

## Equality Outcomes Progress Action Plan 2019-2021

The symbol ✓ highlights areas we have completed the relevant action(s), are proceeding or ready for action when Covid-19 restrictions are lifted

	<b>Action for staff/students</b>	<b>Related Protected Characteristic</b>	<b>Responsibility</b>	<b>Timescale &amp; Status</b>
<b>1) The successful recruitment of a diverse work force &amp; student body, particularly of disabled individuals and those from minority ethnic communities, provides a welcoming and safe environment for all</b>				
1.1	Targeted staff recruitment to local community groups. Recruitment – ensure all external vacancies are published/advertised in appropriate media with an aim to attracting a more diverse workforce particularly disabled and within minority ethnic communities	All with specific focus on Disability & Race	Nicole Patton (Head of HR)	April 2019 Ongoing
1.2	Continued support of the recruitment of a diverse workforce & student body, including collaborative projects with partners with the following partners: Scottish Refugee Council, Glasgow City Council Education Team, Scottish Childminding Association	All	Teresa Ashmead (HoC Early Years and Social Care)	Jan 2021 ✓
1.3	Devise and implement bespoke training programmes tailored to the lifestyle and learning needs of under-represented groups in the ELC and Social Service workforce: <ul style="list-style-type: none"> <li>• First Steps to Childcare course delivered in partnership with the Scottish Refugee Council and Glasgow City Council</li> <li>• EVIP Childcare programme delivered in partnership with Glasgow City Council</li> <li>• Career Changers programme in partnership with the SCMA</li> </ul>	Disability, Age, Race	Teresa Ahmed (HoC Early Years and Social Care)	Jan 2021 ✓

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1.4	Consideration is given to applicants that do not meet the academic requirements for the HND/ BA courses that have industry or relevant life experiences to ensure balanced and diverse class groups.	Age, Disability, Race	Theresa Lindsay (HoC Fashion, Textiles & Design)	Aug 2020 Ongoing ✓
1.5	Increase the number of candidates applying for our Modern Apprenticeship Programme from Black and Minority Ethnic Communities, via continuous work with BEMIS and their support on SDS programmes.	Race	External Funding Unit Jim Anderson	April 2019 Ongoing ✓
1.6	Gender imbalance in the media industries (Media, Journalism, Television and Sound) was addressed by a recruitment event, aimed at senior phase school pupils, where students had the opportunity to hear and participate in workshops chaired by senior women TV and media professionals.	Sex	Anne McMullen (HoC Media & Performing Arts)	August 2021 ✓
1.7	Increase in applications from students who would have found the shorthand option to be a barrier to their learning after redesigning the HND Practical Journalism course in order to remove shorthand, a subject which we have found to be a barrier to inclusion.	Disability	Anne McMullen (HoC Media & Performing Arts)	August 2019 ✓
1.8	Introduce a January start level 4 course in Music, Theatre and Dance to include and encourage performers with interest and aptitude but no formal qualification.	All	Anne McMullen (HoC Media & Performing Arts)	January 2021 deferred to 2022 ✓
1.9	A Gateway programme (focusing on learners for whom English is not first language or have learning difficulties) in science was advertised and recruited in session 2019/20 and ran from Aug 2020 to Jan 2021. Outcomes were good, and generated a demand for further study requiring the college to	Age, Disability, Race	John Rafferty (Curriculum Assistant Principal/Acting SL)	Jan 2021 Ongoing ✓

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	create a Jan-Jun programme in 2021 which will grant access to the level 5 in science.			
1.10	Continue to work with local authorities to ensure data sharing agreements are in place to support new learners from all backgrounds	All	School Liaison Team	Prior to each new session- Ongoing ✓
1.11	Create and develop a new induction process with equalities highlighted as a priority	All	Gillian Crankshaw (OD Manager)	April 2019 ✓
1.12	Review online enrolment for any challenges experienced by staff and students	All	Head of MIS	January 2021 ✓
1.13	Use of narrated videos and ESOL helpsheet to support the enrolment process	Race	ESOL Department Staff	September 2020 Ongoing ✓

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<b>2) All students &amp; staff are fully supported to promote and contribute to a College ethos of inclusion and diversity.</b>				
2.1	Produce new GCC locally agreed Policies and Procedures.	All	N.Patton (Head of HR) & HR Team	April 2019 Ongoing ✓
2.2	Introduce a revised model of student support and guidance that strengthens interventions at all stages of the learner journey.	All	VP Curriculum AP Student Experience	Sept 2019 Ongoing ✓
2.3	New College Values developed	All	Senior Leadership Team (SLT)	June 2019 ✓
2.4	Increase awareness of the Equality Duties so all staff understand the importance/relevance of providing equality data.	All	HR & Equality	June 2019 Ongoing ✓
2.5	Implement complainant satisfaction survey with data on protected characteristics to establish whether any specific groups feel that their complaint has been handled differently	All	Quality Coordinators	April 2021 ✓
2.6	Revise the Complaints Handling Procedure to set out actions staff will take to support equal access to the complaints process, including for vulnerable groups and ensure process is transparent	All	Quality Coordinators	September 2020 ✓

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2.7	Work with lecturing staff to run sessions where staff are available to assist students through the application process on a one-to-one basis in particular with ESOL students	Race	M.Lang (Student Funding Manager)	June 2019 Ongoing ✓
2.8	HND Additional Support Needs learners involved in providing feedback to the Scottish Funding Council regarding alternative question formats for learners at SCQF Levels 1-3 and those with additional support needs for the sector wide 2020 Student Satisfaction survey.	Disability, Age, Race	Quality Coordinators	March 2020 ✓
2.9	Libraries continue to promote Equality Monthly Themes and relevant issues contributing to celebrating diversity & fostering good relations on campus	All	Library Facilitators	September 2020 Ongoing ✓
2.10	Online staff induction content has been updated to include transcripts and videos now have subtitles	Disability	Organisational Development Team	September 2020 ✓
2.11	All new staff are required to complete an online Equalities course within the first week of employment and attend a Welcome Day induction where they receive a presentation from our EDI Lead	All	Organisational Development Team and Equality & Diversity Lead	May 2019 Ongoing ✓
2.12	Increase accessible activities on our Healthy College Day.	All	Gillian Crankshaw (OD Manager)	June 2019 ✓

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2.13	Feedback of events is sought and reviewed to improve for future Healthy College Day events	All	Gillian Crankshaw (OD Manager)	June 2019 ✓
2.14	Gender training for staff to raise awareness of LBGTQQIA+	Gender Reassignment, Sexual Orientation, Sex	Business and Finance HOC and SLs	Academic session 2020-21 Ongoing ✓
2.15	Trans training for all department staff	Gender Reassignment, Sexual Orientation, Sex	Hospitality Team SLs	June 2020 ✓
2.16	Collaboration with other sections in the college to promote positive interactions between disabled and non-disabled learners. E.g. sports students are running online fitness classes for ASL learners	Disability	Julie Joiner (ASL HOC)	Academic session 2019-2020 Ongoing ✓

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<b>3) Disabled individuals can independently and confidently access our buildings and services</b>				
3.1	Content on website/ social media which is accessible to all, diverse and inclusive	All	Marketing Team	March 2021 Ongoing ✓
3.2	Work to further progress support for all BSL users through BSL Action Plan	Disability	Gillian Crankshaw (OD Manager)	August 2020 Ongoing ✓
3.3	The introduction of a series of accessible panto performances. Students worked with professionals to create an autism friendly show. The intention was to have one show. However, the response was remarkable and we subsequently scheduled 4 further performances to accommodate demand.	Disability	Anne McMullen (HoC Media & Performing Arts)	Dec 2019 ✓
3.4	An increase in applications from students who would have found the shorthand option to be a barrier to their learning after redesigning the HND Practical Journalism course in order to remove shorthand, a subject which we have found to be a barrier to inclusion.	Disability	Anne McMullen (HoC Media & Performing Arts)	August 2019 ✓
3.5	Increase spend in library budget year on year on accessible resources and increase on usage	Disability	L. Forde, S. Hollywood, E. Henderson (Library Managers/Co-ordinators)	June 2019 Ongoing ✓
3.6	Develop of a range of SCQF units, specifically designed to meet Additional Support for Learning students' needs.	Disability	J.Joiner (Head of Curriculum ASL)	December 2019 ✓

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3.7	Science Lab refurbished to permit improved disabled and wheelchair access	Disability	Estates Team & John Rafferty (CAP)	Dec 2020 ✓
3.8	Refurbish Cardonald Changing Rooms to include new disabled facilities	Disability	Estates Team	Academic Session 2019-2020 ✓
3.9	Ensure canteen areas have flexible seating to increase accessibility & inclusion within these areas at each campus	Disability	Estates Team	Academic session 2019-2020 Ongoing ✓
3.10	Integrate MS Immersive Reader in Canvas (VLE platform) enabling all users to change font, colour, size, and language of text in pages, as well as enabling text to speech	Disability, Race	eLearning team	July 2021 ✓
3.11	All staff to undertake the Mental Health workshop to support the Mental Health First Aiders	Disability	Sport & Fitness Team	June 2020 ✓
3.12	Purchase of two hand crank all-terrain cycles to allow access to outdoor education for wheelchair users	Disability	Kirstie Barton (HoC Sport, Tourism & Hospitality)	August 2021 ✓
3.13	Delivery of Health & Wellbeing classes to community groups across Glasgow to promote increased mental health and wellbeing	Disability	Community Learning Development	September 2020 ✓



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<b>4.1) Students experience and contribute to learning &amp; teaching methods and materials which are accessible to all and promote &amp; celebrate diversity</b>				
4.1.1	Celebrate diversity within the Science curriculum, especially with regard to the prominence or awareness of female scientists as the history of science has been one where women's contribution was often marginalised or unrecognised. Facilitated discussions around scientists such as Rosalind Franklin (DNA), Marie Curie (Radiation), Jocelyn Bell Burnell (Astrophysics).	Sex	Science staff	Academic session 2020-2021 Ongoing ✓
4.1.2	Link with SULSA (Scottish Universities Life Sciences Association) and IBiolC who regularly host conferences aimed at young people, especially those from underrepresented groups. Conferences include inspiring female and ethnic minority contributors	Sex, Race	Science Staff	Academic session 2020-2021 ✓
4.1.3	Inductions to include talks from Learning Inclusion and Equality & Inclusion teams. Raise Awareness of all relevant support within the College	All	Kirstie Barton (HoC Sport, Tourism & Hospitality)	Aug 2019 Ongoing ✓
4.1.4	Include Mindfulness certificate in the new Jan start Cabin Crew Course & Mindfulness to Schools training for session 2019-20.	Disability	Kirstie Barton (HoC Sport, Tourism & Hospitality)	Jan 2019 Ongoing ✓
4.1.5	Create a safe environment for trans learners in Hospitality changing areas	Gender Reassignment	Kirstie Barton (HoC Sport,	March 2019 ✓

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			Tourism & Hospitality)	
4.1.6	Analysis and break down of future Student Surveys data by protected characteristic provided to SLT for use in planning improvements	All	Quality Coordinators	June 2019 Ongoing ✓
4.1.7	Roll out delivery of SQA Mental Health and Wellbeing units across our Level 5 Social Care provision not only in relation to its direct relevance to the curricular area but also to equip our learners.	Disability	Social Care Senior Lecturers	Academic session 2020-21 ✓
4.1.8	Move to new VLE platform Canvas	Disability	eLearning Team	March 2020 ✓
4.1.9	Collaboration with GCCSA to develop and promote access to Canvas for all student support	All	eLearning Team and GCCSA	March 2020 Ongoing ✓
4.1.10	Collaboration with Learning Inclusion in relation to digital accessibility	Disability	eLearning Team and Learning Inclusion	March 2020 Ongoing ✓
4.1.11	Emphasis on the Equality Act 2010 in relevant subject curriculum areas (HR & Law) to allow for enhanced awareness and discussion opportunities in class groups	All	Business & Finance Lecturers, SLs and HOC	August 2019 Ongoing ✓
4.1.12	Topics exploring faith are embedded in the T&T curriculum	Religion & Belief	Travel & Tourism SLs	August 2020 Ongoing ✓

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4.1.13	Dissertations developed around pregnancy/maternity & tourism to ensure students feel more confident about how they would support customers who was pregnant or had a new born or infant.	Pregnancy & Maternity	Travel & Tourism SLs	August 2020 Ongoing ✓
4.1.14	Airport ground ops unit covers client passport details that reflects the statuses of marriage and civil partnership. Building students' understanding and confidence around different partnerships	Marriage and Civil Partnership	Travel & Tourism SLs	August 2020 Ongoing ✓

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<b>4.2) Staff receive appropriate continuous professional development to support them in the design, development and delivery of inclusive teaching methods and materials</b>				
4.2.1	Implement a comprehensive professional development and communications programme to ensure better understanding and impact of equalities approaches and responsibilities for staff.	All	AP Quality & Curriculum APs	June 2019 ✓
4.2.2	Deliver comprehensive and targeted professional development to support staff to implement a wider range of teaching and assessment approaches and increase the number of staff using Canvas	Sex, Race, Disability, Religion & Belief, Age,	AP Quality AP Student Experience AP Org Dev	Sept 2019 ✓
4.2.3	Provide training for teaching staff in creating engaging, accessible and inclusive resources for Canvas	Sex, Race, Disability, Religion & Belief, Age	Niall Hardie (eLearning Manager)	March 2020 Ongoing ✓
4.2.4	Training provided to Learning Inclusion staff to enable them to create and curate their own resources to develop and support students	Disability	Niall Hardie (eLearning Manager)	March 2020 Ongoing ✓
4.2.5	Support staff to develop online resources for students on Canvas	All	Niall Hardie (eLearning Manager)	March 2020 Ongoing ✓
4.2.6	Development of external facing digital inclusion resource which is also integrated in teaching support and development training	Disability	eLearning Team	August 2020 Ongoing ✓

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4.2.7	Increase the trained staff at the Langside & Cardonald campuses to 2 Mental Health First Aiders.	Disability	Kirstie Barton, OD & Sport staff teams	Aug 2019 ✓
4.2.8	Arrange for all staff in department to attend Mental Health Workshop to support the Mental Health First Aiders	Disability	Kirstie Barton, OD & Sport staff teams	Aug 2019 ✓
4.2.9	Complete further training for audio assessment in lower level classes as an option for all students as alternative evidence in assessments.	Disability	Computing Lecturers	August 2019 Ongoing ✓
4.2.10	ASL staff offered additional training to support neuro diverse learners including ways to support learners to improve relationships, sexual wellbeing, and Mental Health.	Disability	Julie Joiner (HoC Additional Support for Learning)	Academic session 2019-2020 Ongoing ✓
4.2.11	Enhanced VLE design training to eliminate unlawful discrimination and use inclusive language	Race	Julie Wales (HoC Hairdressing, Beauty & Complementary Therapies)	Academic session 2020-2021 ✓
4.2.12	Complementary therapies embed a college certificate in stress management and healthy eating and well-being	Disability	Julie Wales (HoC Hairdressing, Beauty & Complementary Therapies)	Academic session 2020-2021 ✓

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<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>				
5.1.1	Proactively engage with appropriately qualified male ELC and Social Services practitioners (via professional social networking recruitment sites such as LinkedIn) to enhance the diversity of our staff team.	Sex	Teresa Ashmead (HoC Early Years and Social Care)	March 2019 ✓
5.1.2	Recruit diverse staff team - Male ELC professional joined the college as a part-time lecturer in August 2018 and delivers our evening HNC Childhood Practice programme.	Sex	Teresa Ashmead (HoC Early Years and Social Care)	August 2018 Ongoing ✓
5.1.3	Engage with three male members of the ELC workforce in the development of a voluntary “male student mentoring” project for our learners.	Sex	Teresa Ashmead (HoC Early Years and Social Care)	May 2019 ✓
5.1.4	Set clear improvement targets and implement more targeted strategies that focus on improving retention and attainment for specific groups of learners (to include: 16-19 year olds; care experienced; ethnic groups; and those from SIMD10 areas)	Age, Ethnicity including Socio Economic & Care experienced groups	Curriculum APs (CAPs) Heads of Curriculum (HoCs)	June 2019 ✓
5.1.5	Develop and implement the use of appropriate software for more effective monitoring and reporting of learner performance data.	All	SLT	Sept 2019 ✓
5.1.6	An increased number of formal, certificated units available to learners in Community settings and the ASL area to recognise learning taking place and support progression opportunities.	All	Quality, CLD & ASL	June 2020 ✓

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5.1.7	Breakdown and analysis of Early Impressions Student Survey data by protected characteristic to establish that no specific group had a lesser overall experience	All	Quality Coordinators	January 2020 ✓
5.1.8	Development of a range of SCQF units which are specifically designed to meet Additional Support for Learning students' needs.	Disability	J.Joiner (Head of Curriculum ASL)	December 2019 ✓
5.1.9	Students who indicate that they are thinking about withdrawing or are identified as at risk of withdrawing are offered a student mentor	All	Nicola Leonard (HOC Gen Ed & Social Sciences)	September 2020 Ongoing ✓
5.1.10	Continue collaborative work with ASL course team to ease progression for relevant students to mainstream level 4 computing courses	Disability	Senior Lecturers (Computing)	August 2018 Ongoing ✓
5.1.11	Promotion of Family Learning and ESOL opportunities to close the attainment gap	Sex, Race, Age	Community Learning Development	September 2021 ✓
5.1.12	ESOL Support Officers provide specific support to ESOL students who are experiencing difficulties/challenges	Race, Religion & Belief	ESOL Department	Aug 2019 Ongoing ✓
5.1.13	Mental Health Co-ordinator specifically for ESOL students	Race, Religion & Belief	ESOL Department	Aug 2019 Ongoing ✓

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5.1.14	Continue to promote Construction, landbased, energy and Building services industries to females via relevant workshops and events such as Girls Go Construction	Sex	All staff in Construction and Land Based Industries/ Energy and Building Services	Dec 2019 Ongoing ✓
5.1.15	Enhance recruitment drive to attract male student to all programmes within department	Sex	Hair, Beauty & Complementary Therapies	Academic Year 2019-2020 ✓



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<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>				
5.2.1	Offer Pre Retirement programmes to support any retiring members of staff to plan for the next chapter in their lives. Support members of staff considering Phased retirement.	Age	N.Patton (Head of HR)	June 2019 Ongoing ✓
5.2.2	As part of the wider "Raising Awareness" process for staff, encourage existing employees to complete their sensitive data.	All	N.Patton (Head of HR)	June 2019 Ongoing ✓
5.2.3	Implement clearer target setting, accountability and performance monitoring strategies for managers and teams to inform interventions and set actions for improvement.	All	SLT HoCs Support Managers	Sept 2019 ✓
5.2.4	Agile Working and related policies to support staff	All	HR	March 2020 ongoing ✓
5.2.5	ICT staff to be included in membership of EDI Committee	All	ICT Manager	Aug 2018 ✓
5.2.6	Roll out and promote the online equality training available on Skillsbooster	All	J.Rodden & C. Crawford (LD/OD Officers)	May 2019 ✓
5.2.7	EDI is a key focus and embedded through the College Values within the new Leadership Charter and Leadership Framework/Programme	All	Organisational Development Team	September 2021 ✓