**Equality Outcomes Progress Action Plan 2023-25**

| **Action for staff/students** | | **Related Protected Characteristic** | **Responsibility** | **Timescale & Status** | **RAG Status** |
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| 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** | | | | |  |
| 1.1 | New Recruitment Procedure | All | HR | May 2023 |  |
| 1.2 | Explore, offer and promote further flexible working arrangements | All | HR | Ongoing |  |
| 1.3 | Continue to conduct equal pay audits and reviews | Sex, Disability, Race | HR | May 2024 |  |
| 1.4 | Further collaboration with the Equality Lead to advance our comprehensive strategy that promotes diversity and inclusion | All | HR & Equality Lead | May 2024 |  |
| 1.5 | Build partnerships with external organisations to help develop links and promote vacancies to diverse groups | Race, Sexual Orientation, Gender reassignment, Disability, Sex | HR | Ongoing- new partnership based EO 2025 |  |
| 1.6 | A social media recruitment campaign in hairdressing resulted in the most diverse applications ever received in this department during a recent recruitment drive that resulted in successful appointments to the bank staff team. | All | Hairdressing CM and HWB CQL | Complete |  |
| 1.7 | **Recruitment of a diverse ELC workforce** –partnership working with Glasgow City Council Education team in the joint delivery of the award winning “First Steps to Childcare” programme, designed to promote the creation of a diverse ELC workforce. Joint recruitment with Glasgow City Council and the Scottish Refugee Council to create employment pathways and promote the development of an inclusive ELC workforce which reflects the lives and family backgrounds of all children in ELC settings. | All | Lindsay Hegarty  CM Early Years & Social care | August 23 |  |
| 1.8 | **Motivational Monday sessions** – Recently “Commended” at the 2022 CDN Awards, our ”Motivational Monday” sessions have created a link between training and practitioner status as well as making connections with those in industry. These have also provided CPD opportunities to current students at Glasgow Clyde as well as practitioners further afield, in a range of topics such as PEEP delivery, Mental Health support and Employability. | All relevant | Jill Keys, LeeAnne Gentles, Julie Magowan  Early Years & Social care | 2023 -ongoing |  |
| 1.9 | Anti-racism around staff recruitment: Anti-racism training offered to all curriculum managers – to impact on staff interviews in Faculty of Arts and Continuing Learning and inclusivity for students | Race | Assistant Principal ACE & OD | 2023-2024 academic session |  |

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| **Action for staff/students** | | **Related Protected Characteristic** | **Responsibility** | **Timescale** | **RAG Status** |
| 1. **Staff and students at Glasgow Clyde feel a sense of belonging and are confident they will thrive in a safe and supportive college community** | | | | | |
| 2.1 | EmilyTest Charter – Achieved successfully | Sex | Assistant Principal Student Experience & Equality Lead | Achieved the Charter status Jan 2025 |  |
| 2.2 | Inclusion of a ‘Trusted Contact’ (safe person) on student enrolment forms | All | Head of MIS | May 2023 |  |
| 2.3 | **LGBT Youth Scotland Charter**- GCCSA were awarded the Silver level of the LGBT Youth Charter. Celebrate LGBT events annually and continue work re LGBT rights and inclusion to maintain the award. | Sexual Orientation, Gender Reassignment | GCCSA & Equality Lead | June 2022- ongoing |  |
| 2.4 | **Nurture College –** Part of our aim for staff and students to thrive in a safe and supportive environment has prompted the college to focus on becoming a nurturing college.  This has involved many different actions and a steering group is responsible for the action plan. | All | Nurture College Group  Claire Glen Assistant Principal | Officially launched 23/24 Ongoing |  |
| 2.5 | **Black History Month** - The College supported Black History Month in October 2023 & 24 with a range of training courses and resources being made available for staff to access. A themed course was provided for staff each week over the month of October – courses included:  The Effective Bystander  Tackling Race Bias at Work  Understanding Unconscious Bias  The Impact of Micro-Behaviors | Race | Organisational Development | Ongoing |  |
| 2.7 | **Guidance for Supporting Trans Students and Staff** - The College launched ‘Guidance for Supporting Trans Students and Staff’ and we supported this launch by working with Equality Network / Scottish Trans Alliance to develop a training programme for our staff. Staff training was delivered during the Staff Learning Days in June and August 2022. Updated to include GBV specialist support | Gender Reassignment | Equality, HR & GCCSA | Updated annually last in October 2024 |  |
| 2.8 | **Staff Induction –** Equality, Diversity and Inclusion (EDI) is embedded in the staff induction process. We want to ensure that staff are informed and aware of the colleges’ commitment to EDI from the outset of their employment. We provided mandatory equalities training which every new member has to complete within the first week of employment. We also have a half hour session for all staff at our Welcome Induction day for our EDI Lead in the College to come and speak to new staff. | All | Organisational Development | Ongoing  Updated to include Nurture and Report +Support  Since 2023-24 |  |
| 2.9 | **Breastfeeding Friendly Scotland** – The College has become the first College in Scotland to achieve the Breastfeeding Friendly Scotland Accreditation. We provided training which was delivered by NHS Scotland to provide staff with all they need to know, to encourage the best start for any students or staff who are expecting or have had a baby. We also had a member of staff trained to deliver sessions to College Managers and team groups. | Pregnancy & Maternity | Organisational Development, Wellbeing Officer | June 2022  Ongoing |  |
| 2.10 | **Ongoing Staff Training –** we have purchased a range of staff training which focusses on EDI and Wellbeing. Courses are online and available to staff anytime. Titles include:  Cultural Awareness  Understanding Equality Impact Assessments  Supporting Trans and Non Binary People at Work  Disability Confident  Inclusive Language and Communication  Inclusive Leadership | All | Organisational Development | Ongoing |  |
| 2.11 | Liaise with ESOL to further improve library inductions to support students accessing college resources | All | Library Coordinators / ESOL Staff | August 2023 |  |
| 2.12 | Libraries continue to promote Equality Monthly Themes and relevant issues contributing to celebrating diversity & fostering good relations on campus – these are promoted physically in the libraries as well as virtually through the library Canvas course and our virtual bookshelves | All | Library Coordinators | All year |  |
| 2.15 | Erskine Hospital and counselling students worked in partnership to work collaboratively in supporting veterans and giving these students access to a wider range of clients | Disability  Age | Counselling CM | June 2023 |  |
| 2.16 | ESOL/Early Years course created to recruit a more diverse workforce and in particular, more male applicants to these subject areas | Race  Gender | EY CMs | June 2024 |  |
| 2.17 | Trauma-informed Practice – Faculty teams are actively engaged in training to support work on embedding a trauma informed approach to learning and teaching; how to support student retention and success across courses; supporting mental health and wellbeing. Aligning with Nurture College plan | All | All CMs | Ongoing |  |
| 2.18 | Report+Support tool rolled out to staff and students and linked to web site, staff intranet & canvas | All | College | Ongoing |  |
| 2.19 | Menopause Friendly accreditation | Sex, Age, Disability | HR/OD | March 2024 |  |
| 2.20 | Cardonald and Langside fitness courses complete this 2-hour workshop.   [Centres of Further and Higher Education | FPF](https://www.thefairplayfoundation.org/cooshighereducation)  This is not part of our curriculum but an added extra. | Religion & Belief, Race | Sport & Fitness | Ongoing since 2023 |  |
| 2.21 | ‘Show Racism the Red Card’ initiative delivered to all groups & delivered on our Jan 2025 courses.  <https://www.theredcard.org/scotland-2/> | Race, Religion & Belief | Sport & Fitness | Ongoing 2024 |  |
| 2.22 | Developing the Relaxation Stations across the 3 library campuses  to provide a space for student to relax and take a break from work  and study. | Disability, Religion & Belief, Sex | Head of Libraries and eLearning | January 2026 |  |
| 2.23 | Decolonising the Curriculum in the Faculty of Arts and Continuing Education | Religion & Belief, Race | Assistant Principal and Head of Sector | December 2024 |  |
| 2.24 | Bespoke enrolment days with all support areas | All | Head of Sectors | August 2024 |  |
| 2.25 | Nurture College helping with actions such as Study Clubs where food and drink if freely provided to students | All | Curriculum Managers | Ongoing from August 2023 |  |
| 2.26 | Action For Children Partnership: The embedding of all three AFC key workers within our Student Information & Welfare Teams across all three campuses | Age, Sex, Race, Disability, Sexual Orientation, Gender Reassignment, Religion & Belief | Student Info & Welfare Manager | Ongoing from January 2023 |  |
| 2.27 | Student Info & Welfare developed further partnerships with external agencies to support victim survivors of GBV including- Womens Aid, Hemat Gryffe, SARCS: Support & Care After Rape or Sexual Assault and Shelter. This work is continuous and is necessary as we | Sex, Race, religion & Belief | Student Info & Welfare Manager and team | Ongoing from August 2023 |  |
| 2.28 | GCCSA Offer bespoke Welcome talks to all classes and ESOL students to ensure all students receive the full range of information | All | GCCSA | September/October 2024 ongoing |  |
| 2.29 | GCCSA created new Class Rep Module: This module gives reps an introduction to their role, what is expected whilst also informing them about the support services available around the college. This module prepares the reps to support their class by guiding and directing them to the correct support when needed and not having to worry and understanding boundaries. | All | GCCSA & eLearning | September 2024 |  |
| 2.30 | GCCSA hosted a cultural event at each campus. The purpose of these were to highlight the diversity of GCC as well as bringing students together to celebrate different cultures. The events involved, sharing flags, languages, playing games and tasting snacks from different places. These events were also done in 2023/24 and will be an annual activity that the student association can take forward. | Race, Religion & Belief | GCCSA | Dec 2024-Feb 2025 |  |
| 2.31 | GCCSA officers have hosted Conversation Club at Cardonald and Anniesland weekly for students who want to meet other students and practice their English in an informal setting | Race, Religion & Belief | GCCSA | August 2024 onwards |  |

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| **3) Our services respond to and meet the needs of all disabled staff and students, including those with a mental health condition.** | | | | | |
| 3.1 | Risk Assessment Training – We aim to ensure that staff and students thrive in a safe and supportive college community. We have delivered a campaign of Risk Assessment training to all College Managers to allow them to assess the safety of their work areas and staff/students on external visits. | All | CMs, Support Managers & OD/H&S | Ongoing |  |
| 3.2 | Canvas provides the capability to make learning materials available inclusively for all learners and can be accessed remotely. Training is available for all staff through 1-1s, curriculum teams, and through webinar series to enable Canvas to be used effectively – providing students with the ability to access learning materials at times when they are best able to engage with it. | Disability/Mental Health | eLearning Team | All year |  |
| 3.3 | There are planned risk assessments for all HWB faculty learning and teaching spaces to ensure that appropriate and flexible learning spaces are available for disabled staff and students | Disability | All Health, Wellbeing & Management CMs | June 2023 |  |
| 3.4 | Menopause Accreditation Achieved  **-** New Menopause Procedure launched  - Monthly Teams meetings and support, awareness raising and celebrating International Women’s Day | Age, Sex, Disability | HR/OD | Achieved the Menopause Friendly |  |
| 3.5 | A request has been made for one science lab to be reconfigured so that more wheelchair user capacity can be increased | Disability | Science CMs and Head of Sector | August 2023 ongoing |  |
| 3.6 | Social Services placements have increased in range, volume and diversity to ensure students are exposed to the widest possible reach of clients and service providers | Disability | Social Services CMs | June 2023 |  |
| 3.7 | We proactively encourage student wellbeing and Support by way of a consistent approach to guidance across our programme delivery. An identified guidance tutor for each course ensures that all students have a reliable and consistent person during their learner journey over their course of study. By building relationships in this way staff have, in this current financial crisis, been able to signpost students to College support services such as discretionary / emergency fund | All | All CMs | Ongoing since session 22-23 |  |
| 3.8 | Stay Well & Thrive initiative to improve overall wellbeing for all students and staff. | Disability | Mental Health & Wellbeing Lead | September2024 - ongoing |  |
| 3.9 | The College laptop loan service tackled digital poverty and enabled learners to access online classes and materials when learning remotely. We provide a varied offer in terms of routes and delivery options for all Childhood Practice learners – full-time, part-time; evening; in-campus and online delivery of courses across SCQF levels with clear career progression routes for students from SCQF 4 to 9. | All | All CMs and Guidance lecturers. | Ongoing updated 2023 |  |
| 3.10 | Canvas, our virtual learning environment, is accessible with Immersive Reader available on every Canvas Page and allow users to access the text using a number of accessible options, including font size and type, background colour, and read aloud options. | Disability, Age | eLearning Team | Ongoing |  |
| 3.11 | New Assistance & Therapy Animals Guidelines and Conduct Agreement created and utilised across GCC | Disability | Head of Student Inclusion, Information & Welfare | March 2024 |  |
| 3.12 | Throughout 2023-2024 21 boccia sessions with 198 participants. The students were mixed male and female and 15 sessions were for supported learning students | Disability | Active Campus Coordinator | Feb 2024- ongoing |  |
| 3.13 | Trialling times within Cardonald library where we focus on  encouraging a quieter time for studying and using the PCs – this  aims to create a time where the space is calmer and potentially  more accessible to those that may be intimidated by being in a  loud, busy learning space. | Disability, Age, religion and Belief | Libraries | Ongoing into 2025 |  |
| 3.14 | The Mental Health & Wellbeing Lead developed the new Stay Well & Thrive strategy and training | Disability | Assistant Principal Student Experience, Mental Health & Wellbeing Lead | January 2025-ongoing |  |
| 3.15 | Development and creation of new Guidance and Code of Conduct for the use of Assistance & Therapy Animals on campus. | Disability | Head of Inclusion, Information & Welfare | November 2023 |  |
| 3.16 | Priority Lift created at Cardonald Campus- from Student feedback & GCCSA. Clear branding to allow for those whom need it. | Disability, Age | GCCSA & Marketing | August 2024 |  |
| 3.17 | GCCSA hosted Men Matter on campus who came in and presented to around 250 students from the Faculty of Building, Technology and Design about male mental health. GCCSA hope to replicate this annually with the department and work with other areas around mental health and wellbeing. | Disability, Age, Sex | GCCSA & Faculty of Building, Technology & Design | February 2025 |  |

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| **4) Staff are fully supported to create and deliver an inclusive curriculum** | | | | | |
| 4.1 | The eLearning team are delivering an Accessibility-focused series of Two Minute Tuesday training videos over the month of March. These provide information and training for staff about how to ensure their teaching and learning materials are inclusive and accessible for students. | Disability | eLearning Team | March 2023 |  |
| 4.2 | ESOL into Science course created to develop the vocabulary of ESOL students in progressing to mainstream courses | Race | ACL and Science CMs | June 2024 |  |
| 4.4 | The Colour of our Scarves project in Sport and Fitness has been included within the curriculum to address racism across football in Scotland | Race, Religion/Belief, Sex, Disability, Sexual Orientation, Age | Sport CMs | June 2023 |  |
| 4.5 | Early Years and Social Care curriculum have developed the use of social media to increase diversity in the range of applicants for courses | Race, Sex, Age, Disability | EYSC CMs | June 2023 |  |
| 4.6 | Digital Skills development - Have support sessions for students at the start of each course to help get familiarised with Canvas and Teams, this would especially help mature students returning to education or students presenting with additional support requirements | Age, Disability | All CMs | Ongoing since 2021 |  |
| 4.7 | HN Next Gen Childhood Practice – implement the pilot of Next Gen in two classes at Langside. | All | All CMs and Childhood Practice Course and Guidance lecturers. | August 2022 – 2024  SQA Pilot Centre |  |
| 4.8 | Course Additionality – we continue toidentify opportunities to add value to the student experiences, such as Forest Kindergarten sessions that could enhance existing courses or be used to develop new short courses; PEEP sessions in the delivery of courses with no placement experience currently; enhanced opportunities for EVIP students, etc. This has involved building capacity across staff team to cover enhancements to curriculum, for example, lecturers undertaking Forest Kindergarten training; building a forest leader team to support delivery. This has facilitated the roll out of Forest Kindergarten training across all HNC classes and the introduction of a Forest School experience to EVIPCHIL-F211A-A, over a 6-week period highlighted specific skills and knowledge gained throughout the academic year and helped to develop resilience within the group. | All | All CMs and Childhood Practice Course and Guidance lecturers. | Ongoing since 2021 |  |
| 4.9 | Phase 1, 2 & 3 Langside HND year 1 students teach Glasgow Clyde College Additional Support Needs students( life long learners) for games and Sports.(interdisciplinary learning / live learning). | Age, Disability, sex, | CM Sport & Fitness | Ongoing since 2021 |  |
| 4.10 | Images /video’s of all population groups on our insta page to be inclusive & encourage a wide range of applicants | All | KB & Fitness Team | June 2023 |  |
| 4.11 | Continue to include the 3 ‘special populations’ units in HND – students working in community delivery physical activity to elderly & Additional Support Needs (ASN) groups at external venues | Disability | KB & Lecturing Staff | August 2023 |  |
| 4.12 | Strength & Conditioning teaching materials – use case study of disabled student (born with only 2 upper limbs & 1 leg) | Disability | Sport & Fitness CM and staff | Ongoing |  |
| 4.13 | Exercises are adapted to suit all abilities – example video | Age, Disability, Sex | Sport & Fitness CM and staff | Ongoing |  |
| 4.14 | 50% of L4 Fitness course at Anniesland is made up for mature learners where English is not their first language ie Ukrainian, Spanish, Asian, Indian (growing number of nationalities). These students are engaging with the Friday afternoon ESOL programme that helps develop their English language | Race | Sport & Fitness CM and staff | Ongoing |  |
| 4.15 | Nurture College approach has included training for all teaching staff and guest speakers | All | CG & OD | Since 2022- Ongoing |  |
| 4.16 | Active Campus Coordinator fostered good relations with Beauty Therapy Students through integrating activities such as yoga, meditation and other team building exercise to encourage growth and belonging. | All | Active Campus Coordinator | January 2024- Ongoing |  |
| 4.17 | Supported learning students from GCC, Glasgow Kelvin College, City of Glasgow College and West College came together for a four-hour sporting event to try out a range of new sports coached by sport and fitness students. Over 50 participants took part. | All | Active campus Coordinator | December 2023 |  |
| 4.18 | Game Together- 330 students taking part over three days at all three campuses from a range of different departments like childcare, computing, EVIP, Nat 5s. This was introduced at the start of the academic year as team building for classes to help students build relationships, foster good relations. | All | Active campus Coordinator | September 2024 |  |
| 4.19 | Liaise with academic staff to identify and source online eResources that are more engaging, accessible and inclusive to support curriculum delivery. | All | Libraries | August 2024 ongoing |  |
| 4.20 | Restore: the on-campus shops providing free items allowing supported learning students employability experience also supporting socio-economic issues | Disability, race, Sex | Faculty of Arts and Continuing Education | Since 2023 |  |