Glasgow Clyde College New Equality Outcomes

**National Equality Outcomes – NEOs**

**Age**- *The success rates for college students aged under 19 will improve.*

**Disability** - *The success and retention rates of college and university students who declare a mental health condition will improve. Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course. Disabled staff and students report feeling safe in the tertiary system. Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards and university Courts.*

**Gender Reassignment** - *Trans staff and students report feeling safe to be themselves in the tertiary system*

**Race**- *Staff & students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress.*

*Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist. Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards. Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector*

**Religion or Belief**- *Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose.*

**Sex**- *Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose. Men (staff & students) know how to access mental health support (recognising intersectionality within that group). Institutions will have regard to significant imbalances on courses and take action to address it.*

**Sexual Orientation** - *Lesbian, Gay and Bisexual staff and students report that they feel safe being ‘out’ at university & college.*

**Protected Characteristics- PC**

Age, Sex, Race, Disability, Gender Reassignment, Religion/Belief, Sexual Orientation, Pregnancy & Maternity, Marriage & Civil Partnership

**Relevant Public Sector General Equality Duties**

Eliminate, Advance & Foster

| **Outcome 1- Glasgow Clyde College successfully attracts and employs a diverse workforce, particularly individuals from ethnic groups and disabled people, fostering an inclusive and innovative college environment.** | | | | | | | |
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| **Action** | **Specific** | **Measurable** | **Achievable** | **Relevant** | **Time Scale** | **Related PC & NEO** | **Relevant General Duty** |
| ***For example-***  Recruit a diverse workforce | Research recruitment procedures targeting PCs. | Create data base for new ideas | Yes, with sectoral collaboration and looking at industry actions | Aligns with the college's goal of cultivating an inclusive community. | Aug 2026 | Race, Disability and any relevant PC | Advance |
| Recruit a diverse workforce | Implement any new findings/procedures | Track the number of new employees & compare year on year. | Yes, through targeted recruitment campaigns & partnerships | Aligns with the college's goal of cultivating an inclusive community. | Dec 2026 | Race, Disability and any relevant PC | Advance |
| Flexible working arrangements | Explore, offer, and promote flexible working arrangements | Measure employee satisfaction and uptake of flexible working options. | Yes, through policy updates and communication. | Supports work-life balance and inclusivity. | Aug 2025 | Race, Disability, Sex, Gender reassignment, Religion/Belief, Sexual Orientation | Eliminate, Foster |
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Complete for each of the Outcomes 2-5

**Equality Outcome**: The college’s outcome related to equality and diversity.

**Specific**: Detail the specific actions that will be taken to achieve the outcome.

**Measurable**: Identify how progress will be measured, including specific metrics and indicators.

**Achievable**: Ensure the actions are realistic and attainable, considering available resources and constraints.

**Relevant**: Align the actions with national drivers and the college's relevant overall objectives and strategies.

**Time-bound**: Set a clear timeline for achieving the outcome.

**Related PC**: Specify the protected characteristics (PC) relevant to the outcome.

**Related NEO**: Link the outcome to the relevant SFC National Equality Outcomes (NEO).

**Relevant General Duty**: Indicate the general duty (e.g. eliminate discrimination, advance equality, foster good relations) that the outcome supports.

This template provides a structured approach to planning and implementing equality outcomes, ensuring that actions are specific, measurable, achievable, relevant, and time-bound. It aligns with the Scottish Funding Council's guidance and supports the college's commitment to addressing persistent inequalities in the sector.