increasing from 69.9% to 72%, however this figure is 6% lower than students with no disability</p> <p>Increased declaration rates from students declaring 'a mental health condition' from 28% to 32% over the last 2 years, staff declaration figures</p> <p>Mental Health Strategy</p> <p>Access & Inclusion Strategy</p> <p>BSL Action Plan</p> <p>A Fairer Scotland for Disabled People Employment Action Plan</p>
Alignment	People Centered, Principled
Protected Characteristic	Disability
Public Sector Equality Duty	Advancing Opportunity, Eliminating Discrimination, Fostering Good Relations
Key Milestones	Increase in student success, increase in staff declaration rates, delivery of a mental health coordinator post, mental health action plan, action plan on an ageing workforce, agile working toolkit

Regional Equality Outcome Theme	<i>All students and staff actively engage in fully inclusive and accessible learning</i>
Glasgow Clyde College Equality Outcome 4	Staff are fully supported to create and deliver an inclusive curriculum
Context	<p>New College values</p> <p>Development of Canvas and new approaches to teaching There has been a significant rise of 6% in students declaring religion or belief.</p> <p>Increase to 11% in 'Prefer not to say' across sexual orientation question for students</p> <p>54% of enrolled students were female and 46% were male</p> <p>BAME students made up 27% of enrolments in 2019-2020.</p> <p>Hate Crime figures increase 2019-2020 (Victim Support) on race crime, and on crime motivated by prejudice related to religion, disability, sexual orientation and transgender identity.</p> <p>Advance HE Anti-racism Project</p> <p>LGBT Youth Charter</p> <p>Education Scotland/SQA/SFC guidance</p> <p>Increase in poor mental health and wellbeing</p>
Alignment	People Centered, Principled, Passionate, Pioneering
Protected Characteristic	All with specific focus on Race
Public Sector Equality Duty	Eliminating Discrimination, Fostering Good Relations
Key Milestone	Engagement with Advance HE to support the embedding of anti-racism content within the curriculum, pilot of inclusive curriculum in targeted areas, Race action plan, Mental Health action plan, online modules for staff and students on race, mental health and GBV, new Learning, Teaching and Assessment Strategy, Education Scotland engagement, targeted staff training, new academic structure, Research and Development Team investigation and reporting.

The fifth Regional Equality Outcome theme –

Successful student and staff outcomes are increased irrespective of protected characteristic

will be advanced with successful progress of these four new equality outcomes.

6 Looking Forward

We have already started progress on some of the key milestones including the new Report & Support Tool pilot, Advance HE's Anti-Racism Project, working with the Government's Ethnic Minority Recruitment Toolkit, acceptance to pilot the GBV Charter and the implementation of new structures.

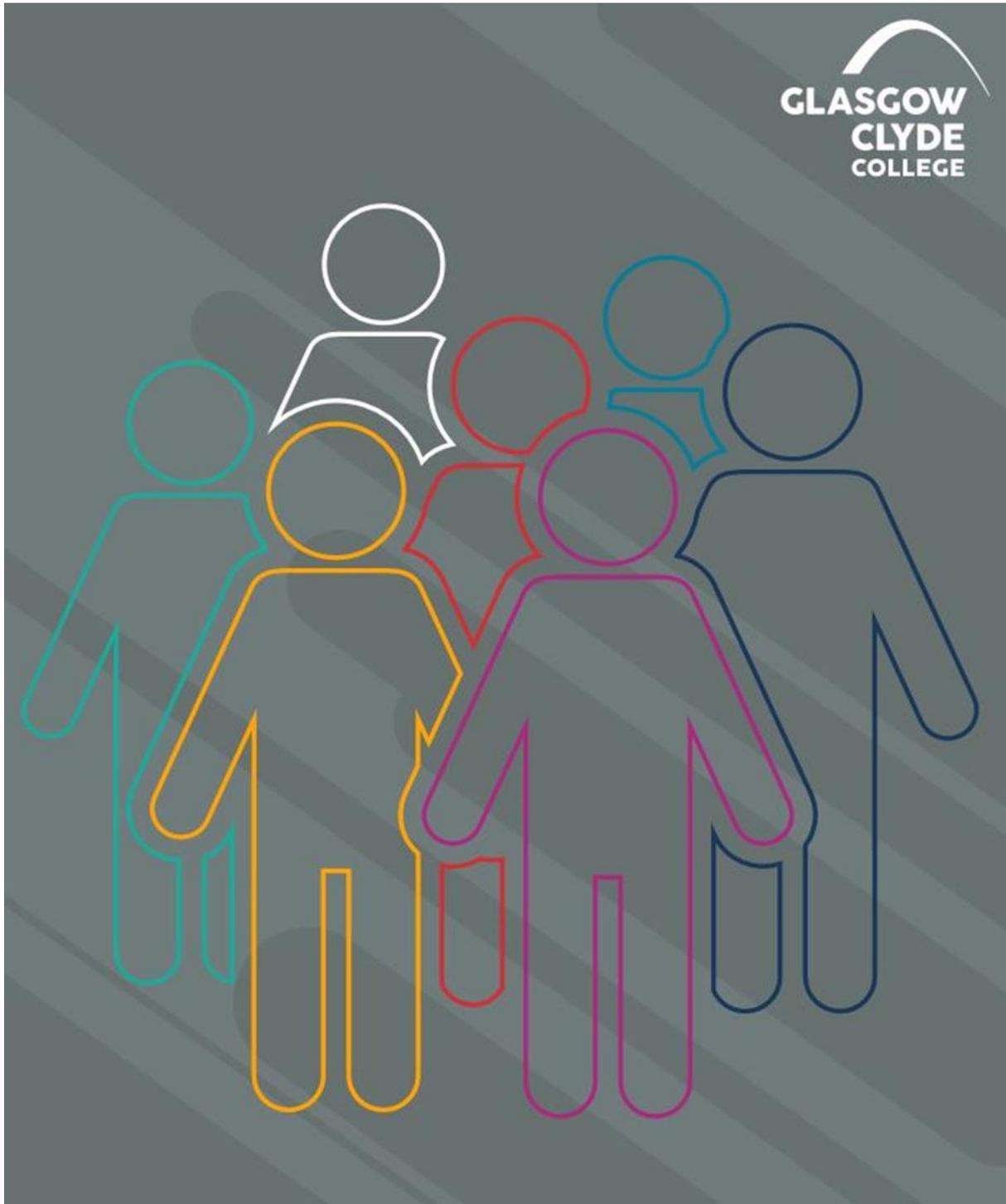
A new Progress Action Plan has been updated to include impact measures which will highlight the key milestones, to enable the College to monitor and evaluate progress more accurately. This will be completed in collaboration with relevant internal College groups, the GCCSA and cross college staff & students.

New Equality Outcome Progress Action Plan

The progress plan has been updated to include "Intended Outputs" and "Impact Measure" to show tangible and significant advancement. The Plan below will be published separately and details:

- **College Specific Equality Outcomes**, the changes, or results which support meeting each of these strategic outcomes.
- **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.
- **Impact Measure**: detailing progress and impact

This plan will be detailed in a subsequent progress report, published by **April 2023**



Glasgow Clyde College will continue to work with our students, staff, regional and national partners and organisations to advance our commitment and further progress our equality, diversity and inclusion objectives and Public Sector Reporting Duties.

This document is available in an online PDF and Word format. It can also be provided in standard print, large print, in electronic, audio form, in Braille and support given to BSL users, upon request. For more information, please call 0141 272 3639 or contact equality@glasgowclydecollege.ac.uk