

# **Equality Mainstream Report 2017**

**Seeing Potential  
Finding Solutions  
Achieving More**

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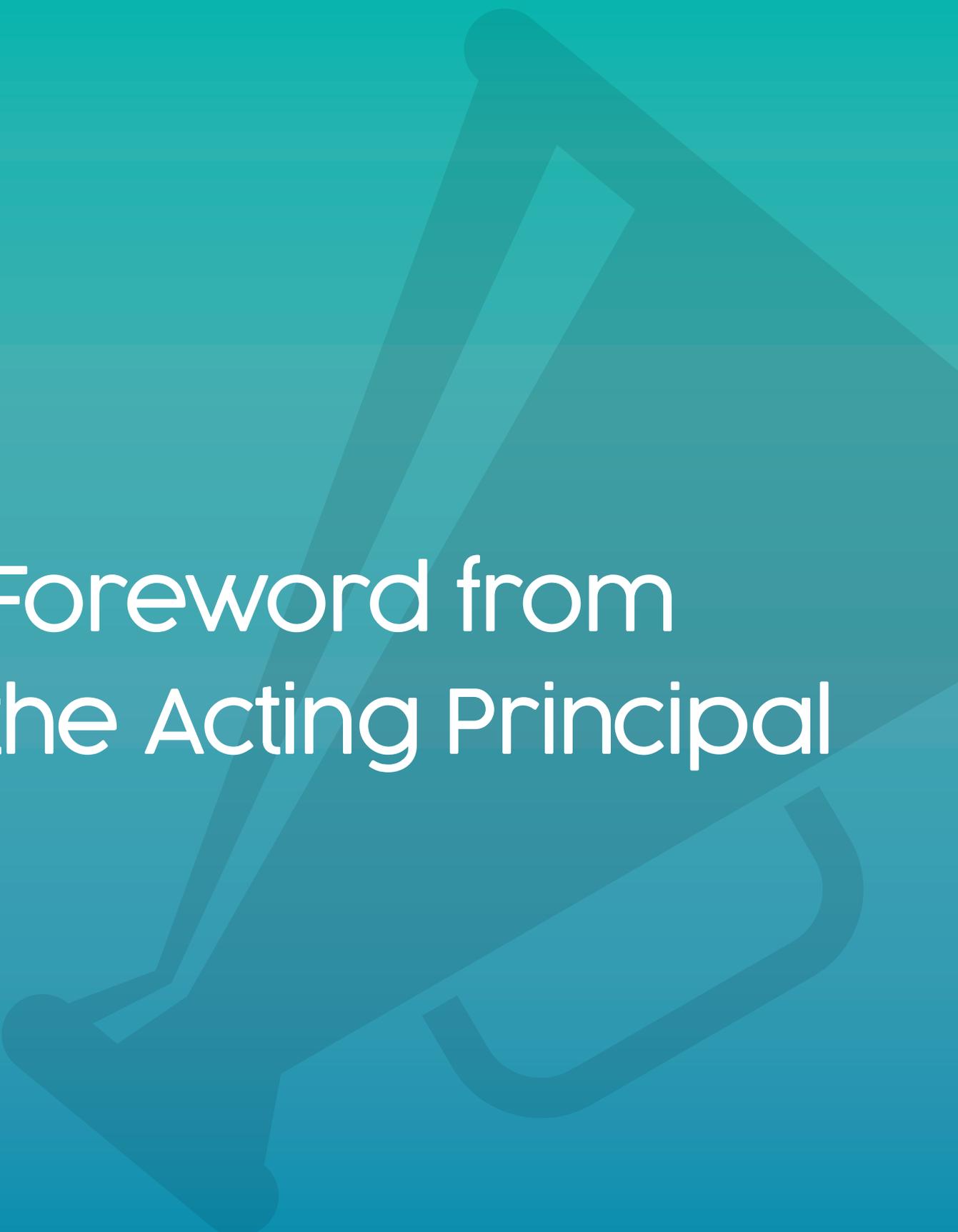
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# Foreword from the Acting Principal

## 1. Foreword from the Acting Principal



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 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 in shades of darker teal. These shapes include lines, curves, and rounded rectangles, creating a modern, layered effect.

# Introduction

## 2. Introduction

In Scotland, there is a specific duty for institutions to mainstream equality across their functions. Mainstreaming is an effective way to ensure that the whole institution is delivering on its public sector equality duty.

To meet the requirements of the Equality Act 2010, this Equality Mainstreaming Report will detail how the College is collecting and analysing data, for staff and students, in order to better perform the Public Sector Equality Duty (PSED).



Equality Challenge Unit

*“Mainstreaming sets out to integrate consideration of equality into a college or HEI’s functions so that it is a routine part of its day-to-day workings. It means ensuring that equality sits at the heart of a college or HEI’s mission, strategy and operational delivery in order to create both a structure and a culture that embraces and advances equality and diversity.”* **Equality Challenge Unit**  
(<http://www.ecu.ac.uk/>)



Glasgow Clyde College is a multi-campus college with three sites 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.

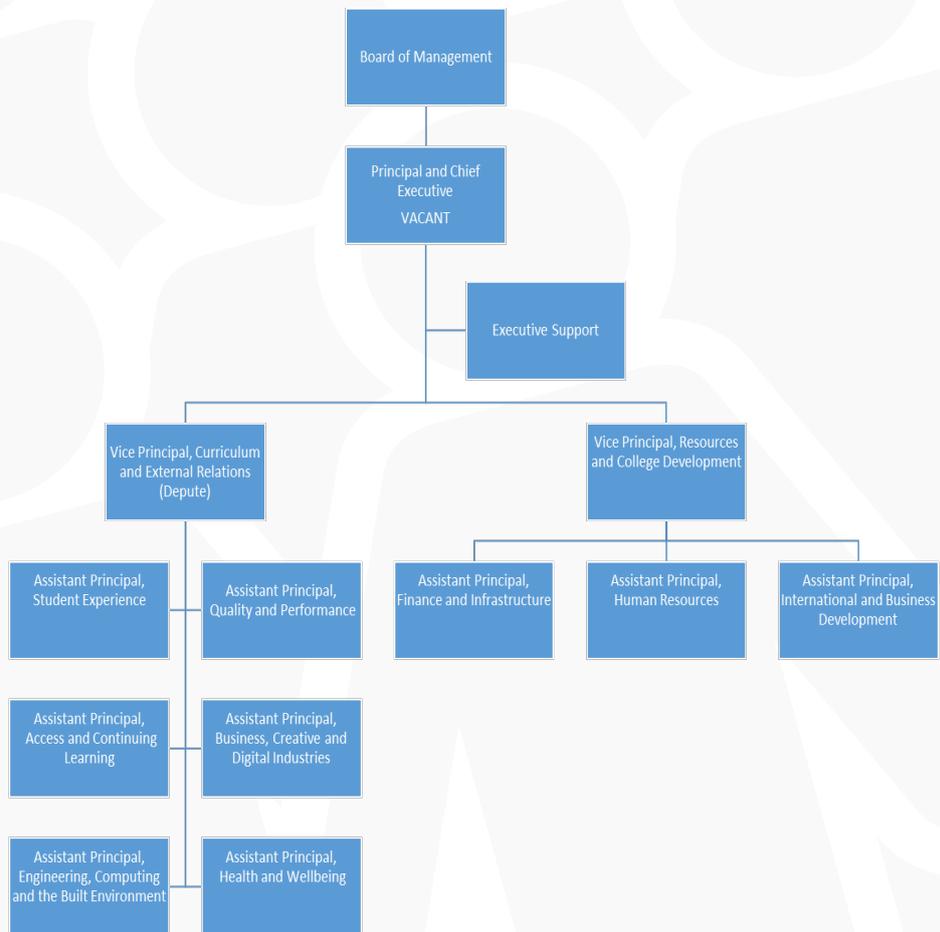
Since merger in 2013, Glasgow Clyde College has established itself as not only a welcoming, ambitious and innovative place to study but also as an employer of choice having been named Employer of the Year at the 2016 Glasgow Awards. Glasgow Clyde College is an equal opportunities employer and positively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



## Glasgow Clyde College's Senior Management Team



Home to over 7,000 full-time students and 20,000 part-time students, our aim is to help everyone achieve more, delivering services in modern facilities across the following curriculum and support areas:

| Faculty  | Areas   |
|--|---|
| Access and Continuing Learning                   | <ul style="list-style-type: none"> <li>• ESOL</li> <li>• General Education and Social Science</li> <li>• Additional Support for Learning</li> <li>• Employability Skills</li> <li>• Community Learning and Development</li> </ul>           |
| Business, Creative and Digital Industries        | <ul style="list-style-type: none"> <li>• Media and Performing Arts</li> <li>• Fashion, Textiles and Design</li> <li>• Business and Finance</li> </ul>   |
| Engineering, Computing and the Built Environment | <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Computing</li> <li>• Construction and Land based Industries</li> <li>• Energy and Building Services</li> </ul>  |
| Health and Wellbeing                             | <ul style="list-style-type: none"> <li>• Early Years and Social Care</li> <li>• Health and Life Sciences</li> <li>• Hair, Beauty and Complementary Therapies</li> <li>• Sport, Tourism and Hospitality</li> <li>• School Liaison</li> </ul> |
| Units  | Areas   |
| Quality and Performance                          | <ul style="list-style-type: none"> <li>• MIS</li> <li>• Marketing and Communications</li> <li>• Quality</li> <li>• Teaching Fellowship</li> </ul>   |
| Student Experience                               | <ul style="list-style-type: none"> <li>• Equality and Inclusion</li> <li>• Student Advice</li> <li>• E-Learning</li> <li>• Nurseries</li> <li>• Libraries</li> </ul>  |
| Finance and Infrastructure                       | <ul style="list-style-type: none"> <li>• ICT</li> <li>• Estates</li> <li>• Finance</li> <li>• Student Funding</li> </ul>  |
| Human Resources                                  | <ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Organisational Development</li> </ul>   |
| International and Business Development           | <ul style="list-style-type: none"> <li>• Commercial Development</li> <li>• External Funding</li> </ul>  |

We are aware that mainstreaming is a long-term, strategic approach to ensuring that equality, diversity & inclusion sit at the heart of our culture and operational delivery and acknowledge that it requires time, resources, and the support of all staff.



# Summary

## 3. Summary

Significant cultural change is required in order to achieve mainstreaming of equality and diversity. We acknowledge that there is no single way of creating change and have adopted the following approaches to facilitate cultural change across our institution.

- We have adopted a holistic approach rather than considering aspects of our delivery in isolation. *(Evidence provided in section 5 of this report)*
- In recognition that change is required at both institutional and individual levels, we are addressing policies and processes to ensure support at all levels while working with individuals to promote positive attitudes and changes in practice. *(Evidence provided in section 5 of this report)*
- Changes have been made to facilitate the development of different approaches within the same operational framework. See **Appendix B**
- We acknowledge that an essential platform for mainstreaming work is a robust evidence base, drawing on both internal and external research and data. It is our intention to improve data capture and related analysis. *(Evidence provided in section 5 of this report)*
- We employ a range of appropriate tools and strategies simultaneously.
- There is support from the College Board and Senior Management within our institution which has focused the impetus for change and continues to drive its implementation.

**“The college’s strong promotion of equality and diversity in all aspects of its work, ensures that teaching staff explore these areas regularly within learning activities.”**

**Education Scotland Review January 2015**

The Equality Act 2010 statutory specific duties in Scotland require the College to take steps to gather and report on staff equalities data. Furthermore, consideration of evidence relating to protected characteristics is a requirement of other specific duties. Subsequently, staff equalities information informs the College's approach to preparing and publishing its Equality Outcomes.

A new Organisational Development System iTrent, has been introduced and this system has many benefits and supports us to collect staff data. We acknowledge, however, that we do not have full information across the 9 protected characteristics in relation to the composition, recruitment, development and retention of staff. Despite these data gaps, attempts have been made to reflect upon the composition, recruitment, development and retention of staff across underrepresented groups.

Approaches to address these data gaps are detailed within our Equality Outcomes Reports. The College will continue to work with staff to further develop a supportive culture in which staff feel comfortable to declare their data as well as understanding the rationale for and importance of declaration.

Currently, our PI student data monitors and reports on enrolment, withdrawal & successful outcome by age, disability, ethnicity, sex and Scottish Index of Multiple Deprivation (SIMD).

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

The Scottish Index of Multiple Deprivation identifies small area concentrations of multiple deprivation across all of Scotland in a consistent way. It allows effective targeting of policies and funding where the aim is to wholly or partly tackle or take account of area concentrations of multiple deprivation.

The SIMD ranks small areas (called data zones) from most deprived (ranked 1) to least deprived (ranked 6,505). People using the SIMD will often focus on the data zones below a certain rank, for example, the 5%, 10%, 15% or 20% most deprived data zones in Scotland.

At enrolment, we do now collect data across all protected characteristics and are working towards full analysis and reporting of this information.

## Student Data- Key Findings

- 52.2 % of enrolled students were female and 47.8% were male, compared to 50.8% female and 49.2% male in the sector as a whole.
- 17.6% of enrolled student disclosed a disability which is higher than last year's figure of 16.2%. The College will continue to encourage students to self-declare protected characteristics by highlighting the support and benefits afforded through self-declaration, whilst reassuring students of confidentiality and anonymity.
- 47.5% of enrolled students were from the most deprived 20% of zones, higher than last year's figure of 42.24%
- Age- Under 25 year olds have higher withdrawal and lower success rates than those 25 years old and above
- Students from lowest 20% SIMD areas- 48%, with the further 80% at 62.2% success rate, below the College average 69%
- The highest grouping of early withdrawal is students aged under 19 years which is a change from the 25-30year olds last year.
- Under 16s and the most deprived 20% of data zones are also still showing comparatively high percentages of early withdrawal.
- There is a noticeable difference between non-disabled and disabled students in terms of early withdrawal.
- More females withdrew early than males.
- Successful Outcome is lowest for the following student groups:
- Under 16s; Disabled; Non-white; and the most deprived 20% of data zones and males. All are below the College average of 69% successful outcome. Work will continue to improve outcomes for these student groups.
- 26.7% of enrolled students were from black minority ethnic backgrounds with a further 3.4% from Poland. This is higher than last year's figure of 18.52%. This reflects a highly diverse student population particularly in comparison to 6.7% across the sector.
- In terms of race, the grouping with the highest population other than White Scottish 62.1% is African, African Scottish & African British 9.2% of student enrolments. This is a significant difference from the enrolment figures last year which had Polish students as the second largest ethnic group and now only account for 3.4%.

## Staff Data- Key Findings

**Age:** Our staff range in age from 18 to 65+ years old. In line with our previous reporting, the largest age group is made up of staff aged between 35 and 44 years old.

**Disability:** 1.42% of colleagues have declared a disability. 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.

**Gender reassignment:** For the academic year 2015/2016 we do not have the data necessary to report on this characteristic. We have however now put in place a reporting mechanism for this to enable us to report going forward.

**Race:** 75.58% of colleagues 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 Glasgow as a whole.

**Religion or belief:** 9.29% of colleagues indicated that they do not have a religion and 65.4% preferred not to say or data is not recorded. At least eight religions or beliefs are represented at Glasgow Clyde College, the largest group being those who are Christian which has been consistent in previous reports.

**Gender:** 62.46% of our employees are female and 37.54% are male. More detailed information on our gender profile can be found within our Equal Pay Report.

**Sexual orientation:** 31.66% of our employees are heterosexual / straight, 0.66% are lesbian, gay or bisexual, and 67.8% preferred not to say or data is not recorded. Again, disclosure rates in this area are particularly low and are potentially not a true reflection of the profile of our workforce.

## Recommendations

To address these issues and support future progress, it is recommended that:

- The three parts of the PSED are explicitly integrated into strategic and operational planning, balanced scorecards and self-evaluation electronic frameworks for both curriculum and support functions.
- The College continues to work with staff, across a variety of initiatives, and further develop a supportive culture in which staff feel comfortable to declare their equalities data.
- To both encourage a supportive College culture of acceptance and encourage staff to declare data, the Board of Management and Senior Management Team act as positive role models by declaring their confidential and anonymous equalities data.



# Commitment

## 4. 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.

To focus and confirm our commitment to meeting the aims above, we have established the following strategic and operational groups. These groups offer all staff & students at every level within the organisation the opportunity to be engaged and involved in identifying and resolving key issues.



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

To promote and develop cultural change whereby equality for students, staff and visitors is embedded in all College's functions and activities.



## **IDEA Group**

The IDEA Group (Inclusion, Diversity, Equality and Access) was established to promote and inspire equality and inclusion and to drive and to inform the work of the SEDIA group.

See **Appendix E** for group remits and membership.



# Purpose

## 5. Purpose

*“Colleges face particular challenges in mainstreaming equality & diversity and assuring inclusive practice across the breadth of their delivery....The process of mainstreaming will raise awareness of equality considerations throughout an institution. It will support institutions to meet their public duty required by the Equality Act 2010” Equality Challenge Unit- Mainstreaming: Equality at the heart of FE*

Therefore Glasgow Clyde College welcomes the opportunity to report its progress in the specific duties.

See **Appendix D** for further details of the Equality Act 2010 and the Specific Duties.

Our Mainstreaming report provides details of how we:

- Make the PSED integral to the exercise of our functions so as to better perform the duty.
- Take steps to gather staff equalities data, in relation to composition, recruitment, development and retention, and use this to better perform our PSED.

Although the statutory specific duties require college to report equalities data across relevant protected characteristics for staff only, the College is committed to advancing diversity, equality and inclusion for both staff and students.

As such, Glasgow Clyde will exceed statutory compliance by also examining and presenting student equalities data, including information in relation to the Scottish Index of Multiple Deprivation (SIMD). Such evidence helps inform equality outcome setting and equality impact assessments (EIAs).

# Mainstreaming

## 6. Mainstreaming

This section will detail the College's approach to both planning for and subsequently demonstrating mainstreaming of the Public Sector Equality Duty (PSED) across its functions.

### College Equality Mainstreaming Vision

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.

### College Equality Mainstreaming Objectives

- To involve all students & staff in the creation of a respectful working and learning environment
- To support students & staff in taking responsibility for challenging disrespectful behaviour
- To develop fair, consistent and respectful policies and practices for all students & staff
- To ensure that students & staff are involved in all equality matters and encouraged to positively celebrate diversity.



### Education Scotland Report (January 2015)

*“Staff promote equality and diversity well. In almost all classes teaching staff use a wide and effective range of teaching approaches to facilitate high-quality learning. In a few classes teaching staff use delivery methods that are particularly motivational.”*

*“Relationships between teaching staff and learners are mutually respectful and productive.”*

## MAINSTREAMING IN PRACTICE

In colleges, embedding equality in quality processes, such as annual self-evaluation, has been an important focus of mainstreaming work. We at Glasgow Clyde, developed a matrix which maps mainstreaming actions to College Strategic aims and is embedded in our Self Evaluation process and related Action Planning.

### Evaluation of Equalities

| Self-assessment questions   | Grading = ✓ |  |  |  |
|---|-------------|--|--|--|
| What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures? |             |  |  |  |

| Example of Mainstreaming | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--------------------------|---|---|---|---|---|---|-------|-------|-------|
|                          |   |   |   |   |   |   |       |       |       |
|                          |   |   |   |   |   |   |       |       |       |
|                          |   |   |   |   |   |   |       |       |       |

### Key:

#### Glasgow Clyde College Equality Related Strategic Aims 2013-2017

1. Delivering high quality learning and teaching
2. Depth, breadth and aspiration throughout the curriculum
3. Promoting excellence through research and innovation
4. Developing effective, confident and resilient students and staff
5. Being the partner of choice
6. Achieving institutional stability

#### Public Sector Equality Duties (PSED)

- PSED1 Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct.
- PSED2 Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- PSED3 Foster good relations between people who share a protected characteristic and those who do not.

Moving forward, we have updated this Matrix to reflect our new Development Plan replacing the 6 previous Strategic Aims with 4 equality related College Objectives.

The Self Evaluation Process for all staff units also includes future action planning as detailed below:

## Future Improvements

|   |
|---|
| <p>What are your priorities for future improvements and what do you plan to develop?<br/>         How do you plan to improve service user satisfaction?<br/>         What resources are planned for longer term and how will you improve your use of resources?<br/>         What are your priorities for staffing and CPD?<br/>         What are the priorities for improving promotion of Equalities?</p> |
|   |

## SMART actions

| Actions for the coming year |             |             |
|-----------------------------|-------------|-------------|
| SMART Action                | Responsible | Target Date |
|                             |             |             |
|                             |             |             |
|                             |             |             |

Each Academic Faculty and Support Function completes these for their own area. This successfully captures the detail and variety of mainstreaming approaches, progress and future plans. See **Appendix A**

In addition to this, all Faculties now align all their faculty actions and progress to the Glasgow Region Equality Outcome Themes within their Operational Plans. See **Appendix B**

## SHOWCASING EQUALITY

### Equality, Diversity and Inclusion

In order to support awareness raising and promotion of Equality, Diversity and Inclusion within the College and to encourage staff self-declaration of equality data, we at Glasgow Clyde College have designed a series of IDEA (Inclusion, Diversity, Equality and Access) digital badges.

Whilst we acknowledge that every member of staff works towards this on a daily basis as an integral part of their role, by launching this new Digital Badge initiative, we are offering all staff the opportunity to capture and recognise their individual contribution to our commitment to equality, diversity, inclusion and commitment to CPD by means of an electronic portfolio.

The badges are designed to encourage staff to engage in advancing equality within the College and beyond.



Each badge is issued when a staff member meets a number of set criteria. Upon completion of each badge, they then become eligible to work towards the next grade.

The badges are managed and issued through the College's Virtual Learning Environment – Moodle. Those who earn badges are able to export them to their digital backpack which acts as a digital achievement portfolio.



## Online Training for Staff & students

In order to further embed and promote equality within the College, all staff now have access to a range of mandatory Equality training via the VLE. These include –

### Equality Essentials

Equality Essentials Training (incorporated into staff inductions and the Digital Badges)

### Foundation Course Equality Impact Assessment

Equality Impact Assessment Training Foundation level (rolled out to all staff and incorporated within the Digital Badges)

### Advanced Course Equality Impact Assessment

Equality Impact Assessment Training Advanced level (rolled out to all staff and incorporated within the Digital Badges)



Students also can access their mandatory EDI training online through the VLE and receive certification on passing the module.

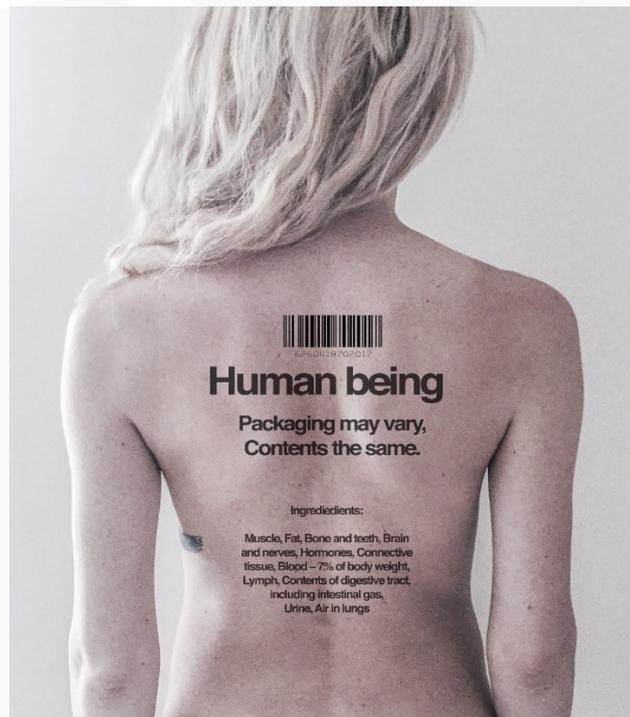
## Student Embracing Diversity Competition



*“Use your creativity to embrace diversity at Glasgow Clyde College!”*

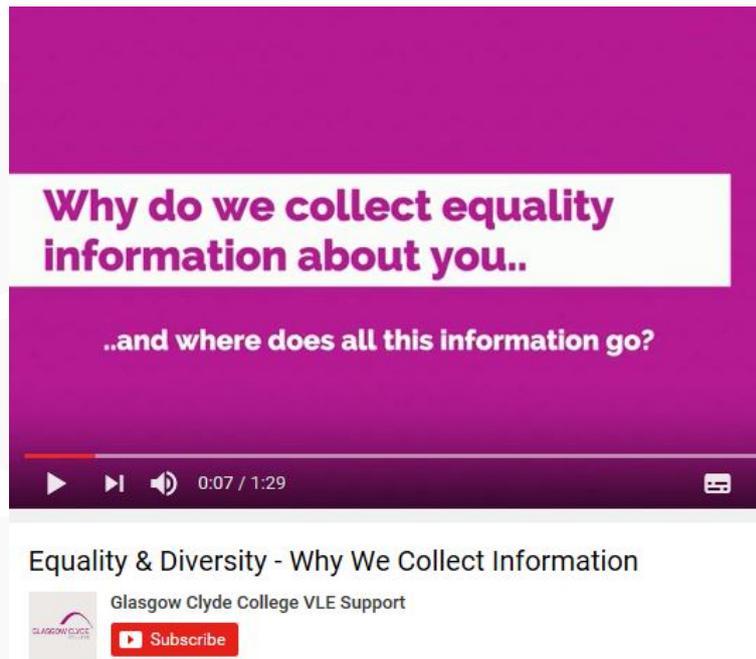
Our annual competition is open at all Glasgow Clyde College students, with the aim to find the most effective expression and communication of this theme. We now also have a regional competition where the top 3 entries from each of the Glasgow Colleges’ are judged to find a Regional Winning Entry.

The image below was our winning entry last year 2015-2016 which also won first prize in the Glasgow Regional Competition.



**DON'T JUDGE ME BY MY COLOUR, MY SIZE OR MY APPEARANCE. BECAUSE IF YOU DO, YOU WILL MISS WHO I REALLY AM. EMBRACE DIVERSITY.**

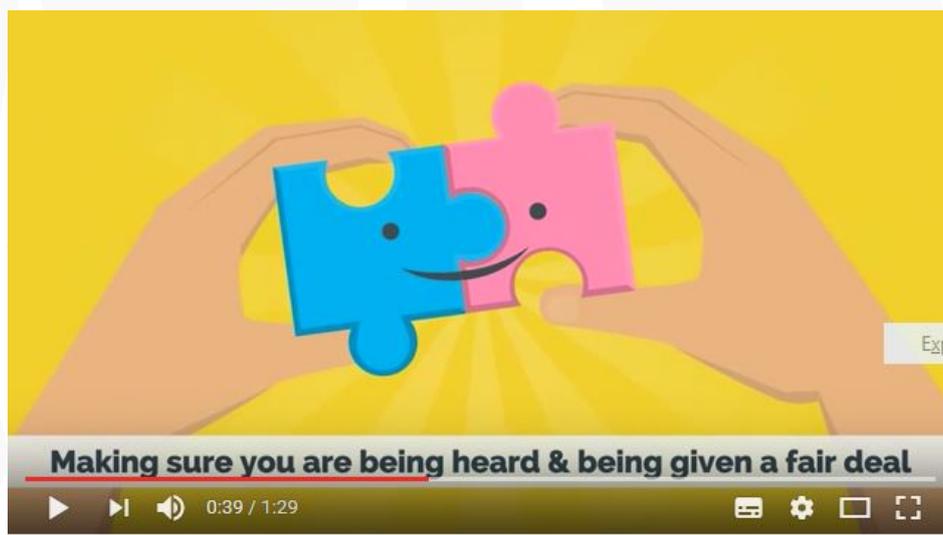
We encourage staff to share this poster as much as possible with colleagues and students to raise awareness and promote the student Embracing Diversity competition.



## **Monitoring Matters!**

Adequate and accurate equality evidence, properly understood and analysed, is at the root of effective compliance with the general equality duty. As part of the Digital Badge Bronze award, we are encouraging staff to update their sensitive details on iTrent. We have created the video below to provide information about the purpose and value of disclosing this data while reassuring everyone that it is anonymous and confidential. Please click link below to view the full video-

<https://youtu.be/bdVILUeQu6I>



Equality & Diversity - Why We Collect Information



## Healthy Working Lives

### Healthy Working Lives

Glasgow Clyde College has a strategic aim to develop effective, confident, and resilient students and staff, through promoting a high standard of health and wellbeing for all. The college Healthy Working Lives Group meets regularly throughout the year to plan opportunities for staff to participate in activities to improve their health and wellbeing. The group comprises appropriate staff and student representatives to ensure that initiatives are widely promoted throughout the college.

Promoting a culture of wellbeing aims to improve morale, lower staff turnover, reduce sickness absence levels, maintain low accident rates and increase productivity.

The college takes part in in the Healthy Working Lives Awards, holding Gold for three years. The college aims to maintain this level.

Examples of activities that have been promoted to staff during 2015-2016 include:

- Various Healthy Eating promotions
- Cycle to work scheme
- Gym and sports facilities open free to staff
- Staff fitness classes
- Complementary therapist clinics open to staff
- Healthy college days
- Wellbeing sessions as part of CPD
- Walking groups at each campus
- Smoking cessation campaign and support group
- Health promotions linked to Skin Cancer Month, World Aids Day etc
- 5 x 50 challenge
- Lifestyle Checks
- Weight watchers meetings
- Change programme

One initiative, the **‘Change Programme’** really demonstrates the impact that can be had by promoting Healthy College. This fitness training programme is offered by HND Health, Fitness and Exercise students as part of their course. Staff are invited to sign up and the duration and content is tailored to suit individual requirements.. The programme started in November 2015 and 20 staff have participated. One participant was staff member David, who first had initial screening tests in November 2015, and started a regime in March 2016, with student Michael Rogan. David was a complex case, having several health issues, such as Type 2 diabetes, high blood pressure and severe mobility issues. David did very little exercise, believing that he just wasn't able to.

David has lost 3.5 stones, 10 inches from his waist and 2.5 inches from his collar. His blood pressure and diabetes are now in a healthy range and he no longer has to take daily pain medication for his knee. Other benefits include better quality sleep, increasing from an average 3 hours to 9 hours, leading to increased energy, particularly at work. Being awake during the night with pain would lead to snacking unhealthily which has stopped too. Taking part in the programme has been life changing for David and has had ripple effects to his family too who now eat more healthily and join in with exercise too. The effects for David are so visible that staff comment positively to him, helping to motivate him. He is also spreading the word about his journey, inspiring others – the Sports department have already received 6 enquiries to join the next programme in November 2017. David has been coming in at 6.30am to take part in a session before work with a Sports department staff member.

David sums up his journey,

“Michael has been really supportive and has been a source of motivation for me to achieve my goal. He's encouraged me to keep going when I've almost given up. As a result, I've almost achieved my target weight, I feel healthier, fitter and have a lot more energy.” One phrase we both adopted with this journey has been “if you think you can't, you can, just make it work to suit you, nothing's impossible!”



The **Healthy College** day is one of the main events of the year and staff are encouraged to leave their desk and take part in activities. This year the programme included badminton sessions, massage, gorge walking and a 5K. The 5K is sponsored by **Fairtrade**, takes place in Pollok Park and can be walked or run.

The Healthy College day has increased in popularity since the first event following merger in 2014. The table below shows how the breadth of the offering has increased, encouraging more people to take part and that participation has increased in more established events.

| Event                  | 2016 | 2015 | 2014 |
|------------------------|------|------|------|
| 5K                     | 74   | 56   | 42   |
| Holistics              | 108  | 96   |      |
| Gorge Walk             | 8    |      |      |
| Meditation/Mindfulness | 32   |      |      |
| Badminton              | 18   | 20   |      |
| Fitness Classes        | 69   | 55   |      |
| Gym                    | 42   | 36   |      |

The introduction of the Gorge Walk this year was a great success. Some clips can be seen here <https://www.facebook.com/Anniesland-Health-Fitness-and-Sport-169019273198167/>

Feedback included:

‘Great fun! Excellent walking away from my desk and getting some fresh air!’ (5K)

‘I thought this exercise was great, the music was motivational and the instructor very professional and would like to see this again’ (Clubbercise)

‘The gorge walk today was awesome - in the modern and in the original sense of that word. I very much hope it's on the programme for next year.’ (Gorge walk)



## Fairtrade

Fairtrade Status.

In January 2017, Glasgow Clyde College was the third college in Scotland to achieve Fairtrade Status. In order to gain this there were five goals the college had to meet:

Goal 1: Publish a formal Fairtrade\* policy

Goal 2: Fairtrade products including food and cotton to be made available for sale in all campus shops

Goal 3: Fairtrade products to be served at all meetings and events hosted by the College and the Student Association, including internal management meetings

Goal 4: Campaigns are run on each campus to increase the understanding of Fairtrade and consumption of Fairtrade products

Goal 5: A Fairtrade Steering Group is established, with representatives from the student body, College staff and the catering or procurement department

For producers Fairtrade is unique in offering four important benefits:

**1. Stable prices:** For most products there is a Fairtrade Minimum Price that aims to cover the costs of sustainable production – even when world market prices fall.

**2. A Fairtrade Premium:** The Premium helps producers to improve the quality of their lives. It is paid on top of the agreed Fairtrade price, and producers decide democratically how to use it. Typically they invest it in education, healthcare, farm improvements or processing facilities to increase income.

**3. Partnership:** Producers are involved in decisions that affect their future. Fairtrade certified producers jointly own and manage Fairtrade International. Through the Fairtrade International's Board, its Committees and consultation processes producers can influence prices, premiums, standards and overall strategy.

**4. Empowerment of farmers and workers:** This is a goal of Fairtrade. Small farmer groups must have a democratic structure and transparent administration in order to be certified. Workers must be allowed to have representatives on a committee that decides on the use of the Fairtrade Premium. Both groups are supported by Fairtrade International to develop their capacity in this area.

With Fairtrade everyone wins:

## **Consumers**

Shoppers can buy products in line with their values and principles. They can choose from an ever growing range of great products. By buying into Fairtrade consumers support producers who are struggling to improve their lives.

## **Traders/companies**

Since its launch in 2002 the FAIRTRADE Mark has become the most widely, recognised social and development label in the world. Fairtrade offers companies a credible way to ensure that their trade has a positive impact for the people at the end of the chain.

## **Environment**

Fairtrade rewards and encourages farming and production practices that are environmentally sustainable. Producers are also encouraged to strive toward organic certification. Producers must:

- Protect the environment in which they work and live. This includes areas of natural water, virgin forest and other important land areas and dealing with problems of erosion and waste management.
- Develop, implement and monitor an operations plan on their farming and techniques. This needs to reflect a balance between protecting the environment and good business results.
- Follow national and international standards for the handling of chemicals. There is a list of chemicals which they must not use.
- Not, intentionally, use products which include genetically modified organisms (GMO).
- Work out and monitor what affect their activities are having on the environment. Then they must make a plan of how they can lessen the impacts and keep checking that this plan is carried out.

Over the past few years, the Fairtrade Steering Group and Student Association have worked with various departments throughout the college to embed Fairtrade into the curriculum and have been increasing the Fairtrade products available within the catering outlets at all campuses.

In 2017 / 2018 the steering group will be working with the College nursery to help them achieve Fairtrade status, as well as, working with the 8<sup>th</sup> floor café to introduce Fairtrade tea and coffee as well as homemade Fairtrade products. So lots of exciting stuff coming up over the next year.

The steering group is chaired by John Clark, Catering & Cleaning Services Manager with members including Joanne Fowles, Learning & Development Officer, Students Association Representation and Sodexo Business Managers from Anniesland and Langside Campuses.

## Libraries



We put on displays of resources in the Libraries to highlight various equality related issues, throughout the year.

Powerpoints to promote events such as including, Interfaith week, LGBT History Month, Forced Marriage Awareness are set up on our large screen, along with hardcopy resources (books, DVDs etc) and props and pointing to our online subscription resources for further info.

The themes which we promoted included:-

- October – Black History Month
- November – Inter-faith Awareness
- December – Disability Awareness
- January – Age Awareness
- February – LGBT History Month
- March – Gender Equality
- April – Poverty Awareness
- May – Embracing Diversity Competition

## Glasgow Clyde College Nurseries



Encouraging children to be responsible citizens, promoting trust and having an early understanding that some children may need support to access everyday opportunities.



Staff encourage and promote equality by providing opportunities for all children to participate in caring for the dolls.



More than 30 young children are set to host an Easter Bake to raise funds for Glasgow's North West Foodbank – just weeks after staging a similar event to aid the city's impoverished at Christmas time.

Kids aged 3-5 at Treasure Trove Nursery, part of Glasgow Clyde College's Anniesland Campus, will help bake and sell shortbread and biscuits to generate funds for the purchase of food to be donated to those in need. The initiative, led by Isabel Paton, head of the nursery, forms part of a sustainability project taught to members of the nursery.

Margaret Greenhorn, manager at two of the College's nurseries said: "With the children, we're learning about sustainability and globalisation. We are trying to encourage the children to learn about money and what you have to do to earn money.

"The children are gaining an early understanding of the wider community and our world. The staff are teaching their young learners about values, knowledge, attitudes, capabilities and skills that will enable them to contribute effectively to the common good."

As part of their successful first 'bake' event, children made tasty treats with the help of nursery staff and invited their parents to attend a Christmas Café to buy and sample their creations. With £39 raised, the children went to a local pound shop and spent the proceeds on goods to be donated to the foodbank. Parents who attended a subsequent Christmas party brought further contributions for the children to pass on to the foodbank.

"The children very much enjoyed the process of making, selling, and donating to the foodbank," said Margaret. "We would like to attempt to repeat the success of our initial fundraiser and contribution to the foodbank with a Spring Bake, and we are hoping to be able to donate even more this time."



## **Pioneering initiative launched to enable non-English speakers to access language classes**

A pioneering initiative to make it easier for non-English speakers to access language classes across the city has been launched at Glasgow Clyde College. Southside Central Councillor and Executive Member for Citizens and Communities Soryia Siddique and Johann Lamont MSP were among those who attended the launch to find out more about the ESOL Access Project and meet students who are currently benefitting from ESOL (English for Speakers of Other Languages) classes in Glasgow.

ESOL courses are specifically designed to help settle non-native speakers and increase their confidence in everyday life through improving their understanding of the English language. Research in 2015 highlighted that there was a very clear need for a simpler registration process to be implemented in Glasgow. As a result, the ESOL Access Project, which allows potential students to register an interest in taking classes and be informed when places become available, was funded by both Glasgow City Council's Integrated Grant Fund and the Scottish Government. The project is being run as a partnership with Glasgow Clyde College, City of Glasgow College, Glasgow Kelvin College, Glasgow ESOL Forum, Glasgow Life and Workers Educational Association, all of which are ESOL providers. It is also being supported by Glasgow City Council.

Councillor Siddique said: "One of the most important things in forging a new life in a new country is learning the language – it greatly accelerates a person's settling in process and we want to help make that as smooth as possible. Through making it easier to access English classes and related information we are also hopefully helping people to unlock their potential and contribute to our city."

## **Glasgow's Enhanced Vocational Inclusion Programme (EVIP)**

The Enhanced Vocational Inclusion Programme (EVIP) was established in 2012 as a 'virtual' school designed to provide an alternative, predominantly vocational and employment focused, learning experience for a group of vulnerable young people requiring intensive support and ongoing coaching to remain engaged in the Senior Phase.

The unique programme is delivered by two Glasgow colleges in partnership with Glasgow City Council's Education Department with the aim of providing an alternative college based experience for pupils entering 4<sup>th</sup> year at secondary school. Approximately 100 young people in the above categories are identified each year by their schools and support services and categorised as seriously at risk of dis-engaging with the school curriculum and potentially benefitting from undertaking a college programme.

Pupils are at S4 level, require significant interventions and support and must also satisfy at least one of the following criteria:

- Looked after (at home or accommodated)
- On the Child Protection Register
- Subject to Vulnerable Young Person procedures
- Young Carers
- Young people experiencing severe additional support needs

Whilst supporting some of the most vulnerable young people in Glasgow to achieve qualifications, the initiative also helps deliver key national priorities including Developing the Young Workforce, Curriculum for Excellence, Getting it Right for Every Child (GIRFEC).

Attendance in 2014-15 was 75% - significantly higher than corresponding school attendance.

Results have improved significantly and 72 out of 92 (79%) pupils entered positive destinations in 2014-15. This is a 20% increase on the previous year. 2015-16 figures are not yet available but are expected to be positive.

Destinations include college programmes, training and employment, which is a remarkable success for this vulnerable group of pupils. A formal Awards event is held in the City Chambers annually to celebrate their success.

A recent review took place to help strengthen the programme and ensure that it provides young people with the right learning and support that they need in order to equip them with qualifications, experiences and attributes to pursue a successful career.



A film about male dance students at Glasgow Clyde College, by former HND graduate Mariko Sero, was created and aimed at mainstreaming male dancers into a traditionally female curriculum area.



Please click the link to see the full video here: [📄 Dare to Dance 1.m4v](#)

## Community Learning students meet First Minister



Glasgow Clyde College Community Learning and Development students completed their health and wellbeing course in a memorable way recently, with a visit from First Minister Nicola Sturgeon.

The First Minister was visiting the YWCA Scotland's Glasgow Centre - The Young Women's Movement to mark the introduction of the Domestic Abuse (Scotland) Bill to the Scottish Parliament.

She met with women who have been taking part in our Community Learning and Development Health and Wellbeing course, and learnt what they've been covering on the course, and the benefits this has brought to their health and wellbeing. There was even a chance for the students to pass on some of what they've learnt by giving the First Minister a hand massage.

## College shares engineering knowledge with Cypriot students



Glasgow Clyde College, is working with Cypriot school, B' Technical from Limassol, Cyprus, as part of the European ERASMUS + mobility project to share engineering knowledge behind the latest Computer Numerical Control (CNC) technology for vocational students.

Fourteen students and two lecturers visited Glasgow for a two-week educational trip to learn Basic Programming, gain knowledge and experience in Milling and learn about Portable Appliance Testing (PAT), which is new to the Cypriot industry. All students successfully completed their training and were awarded certificates and a Europass CV document.

The project intends to foster a multiskilled approach among students while working in multicultural and multilinguistic environments and provide training in CNC, Electronics and Measurement Meter Testing.

Jim Anderson, Head of External Funding at Glasgow Clyde College said:  
“We are proud to work with partners from across Europe and beyond, sharing industry knowledge. It’s important that we raise awareness of the industry and encourage students to learn early on in their career the benefits of working in multicultural and multilinguistic environments.”

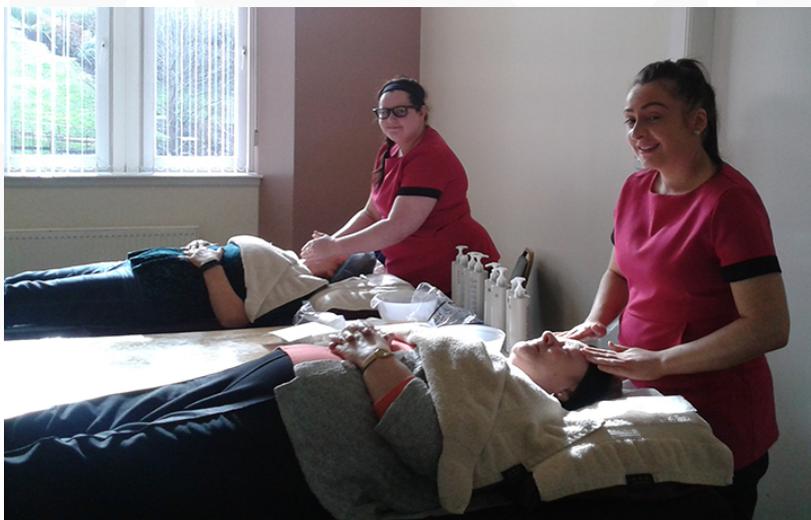
Costas Schinis, Head of European Projects at B' Technical from Limassol said:  
“The Training provided through the Erasmus + project was a great experience for our students in their final year of Electrical Training. Glasgow Clyde College gave the students some hands on practical training in a foreign country that will be worthwhile for them going forward in their careers.”

## Beauty students attend empowering women event



**NC Beauty Care and Make-up** Level 6 students recently took part in an International Women's Day event where they offered various beauty treatments to members of the community at Rutherglen St Columbkille's Church. The theme was 'Empowering Women' and famous, and inspirational, women such as Mary Barbour and Helen Crawford were remembered for their campaign against ruthless landlords and the rent strike of 1915.

Various guest speakers from the community also addressed the audience and spoke of their plight on arriving in Glasgow from war torn countries and how the people of Glasgow have welcomed them with open arms. Poems were read and there was a fashion show from 'Revolve' a recycling charity shop based in Rutherglen.



## Free skills course for individuals with Dyslexia



Glasgow  
Council  
for the  
Voluntary  
Sector



Individuals thinking about going to college and who need support for dyslexia, have the opportunity to attend a 10 week course that can help.

The course focuses on literacy and college skills and is designed to support potential students in applying for a college course.

Working collaboratively, Dyslexia Action, GCVS and Glasgow Clyde College offer current and prospective students with dyslexia support to attend and progress within College.

This initiative has been funded by Glasgow Clyde Education Foundation.

## **People Development**

GCC human resource and training and development strategy and practices

The strategy is to develop a sustainable workforce, promoting, through professional standards and behaviours, the vision, values and objectives of the College. Specifically, to develop effective, confident, and resilient staff, achieving excellent staff performance and building leadership capacity through effective professional development and performance management. Recruiting and retaining the right people and investing in staff development allows us to respond to the needs of students and external partners and to embrace emerging technologies to deliver an exceptional service now and in the future. We:

- Have clear structures and standards allowing autonomy and responsibility.
- Recruit high quality individuals to enhance our reputation as employer of choice.
- Invest in staff development to help staff meet their full potential and the college objectives.
- Promote and support effective leadership ensuring accountability and responsibility.
- Establish and maintain a safe working environment of inclusivity and equality, good health and wellbeing.
- Continually engage with staff; encouraging expression of opinion, we take action on ideas and opinions, making staff feel valued and involved in decision making.
- Motivate staff to be part of our aspirations by linking individual development to that of the College.
- Set standards and ensure that staff are clear about the standards and behaviours expected of them.
- Foster a positive, inclusive and supportive culture - embedding equality, inclusion and diversity principles throughout our college community, ensuring dignity and respect is at the centre of every interaction.
- Encourage staff to take responsibility for their job role, personal development and positive contribution to the college community.

## **Bridging the Gap to Education**

An innovative initiative is the sponsorship programme, 'Bridging the Gap to Education', introduced in 2015-16. Open to all lower salary employees, it allows staff to be sponsored on full pay for one year to study for a qualification of their choice, enabling staff who have not previously accessed further education to attend college full time and gain a qualification, enhancing their learning experience and helping them to realise lifelong learning opportunities.

'Bridging the Gap to Education' allowed three members of staff to attend a college course for one year. Paid their full salary and with all benefits maintained, staff who would not otherwise access further education were enabled to achieve a qualification in a subject of their choice. All three have successfully passed and two of the three are continuing with the studies, one is going on to Glasgow University, one will be studying part-time for the next stage of the qualification at Glasgow Clyde College. The third member of staff has returned to work and is considering the next steps in their education journey.

The impact for the three 'Bridging the Gap to Education' members of staff has been life changing, and can be seen in their own words, "I never thought I could achieve this but having the time and support of the college has allowed me to.", "This was an unbelievable opportunity", "I feel fantastic, educated and ready to take on the world". Each one an adult returner and each now a confident self-learner who will contribute both to the success of the College and the wider community, following participation in 'Bridging the Gap to Education'. We have produced a short video showing each story and the impact this development opportunity has had on each individual. Their enthusiasm and appreciation of the opportunity provided by the college shows the difference it has made.

## **Staff CPD: Learning and Development**

**Key Themes for Development 2016 – 2018**, are across the following five areas:

### **Attract, Reward and Retain**

- Promote the benefits and rewards which encourage existing staff and applicants to view Glasgow Clyde College as their employer of choice.
- Support new staff through a tailored induction process to enable them to quickly become effective in their new roles.

### **Develop People**

- Continue to motivate staff to be part of our aspirations by clearly linking individual development to that of the College.
- Through the Personal Development Process provide opportunities for staff to broaden their experience, skills and knowledge and operate effectively in an increasing cross-functional interdependent work environment.

### **Promote and Support Leadership and Management**

- To enhance the effectiveness of leadership in the college and to provide development opportunities for those who aspire to leadership and management roles.
- To develop transformational leaders at all levels with a specific emphasis on middle and first-line managers, creating competent and confident managers.

### **Inclusivity, Good Health and Wellbeing**

- Provide a range of services which improve the physical and emotional wellbeing of our students and staff
- Empower individuals to develop the knowledge and understanding to make informed choices to improve their physical and emotional wellbeing.

### **Staff Satisfaction and Engagement**

- Ensure dignity and respect is at the centre of all our interactions in order to foster a genuinely positive, inclusive and supportive culture.
- Continually engage with and listen to all staff as the College develops and pursues its aspirations, encouraging expressions of ideas and opinions to influence decision making.

## Mentally Healthy College

Glasgow Clyde College (GCC) are working in partnership with SAMH on a 2 year funded programme to develop a Mental Health Support mode to enable the personal growth and transformation of students and staff experiencing mental health difficulties. Whilst the College must remain focused upon its role as an education provider, it is imperative that it can identify and develop an infrastructure that will support the mental wellbeing of students and staff, promote their safety and support staff dealing with students and staff encountering mental health issues.

The increasing prevalence of mental health problems among students and staff has created genuine concerns for health and education professionals. The Scottish Government have highlighted that 1 in 4 people will experience a mental health problem at some point in their lives. Research has found that particular socio-economic groupings are more likely to encounter issues surrounding their mental health wellbeing and these include people with disabilities, those in poverty, females, people for BME backgrounds and those with care or caring experience.

With over 20,000 students and over 1000 members of staff at GCC it is vital that a coordinated approach to mental health welfare is developed across the 3 campuses. The College must make full use of national and college policy, display strong leadership and commitment to support services and provide students with opportunities to access appropriate support for mental health difficulties.

Research by the World Health Organisation has highlighted the relationship between socio-economic factors such as poverty, unemployment, and lack of education to an increased risk of development of and increased impact of mental health. The Scottish Government reports that 26% of Glasgow's population live in the most deprived 20% of the SIMD zones. GCC has over 40% of its student population that resides in the most deprived 20% of data zones. Students who live in these areas are more likely to leave early in the course programme, more likely to leave before the end of the course and less likely to have a successful outcome. Mental health problems including depression, eating disorders, self-harm and obsessive compulsive disorder provide daily challenges for teaching and support staff. Factors perceived as contributing to poor mental health, including the transition from school to college, bullying, drug and alcohol (mis) use, concerns about body image and family relationship breakdowns, are readily identifiable with the profile of FE students.

The underlying need is to keep students safe and ensure that the learning environment is supportive of positive mental health. The model will promote good mental and emotional health in students and staff, it will promote inclusive learning opportunities for students experiencing mental health issues, will develop the capacity of staff to support students with mental health difficulties and will support safeguarding and Prevent duties. The development of a partnership with SAMH will foster closer working relationships within the College, with the Student Association

and other support and community organisations, and will facilitate a robust support network. Research by Who Cares and NUS Scotland has highlighted specific challenges faced by both Care Experienced students and student who undertake unpaid caring responsibilities and has concluded have increased incidence of experiencing mental health difficulties. The model of delivery will form part of the College Corporate Parenting Plan as well as supporting the mental health wellbeing of the wider student population.

GCC currently supports over 14% of the student population who have extended support needs. Over 140 of these students have disclosed mental health issues as the primary. National evidence would suggest that the real figure for students who are experiencing mental health issues could be as much as 10 time that level. Students who disclose a disability are more likely to leave early in the course programme, more likely to leave before the end of the course and less likely to have a successful outcome.

## College Development Plan



Our Glasgow Clyde College Development Plan 2016 - 2020 sets out our mission, vision, values, goals and objectives over the next four years.

Our development plan is available to view on [Youtube](#) - as accessible videos (BSL sign language), audio or pdfs in plain text or full colour.

**Audio** [Glasgow Clyde College Development Plan 2016 - 2020 - audio](#)

**Pdfs** [Glasgow Clyde College Development Plan 2016 - 2020 - plain text](#)  
[Glasgow Clyde College Development Plan 2016 - 2020 - full colour](#)

## Accessible & Inclusive Toilet Signage



In order to underline our commitment to equality, diversity and inclusion, all accessible toilets across the 3 campuses will include new signage, shown above. The sign includes bright contrasting generic human figures combined with symbols and Braille to help users understand that this is an accessible and inclusive toilet for anyone; regardless of gender or disability, seen or unseen.

## Innovation Hub @ Langside Campus

The Innovation Centre at Langside has hosted training events for a wide range of student groups, including a number visiting schools' classes. Because a lot of the technology in the Centre uses touch-sensitive devices it is particularly good for Digital Literacy training for students with a range of support needs. Amongst the groups who have used the Centre were the Transition to Mainstream students, who are students with learning support needs, and who proved well able to use the presentation technologies in the Centre's Amphitheatre. The Centre has also hosted a number of training sessions in assistive technologies.





## **GCCSA Commitment to Equality and Inclusion**

Glasgow Clyde College Student Association (GCCSA) is fully committed to enhancing and mainstreaming equality and inclusion within the college and wider community, and has taken steps to improve the impact of its activities with regards to these areas since our last review in 2015. GCCSA works in partnership with the college to fully represent all students, regardless of profile and needs, and seeks to ensure that the shared values on equality and inclusion are embedded into our operational plan, and delivered effectively.

GCCSA represents an incredibly diverse student population in terms of ethnicity, disability and socio-economic status. Representation in GCCSA is crucial to the mainstreaming agenda and GCCSA is able to demonstrate this commitment in a number of ways.

## **Student Elections**

The Glasgow Clyde College Student Elections 2016/17 saw a large cross-section of the student population participating as election candidates. A total of twelve students stood in the election, including three LGBT students, five ESOL students, and six female candidates. GCCSA works to ensure that all students are enabled to participate in elections through a fully comprehensive candidate briefing, delivered by the Student Association Development Officer and supported by the National Union of Students (NUS). Candidates were offered one-to-one support in writing manifestos in the case of language or accessibility barriers, and some students accepted this support. The elected Sabbatical Officers are a team of three women, one male, three ESOL students, and one student with a learning support need, which is the most represented in terms of protected characteristics the Student Sabbatical team has been in the history of Clyde College.

Student officers have worked to involve themselves in college life, and have undertaken several projects which evidence this. When writing their operational plan for the year ahead, Sabbatical Officers identified many priority areas for their Equality and Inclusion commitment.

## **Student Executive Elections**

This year, for the first time since the conception of GCCSA, Student Executive Elections were held, in a similar manner to the GCCSA Sabbatical elections. This was to ensure the fairest process for representation in the Student Association, and to give Student Executive Officers a clear mandate for the working towards students' requirements. After consultation with NUS, and best practice study at the NUS Gathering 2017, new officer roles were created. The Student Executive this year also includes new officer roles for Student Parent and Women's Officers. A full list of Sabbatical positions follows:-

- Women's Officer
- Student Parent Officer
- ESOL Officer
- Equality Officer
- LGBT Officer
- Media and Marketing Officer
- Events Officer
- Charities and Fundraising Officer
- Clubs and Societies Officer

Each officer works on their individual area to represent students across the college. Executive officers have developed several initiatives, such as the Student Parent Focus Group and LGBT Coffee Morning.

## **Class Representatives and Additional Support Class Representatives Meeting**

Sabbatical Officers chose to create two different kinds of Class Rep meetings in the 2016-17 session. The standardised class rep meetings are open to all students, and are carried out by Sabbatical Officers. A total of 515 students are registered as Class Reps, and 114 are registered as additional support class reps. Additional Support class rep meetings were deemed necessary for students with additional support needs, or a lower level of English fluency. The recognition of the need to create additional meetings, is in itself an achievement of the Student Association and further demonstrates the commitment to mainstreaming equality and inclusion within the college.

Class Reps are given the opportunity to feedback to GCCSA on aspects of their learning and teaching, such as how inclusive and accessible their learning is made by staff, any barriers to their learning or classroom issues, which are then directly fed by GCCSA to the College Board and appropriate college staff members. GCCSA operates a 'you asked, we did' format for reporting progress to students at forthcoming meetings, thus students are able to see the impact of their issues, and how these are being solved by the Student Association

## Class Rep Meetings Pictures (November 2016)



## Language Exchange

The language Exchange was a very successful initiative in the 2015/16 session, and as such has been continued into the 2016/17 session. The language exchange brings together students from diverse backgrounds, to meet in an open and welcoming setting to learn about a wide range of languages and cultures. Primarily, students use this opportunity to practice English speaking with one another, but other languages, such as Arabic and Spanish are exchanged at spoken at these groups. ESOL students are involved in the day-to-day running of the Language Exchange cross-campus, and are encouraged and supported by the Student Association. A total of 14 Language Exchange meetings have been held in this session, with varied attendance across these meetings, highest attendance numbers being 23, lowest being 6. Students who attend are primarily from ESOL classes, however a higher number of native speakers are attending meetings, which promotes cultural exchange and inclusivity across the college.



## ASL Dance Classes and Art Therapy

Consultation with ASL students at the Class Rep meetings, and indeed staff members initiated the conceptualisation of specific ASL activities, tailored specifically for students with additional support needs. As such, ASL Dance Therapy and Art Classes were created by the Student Association, in collaboration with the ASL department at Clyde College. Piloted ASL Dance Classes have been running at Langside Campus and will continue to run until the end of term.

## Fairtrade Award

The Student Association has been instrumental in the college's achievement of the Fairtrade Award. In the 2015/16 session, feedback to staff was that in order to achieve the award, activities should be more student-led and student focused, which led to the Student Association leading on several new Fairtrade activities, and reporting these activities quantitatively. The Student Association also led on the presentation of the Fairtrade report in a manner which presented Fairtrade activity within the college evidentially. Several new initiatives have taken place, as well as collaborations with several departments across the college who will now integrate Fairtrade activities and projects into their school curriculum. Examples of college Fairtrade Activity led by the Student Association can be found below including a film night and planned fashion show in May 2017.



## Fairtrade Media Curriculum

The Student Association worked with the Media and Journalism department to create several new Fairtrade initiatives that could be embedded into their college curriculum. Glasgow Clyde College Media students have run various PR campaigns and initiatives, aimed at raising awareness of Fairtrade issues, and using the issue of Fairtrade as a vehicle for them to achieve aspects of their course. This is an excellent example of how Fairtrade can be successfully built into the college curriculum.

Students have run a Fairtrade Human Chain, Banana Flash Mobs and other successful PR stunts, which help to evidence how making Fairtrade student focused can help to make the topic highly engaging, with lots of creative ideas on how to get the message across to their peers. These initiatives were fully supported and planned with the Student Association, and future plans to ensure Fairtrade continues to be embedded are recognised by both the GCCSA and the department.

## LGBT Awareness and Coffee Group

The Student Association Sabbatical Officers and LGBT Executive Officer set up LGBT Coffee afternoons at Cardonald and Langside campuses. The groups are run on a weekly basis, and give students the opportunity to meet, exchange ideas for new LGBT focused campaigns, discuss any campus-related issues, and generally socialise. The group provides a forum for LGBT+ students to meet and feel welcome. A total of five students attended the first meeting of this group at Langside Campus, and six at Cardonald. The Student Association would like to ensure these numbers steadily increase over the remainder of the year, and into next year, and would like to work closely with departments of the college in 2017/18 to obtain the LGBT Award, which involves running more LGBT focused campaigns and initiatives throughout the college. An LGBT awareness Day was also held at Cardonald Campus on 24/02/2017 to celebrate LGBT History Month. This comprised of a stall, promoting LGBT merchandise and information materials to staff and students.

**Free smile**

LET'S JOIN OUR

**LGBT**

*Afternoon Coffee*

Monday 27-02-17

The space – 1st floor,  
Langside campus

h 12.15- 13

Everyone  
Welcome!

Free coffee

Chat  
&  
FUN

New friends

COFFEE HAS NO SEXUAL ORIENTATION

**LGBT AWARENESS DAY**

LGBT COFFEE  
AFTERNOON  
3rd OF FEBRUARY  
STUDENT SPACE  
12:15pm till 1pm  
COME JOIN US!

24th OF FEBRUARY  
WEAR RAINBOW  
COLOURS OR  
PURPLE TO SHOW  
YOUR SUPPORT!  
STALLS LOCATED  
OUTSIDE SHOP ON  
GROUND FLOOR!

CUPCAKES  
FREE GOODIES  
FLAGS

GCCSA - GLASGOW CLYDE STUDENT  
ASSOCIATION

## **Black History Month Event**

Following the sabbatical operational planning day, officers agreed to host a series of events or promotions to celebrate and promote Equality Months. The first event to promote this which took place was the GCCSA Black History Month Network Event, which took place on Wednesday 26<sup>th</sup> October 2016.

A number of guest speakers were invited to this event, including Lord Apetsi, NUS Refugee and Asylum Seeker Officer, Zandra Yeaman, CRER and Jamila Hassan, 2gether 4better Life. The event was attended by 102 staff and students across the three campuses, and students were offered transportation from Langside and Anniesland campuses, covered by GCCSA to attend this event. The purpose of this event was to raise awareness of the issues faced by BME communities, and also to provide help and information to those in Glasgow from BME backgrounds, and information on what is being done in Scotland to improve rights and equality for these communities.

The Black History Month Network Event also meets two requirements of the Glasgow Clyde College Equality and Respect Statement, highlighted below. Glasgow Clyde College will:

- Promote and embed the principles of equity in all College services and in every aspect of College life by encouraging, developing and maintaining an ethos which embraces difference and diversity and respects the dignity and rights of all;
- Promote that it is the responsibility of all to work and learn together harmoniously to create and maintain a respectful working and learning environment;

### **Student feedback on speakers, as gathered on feedback forms:**

- *'I liked how passionate the speakers were, it made it interesting to learn about this topic.'*
- *'Lord's speech was my favourite, he was interesting and funny.'*
- *'Following the result of the EU referendum, racism is growing at the moment, so I'd like to hear more about how it can be tackled.'*
- *'Important and crucial information was delivered passionately, and it was good to hear how Glasgow is supporting black history. Zandra's input was especially beneficial.'*

## Ideas Group

The Inclusion Diversity Equality and Access (IDEAs) is led by the Equality and Inclusion Department, with input from GCCSA and students and staff of the college.

## Amnesty Write for Rights

In 2016, Sabbatical Officers held a fundraising and awareness stall for Amnesty Write for Rights at our Langside Campus. Sodexo catering donated tea, coffee, shortbread and mince pies towards this charitable event, and students were invited to read about Amnesty's chosen case studies, and write cards and messages of solidarity and support, to wrongly imprisoned people across the world. GCCSA ran this event on Wednesday 14<sup>th</sup> December, prior to the Christmas holidays, to promote awareness of suffering taking place across the UK and the rest of the world at Christmas time. A total of 67 cards were written by students and money was donated to Amnesty.



## OCD Action Group

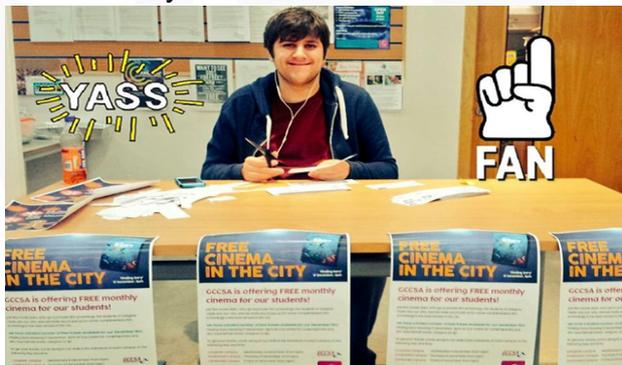
GCCSA has worked to support a student with OCD set up an OCD society at Cardonald Campus. This student wishes to raise awareness of OCD, and its affects and stigma, and address common misconceptions about OCD. GCCSA support this society by providing catering, and promoting the opportunity to attend, and by providing the student who runs this society hands on support. A total of 7 students are members of the OCD Society, and attend on a fortnightly basis.

## Cinema in the City

GCCSA held a series of exclusive monthly cinema showings in cultural hubs and cinema venues across Glasgow. GCCSA collaborated with venues to ensure these events were accessible and open to all Glasgow Clyde College students. Stalls were held cross- campus for students to collect free tickets for these events. Many of these film showings were aimed at specific groups within the college, for example, a showing of 'Finding Dory' was held in the CCA in Glasgow, which was aimed at Student Parents, who would like to bring their children along to a free cinema showing. Further details of the cinema showings can be found below.

- Launch Event to raise awareness, Thursday 24<sup>th</sup> November, Cineworld, (35 attendees)
- Student Parent Focused event, Saturday 17<sup>th</sup> December, CCA, (70 attendees)
- 17<sup>th</sup> February, Andalus Cultural Centre, Pride LGBT, (22 attendees)
- 24<sup>th</sup> February, Andalus Cultural Centre, The end of the Line, Environmental film, (attendees not recorded)

Further Cinema events have been planned for the remainder of the GCCSA term, with films that tackle issues affecting women, and racial inequality. These events have been held with varied success, and a recommendation for future would be to either collaborate with departments to build showings into school curriculums to ensure maximum attendance and economic viability, or to host these events within the college space, to ensure these are fully accessible for all students. However, giving students the chance to leave the college campus, and go to the cinema, and experience events in the city for free, is a great way to ensure students are able to access their local communities, which is especially beneficial to those who would not normally be able to afford to attend the cinema.





## Student Parent Group

Following consultation with NUS at the beginning of the Sabbatical year, and following the implementation of the Student Parent Officer role, sabbatical officers created a Student Parent Survey and Student Parent Focus Group to help address some of the concerns raised in the NUS Bairn Necessities report. By setting up this group and gathering feedback from student parents, GCCSA aims to collect responses to the report, and information on areas of difficulty or barriers to access within the college.

The student parent survey can be found [here](#). GCCSA would like to continue to build upon this feedback next year, working closely with Equality and Inclusion and Nurseries to gather the data required to address some of the concerns raised in the Bairn Necessities report.

The Student Parent Focus Groups take place at Cardonald and Langside Campuses and are chaired by GCCSA Vice-Presidents, and both the GCCSA Student Parent Officer and Women's Officer. A low attendance of Student Parents at these meetings has meant the groups have not been as effective as GCCSA would have liked. However, GCCSA recognise a large proportion of students at college are parents, and we must do more to ensure Student Parents engage with the Student Association on issues affecting them. A closer collaboration with Nurseries and Student Advice would capture a larger number of Student Parents. However, the work that GCCSA has begun with this group has been a step in the right direction to instigate meaningful engagement. A more combined and targeted approach is recommended in future planning to ensure successful outcomes.

## Homework Support

Homework support groups were set up cross-campus to assist ESOL students with homework.

A group of student volunteers offered to assist at these groups, to provide help and assistance to other students. These groups are held cross-campus, and have regular levels of student attendance. Students who attend Language Exchange at each campus, regularly attend the ESOL homework group.



### ESOL Homework Group

Are you an ESOL student looking for help with your homework?  
Then come along to the **FREE** weekly homework group!

Come along to share and learn tips from fellow students.

**Where?** Every Tuesday in room 2.43 at the Anniesland campus

**When?** Every Tuesday at 12:15 – 1:00pm

The ESOL homework group is **FREE**  
to attend and provided by the



If you need any further information please contact:  
[dperez@glasgowclyde.a.c.uk](mailto:dperez@glasgowclyde.a.c.uk)



## Fresher's Week

To ensure the success of the event a vast number of organisations were invited to attend. The event is an opportunity to promote diversity, equality and inclusion; therefore at the planning stages this was taken into consideration when researching suitable organisations. Over 100 invitations were sent out to Charities, Retailers, Public Services, Health and Wellbeing and Entertainment groups. Approximately 200 students attended Fresher's week at each campus, and feedback from stall holders was incredibly positive.

## **Embracing Diversity Event**

In March 2016, GCCSA and the Equality Department organised an Embracing Diversity Event. The event took place in the Space, Langside Campus from 10.30am until 1pm, and was attended by students from all campuses. Expected attendance was 100. Actual attendance was approximately 230, students and staff. Transport was provided for students (and staff) to bring people from other campuses. The theme of the event promoted an inclusive and celebratory atmosphere of diversity and culture around the college. Catering staff provided samples of food from many different countries including France, India, Italy, Pakistan, Poland, Scotland, Spain, Syria, Eritrea and many more. The food was very popular and several students also contributed to the food on offer, bringing national dishes from their home countries.

- Performing Arts – ‘Colours of Life’ dancers performed many dances; Iranian, Flamenco, Salsa and Balkan – represented by Maryhill Integration Network (MNI). The group also invited guests from the audience to the stage to learn Salsa.
- ‘Joyous Choir’ from the same group (MNI) performed songs which were fun and inspiring, encouraging student participation.
- The event was commentated by two Media students, who played music and commentated the activity of the day. One member of the Student Executive was part of this group.
- Stalls from: HND fashion students from the College who donated their proceeds to LGBT Youth Scotland. The Princes Trust and the Student Association also had stalls.
- Fashion show – an opportunity for students and staff to get involved showing off their national dress. Very successful with 10 students taking part. Some of the dancers from the Maryhill Integration network also took part in the show.
- Culture & Diversity quiz – Many teams took part in the quiz, winning team was awarded cinema and pizza vouchers.
- Raffle and fundraising – funds raised were given to LGBT Youth Scotland.

Overall feedback from this event from staff and students was incredibly positive, with many students expressing thanks to staff members for enabling them to celebrate their culture, and form closer friendships, and understanding with their peers. Overall, the event was very successful, with a great number of students involved and staff participation. It would be excellent for this event to be run on an annual basis, at alternative campus locations.



# Data Measurement

## 7. Data Measurement

ECU encourages institutions to collect equality monitoring data on all the protected characteristics and analyse this information at key stages of the education life cycle. This can help to develop a deeper understanding of staff and students and potential barriers they face.

We currently collect equality data as part of equal opportunities monitoring at the recruitment or enrolment stage, as a part of internal surveys and feedback on CPD events and training. Importantly, we have very positive senior management support established from an early stage.

A quantitative approach helps us gain insight into staff and student:

- perceptions
- attitudes
- behaviour
- experiences
- awareness of equality issues
- knowledge and skills

We have adopted an HR system, iTrent, which enables staff to update sensitive personal data including equality data. We are still experiencing low levels of disclosure of information on certain protected characteristics possibly through perceived sensitivities. We have plans to investigate and address this and to explore other means of collecting this evidence base.

We recognize that in order to encourage disclosure of equality information we must:-

- Understand how to make staff and students feel comfortable disclosing equality information.
- Cultivate a positive atmosphere
- Explain why the data is being collected

We also collect qualitative data which can provide fuller, richer information that can help us understand less quantifiable aspects, and is an important tool for steering work on inequality as well as demonstrating the results and impact of work to advance equality. We gather this information through focus groups, interviews or open text responses in surveys. It helps us to develop an in-depth understanding of what progress has been made and why by taking account of people's thoughts and experiences.

As we continue to work to extend our monitoring categories to include gender reassignment and to build up disclosure rates, we recognize the importance of consulting with key stakeholders. Key stakeholders will include student unions, trade unions, staff networks, and specialist staff who may be responsible for managing internal and external communications such as marketing staff and HR advisers.

In relation to this, HR are planning to set up an Equality Advisory Group in partnership with relevant external agencies.

It is important that the staff who will be responsible for implementing or supporting equality monitoring understand its purpose and desired outcomes and are able to deal with the range of questions and concerns that staff and students may bring to them. In order to equip our staff we will provide briefing sessions for HR and IT specialists, line managers, diversity champions and GCCSA officers to ensure that advice is consistent across the college and that everyone feels confident in the process. We intend to involve the trade unions and staff networks to promote participation and help encourage disclosure.

Data collection approaches continue to be revised across the sector, coordinated by the SFC, to ensure valid information is collected across all protected characteristics for students and staff. We will ensure that we keep abreast of developments and adopt and adhere to future processes.

## **Future Actions**

It is important that the staff who will be responsible for implementing or supporting equality monitoring understand its purpose and desired outcomes and are able to deal with the range of questions and concerns that staff and students may bring to them. In order to equip our staff we will provide briefing sessions for HR and IT specialists, line managers, diversity champions and GCCSA officers to ensure that advice is consistent across the college and that everyone feels confident in the process. We intend to involve the trade unions and staff networks to promote participation and help encourage disclosure.

We have started to rollout training in Unconscious Bias in relation to recruitment and selection processes. These processes can have a significant impact on how external recruitment and internal career pathways are managed.

Core CPD is being delivered to all staff in Inclusive Practice and Facilitating an Inclusive Working Environment.

We are involved in an 18 month ECU project during which we plan to investigate and improve disclosure rates particularly for disability which we know to be inaccurate. To ensure an inclusive working environment disabled individuals and disabled staff groups must be involved in decisions on support and reasonable adjustments. We will seek regular feedback from disabled people about the institution's strengths and weaknesses in providing assistance and/or reasonable adjustments. Removing barriers will allow staff with impairments equal access to training, development and promotion.

This will help us to retain talented, skilled and experienced staff and deliver a high-quality service that meets the requirements of a diverse student population.

Data collection approaches continue to be revised across the sector, coordinated by the SFC, to ensure valid information is collected across all protected characteristics for students and staff. We will ensure that we keep abreast of developments and adopt and adhere to future processes.

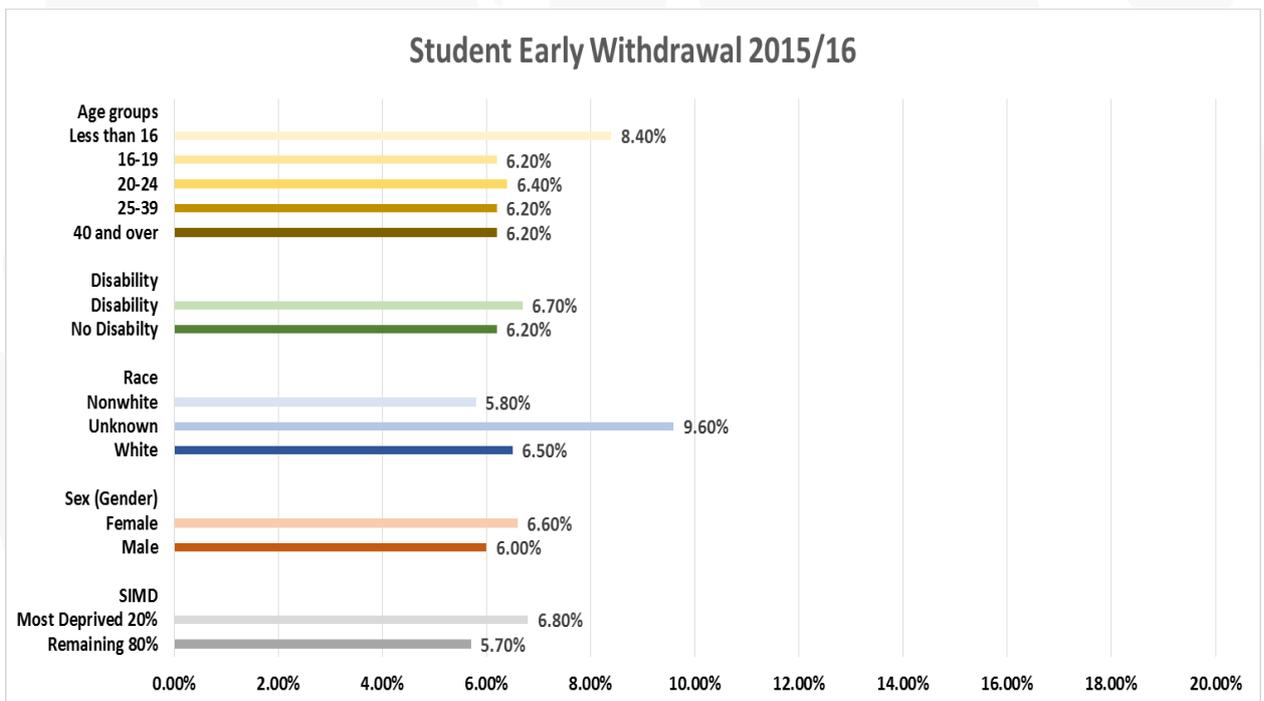
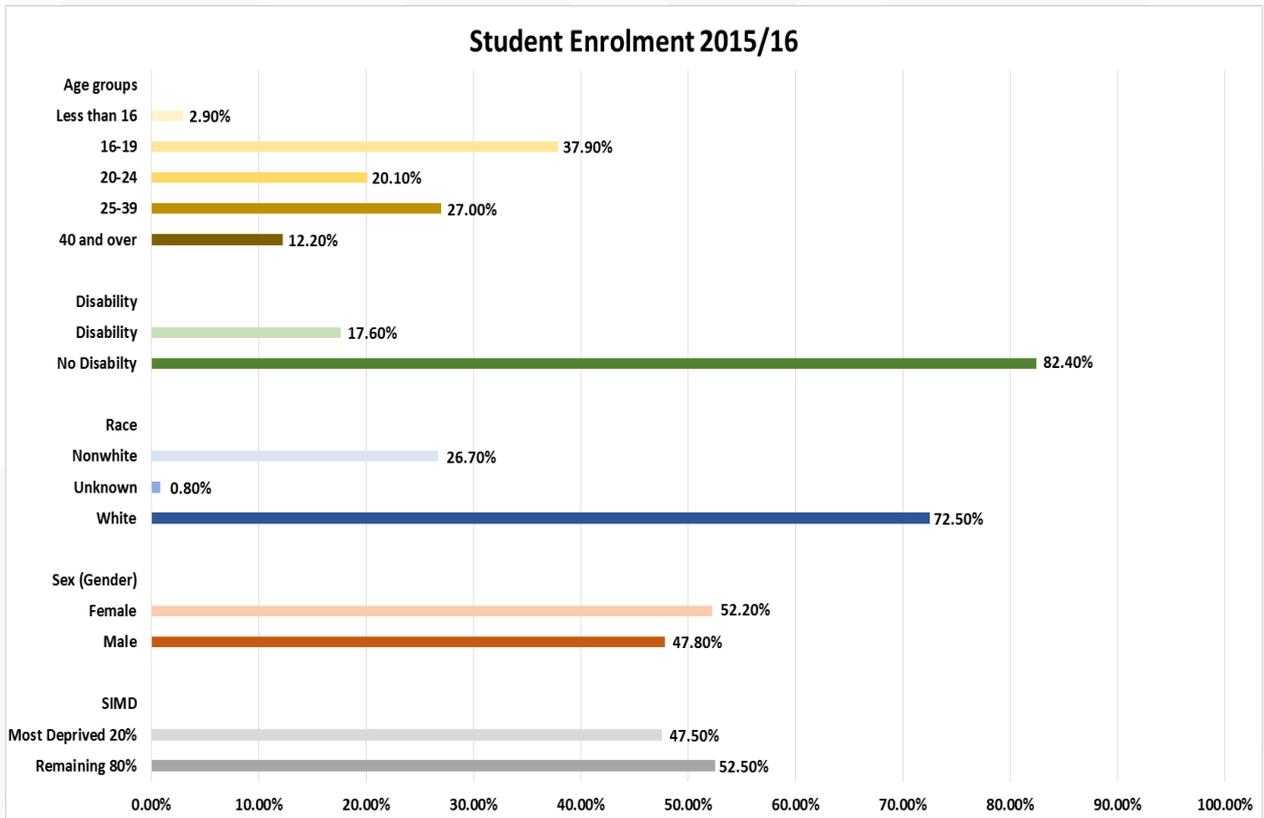


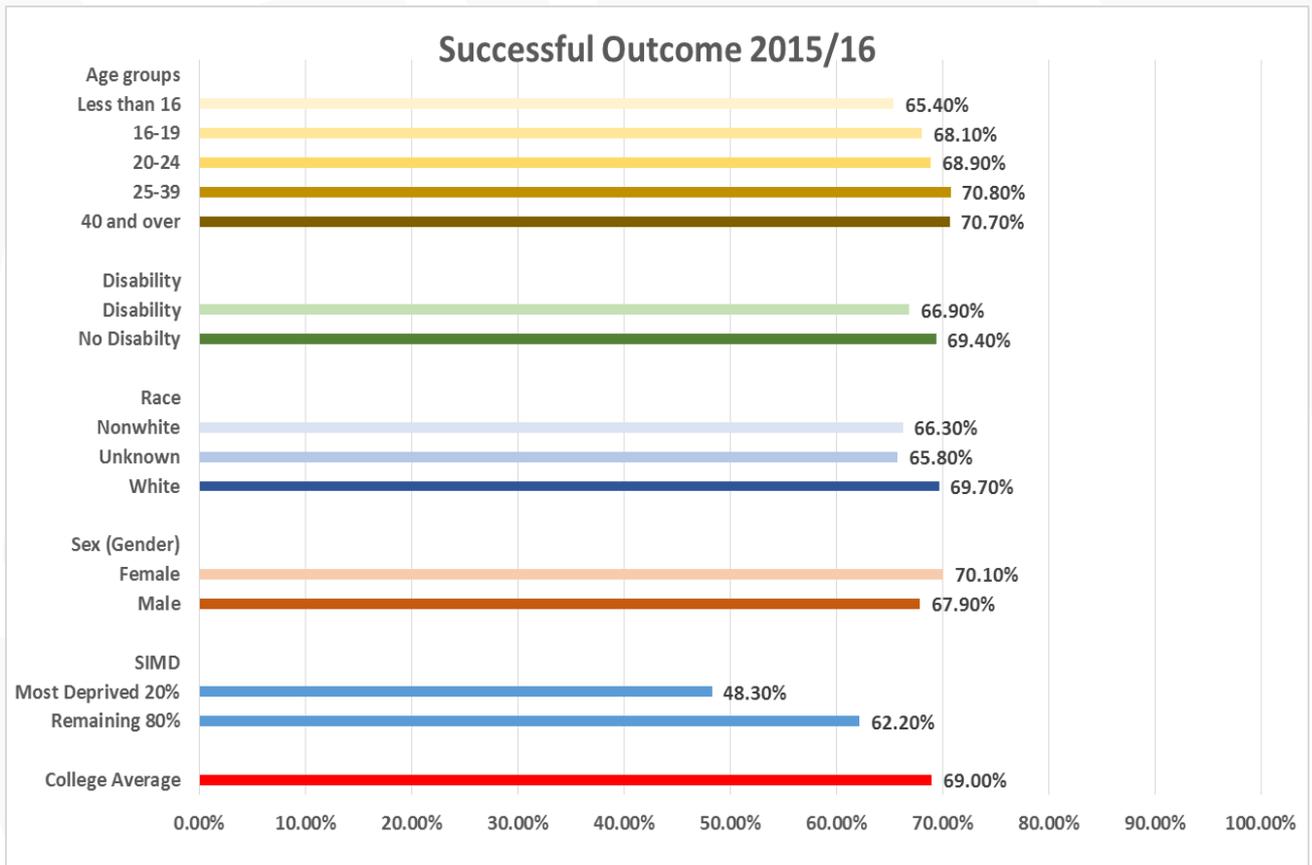
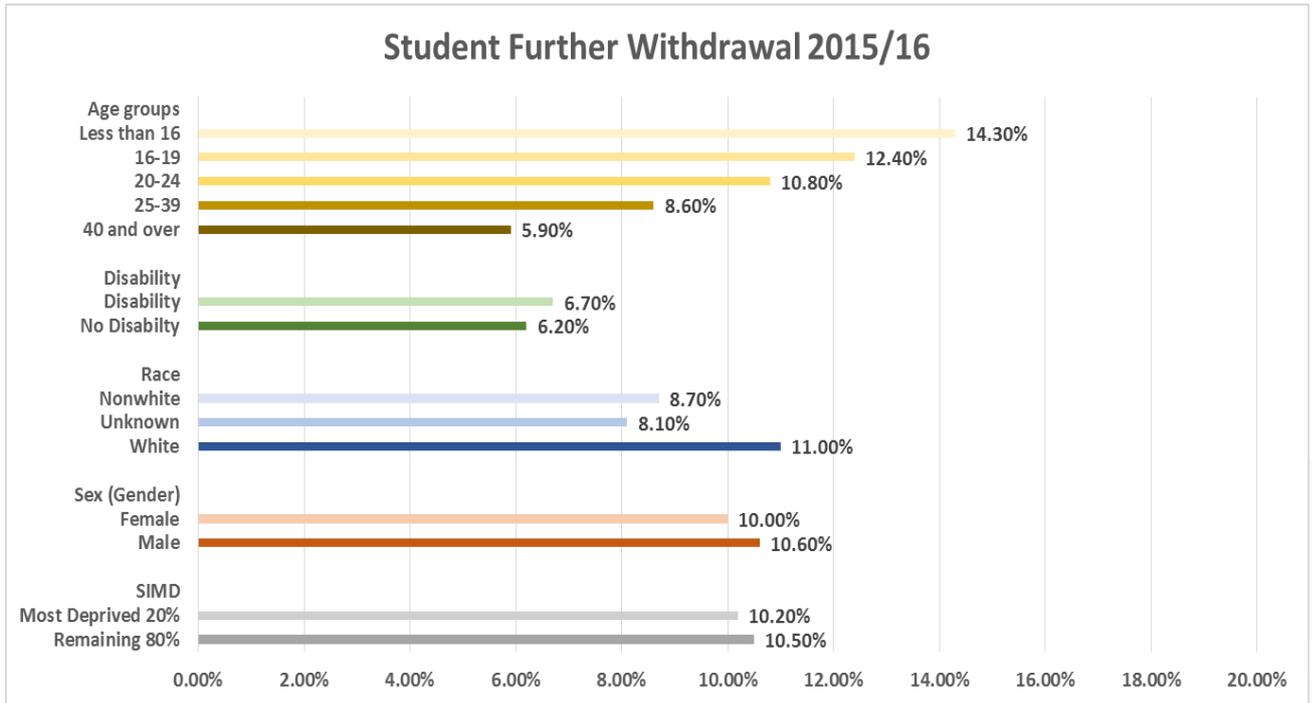
# Data Summary

## 8. Data Summary

### Student Data

The following graphs illustrate key PI (Performance Indicators) data by specific protected characteristics plus the addition of SIMD.





## Employment Data for Staff

The College aims to have a workforce which reflects the communities we serve and recognise the benefits of having a diverse workforce that is broadly representative of the local population. We continue to work towards a demographic that is reflective of our students, our community and our sector.

An important aspect of the College's response to many of the equality and diversity challenges we face is to ensure that actions are based and grounded in evidence which means having accurate data is a key underpinning element. We have worked hard to ensure that as we move forward our data is reliable, consistent and allows us to identify any key trends and areas for action.

The following sections outline our staff profile in terms of the data held and identifies where further work is required to ensure that robust data is available to support effective delivery of support to our workforce.

### **Total Number of Staff**

As at 31<sup>st</sup> March 2016 the College employed 1055 staff across 3 locations in Anniesland, Cardonald, and Langside. Of these, 590 are teaching staff and 465 are support staff. Our teaching staff are divided across four Faculty areas and our support staff are employed within specific corporate services or embedded within the Faculties in order to support our learning and teaching.



Over 7 million people (17.5%) of working age in the UK are disabled or have a health condition. By building a reputation as a **Disability Confident** employer that actively seeks out and hires skilled disabled people, we aim to positively change attitudes, behaviours and cultures, not just in our own college but in our networks, supply chains, and local communities.

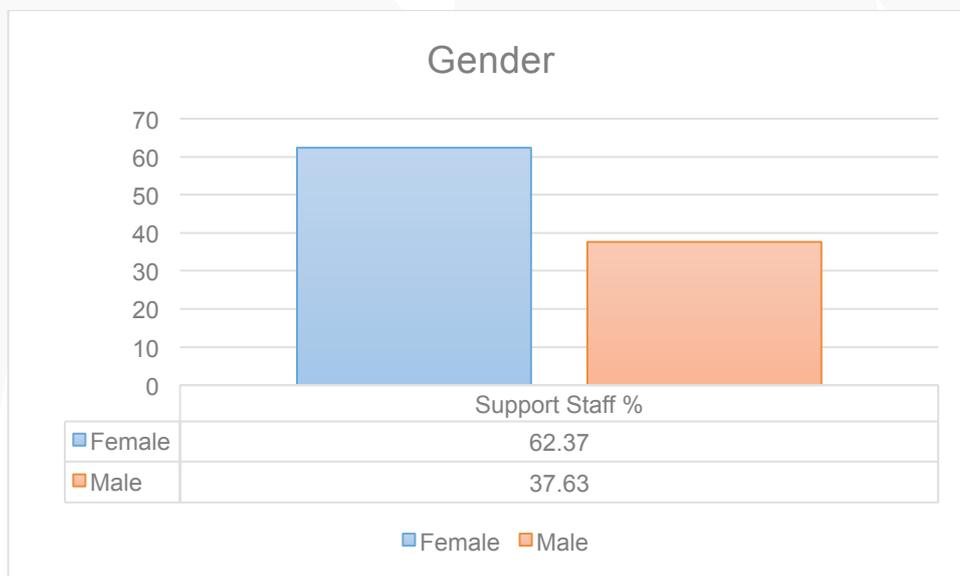
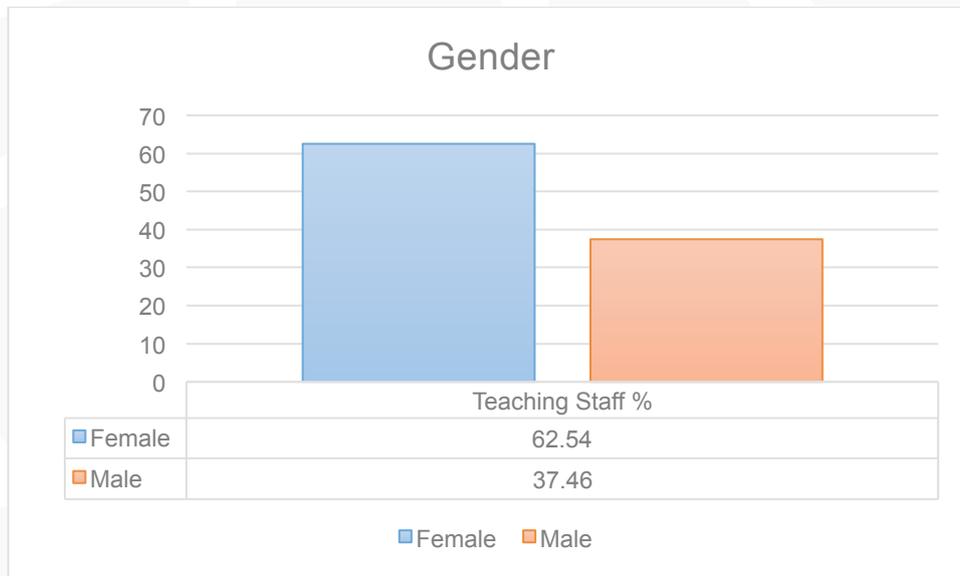
Other potential benefits include:

- Enabling us to draw from the widest possible pool of talent
- Enabling us to secure high quality staff who are skilled, loyal and hard working
- Saving time and money on the costs of recruitment and training by reducing staff turnover
- Helping us to keep valuable skills and experience
- Reducing the levels and costs of sickness absences
- Improving employee morale and commitment by demonstrating that we treat all employees fairly

## Protected Characteristics

### **Gender**

Of the 1055 staff employed, 659 (62.46%) are female and 396 (37.54%) are male. A higher representation of female staff is also evident when the gender breakdown of both teaching and support staff is considered:



According to the Scottish Government, in 2015, 51% of Scotland's population were women and 49% were men. In 2015 the population of Glasgow, according to the National Records of Scotland, was 606,340. Females made up 51.47% of this at 312,065 and males were slightly less at 294,275 (48.53%). As these figures show, across the College we have a significantly female workforce with around 20% more females than males in both teaching and support areas.

This demonstrates no change for us in terms of the workforce gender trend as the male/female split has remained static. This gender profile reflects the trends within the public sector where 64% of workforce is female (The Scottish Government Equality Statement: Scotland's Budget 2011-12).

Glasgow Clyde College will continue to consider the overall balance of staff in all areas and will actively seek to strike a balance between genders wherever possible.

## **Disability**

15 members of College staff have formally disclosed a disability. This represents 1.42% of the overall staff total. In 2011, the proportion of people in Scotland with a long-term activity-limiting health problem or disability was 20%, the same as reported in the 2001 Census. For us, this disability profile is comparable with our figures over the past few years however this figure is low in terms of the Scottish Governments figures estimating that 19% of those within the working age population in Scotland are disabled.

The College remains committed to supporting staff with disabilities and staff who require support in managing the impact of a long term condition. This is delivered through partnership working between HR, occupational health, line managers and the employees themselves.

## **Ethnicity**

As a region, Glasgow is very ethnically diverse with an increased proportion of people from an ethnic minority background in work. The size of the minority ethnic population in 2011 was 4% of the total population of Scotland (based on the 2011 ethnicity classification).

The percentage of our workforce from a BME group has increased slightly from 1.44% (14/15) to 1.6% (15/16) and the percentage of staff who preferred not to say or did not disclose has decreased from 31.62% (14/15) to 20% (15/16).

The majority of our employees identify themselves as White Scottish (71.56%).

| <b>Race</b>                       | <b>%</b> |
|-----------------------------------|----------|
| BME                               | 1.6      |
| White Scottish                    | 71.56    |
| White Other                       | 6.82     |
| Prefer Not to Say + Not Disclosed | 20       |

## Age

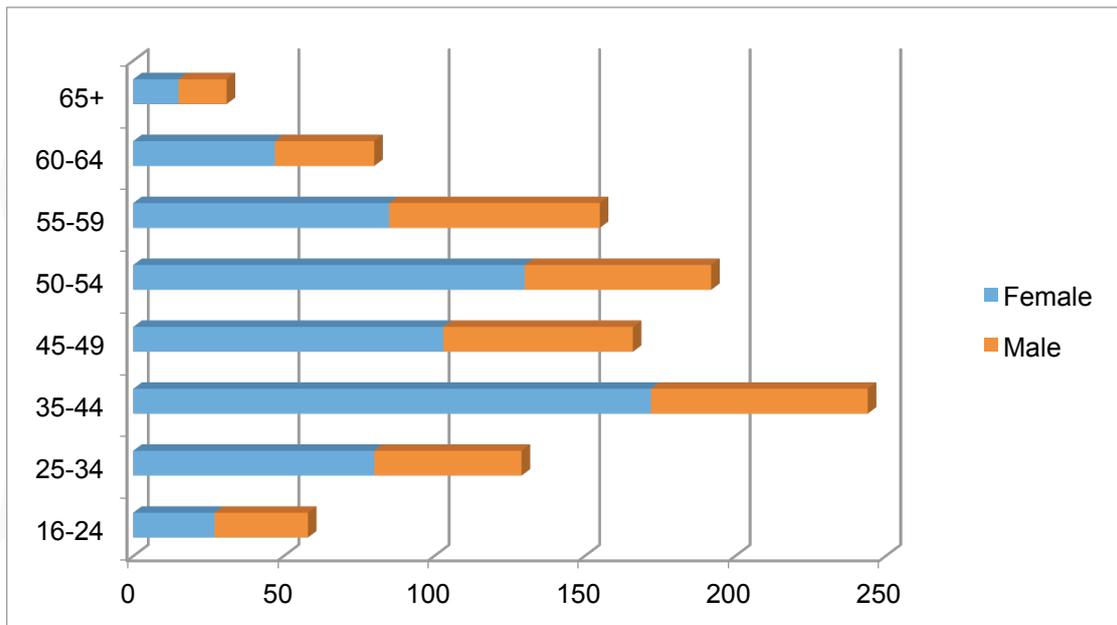
According to the National Records for Scotland the population of Glasgow in 2015 was 606,340 which accounts for 11.3% of the total population of Scotland. At this point, 23.9% of the Glasgow City population were aged between 16 and 19 years and 18.5% were aged 60 and over.

By 2039 the population of Glasgow City is projected to be 637,609, an increase of 7.9 per cent compared to the population in 2014. The population of Scotland is projected to increase by 7.5 per cent between 2014 and 2039. Over the 25 year period, the age group that is projected to increase the most in size in Glasgow City is the 75+ age group. This is the same as for Scotland as a whole. The population aged under 16 in Glasgow City is projected to increase by 3.9 per cent over the 25 year period.

It is anticipated that in the future there will be fewer young workers available to replace older workers as they transition in to retirement which, going forward, will be a major consideration for us as it could potentially result in a critical shortage of qualified workers. The College is looking at various strategies in order to avoid this including the introduction of Modern Apprenticeships which would be available across various areas in order to help recruit young employees and create a talent pool. As both an employer and education establishment we have an important role to play in the Commission for Developing Scotland's Young Workforce and Scotland's approach to vocational education and youth unemployment.

*The table below shows the age demographic for our workforce and as the data demonstrates, staff aged between 35 and 44 make up the largest percentage.*

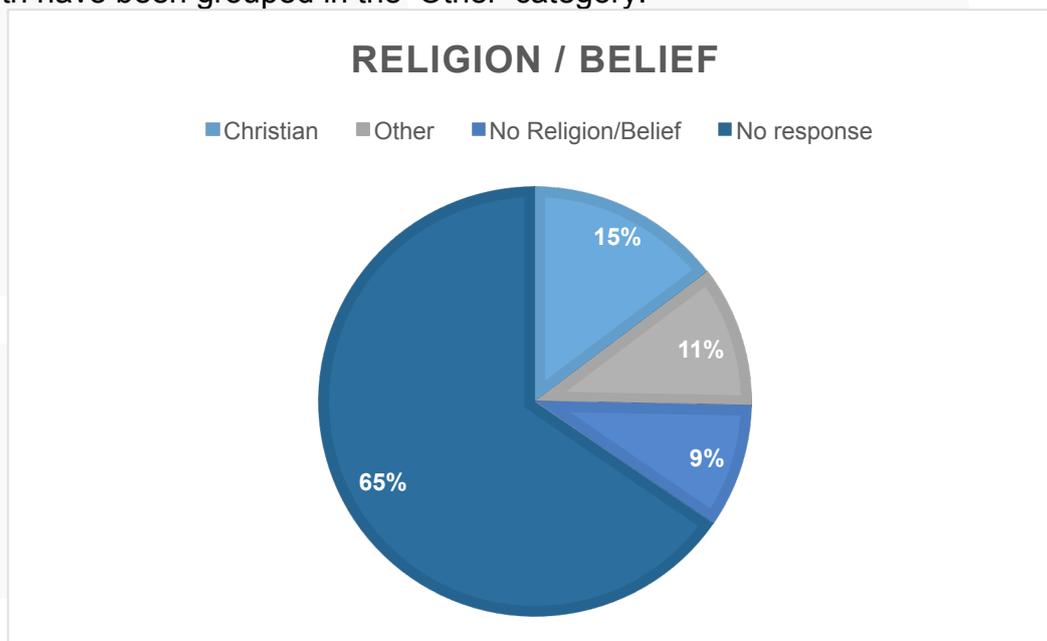
| Age   | Number | %     |
|-------|--------|-------|
| 16-24 | 58     | 5.5   |
| 25-34 | 129    | 12.23 |
| 35-44 | 244    | 23.13 |
| 45-49 | 166    | 15.73 |
| 50-54 | 192    | 18.2  |
| 55-59 | 155    | 14.7  |
| 60-64 | 80     | 7.58  |
| 65+   | 31     | 2.94  |



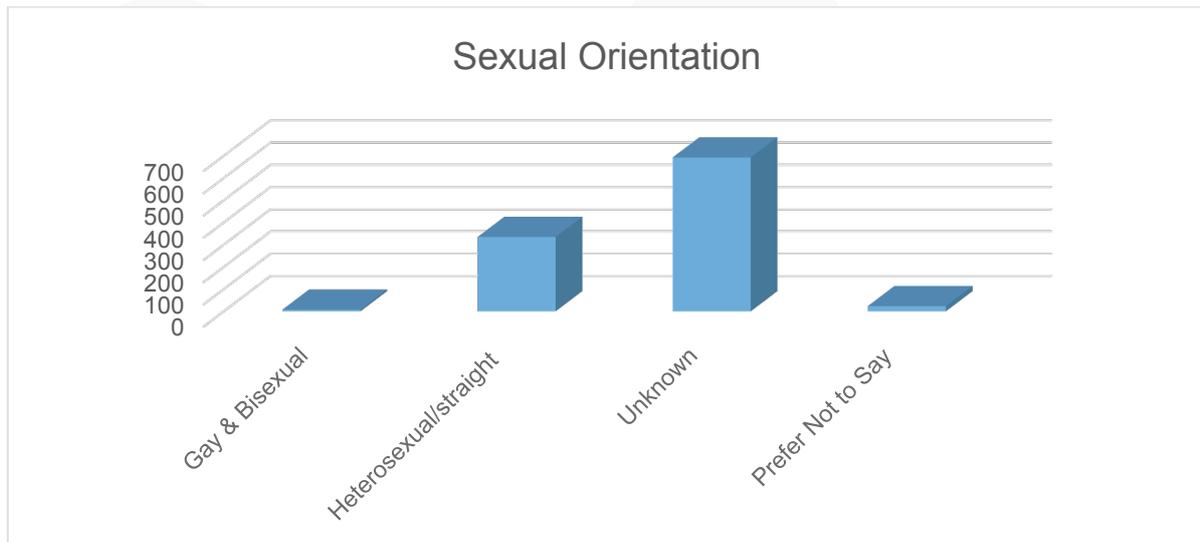
## Religion and Belief

Under the Equality Act, religion includes any religion. Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect life choices or the way an individual lives for it to be included in the definition.

Glasgow Clyde College recognise, acknowledge and respect the religious diversity of our employees. In order to protect the identities of individuals, colleagues who recorded the religions of: Buddhist; Hindu; Jewish; Muslim; Sikh; and other religion or faith have been grouped in the 'Other' category.



## Sexual Orientation



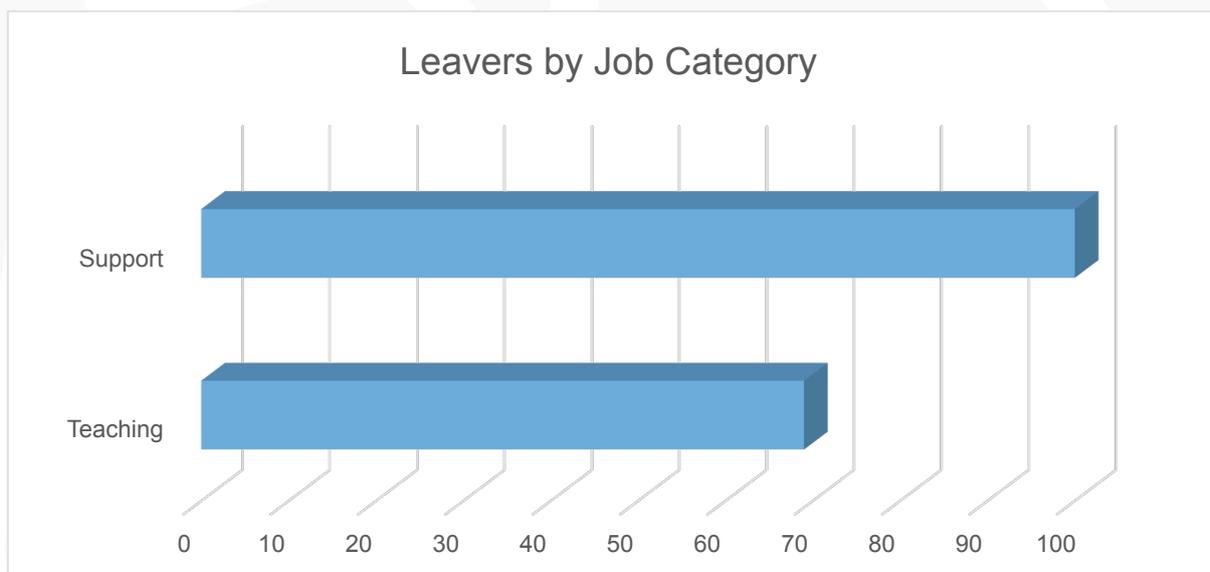
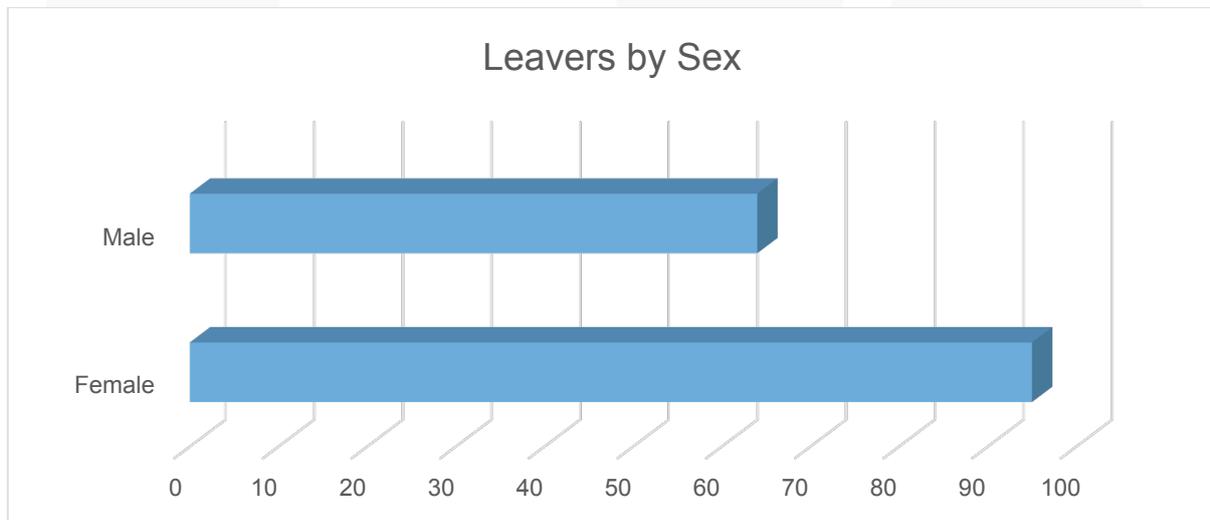
As noted in our key findings, disclosure rates in relation to sexual orientation are very low and we acknowledge that this information may not show an accurate picture of our workforce profile in relation to this protected characteristic. We will continue to work with staff to encourage self – disclosure and raise awareness around the importance of the College having this information in order to implement suitable, supportive measures.

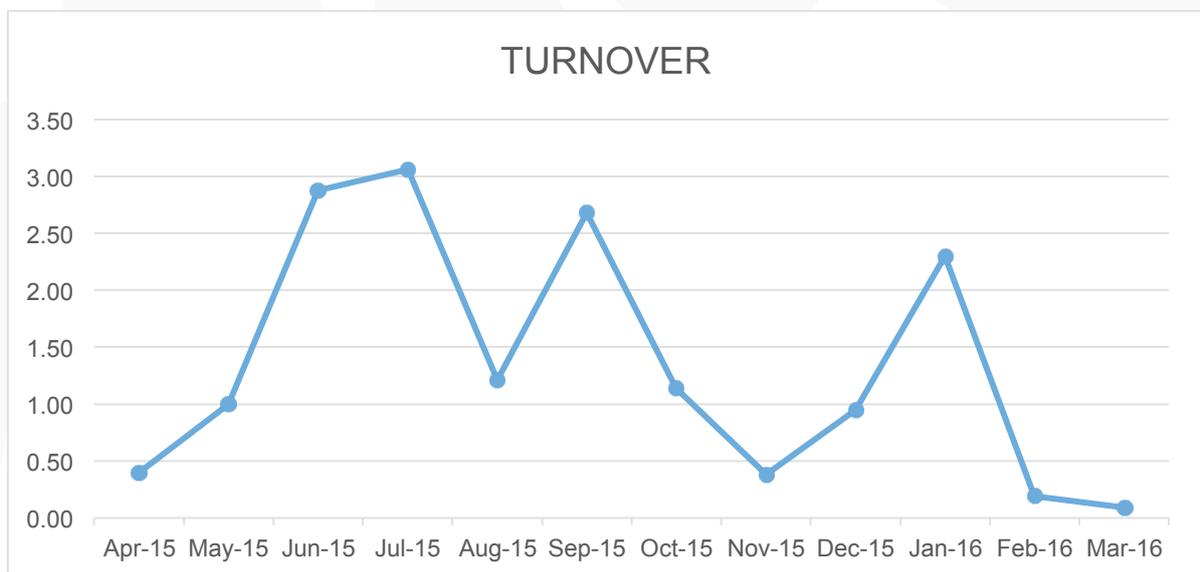
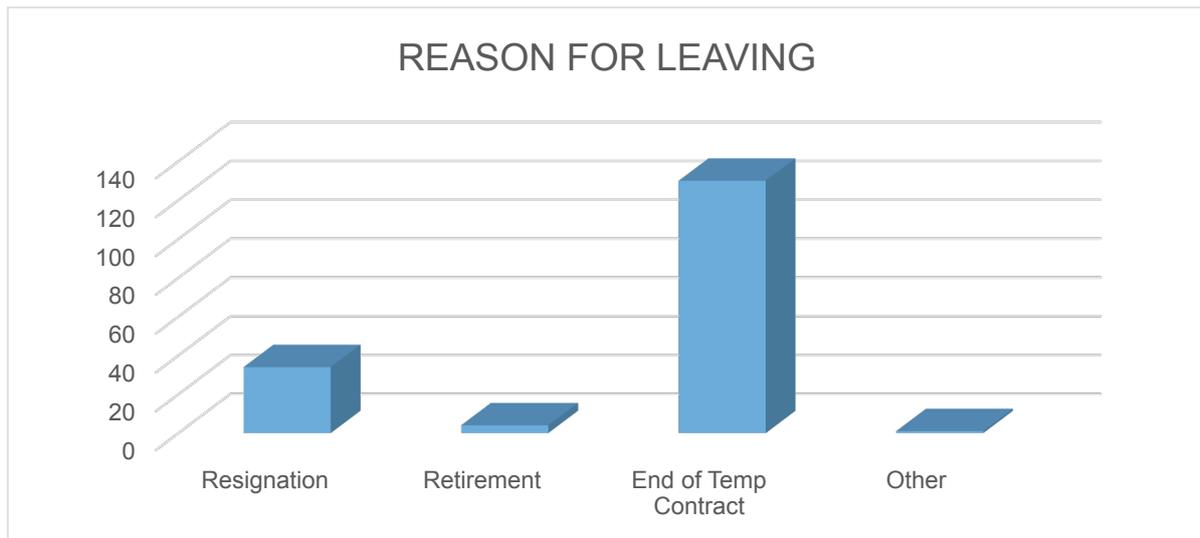
## Pregnancy and Maternity

Over this reporting period a total of 10 employees took maternity leave. All ten have subsequently returned to work in their substantive roles. According to a survey carried out by the Equality and Human Rights Commission and the Department for Business 77% of mothers say they have had a negative or possibly discriminatory experience at work during their pregnancy, maternity leave and/or on their return to work. Glasgow Clyde has a number of number of practices in place to ensure our staff have a positive experience throughout their pregnancy and beyond including paid time off to attend appointments, a generous maternity leave scheme, paid parental leave and flexible working options. We also ensure that all staff are aware of and understand their rights and entitlements and recognise that we as an employer have obligations. Following an individual notifying the organisation they are pregnant, a risk assessment is carried out in order to effectively manage any risks posed while at work.

## Leavers

This section provides information on the diversity profile of the 169 employees who left Glasgow Clyde College between April 2015 and March 2016.





Employee turnover for GCC was at its lowest during February and March 2016. July 2015 shows the highest turnover figure of 3.06% where the main reason for leaving is end of temporary contract.

Monitoring of pre-exit interviews confirms that equality issues do not impact on staff retention. Reporting of equality data needs to be further refined and the Equality and Inclusion Committee will work to identify any additional reports that can be cross-referenced with the protected characteristics outlined in the 2010 Equality Act.

## Recruitment Equality and Diversity Statistics

Glasgow Clyde College monitors the composition of job applicants on a regular basis with a view to ensuring equality of opportunity and promoting equality and diversity. This involves seeking equality monitoring information from all job applicants through to appointment and beyond.

External candidates are asked to complete an equality monitoring form as part of the application for employment process. The form is removed prior to any shortlisting process. All monitoring forms are retained by the HR department and are not seen by anyone involved in the recruitment process other than members of the OD Unit.

The equality monitoring data below relates to both internal and external recruitment carried out by the College since August 2015 until March 2016. During this period a total of 50 positions were advertised. Of a total of 632 applications, sensitive data is broken down by protected characteristic below:

### Age

| <b>Age</b> | <b>Number</b>                        | <b>%</b> |
|------------|--------------------------------------|----------|
| 16-24      | 79<br>(55 Female, 24 Male)           | 12.5     |
| 25-34      | 238<br>(144 Female, 94 Male)         | 37.66    |
| 35-44      | 133<br>(80 Female, 52 Male, 1 Other) | 21.04    |
| 45-49      | 57<br>(40 Female, 17 Male)           | 9.02     |
| 50-54      | 70<br>(48 Female, 22 Male)           | 11.08    |
| 55-59      | 43<br>(21 Female, 22 Male)           | 6.80     |
| 60-64      | 11<br>(3 Female, 8 Male)             | 1.74     |
| 65+        | 1<br>(Male)                          | 0.16     |

## Disability

| <b>Status</b>     | <b>Number</b> | <b>%</b> |
|-------------------|---------------|----------|
| Disabled          | 17            | 2.69     |
| Not Disabled      | 574           | 90.82    |
| Prefer Not to Say | 41            | 6.49     |

## Race

|                        | <b>Number</b> | <b>%</b> |
|------------------------|---------------|----------|
| White Scottish         | 478           | 75.63    |
| White English          | 28            | 4.43     |
| White Welsh            | 0             | 0        |
| White Irish            | 8             | 1.27     |
| White Other            | 52            | 8.23     |
| Asian or Asian British | 32            | 5.06     |
| Black or Black British | 7             | 1.11     |
| Chinese                | 2             | 0.32     |
| Other Ethnic Group     | 14            | 2.22     |
| Not Disclosed          | 11            | 1.74     |

## Religion and Belief

|                     | <b>Number</b> | <b>%</b> |
|---------------------|---------------|----------|
| Christian           | 225           | 35.6     |
| Other               | 36            | 5.7      |
| No Religious Belief | 164           | 25.95    |
| No Response         | 207           | 32.75    |

## Sexual Orientation

|                       | Number | %     |
|-----------------------|--------|-------|
| Gay & Bisexual        | 22     | 3.48  |
| Heterosexual/Straight | 571    | 90.35 |
| Prefer Not to Say     | 25     | 3.96  |
| No Response           | 14     | 2.22  |

## Gender

391 of our applicants were female, 240 were male and one individual identified themselves as 'other'.

## Appointments

Within the period 1st August 2015 to 31st March 2016, of the 44 successful candidates recruited to, or promoted within, Glasgow Clyde College, a breakdown by protected characteristics is shown below:

| Age   | Number                   | %     |
|-------|--------------------------|-------|
| 16-24 | 5<br>(2 Female, 3 Male)  | 11.36 |
| 25-34 | 12<br>(5 Female, 7 Male) | 27.27 |
| 35-44 | 14<br>(6 Female, 8 Male) | 31.82 |
| 45-49 | 4<br>(3 Female, 1 Male)  | 9.09  |
| 50-54 | 4<br>(1 Female, 3 Male)  | 9.09  |
| 55-59 | 5<br>(2 Female, 3 Male)  | 11.36 |

|                   | Number | %     |
|-------------------|--------|-------|
| Disabled          | 1      | 2.27  |
| Not Disabled      | 38     | 86.36 |
| Prefer Not to Say | 5      | 11.36 |

|                | Number | %     |
|----------------|--------|-------|
| White Scottish | 37     | 84.09 |
| White English  | 3      | 6.82  |
| White Other    | 2      | 4.55  |
| Not Disclosed  | 2      | 4.55  |

|                     | Number | %     |
|---------------------|--------|-------|
| Christian           | 17     | 38.64 |
| Other               | 1      | 2.27  |
| No Religious Belief | 9      | 20.45 |
| No Response         | 17     | 38.64 |

## **Conclusion**

We are confident that, through time, with the engagement of our staff, students, stakeholders and relevant national and local groups and representatives, we will achieve our equality and diversity goals of eliminating unlawful discrimination and harassment, promoting equality of opportunity and fostering good relations between people of different groups. In order to increase disclosure rates we have actioned on a few in house initiatives plus a project with the Equality Challenge Unit which we are hopeful will allow us to publish more comprehensive data in our next report and will give a more accurate and detailed picture of our staffing profile across all protected characteristics

A large, stylized graphic of an eye, composed of several concentric, semi-transparent circles in various shades of teal and blue, centered on the page. The text is overlaid on the inner circles.

# Board Diversity Information

## 9. BOARD DIVERSITY INFORMATION

The following statement has been provided by Gillian Murray, Secretary to the Board with approval from the Chair:-

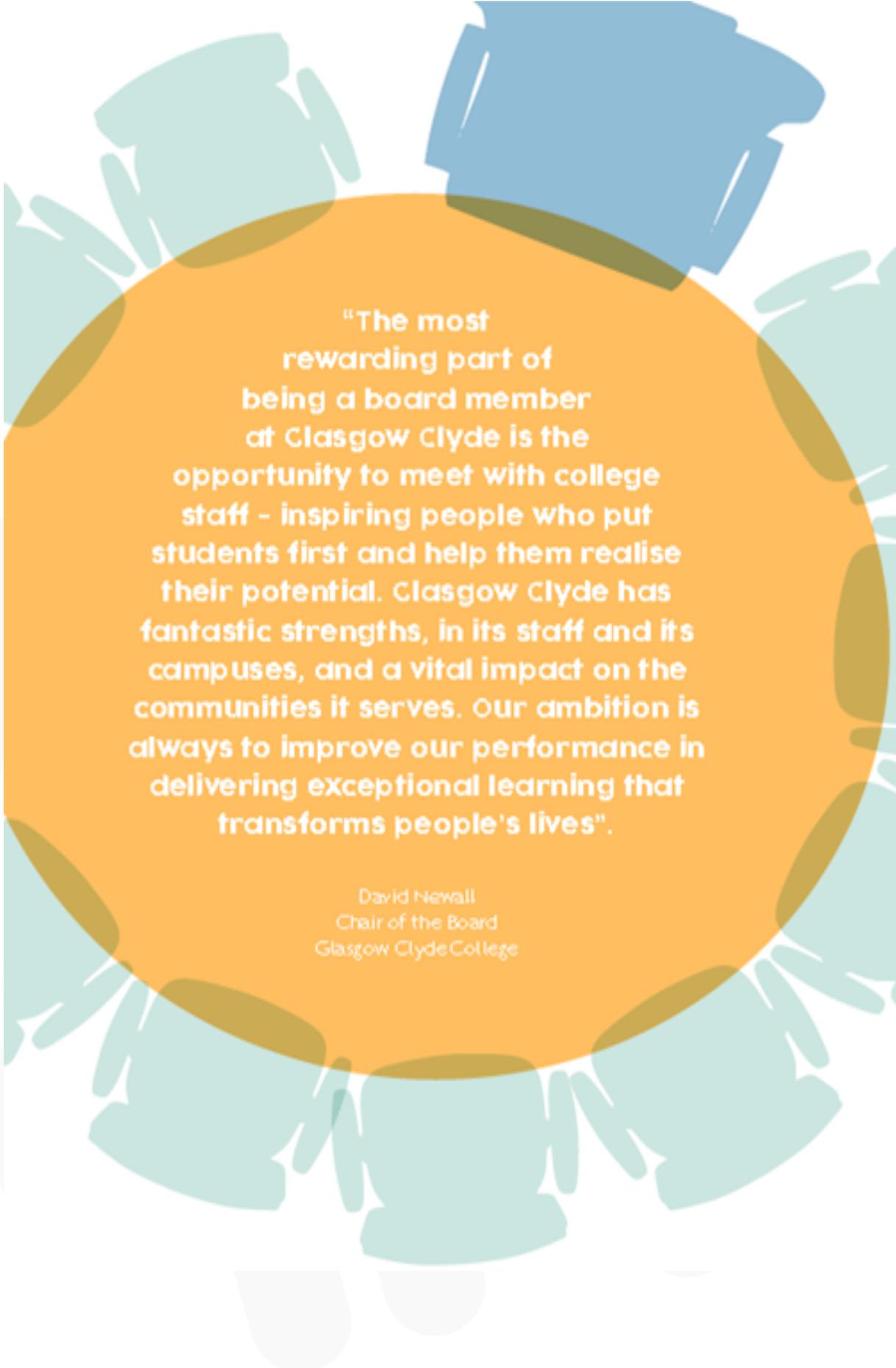
Since August 2015 until present, the Board of Management of Glasgow Clyde College has had numerous changes to its composition. In total, including staff and student members, the Board has had 32 members within that time period, of which 14 were female and 18 male. During the same period, the number of female lay members has been 7 with the number of lay member males being 14. At present, the board comprises 16 members of which 9 are male and 7 are female. Of the lay members, 7 are male and 4 are female.

The Board of Management of Glasgow Clyde College is committed to achieving gender balance on its Board. At a recent Board Meeting, the Board considered the commitment to achieving gender balance and took the decision to sign the Scottish Government pledge to achieve 50/50 gender balance by 2020. Whilst the Board has made a firm commitment to achieving gender balance, it also acknowledges that achieving the right skills set across the board is important and therefore the aim of achieving a gender balance should not detract from this.

The Board has not, historically, collected diversity information. It is understood that the collection and collation of diversity data is being considered by the Scottish Government. Until a central mechanism is established, the Board Secretary of Glasgow Clyde College has issued a survey to all board members (through survey monkey) seeking disclosure of protected characteristics. The survey seeks information on the following.

Age, Gender, Gender Reassignment, Sexual orientation, Disability, Ethnic Origin, Religion, Marital Status, Pregnancy and Maternity

Once the information has been collected, gaps in diversity may be identified. Once these gaps are identified, consideration will be given to future recruitment of board members and breaking down any barriers for people with protected characteristics. Work is already being done to tackle gender balance through recruitment by considering how the advert is framed, where it is advertised and the process for appointment. The same considerations will also be given to the other protected characteristics. The Board will consider succession planning at a future board meeting and diversity will form part of that discussion. A succession plan will be created. The board secretary will undertake further equality and diversity training to ensure a sound understanding to lead future recruitment of board members. Equality and Diversity training has also been identified as a training topic for the Board and will sit alongside the session on succession planning. In addition, the board secretary will work with the board secretaries across the Glasgow Region to ensure a consistent approach is being taken to recruitment.



"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

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 eye is centered on the page and serves as a background for the main text.

# Looking Forward

## 10. Looking Forward

Looking forward, we at Glasgow Clyde College, acknowledge there is further work to be done regarding equality mainstreaming and advancing our PSED, however, we have made improvements over the last two years and will continue to progress our equality work via a number of equality related projects and initiatives.



### **PDA in Advancing Equality and Diversity through Inclusiveness**

The PDA in Advancing Equality and Diversity through Inclusiveness at SCQF level 9 has been developed in partnership with key stakeholder organisations, such as The Equality Challenge Unit, Colleges, Education Scotland, Scottish Funding Council, The Higher Education Academy and delivering centres.

It will help organisations subject to the [Public Sector Equality Duty](#) to evidence how they are mainstreaming equality in all aspects of their day-to-day work throughout the organisation, meet skills gaps and provide continuing professional development for staff.

GCC staff were involved in developing this award and it is our intention to seek approval to deliver it.



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 that are 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<sup>nd</sup> 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 Reception at each campus.

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, herself a BSL user. 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**

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 (SFC), August 2016.*

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

Our 'GAP team' will participate in College Development Network's training sessions and we are involved in a Gender Action Plan Working Group created by Glasgow Caledonian University. This working group will share best practice between the FE & HE sectors while the plans are being developed.



## **ACCESS & INCLUSION STRATEGY**

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 clearly stated 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.



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, access and inclusion objectives and Public Sector Reporting Duties.

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

# Appendix A: Mainstream Matrices and New 2017 Staff Evaluation Framework

## Self Evaluation Support Area Overall Report

### General Information

Support Area: Organisational Development

#### Staff involved

|                    |  |
|--------------------|--|
| Gillian Crankshaw  | Organisational Development Manager               |
| Brenda Ferguson    | Organisational Development Administrator         |
| Joanne Fowles      | Learning & Development Officer (maternity leave) |
| Christine Crawford | Learning & Development Officer                   |
| Douglas McFarlane  | Health & Safety Officer                          |
| James Woolfries    | Health & Safety Officer                          |

#### Evidence used to support this Self Evaluation Report

Health & Safety audits  
External company Health & Safety audits  
Learning & Development post-course evaluation reports  
Informal feedback

Submitted by: Gillian Crankshaw

Date: 16/11/16

I support the content of this report and agree with the actions:

Vice Principal / Director: \_\_\_\_\_

Date: \_\_\_\_\_

## Self Evaluation Support Area Overall Report

| Progress on Actions  |             |                         |   |        |
|--|-------------|-------------------------|---|--------|
| SMART Action   | Responsible | Target Date             | Progress / Impact   | Closed |
| Occupational health screening to be time tabled across three campuses with the objective to complete exercise within 3 month period.                   | BF          | October - December 2015 | The date of the screening programme was amended to the end of the academic year to ensure a more accurate picture could be obtained. This programme was completed by the end of the academic year.  | Yes    |
| Identify areas of H&S that we have improved to be used to maintain ROSPA Gold award Application submitted in December .                                | DM          | January 2016            | Gold Award achieved.  | Yes    |
| Risk Assessment database to a be updated and maintained to achieve successful internal audit.  | JW          | July 2016               | This has been updated and will be maintained on an ongoing basis.   | Yes    |
| Benchmarking accident statistics to ensure the College are complying with best practice.   | DM          | July 2016               | The team approached other Colleges to try to obtain data to allow this to take place and offered to share findings with those Colleges. This was unsuccessful due to lack of commitment to get involved however we have successfully influenced Colleges Scotland in this respect and they have agreed to collect accident data across the sector to allow a benchmarking programme to be carried out with effect from academic year 2016/17. | Yes    |
| Launch the Recruitment module of iTrent which will reduce processing time for the HR Administrators and reduce the cost of printing application forms. | GC          | January 2016            | This is still outstanding, however will now be undertaken by the HR team with support from OD.  | No     |
| Launch Time and Expenses   | GC/BF       | November                | This is still outstanding, however will now be undertaken by the  | No     |

## Self Evaluation Support Area Overall Report

|  |       |              |  |     |
|--|-------|--------------|--|-----|
| module on iTrent this will reduce processing time for Payroll staff and reduce the cost of printing application forms. It will also provide more meaningful easier to access management information for management and the Finance unit. |       | 2015         | HR team with support from OD.  |     |
| TQFE and PDA process to be reviewed and proposal presented to EMT.   | CC    | October 2015 | This procedure has been reviewed and will be presented to EMT in November.     | No  |
| Produce a college training plan, incorporating the college vision, mission and behaviours, in line with unit/faculty plans and objectives.   | CC/VL | July 2016    | This is ongoing.   | No  |
| Implement new Induction evaluation questionnaire to gather information to make improvements to the Induction process.  | VL    | October 2015 | This was rolled out in October 2015.   | Yes |
| Update education files, checking accuracy and upload onto iTrent.  | CC/VL | April 2016   | Work on this has been ongoing and the files are now ready to load into iTrent. | No  |

## Self Evaluation Support Area Overall Report

### Service user satisfaction

| Self-assessment questions  | Grading = ✓ |  |   |   |
|--|-------------|--|---|---|
| How aware are the team of who your service users are?                |             |  | ✓ | ✓ |
| How well do you collaborate with and meet service user needs?        |             |  | ✓ |   |
| What evidence do you collect to establish service user satisfaction? |             |  | ✓ |   |
| How well have you used feedback from your service users?             |             |  | ✓ |   |

We are good at collecting feedback in some areas of our service in particular Learning and Development with evaluation feedback and Health & Safety in terms of the Committee Meetings, Campus Forums, audits by external companies and absence statistics. We would however like to improve this across the team and our new OD Portal will have a section for feedback to ensure we can collect continuous feedback on the service.

All members of the team actively participate in groups and committees across the college for example the Health & Safety Campus Forums and Committee, Equalities groups, Healthy College Group and the Learning and Teaching Committee. Minutes of meetings and relevant staff information are published on the Organisational Development intranet page.

### Resources

| Self-assessment questions                             | Grading = ✓ |   |   |  |
|---|-------------|---|---|--|
| Do you have the right resources for service delivery? |             | ✓ |   |  |
| How well are your resources allocated and managed?    |             |   | ✓ |  |

We often find it extremely difficult when trying to source training rooms. It would be ideal if there could be a dedicated training room on each campus.

We will be reviewing the team office accommodation and working with Estates to enhance this to ensure all team members have the option of working on any campus without difficulty.

## Self Evaluation Support Area Overall Report

### Staffing and CPD

| Self-assessment questions   | Grading = ✓ |  |  |   |
|---|-------------|--|--|---|
| Do staff have the relevant skills, qualifications and experience? |             |  |  | ✓ |
| How well do staff work in a team?                                 |             |  |  | ✓ |
| What is your team Absence Rate vs. the 3% College Target?         |             |  |  | ✓ |
| How does CPD uptake measure against the 6 days College Target?    |             |  |  | ✓ |
| What types of CPD have staff participated in?                     |             |  |  | ✓ |

All staff are appropriately qualified and despite the diverse areas of work covered within the unit we work well as a team and collaborate with each other on various aspects of work. Due to the varying nature of the work we have limited 'all team' meetings as we want to make sure any meetings add value. The unit manager does meet with the different areas within the team on a regular basis.

The absence rate for the OD team is 0.17% and there has been no impact on service due to absences.

All the team have met and exceed their targeted 6 days CPD.

### Evaluation of Equalities

| Self-assessment questions   | Grading = ✓ |   |  |  |
|---|-------------|---|--|--|
| What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures? |             | ✓ |  |  |

| Example of Mainstreaming                                   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| Bridging the Gap to Education                              |   |   |   | ✓ |   |   |       | ✓     |       |
| Actively Participating in Equalities Meetings              |   |   |   |   | ✓ |   |       |       | ✓     |
| Procurment of Mental Health Videos for all staff to access |   |   |   |   | ✓ |   | ✓     |       |       |

### Key:

#### Glasgow Clyde College Equality Related Strategic Aims

1. Delivering high quality learning and teaching
2. Depth, breadth and aspiration throughout the curriculum
3. Promoting excellence through research and innovation
4. Developing effective, confident and resilient students and staff
5. Being the partner of choice
6. Achieving institutional stability

#### Public Sector Equality Duties (PSED)

PSED1 Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct

### Self Evaluation Support Area Overall Report

PSED2 Advance equality of opportunity between people who share a relevant protected characteristic and those who do not

PSED3 Foster good relations between people who share a protected characteristic and those who do not

#### Future Improvements

What are your priorities for future improvements and what do you plan to develop?  
 How do you plan to improve service user satisfaction?  
 What resources are planned for longer term and how will you improve your use of resources?  
 What are your priorities for staffing and CPD?  
 What are the priorities for improving promotion of Equalities?

The Occupational Health Programme was up and running last year and we plan to streamline this process over the coming year.

We will be reviewing our document sharing processes within the unit to ensure greater efficiency and productivity.

The induction process is undergoing a full review and will be re-launched.

A College training and management development plan will be launched.

The unit will be revising all procedures and co-ordinating the review of HR procedures.

A new system for checking driver licences has been introduced and is administered by OD.

The PDP process will be reviewed over the year and will be made ready for the academic year 2017/18.

The unit will be striving to achieve the Health and Safety Standard ISO9001 and retain the ROSPA Gold Award.

The promotion of the Healthy College Group will be increased and the profile raised.

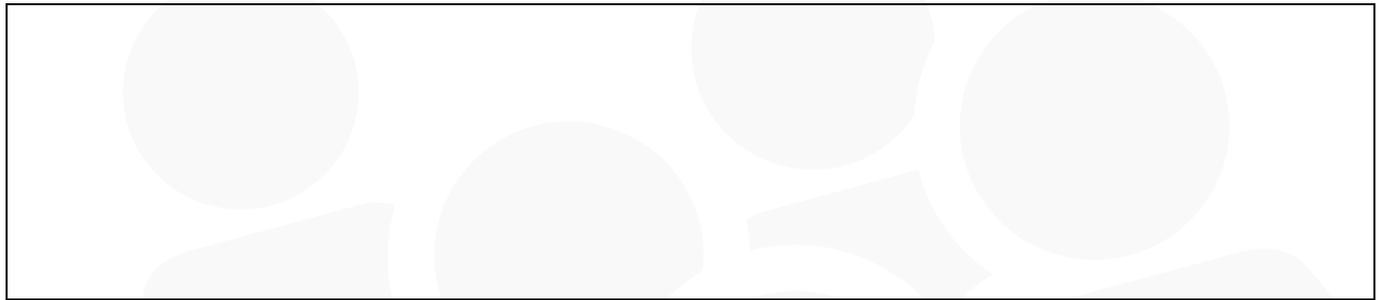
The introduction of the new OD Portal will give all staff greater access to OD services.

We have made a temporary realignment of the staffing within the unit to allow for an Organisational Development Officer and a part-time Organisational Development Administrator to allow the unit to become actively involved in Organisational Change and Business Improvement projects in the College.

Working with HR, the introduction of the online recruitment system will assist with Equalities monitoring and make the application process more accessible.

The Healthy College Group will actively work to ensure equalities are addressed in everything they do.

**Self Evaluation Support Area Overall Report**



**SMART actions**

| <b>Actions for the coming year</b>   |                                      |                    |
|--|--------------------------------------|--------------------|
| <b>SMART Action</b>  | <b>Responsible</b>                   | <b>Target Date</b> |
| Develop a new PDP process ready to launch in academic year 2017/18.                                  | Joanne Fowles/<br>Christine Crawford | June 2017          |
| Work towards achieving the Health and Safety Standard ISO9001.                                       | Brenda Ferguson                      | June 2017          |
| Retain the ROSPA Gold Award.   | Douglas McFarlane                    | February 2017      |
| Assist in the development and launch of the online recruitment system.                               | Gillian Crankshaw                    | January 2017       |
| Launch the new OD Portal.  | Joanna Backus                        | December 2016      |
| Establish and promote the improved Occupational Health Programme.                                    | Jim Woolfries                        | December 2016      |
| Review our document sharing processes within the unit to ensure greater efficiency and productivity. | Gillian Crankshaw                    | February 2017      |
| Review and launch an improved induction process.   | Joanne Fowles/<br>Christine Crawford | February 2017      |
| Launch the management development plan.  | Joanne Fowles/<br>Christine Crawford | November 2016      |

## Self Evaluation Faculty - Meeting 2 Report - May

General Information**NEW SELF EVALUATION FRAMEWORK INCLUDING UPDATED EQUALITY MATRIX**

Faculty: \_\_\_\_\_ School: \_\_\_\_\_

**Programmes covered by evaluation****Staff involved in delivering programmes****Evidence used to support evaluation**

Submitted by Senior Lecturer: \_\_\_\_\_ Date: \_\_\_\_\_

I support the content of this report and agree with the actions.

Head of Curriculum: \_\_\_\_\_ Date: \_\_\_\_\_

### Self Evaluation Faculty - Meeting 2 Report - May

| Progress on actions from previous report |             |             |          |        |
|--|-------------|-------------|----------|--------|
| SMART Action                             | Responsible | Target Date | Progress | Closed |
|  |             |             |          |        |
|  |             |             |          |        |
|  |             |             |          |        |
|  |             |             |          |        |
|  |             |             |          |        |
|  |             |             |          |        |
|  |             |             |          |        |

## Self Evaluation Faculty - Meeting 2 Report - May

### Items for Discussion

For each area consider the evidence available and identify what's working well and how we know / what could be working better and what are we doing about it?

#### **1. Learning and Teaching**

How well are learners engaged and influencing their own learning?

How well do learners and staff make use of resources, including digital technologies?

How effectively do staff use an appropriate range of teaching approaches?

#### **2. Stakeholder Feedback**

How well do staff involve students and other stakeholders in evaluating the learner experience e.g. use of survey results and focus groups; external and internal verification; audits; complaints; student forums; employer feedback; other partners / agencies and any other sources. What difference has this made?

## Self Evaluation Faculty - Meeting 2 Report - May

### 3. Transitions and Partnerships

How well do staff work with external partners to ensure effective transition arrangements in and out of college (e.g. SCQF pathways, Schools, HEIs, employers)

How well do curriculum teams respond to the needs of employers and other stakeholders?

### 4. Curriculum Planning

How well is Labour Market Intelligence (LMI) used to plan the curriculum? (Evidence of this?)

Any changes planned to meet local, regional or national priorities?

How well do curriculum teams ensure suitable entry and exit points meet learner needs?

What is being done to add value and promote wider achievement e.g. work placement, visits, speakers, volunteering, social enterprise, competitions and employability or enterprise activities?

## Self Evaluation Faculty - Meeting 2 Report - May

### 5. Resource Planning

Are existing resources sufficient and utilised well? Are additional resources required to support planned new delivery? (e.g. staffing and CPD / rooms / learning, teaching and assessment materials / timetabling / digital technologies / other)  
Please identify planned new delivery (new or revised group awards and/or units) and confirm that the approval application process has been initiated.

### 6.1 Equality and Diversity

How well do curriculum teams incorporate activities which promote equality and diversity?  
How well do inclusion and equality arrangements ease access and improve attainment for groups / individuals experiencing barriers to learning?  
How effectively do staff and learners promote and celebrate diversity and support an ethos and culture of inclusion?  
Please provide examples below - contact the Equalities team (Caroline Hutchison / Nancy Birney) for advice in completing this section.

## Self Evaluation Faculty - Meeting 2 Report - May

| 6.2 Example of Mainstreaming | 1 | 2 | 3 | 4 | PSED1 | PSED2 | PSED3 |
|------------------------------|---|---|---|---|-------|-------|-------|
|                              |   |   |   |   |       |       |       |
|                              |   |   |   |   |       |       |       |
|                              |   |   |   |   |       |       |       |

**KEY:-**

**Glasgow Clyde College Equality Related Strategic Objectives**

1. Removing barriers to ensure that our courses are accessible to the widest spectrum of learners
2. Providing a safe and inclusive environment that fosters good relations, eliminates discrimination and advances equality of opportunity.
3. Promoting a high standard of physical and mental health and wellbeing for all students and staff
4. Investing in a high quality, efficient, and sustainable Estates and ICT infrastructure capable of adapting to changing curriculum and business needs

**Public Sector Equality Duties (PSED)**

PSED1 Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct

PSED2 Advance equality of opportunity between people who share a relevant protected characteristic and those who do not

PSED3 Foster good relations between people who share a protected characteristic and those who do not

| 7. Any Other Items |
|--------------------|
|                    |

## Self Evaluation Faculty - Meeting 2 Report - May

### SMART Actions

| Actions for the coming year (including Equalities Actions) |             |             |
|--|-------------|-------------|
| SMART Action   | Responsible | Target Date |
|  |             |             |
|  |             |             |
|  |             |             |
|  |             |             |
|  |             |             |
|  |             |             |
|  |             |             |

## Admissions

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?

How effective were these measures and how do you know?

Admissions staff have been instrumental in raising staff awareness of equalities legislation as it applies to recruitment and admissions process. For example advising faculty staff on protected characteristics and identifying information in recruitment information, entry criteria and conditions of offer which could potentially break the law.

Advising applicants of arrangements for attending interviews, filling manual applications and providing support for applicants, as well as liaising with relevant internal departments (Access and Inclusion) and lecturing staff.

Identifying opportunities to improve processes in line with legislation, for example the wording of entry requirements.

Feedback from applicants has been positive as evidenced in the student survey.

However, there is a need in the team to learn more about equalities legislation and any changes that take place.

The team could raise awareness of good practice in recruitment and admissions by sharing this more widely with college staff.

**Mainstreaming Matrix not completed**

## Business Development Unit

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?

How effective were these measures and how do you know?

### **What We Have Done:**

In general, Business Development unit staff are aware of and follow College guidance and procedures regarding the promotion of equalities. In an effort to maintain staff awareness on the promotion of equalities, all members of the team and staff employed directly by the unit to deliver commercial programmes (such as YMCA course tutors) have completed the on line 'Equalities' CPD course.

In order to facilitate access to lifelong learning opportunities amongst members of the workforce, the Business Development unit has organised course delivery at times and at outreach locations (usually with employer's premises) that best match the preferred attendance pattern of student groups.

On occasions, the Business Development unit has adjusted course schedules or has organised delivery of courses specifically to meet the needs of certain student groups. For example, one unemployed prospective student who was both dyslexic and partially-sighted, required a COSH certificate to enable him to take up a job offer. The team responded by organising a COSH course on a date that matched his needs and through a special recruitment drive were able to recruit enough course participants to make the course commercially viable. Student Services provided dyslexia screening to determine the level of additional support required to enable the student to successfully complete the course.

To improve ease of access to learning opportunities, the Business Development Unit has improved its on-line course booking and payment facility to provide 24/7 access to registration and booking onto to a greater number of course opportunities during 2014-15.

The unit has initiated the development of a partnership with Renfrewshire Council to facilitate the launch of 'Project Search' which is a programme designed to assist people with learning disabilities to develop employability skills, some work based qualifications and work experience linked to long term employment the Council. The project commenced in July 2015 and is providing excellent opportunities for 16 participants.

**How effective were these measures:**

The Business Development unit has organised the delivery of over 60 individual commercial courses at outreach locations with timetables that have been designed to cater for the needs of the student groups. This has provided over 670 training opportunities for people who would otherwise be denied the opportunity to participate in lifelong learning as traditional attendance patterns do not fit easily with their work responsibilities.

With regards to the example above (of the dyslexic, partially-sighted student), the unit was able to deliver a suitable COSH-certified course, which the student successfully completed, and as a direct result was able to take up the job offer that was available to him.

Access to learning opportunities has increased as analysis of online bookings and payment shows that the level of transactions has increased to over 80% of total course bookings.

| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| All candidates on commercial courses are given opportunities at booking and enrolment to disclose any specific learning needs and/or support that they may require. Identified needs are accommodated with Liaison between the Business Development unit, course staff and the Student Support unit. | X | X |   | X |   |   |       | X     | X     |

**E-Learning**

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?

How effective were these measures and how do you know?

There are three clear measures, embedded in our practice as a unit which contribute to the College's Equalities provision. These are:

- Embedding the Browsealoud software in the VLE, which makes it easily accessible to students with additional support needs;
- Deploying our online ticketing system, which allows all students, including those unable to come into the college, to access support;
- The VLE, in general, makes access to learning resources possible for most students equally.

Our plan in the forthcoming year is use Google Analytics, which is now implemented on our VLE, to measure and monitor key characteristics of our users, such as age, gender and

location, to enable us to better target our services at their needs.

| Example of Mainstreaming | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--------------------------|---|---|---|---|---|---|-------|-------|-------|
| Use of VLE               | ✓ |   |   |   |   |   | ✓     |       |       |
| Browsealoud within VLE   |   |   |   |   |   |   | ✓     |       | ✓     |
| Online ticketing system  |   |   |   |   |   |   | ✓     |       | ✓     |

## Equality and Inclusion

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?  
How effective were these measures and how do you know?

Continued development and improvement of the Learning Inclusion service meet the aims of the General Equality Duty particularly 'eliminating discrimination' and 'advancing equality of opportunity' in relation to disabled students and those with additional support needs.

Examples of recent measures:

- Enhanced and improved ELSA system, particularly the actual needs assessment process. This has helped to ensure that appropriate strategies are in place to facilitate access for all to the learning and teaching opportunities available.

**IMPACT** Better and more immediate support for students, and improved communication and support to teaching staff. Positive feedback from students and teaching staff.

- Learning Inclusion Centres are now established at each campus. Students have the opportunity to use these accessible facilities and to engage with trained staff.

**IMPACT** Increased use of the facilities at each campus, enabling students to increase their skills, abilities and self-confidence in a supportive environment, developing independent learners.

- New leaflets were designed and distributed to raise awareness of the services delivered by the unit.

**IMPACT** Improved leaflets have increased knowledge and understanding of staff in other college functions, enabling them to refer students on to the service with greater confidence and awareness.

- New process for lending recording devices, including signed agreement for their use, implemented and shared with teaching staff.

**IMPACT** Increased confidence in appropriate use of recorders to access learning expressed by students and teaching staff.

- We developed a BSL video welcome which has been added to the main college website to increase access and inclusion and engage the deaf community which is underrepresented at College.

**IMPACT** A clear statement of welcome and inclusion for prospective deaf students, outlining and demonstrating the range of support available.

- Collaborative working with the Student Association in IDEAs Groups, the Equality and

Respect Competition and equality focused awareness raising events and celebrations.

**IMPACT** Successful events held over the session. Competition entries of a high standard. Matters raised and addressed through IDEAs Groups at each campus, feeding into decision making processes throughout other college staff and student groups

| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| A BSL college welcome was filmed in-house, signed by a college student. It is now featured on the college website.                     |   |   |   | √ | √ |   |       | √     | √     |
| We organised Equality & Diversity online training for all students on the VLE. This is accredited training.                            | √ | √ |   | √ | √ | √ | √     | √     | √     |
| Installation of Claroread software on all PCs across three campuses is in progress.  | √ |   |   | √ |   | √ | √     | √     |       |
| Participation in equality focused student/staff IDEAs groups at each campus.   |   |   |   | √ |   | √ | √     | √     | √     |
| Involvement in design and development of easy read equality monitoring system for the sector to ensure access for all.                 |   |   | √ | √ | √ | √ | √     | √     |       |
| ELS staff supported others from across college to engage with online Equality Essentials training.                                     |   |   |   | √ | √ | √ | √     | √     | √     |
| Autism spectrum training was provided by Post16 Psychological services at a session attended by both support staff and teaching staff. |   |   |   | √ | √ | √ | √     | √     | √     |

## Executive Support

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?

How effective were these measures and how do you know?

- All documentation is produced in Ariel 12 font.
- Unit ensures all meetings include discussion on Equality Impact of Decisions Taken.
- Have ensured new office spaces are accessible to all.
- Ensure forms are available in different colours.

**Mainstreaming Matrix not completed**

## External Funding

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?

How effective were these measures and how do you know?

- Created a student handbook as part of SDS compliance to address student needs and provide MA information and expectations.
- Applying for a number of funding applications to support disadvantaged target/learner groups.
- Encouraged the College to be more active in EU activity through the submission of

additional EU applications – Giving students the credit they deserve through EU mobilities by implementing ECVET.

- Introduced equal opportunity information within the student handbook.
- Our programmes of activity are widely advertised across the college and externally as
  - necessary, SDS\_MA, EF, IGF, ESF, etc
- Numbers across the IGF programmes are increasing and we have returned to delivering within a number of partners centres which had been previously reduced, Yoker, Whiteinch, etc.
- We have also been approached to partner an Ethnic Minority group in Pollock Shields due to wider distribution of IGF.

| <b>Example of Mainstreaming</b>              | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>PSED1</b> | <b>PSED2</b> | <b>PSED3</b> |
|--|----------|----------|----------|----------|----------|----------|--------------|--------------|--------------|
| Developing and supporting SDS MA programmes  | x        | x        |          | x        |          |          |              |              |              |
| Developing and supporting SDS EF programmes  | x        | x        |          | x        |          |          |              | x            |              |
| Developing and supporting IGF programmes     | x        | x        |          | x        |          |          |              | x            |              |
| Developing and supporting Erasmus programmes | x        | x        | x        | x        |          | x        |              | x            |              |
| Developing and supporting SFC YEI programmes | x        | x        | x        | x        | x        | x        |              | x            |              |
| Developing ECVET across the college          | x        | x        |          | x        | x        | x        |              | x            |              |

## Finance

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?  
How effective were these measures and how do you know?

All three finance counters were refurbished to include a two-height counter for disabled access.

Hearing loop systems were installed at all three counters.

Last year at Langside a partially blind student enrolled. They had a support worker with them and staff printed their documents off in large print to ensure the student could read them.

A dyslexic student at Anniesland requested all their paperwork be printed off on green paper.

Anniesland finance staff ensured this was actioned and in both of these occasions the student was satisfied with the results as we met their needs.

### **Mainstreaming Matrix not completed**

## ICT

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?  
How effective were these measures and how do you know?

All team members completed CPD event on Dignity at Work and staff induction which includes Equality element.

Introduced systems for ELSA, ELS and have received several emails saying how helpful it is. Our systems help manage the process making it more efficient while at the same time making it easier to identify students with additional support needs.

| Example of Mainstreaming                   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| ELS System                                 | x |   |   |   |   |   | x     | x     | x     |
| ELSA System                                |   |   |   | x |   |   | x     | x     | x     |
| Counselling Appointment System             |   |   |   | x |   |   | x     | x     | x     |
| Introduction of new systems (listed above) | x |   | x | x |   | x | x     |       |       |

## Library

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?

How effective were these measures and how do you know?

The Libraries aim to provide service to all students and staff. We provide information on human rights and equalities in general and on specific equalities areas, and this stock is updated regularly. The material is used for both general information and course related topics such as age discrimination.

Students who have disabilities can opt into Student Plus at Cardonald which entitles them to enhanced Library services including free photocopying, additional print allowance and physical assistance with hard copy stock. It is important that we regularly publicise the service especially to Equality and Inclusion staff.

We provide resources in a variety of formats and most of the electronic resources have accessible features. Specific items can be purchased on request in alternative formats. Library notice boards are used to display posters and publicity materials on equalities in the college.

We provide some large screen monitors, adjustable desks and a CCTV reader to assist students with physical and visual impairments.

Some of our resource displays and presentations publicised equalities issues.

**Mainstreaming Matrix not completed**

## Marketing and Communications

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?

How effective were these measures and how do you know?

- All team members have undertaken the online CPD courses promoting the importance of equality and the prevention of discrimination.
- The team input into the College's recent equalities audit.
- Photoshoot casting is always conducted to ensure inclusivity is achieved in outward representation of the College – age, race and disability being considered. A recent photoshoot was conducted primarily with a supported learning group, with full cooperation from lecturers and students, to help build a library of images which reflects all.
- The website meets accessibility requirements by using tools such as BrowseAloud, alternative text on images and a British Sign Language welcome video on its home page.
- Worked with the GCCSA to assist in achieving the LGBT charter mark.

- Tailoring campaigns to address specific issues, for example gender imbalances within engineering.
- Contributes to the work of the IDEAs group.
- Supporting the work of the College with its inclusivity and diversity agenda, for example working with the External Funding unit to deliver materials for Modern Apprenticeship campaign

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| Diversity in photographic images used online and in print       |   | x |   |   |   |   |       | x     |       |
| Supporting the work of the wider College with marketing content | x | x |   | x | x | x |       | x     |       |
| Supporting the GCCSA with LGBT charter status                   |   |   |   | x | x |   | x     | x     | x     |

## MIS

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?  
How effective were these measures and how do you know?

- Designed the single college enrolment form for AY2014-15, incorporating equalities questions, to ensure a consistent set of equalities data was available for monitoring purposes.
- Assisted senior managers to complete equalities mainstreaming reports by providing statistical information.
- Embedded equalities information into PI data that was released and explained to staff ahead of annual self-evaluation and Education Scotland review visit.
- Supported alternative methods of application where required due to equalities issues (paper applications for some ESOL and Supported Learning courses where e-mail-based communication was not the best option for those applicants).

| Example of Mainstreaming | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--------------------------|---|---|---|---|---|---|-------|-------|-------|
| a                        |   |   | ✓ |   |   | ✓ | ✓     | ✓     |       |
| b                        | ✓ |   |   |   |   |   | ✓     | ✓     |       |
| c                        | ✓ | ✓ | ✓ |   |   |   | ✓     | ✓     |       |
| d                        |   |   |   | ✓ |   |   | ✓     | ✓     |       |

## Nursery

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?  
How effective were these measures and how do you know?

All stakeholders are treated equally within both nurseries, staff are both flexible and adaptable to the needs of parents within the nursery (if ratios allow).

Both nurseries celebrate a wide range of festivals and encourage parental participation.

Parents are also encouraged to come into the nursery and share their beliefs.

We involve parents to scribe for other parents whose first language is not English we have also utilised parents to translate our handbooks.

Staff:

As a nursery staff have commented that they don't feel part of the college, training and Healthy days are organised where staff cannot attend. Generic training is organised at times not suitable to nursery staff i.e ITrent, ICT updates.

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| The children have been learning about children less fortunate than themselves via days like Red Nose Day they formed a small committee to research their findings and fed back to the rest of children, we would like to extend this learning and research the needs of the children within our own city. The nursery has forged excellent links with a local authority nursery and will work in partnership with them. | X | X | X | X |   |   |       |       | X     |
| Parents' forum in place at Anniesland Campus and will be implemented at Cardonald; this will give all parents an opportunity to have a voice .  |   |   |   | X |   | X |       |       | X     |

## Quality

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?

How effective were these measures and how do you know?

Quality staff play a key role in contributing towards the effectiveness of equalities as demonstrated in the 'Examples of Mainstreaming' below. The availability of College documentation via the staff intranet enables easy adaptation where required and this will be further improved by the publication of standardised impact assessment documentation, which Quality Coordinators will develop in conjunction with the Equalities team during 2015-16.

Quality are also represented on the Equalities and Inclusion Group which ensures the team are constantly updated on equalities issues / legislation and are aware of College priorities in terms of equalities.

Quality Coordinators ensure that equalities are considered in all key processes e.g. internal audit, surveys and other feedback mechanisms, but this could be further enhanced with improved analysis of satisfaction data and specific targeted audits, which take into account the nine protected characteristics.

| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| All Policies, Procedures and associated documentation are reviewed at fixed intervals and as part of the review ensure compliance with equality legislation. |   |   |   |   | X | X | X     |       |       |
| All current Policies, Procedures and associated documentation are available on the staff intranet.   |   |   |   | X |   | X |       | X     |       |
| Quality staff conduct internal quality audits of relevant processes.   | X |   |   | X |   | X |       | X     |       |
| Assist in the development of standard templates for Equality Impact Assessment.  |   |   |   | X | X | X | X     | X     | X     |
| Dedicated Equalities section within self-evaluation paperwork to enable analysis of Performance Indicators in relation to protected characteristics.         | X | X |   | X |   |   | X     | X     | X     |
| Introduction of Self-E, an online tool to encourage and facilitate personal reflection on professional practice.   | X | X | X | X |   |   |       | X     |       |
| Online Student Satisfaction Survey administered with analysis by protected characteristics.  | X | X | X | X | X | X | X     | X     | X     |
| BrowseAloud tool made available to facilitate completion of Student Satisfaction Survey.   |   |   | X | X |   |   |       | X     |       |

## Safeguarding

| <p>What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?<br/>How effective were these measures and how do you know?</p> <p>The safeguarding team works closely with the Head of Equality and Inclusion and the College counselling service to ensure that safeguarding support is fully supportive and reflective of current equality practice.</p> <p>Staff and student training has been delivered to promote issues such as mental health, CSE and FGM.</p> <p>Feedback has been very positive regarding safeguarding provision and has led to an increase in referrals for both advice and support from College staff.</p> |   |   |   |   |   |   |       |       |       |
|--|---|---|---|---|---|---|-------|-------|-------|
| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
| Delivery of class rep training   |   |   |   | X |   | X | X     | X     | X     |
| Development of online training materials   |   |   |   | X |   |   |       |       |       |
| Establish working agreement with NHS well-   |   |   |   | X | X | X | X     | X     | X     |

being services

## School Liaison

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?

How effective were these measures and how do you know?

### **East Renfrewshire S4 Study Leave Programme**

This unique programme delivering 18 options across a three week period allowed pupils to try courses that they may not have perceived to have been an option to them.

Some examples of the courses conducted are:

- Hairdressing and Make-up
- Landscaping
- Engineering
- Computing
- Performing Arts
- Music
- Youth Work
- Social Care
- Print Making
- Childcare
- Cabin Crew
- Hospitality
- Automotive
- Events
- Sport
- Journalism
- Psychology

60 pupils from both genders were encouraged to complete all options. This event supported gender equality – trying to break connections that certain jobs require a certain gender.

### **Individual Student Support**

A young female pupil (with a baby) on the school automotive activity programme, was finding it difficult to commit to the course. Her attendance was disintegrating on a continual basis and eventually she wanted to leave as she felt that she could not cope. The school liaison team phoned her to offer encouragement. On talking to this young person, understanding her circumstances and offering support, she successfully completed the course with ambition to study this field or similar further. This young lady went on to receive an award during her time on this course.

| <b>Example of Mainstreaming</b>            | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>PSED1</b> | <b>PSED2</b> | <b>PSED3</b> |
|--|----------|----------|----------|----------|----------|----------|--------------|--------------|--------------|
| East Renfrewshire S4 Study Leave Programme | x        | x        |          | x        | x        | x        | x            | x            | x            |
| Individual Student Support                 | x        | x        |          | x        |          |          |              | x            | x            |

## Student Services

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?  
How effective were these measures and how do you know?

Staff regularly identify students that require additional support and ensure they fully support these students within the department wherever possible.

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| Running translation software on student intranet and Student Funding application form – <i>integration of ESOL and other non-native English speakers.</i>   |   |   | ✓ |   |   |   | ✓     | ✓     |       |
| Designed a step-by-step information sheet which ESOL applicants can use to apply – at home or in the Advice Centre. In addition, we have now re-introduced the hard-copy application form and where possible, make use of visiting students who have a multi-language capability, to help translate our advice and information. |   | ✓ |   |   |   |   | ✓     | ✓     |       |

## Self Evaluation Support Area Overall Report

### General Information

Support Area: FINANCE

#### Staff involved

Debbie Forsyth – College Accountant  
Leah McGrath – Project Manager  
Maureen Crowe – Interim Finance Manager  
Elaine Ritchie – Finance Officer  
Danielle Gough – Procurement Officer  
8 x Finance Administrators:  
Barbara Giblin  
Debbie Livingston  
Karen Devine  
Shona Clyde  
Sharon McNicholl  
George Howie  
Margaret Durnin  
Lisa Durnin

#### Evidence used to support this Self Evaluation Report

Action Plans from Team Meetings  
Internal/External Audit Reports  
Internal/External Customer Satisfaction Survey Results  
PowerPoint of Finance Training Guide  
Training Guide / Enrolment Induction Pack

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**Submitted by:** Maureen Crowe

**Date:** 5/10/16

I support the content of this report and agree with the actions:

**Assistant Principal:** Tracy Elliott

**Date:** 7/10/16

## Self Evaluation Support Area Overall Report

### Progress on Actions

| SMART Action  | Responsible | Target Date                         | Progress / Impact  | Closed           |
|---|-------------|-------------------------------------|--|------------------|
| Training needs analysis to be prepared to identify training needs including training in UnitE and/or other College systems. | TE/LM/ER    | Sept 15                             | Peer Training provided for some tasks/duties during Campus swap<br><br>Daily processes constantly reviewed at monthly meetings and adjusted where relevant.<br><br>More structured analysis to be carried out after Enrolment period 2016          | Ongoing          |
| Teambuilding event to support finance staff to work more effectively as a team.   | All         | May 16                              | Teambuilding event took place on Friday 6 <sup>th</sup> May 2016 at Anderson Strathern Building George Square Glasgow. This was reported by all involved as a successful and enjoyable event.  | 6/5/16           |
| Implementation of a new finance system including e-invoicing.   | LM          | Aug 16                              | A new Project Manager (Leah McGrath) has been appointed and this project is currently going through the design stage. The project timescales are under review and the new system is expected to be in place by end of AY 2016/17.                  | 2016/17          |
| Mentor allocated to new staff to ensure they receive sufficient training.   | ER/LM       | Annual for enrolment or as required | Maureen Crowe was allocated to new member of staff George Howie when he started in October 2015. Maureen Crowe was allocated to new Temporary member of staff Lisa Durnin. Both trainees said they felt their training was helpful and supportive. | Annual & Ongoing |
| Further development of Finance Task Guide.  | ER          | Sept 15                             | During a Campus Swap in June 2016, Maureen worked with Shona in Anniesland Campus. Together they updated the Purchase Ledger Processes and Task Guides. A date has yet   | Ongoing          |

## Self Evaluation Support Area Overall Report

|   |     |         |  |                         |
|---|-----|---------|--|-------------------------|
|   |     |         | to be set for this exercise to be continued due to other more pressing commitments. It is anticipated it will be around the end of November 2016.  |                         |
| Workshops to be scheduled in partnership with HR to provide cross college staff training on income/expenditure codes.                                 | LM  | Sept 15 | LM supported three sessions during 2015/16 and will continue to support future workshops as required by HR.  | Complete                |
| More structured and regular communication with HR/Payroll function to ensure any issues with payroll imports are resolved within required timescales. | LM  | Sept 15 | Elaine and Debbie Forsyth have regular discussions/meetings with Sadie and Gurbagh from HR. We still have recurring issues with the data being exported from I-Trent and these are addressed on a monthly basis by Debbie.                                   | Ongoing                 |
| Liaise more closely with MIS team re: UnitE and withdrawals etc.  | ER  | Sept 15 | Elaine has been in discussions with Brian Gallagher to more closely align the finance and MIS systems and this will continue on an ongoing basis. Plans are in place for more effective integration between UnitE and the new finance system during 2016/17. | Ongoing through 2016/17 |
| Survey questionnaires will be issued quarterly in future and results fed back to finance team meetings to identify/discuss relevant actions.          | LM  | Ongoing | Surveys were started 12/9/16 for 4 weeks this year, then scheduled for December 2016 and March 2017<br><br>The survey content/format will shortly be reviewed and the survey will recommence in 2016/17.   |                         |
| Increase use of scanning to   | All | Sept 15 | PL staff save and attach all requisitions and related emails to  |                         |

## Self Evaluation Support Area Overall Report

|   |    |         |  |                    |
|---|----|---------|--|--------------------|
| store documents.  |    |         | <p>POs.</p> <p>PL staff scan and attach all invoices and related documents to PINVs.</p> <p>PL staff scan and attach all New Supplier and New Bank related documents to relevant Dream Accounts.</p> <p>Some senior lecturer staff scan and attach documents to SINVs but this is being increased so that all senior lecturer staff scan and attach all documents to SINVs.</p> <p>New finance system is being developed to streamline this process.</p> | Complete & Ongoing |
| Ensure all new staff complete online induction which includes equalities module | LM | Ongoing | This is available from the Intranet Home Page – last tab – Staff Induction and all new staff are required to complete this.  | Ongoing            |

## Self Evaluation Support Area Overall Report

### Service user satisfaction

| Self-assessment questions  | Grading = ✓ |  |   |   |
|--|-------------|--|---|---|
| How aware are the team of who your service users are?                |             |  | ✓ | ✓ |
| How well do you collaborate with and meet service user needs?        |             |  | ✓ |   |
| What evidence do you collect to establish service user satisfaction? |             |  | ✓ |   |
| How well have you used feedback from your service users?             |             |  | ✓ |   |

The team are very aware who their service users are:

- Students
- Staff and Colleagues from other Departments/Units
- External Agencies – Debtors / Organisations / Employers paying fees for students  
Suppliers/Creditors – who provide our Supplies and Services

Finance take part in meetings with other departments/units to review processes e.g. Post Enrolment Review meetings to discuss any issues and discuss how best to improve for following year. As a result, some changes took place this year – Credit Card facilities moved into the enrolment hall. Printers taken off Papercut for direct printing/copying for ease of use.

Meeting with Business Development department to discuss coding. As a result, codes have been reduced, for clarity of all users.

We now send a list of commercial debtors to Business Development every month. As a result they have agreed to raise the debt issue with the company if they call looking for another booking, and refuse a further booking if not explanation and debt exceeds 120 days.

This process benefits not only finance, as it is another means to chase, thus reduce our debt, but also Business Development, as they are now aware of any company failing to pay for training received.

We have had verbal responses from Business Development staff saying this is a helpful and positive process.

We offered Finance training via workshops to all staff – feedback is collated. We are awaiting the results from OD, from this year's training sessions.

Procurement training delivered periodically to improve staff knowledge and raise awareness of the role of the procurement function within the college.

At our last APUC Procurement Capability Assessment, our score was 60% meaning the College is the highest scoring College in Glasgow and one of the highest in the College Sector. We've had our 2016 PCIP trial and our projected score was 61-75%. If this target is achieved we will again be one of the highest performing colleges in the entire sector. The next PCIP is scheduled for November 2016.

Finance issue a short survey to all service users on a quarterly basis – feedback is collated and any comments/suggestions are reviewed as a team, to identify potential actions. This survey is currently under review and will recommence in 2016/17.

We continue to have regular team meetings, allowing any service/processing issues to be discussed and if necessary, we collectively find solutions for them.

Finance staff send emails with explanations of finance processes to staff in other

## Self Evaluation Support Area Overall Report

departments, to assist them with their understanding of finance and our processes.

Colleagues have supported other staff on how to process a Pecos order, by taking the time to talk through the process, as they actually perform the process at that time.

The Finance section of the intranet has been updated to show team members roles and locations. This is beneficial to service users – so they know who to contact for what.

A single point of contact list has been created for all faculties/units/sections – so they can have a named individual to contact in the event of any queries they may have – feedback has indicated that this is working well.

We do get many staff who we help on a daily basis who do always say thank you, and show a genuine appreciation for the help we offer them, at the window and on the phones. We always tell staff if they need any further guidance just to phone us back or come and see us, and many show an appreciation for that level of continued support to be on offer.

We frequently receive emails from staff expressing their thanks for our assistance in a particular situation.

Others ideas to collate feedback from service users are a suggestion box / helpdesk and these will be considered at a future team meeting.

A suggestion of an on-line survey to all staff/students eg. Survey Monkey. This would target everyone, regardless if they are a service user or not. Whereas the manual survey targets actual service users. This will be considered at a future team meeting.

Finance receive requests by email to our generic finance email address. This prompts us to action an enquiry or resolve any issues that arise.

### Resources

| Self-assessment questions                             | Grading = ✓ |  |  |   |
|---|-------------|--|--|---|
| Do you have the right resources for service delivery? |             |  |  | ✓ |
| How well are your resources allocated and managed?    |             |  |  | ✓ |

We believe we have sufficient resources to deliver a great finance service to our users

- 3 x new computers were installed in our Anniesland Finance Office. These are more up-to-date and more efficient.
- 3 x new computers were installed in our Cardonald Finance Office. These are more up-to-date and more efficient.
- Frequent stationery orders are processed so that staff have sufficient supplies to perform their duties effectively.
- A new Finance system has been purchased. A new Project Manager has been appointed to set up the system, to best accommodate our needs.
- Some staff have received certain supplies to assist them with pre-existing conditions e.g. a Posturite ergonomic mouse, and gel wrist rests, and monitor risers, which offers further support and a comfortable environment.

## Self Evaluation Support Area Overall Report

|  |
|--|
|  |
|--|

### Staffing and CPD

| Self-assessment questions   | Grading = ✓ |   |   |  |
|---|-------------|---|---|--|
| Do staff have the relevant skills, qualifications and experience? |             |   | ✓ |  |
| How well do staff work in a team?                                 |             |   | ✓ |  |
| What is your team Absence Rate vs. the 3% College Target?         |             |   | ✓ |  |
| How does CPD uptake measure against the 6 days College Target?    |             | ✓ |   |  |
| What types of CPD have staff participated in?                     |             |   | ✓ |  |

We believe we have the relevant skill, qualifications and experience to do our jobs.

We attended a team building event on 6<sup>th</sup> May 2016 at Anderson Strathern Building. This was a successful event and enjoyed by all. It raised awareness of how we are all different and have different approaches, to how we perform our duties, but achieve the same results. We have the same goals – to provide the best service and perform tasks/duties timeously. Staff expressed this helped with understanding, patience towards others and suggested we should do this more regularly.

Our absence rate is 0.03% This is a decrease on last year. This has not impacted on the service we provide.

The annual leave calendar runs from September – August. Quite often, staff still have annual leave to take at the end of the year – August/September. This coincides with the busiest time of the year ie. New Financial Year, New Academic Year – Enrolments. The team then find it difficult when staff are off during a busy period. A suggestion was made to have the annual leave calendar from January – December. Then any remaining holidays can be taken in December when it is not as busy for all concerned.

Await results from OD regarding the team’s record of CPD to find out if our uptake is higher/lower than the College target of 6 days per year. Staff have taken advantage of CPD events in February 2016 and June 2016.

We continue to participate in Peer Learning, Job Shadowing and Enrolment Training as processes continually evolve and change. This was particularly beneficial when PL staff learned enrolment processes, in the event of assisting SL during the enrolment period. A role that they would not normally perform.

This is more relevant in Langside and Anniesland, where there are only 2 x members of staff. Quite often, 1 member of staff has to cover all duties, when the other member of staff is off and they are on their own, having to deal with all aspects of the finance service. This demonstrates a multi skilled team, to benefit our service users.

When required, staff shared duties across campuses, to allow certain high volume tasks to be completed on time. This demonstrates we work well in a team.

Where relevant, some staff have learned how to scan & attach documents in a bulk format. This has been a time saving exercise, to benefit all.

## Self Evaluation Support Area Overall Report

We have arranged a *Campus Swap* for all staff in the team. This is to allow staff to work in a different campus finance office, other than their own. This is to encourage working with other staff we might not normally work with, which helps build relationships and provides an opportunity for more peer learning. It also shows how each member of the team's work/workload may have an impact on another's.

### Evaluation of Equalities

| Self-assessment questions   | Grading = ✓ |  |   |  |
|---|-------------|--|---|--|
| What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures? |             |  | ✓ |  |

We have installed a Post Box outside each Campus Finance Office, to cater for evening students, who cannot come during the day, for example, this can be used to deposit their ILA tokens. The boxes are checked regularly and are being utilised by evening students

New signage has been put up at Langside Campus, directing students to the Finance Office. This is to reduce confusion for Students looking for Student Funding Office. Quite often, students get confused and are not sure which office to approach for which service. New signage has been installed at Cardonald Campus too. It has been produced in the correct Font to benefit those with reduced sight. We believe good signage emphasises that we try to make our presence in the college a strong, approachable and recognisable one.

| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| During enrolment we have really got to see a diverse volume of students from all types of ethnicities and backgrounds. We always strive to assist students with their problems, and with the start of the year we are spending more time assisting students with forms, queries and also guiding them to the correct rooms and classrooms. Staff have been approached by students asking where a certain room or building is, and have then happily directed them or took them there personally. |   |   |   | ✓ |   |   |       |       | ✓     |
| We offer instalment plans to students who have to pay their tuition fees themselves. This facility allows us to support students, to help them manage their finances.  |   |   |   | ✓ |   |   |       |       | ✓     |
| Being part of the Finance team and observing our fellow finance colleagues, we believe that we do treat service users with respect, and as how we'd like to be treated   |   |   |   | ✓ |   |   |       |       | ✓     |

## Self Evaluation Support Area Overall Report

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| ourselves, by following the College's policy in eliminating discrimination. |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|

### Key:

### Glasgow Clyde College Equality Related Strategic Aims

1. Delivering high quality learning and teaching
2. Depth, breadth and aspiration throughout the curriculum
3. Promoting excellence through research and innovation
4. Developing effective, confident and resilient students and staff
5. Being the partner of choice
6. Achieving institutional stability

### Public Sector Equality Duties (PSED)

- PSED1 Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct
- PSED2 Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- PSED3 Foster good relations between people who share a protected characteristic and those who do not

### Future Improvements

|  |
|--|
| <p>What are your priorities for future improvements and what do you plan to develop?</p> <p>How do you plan to improve service user satisfaction?</p> <p>What resources are planned for longer term and how will you improve your use of resources?</p> <p>What are your priorities for staffing and CPD?</p> <p>What are the priorities for improving promotion of Equalities?</p>  |
| <p>Focus on staff training – analysis to be prepared to identify training needs – including training in all aspects of finance administrator tasks/duties.</p> <p>To give staff confidence in approaching all duties so they are well equipped for carrying out their jobs in an effective and efficient manner.</p> <p>Continue to develop the Finance Task Guides, to include most tasks/duties</p> <p>We plan to introduce emailing Purchase Orders to suppliers (instead of posting out). This will be more efficient for all concerned.</p> <p>We are currently creating and updating new Finance Procedures with a contingency plan for each area.</p> <p>Continue with the user survey on a quarterly basis, to identify any potential weaknesses, make improvements to our service or promote equalities.</p> <p>We plan to contribute to the new college website, by requesting clear and precise information on the Finance page of the website. Including live links to other finance related organisations</p> |

## Self Evaluation Support Area Overall Report

e.g. SAAS and ILA, so that students can get the necessary information they require.

Implementation of a new Finance system and all staff to be trained accordingly.

Encourage staff to use their CPD entitlement, especially during the CPD weeks. If the workshops offered are not relevant, then they can choose to take part in more relevant on-line modules during this time.

### SMART actions

| Actions for the coming year  |              |             |
|--|--------------|-------------|
| SMART Action   | Responsible  | Target Date |
| Analysis to be prepared to identify training needs                           | MC / ER      | Nov 16      |
| Implementation of the new Finance system and staff to be trained accordingly | LM / MC / ER | 2016/17     |
| Continue to mentor any new staff   | MC / ER      | Ongoing     |
| Further develop Finance Reference Guide for staff                            | MC / ER      | Nov 16      |
| Review format/content and continue use of service<br>User survey - quarterly | MC / ER      | Ongoing     |
| Create and update Finance procedures with contingency plan                   | MC           | Jan 17      |
| Contribute to new College website project                                    | MC / ER      | Ongoing     |
| Introduce the emailing of Purchase Orders to suppliers                       | ER / PL Team | Sept 16     |

## Self Evaluation Support Area Overall Report

### General Information

Support Area: Estates ( Hard Facility Management – all Estates services excluding Catering and Cleaning)

#### Staff involved

|                                       |   |                                     |
|---------------------------------------|---|-------------------------------------|
| Head of Estates & Energy              | Alan McGhee                                   |                                     |
| Facility Manager                      | Fiona Black                                   |                                     |
| Estates and IT Helpdesk Administrator | Jim Carrick                                   |                                     |
| Building Coordinators                 | Patrick Boyle<br>Stuart Kidd<br>Douglas James | Cardonald<br>Langside<br>Anniesland |
| Maintenance Electricians x 2          |   |                                     |
| Maintenance Joiner x 1                |   |                                     |
| Senior Campus Officers x 3            |   |                                     |
| Campus Officers x 10                  |   |                                     |
| Campus Assistant x 3                  |   |                                     |

#### Evidence used to support this Self Evaluation Report

- Staff meetings: Information gathered at staff meetings covering facilities service at all Campus.
- Performance statistics in service/facilities through Estates Helpdesk.
- General communications such as feedback through e mail
- Working together with other support staff for example IT and Finance.
- Structured and regular meetings with Faculties and other support areas.

Self Evaluation Support Area Overall Report

Submitted by: Fiona Black

Date: 21 July 2016

I support the content of this report and agree with the actions:

Vice Principal / Director: \_\_\_\_\_

Date: \_\_\_\_\_

## Self Evaluation Support Area Overall Report

| Progress on Actions   |   |   |  |         |
|---|---|---|--|---------|
| SMART Action  | Responsible                                       | Target Date                                       | Progress / Impact  | Closed  |
| Improve communications with Estates staff; Faculties  | FM and Head of Estates                            | Over next 12 months                               | Meeting structure: FM to join in weekly Campus meetings quarterly; Head of Estates to hold one annual meeting per Campus. Agenda content to be agreed Head of Estates/FM.  | Ongoing |
| Develop and implement software for overall management of Estates maintenance programmes; compliance testing etc.; integrate with insurance reports and actions; | FM & Building Coordinators in association with IT | Currently in development with IT. Early/ mid 2017 | Improve operational efficiency and quality of service to all in GCC; assists and ensure compliances are met to equal standard across all Campus; integration of Faculty requirements (equipment maintenance) in line with Estates maintenance responsibilities. Estates system (Similar already developed for IT) would allow cross referencing of key information; flag up key actions (for example periods for compliance testing). First discussions at monthly Building Coordinator meeting August 2016. |         |
| Hold Heads of Faculty Meetings  | FM  | Implement September/October 2016.                 | To improve communications; to assist in project planning and meeting changes in campus environments; assist in management of workload of Building Coordinators.  |         |
| Awareness to all users of GCC 'green agenda'  | Head of Estates                                   | Ongoing   | Provide evidence to all users of benefits from energy saving plans/reductions in GCC utility costs; Introduce electric cars to vehicle fleet (planned August 2016)   |         |

## Self Evaluation Support Area Overall Report

### Service user satisfaction

| Self-assessment questions  | Grading = ✓ |  |   |  |
|--|-------------|--|---|--|
| How aware are the team of who your service users are?                |             |  | X |  |
| How well do you collaborate with and meet service user needs?        |             |  | X |  |
| What evidence do you collect to establish service user satisfaction? |             |  | X |  |
| How well have you used feedback from your service users?             |             |  | X |  |

The Estates Team are very much aware and understand service user's requirements in all Campus.

Following development and implementation of Estates helpdesk in 2015 all service users' needs are noted on Estates helpdesk. All jobs are delegated to a member of estates team, completed and closed down with supporting information. This allows continuous monitoring of tasks and allows the input of information to users at any time with full feedback. Helpdesk statistics included as evidence.

In terms of meeting service user needs the Estates Helpdesk allows continuous audit. Refer to Service Desk Information June 2016 - Task Assignment.



Service Desk Info 6th  
June 2016 - Task Assi

Estates team feedback: Over last twelve months meeting structures have been established to discuss service:

Weekly: Campus team with Building Coordinator

Weekly/fortnightly: weekly service review meetings with Building Coordinators and all

Campus Monthly: Facitiles Manager with Building Coordinator

Senior Management: Periodically Head of Estates with Facitiles and Catering Managers.

All meetings allow discussions on service matters arising, actions required and of course discussion on performance and lessons learned.

User feedback: Attained regularly from many sources including e mails; on helpdesk and through Campus meetings; H&S Forums.

### Resources

| Self-assessment questions                             | Grading = ✓ |  |   |  |
|---|-------------|--|---|--|
| Do you have the right resources for service delivery? |             |  | X |  |
| How well are your resources allocated and managed?    |             |  | X |  |

Key areas of resourcing are staff, equipment and external service providers.

## Self Evaluation Support Area Overall Report

Campus staff resource: All Estates teams are generally well provided in terms of staffing levels. Staff possess varying levels of skills and experience.

Equipment: In terms of equipment to allow teams to complete tasks, equipment is continually reviewed in terms of condition and in meeting changes in operational service. In parallel with the introduction of new services, staff training is completed pre service, for example, across Campus in 2015/2016 all grounds maintenance was retained in house. Staff received additional equipment and training to complete these services.

Resource management: All staff, and therefore operations, are managed through line management structure and in a manner to meet all estates operations. This can vary from water testing (full training given) to general daily duties such as portage and Campus security.

### Staffing and CPD

| Self-assessment questions   | Grading = ✓ |   |   |   |
|---|-------------|---|---|---|
| Do staff have the relevant skills, qualifications and experience? |             |   | X |   |
| How well do staff work in a team?                                 |             |   |   | X |
| What is your team Absence Rate vs. the 3% College Target?         |             |   | X |   |
| How does CPD uptake measure against the 6 days College Target?    |             | X |   |   |
| What types of CPD have staff participated in?                     |             |   | X |   |

Staff Skills, qualifications and experience:

All staff have over the last 12 -18 months completed numerous training courses to meet statutory elements of role and in key tasks to allow safe and efficient delivery.

For example: Maintenance Electrician completes recognised and compulsory training in electrical installations.

Estates are also currently compiling a training matrix which will summarise training over last few months; identify areas where refresher training is required and ensure all statutory training ( for example training related to H&S in role).

Generally the target for CPD is near to or over 6 days.

Examples of CPD:

- Time management
- Scaffolding training
- Excel
- Legionella awareness
- Fire damper training
- How to be a Brilliant Manager
- Building Management Systems training

Absence Rates:

## Self Evaluation Support Area Overall Report

The following statistics have been provided from HR

- 14/15 Estates (excluding Catering and Cleaning) was 4.6% From August 2015 to April 2016 is 1.66%.
- 14/15 statistics contributed 0.16% to the College total of 3.09% (College target 3%).

### Evaluation of Equalities

| Self-assessment questions   | Grading = ✓ |  |   |  |
|---|-------------|--|---|--|
| What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures? |             |  | X |  |

- Without exception all Estates Campus projects, upgrades to facilities, provision of equipment (such as furniture) are developed and provided with full reference and inclusion of equalities. This ensures Estates approach to operations meets key requirements.
- In terms of fostering relationships, Estates promotes and encourages good communication with Faculties and Support Staff in all areas of facilities.

| Example of Mainstreaming | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--------------------------|---|---|---|---|---|---|-------|-------|-------|
|                          |   |   |   |   |   |   |       |       |       |
|                          |   |   |   |   |   |   |       |       |       |
|                          |   |   |   |   |   |   |       |       |       |

### Key:

#### Glasgow Clyde College Equality Related Strategic Aims

1. Delivering high quality learning and teaching
2. Depth, breadth and aspiration throughout the curriculum
3. Promoting excellence through research and innovation
4. Developing effective, confident and resilient students and staff
5. Being the partner of choice
6. Achieving institutional stability

#### Public Sector Equality Duties (PSED)

- PSED1 Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct
- PSED2 Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- PSED3 Foster good relations between people who share a protected characteristic and those who do not

## Self Evaluation Support Area Overall Report

### Future Improvements

What are your priorities for future improvements and what do you plan to develop?  
 How do you plan to improve service user satisfaction?  
 What resources are planned for longer term and how will you improve your use of resources?  
 What are your priorities for staffing and CPD?  
 What are the priorities for improving promotion of Equalities?

Future priorities: physical environment: Through Senior Management, Faculty and User discussions we can establish Campus development areas (for example classroom upgrades to meet curriculum change) which can be reviewed and programmed.

Improve communication of 'how estates work' and 'what we provide: By better informing users of proposals, discussing requirements in relation to the Campus environment.

Resources: Under continual review in relation to service requirements.

Priorities for staffing and CPD: In addition to across College CPD programmes, Estates regularly review training requirements. Priorities tend to be established from statutory/legislative required training to training to support specific tasks in post.

### SMART actions

| Actions for the coming year |             |             |
|-----------------------------|-------------|-------------|
| SMART Action                | Responsible | Target Date |
| Refer above.                |             |             |
|                             |             |             |
|                             |             |             |
|                             |             |             |
|                             |             |             |

### Equality and Diversity (see Mainstreaming Matrix below)

- Eliminate discrimination: Gillian has worked with Cathy and other practitioners to develop the Preparation for Literacies unit, which means that the lowest level of literacy learners can have their progress accredited.
- Advance equality of opportunity:
  - Rasha Tindal has helped many ESOL students with employment, housing, refugee and other similar issues.
  - Amparo Fortuny (Student President) has got GCCSA to help technophobic ESOL students with IT.
  - Amparo Fortuny has started a conversation club to help ESOL students feel comfortable in speaking situations.

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| Sharing of LGBT materials on Quality Day led by Lyn Ma                    | X | X |   |   |   |   |       |       | X     |
| Anniesland ESOL are partner of choice with Red Cross                      |   |   |   | X | X |   |       | X     |       |
| Anniesland ESOL are partner of choice with Glasgow Social Work Department |   |   |   | X | X |   |       | X     |       |

### Equality and Diversity (see Mainstreaming Matrix below)

- All teaching materials are scrutinised to ensure no discrimination or bias is included.
- The problem of access to the VLE by poorer students not having computers at home was discussed. One idea is to have a class set of tablets for student use, however, there are issues around loading apps, internet access etc that need to be addressed. M. Meeke agreed to explore the idea of requesting a Kindle Fire through bursary funds for each and every full-time student on the course.
- Various lecturers pointed out that their subjects consistently included anti-discrimination topics in their teaching (such as Modern Studies, Psychology, Sociology), and English teachers took care to provide a wide variety of teaching materials which incorporated diversity and equality within them.
- Maths staff are currently delivering an extra 'support class' for students in the engineering department who have failed, or are in danger of failing, the maths component of their courses. A similar service is being set up for Communications students from serviced classes, funded through Tracey Russell's School of Employability. This is to offer an extra chance to students in danger of failing their whole course, due to weaknesses in maths or communications.
- When applicants for day or evening courses clearly do not have the entry qualifications (as outlined on our website), then the person scrutinising the form will make a recommendation as to other courses the applicant could consider. This is fed back to Admissions, so that if the unsuccessful applicant calls in for feedback, this information can be given to them.

| Example of Mainstreaming                       | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| Student participating in SPARQS training       |   | x |   | x |   |   |       | x     | x     |
| Extensive use of VLE                           | x |   |   |   |   |   |       | x     |       |
| Use of extra large print for visually impaired | x |   | x |   |   |   |       | x     |       |

# Equality Mainstream Report 2017

|                                      |   |  |   |  |   |  |   |   |   |
|--------------------------------------|---|--|---|--|---|--|---|---|---|
| Excellent links with ELS             | x |  |   |  |   |  |   | x |   |
| Three guidance one-to-one interviews |   |  | x |  | x |  | x | x | x |

## Equality and Diversity (see Mainstreaming Matrix below)

**HNC** – students are aware of diversity in college. They feel that everyone gets a chance to speak in class. Issues of equality and diversity are addressed in discussion of topics in class, eg. mental health in psychology, inequality in UK and USA covered in politics. Students would like to learn about a wider range of countries if possible.

**NC** – students are unaware of anyone feeling discriminated against. Discuss discrimination in sociology class. Student reps feel that class is very open to hearing about different cultures and differences regarding gender, class and race.

**SWAP Access to Humanities** – students have appreciated the extra maths support. Most lacked confidence about maths and feel that the extra class is very beneficial.

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| Students make good use of VLE which allows them to work at their own pace and to catch up in the event of illness.  | x |   |   |   |   |   |       | x     |       |
| The learning and teaching of social sciences provides numerous opportunities for raising awareness of issues such as discrimination (History), racial/gender/health/income inequalities (Sociology, Modern Studies) and prejudice (Psychology). | x | x |   | x |   |   | x     | x     | x     |
| Some Access to Humanities students reported feeling anxious about maths (especially external exams). Core skills profiling was arranged and a lunchtime support class was offered to students.  | x |   |   | x |   |   |       | x     |       |

## Equality and Diversity (see Mainstreaming Matrix below)

Continue to encourage students to make use of peer support and the VLE.

Continue to encourage students to attend college prayer groups on Friday afternoons rather than the mosque to ensure they do not miss lessons (groups of at least three).

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| Student was absent due to long-term illness – maintained progression by the use of VLE and peer support.  |   |   |   |   |   |   |       |       |       |
| Students organised a Friday prayer group.   |   |   |   |   |   |   |       |       |       |
| ESOL student sitting in a scientific class to gain exposure to scientific language so they can join the class at the appropriate level next year. |   |   |   |   |   |   |       |       |       |
| Staff maintained contact with students via email and the VLE if day-release and evening students are unable to attend due to work commitments.    |   |   |   |   |   |   |       |       |       |
| Flexibility in sitting assessments (when  |   |   |   |   |   |   |       |       |       |

|  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|
| appropriate).  |  |  |  |  |  |  |  |  |  |  |
| Ensure that students are directed to the relevant staff e.g. childcare, counselling, Equality and Inclusion. |  |  |  |  |  |  |  |  |  |  |
| Adapting materials when required.  |  |  |  |  |  |  |  |  |  |  |

## Equality and Diversity (see Mainstreaming Matrix below)

All students are encouraged to participate in discussions about their own learning with their class tutors through discussion and use of student rep meetings.

Accessing the Safeguarding Officer and college counselling service provided vulnerable students with another area of support.

Extension materials are used in Maths classes for more able students.

Diverse student choice of topic in English assignment unit allowed for affirmation to own personal experiences.

Cultural diversity is explored in the History unit, allowing for discussion and understanding of the historical aspect of sectarianism.

Specialised chair made available to students with physical issues affecting learning.

Support worker function has allowed for more concentrated individual student support.

| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| Use of an online core skills profiling tool - all questions and imagery is equalities appropriate.   | x |   |   |   |   |   |       | x     |       |
| Staff actively seek to identify appropriate item(s) which can be purchased as a resource to support Equality and Diversity within the curriculum.  | x |   |   |   |   |   |       | x     | x     |
| Learning materials are available in sufficient time and in different formats, electronic materials can be converted into different fonts and font sizes and printed on different coloured paper. All staff were provided with coloured acetates for class use. | x |   |   |   |   | x |       | x     |       |
| A number of students with health issues have been referred to the College counselling service in order to access support specific to their needs.  |   |   |   | x |   |   | x     |       |       |
| Where appropriate staff use their experience to access large print or appropriate technology for students to complement training.  | x |   | x |   |   |   |       | x     |       |
| Use of support worker to give additional support required by individuals.  |   |   |   | x |   | x |       | x     |       |

## Equality and Diversity (see Mainstreaming Matrix below)

# Equality Mainstream Report 2017

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| Ensure that students are directed to appropriate staff members in order to secure childcare.  |   |   |   |   |   | x |       | x     |       |
| Increasing number of students have mental health issues and students with assistance from their guidance tutor now use the app to organise counselling sessions and unlike other years we have reduced the number of students leaving the course  |   |   |   | x |   |   |       | x     |       |
| Access to Humanities core curriculum is social sciences and therefore a whole range of issues are taught and students views challenged. Areas covered this year – American civil rights, racism, gender inequality and international development. | x |   |   | x |   |   | x     | x     | x     |
| Students on course arrive with few qualifications but at end of year progress to university.  | x | x |   | x | x |   |       | x     |       |
| Students undertake online course on equality.   | x | x |   | x |   |   |       | x     |       |

## Equality and Diversity (see Mainstreaming Matrix below)

Course delivery embeds the principles supporting equality and valuing diversity. We are required to develop awareness, sensitivity and empathy to work with a wide range of individuals with additional support needs who will access the spectrum of services (statutory and voluntary) including education and social work. And to develop appropriate attitudes, skills and knowledge to work effectively and collaboratively with multi-disciplinary agencies within social services and education.

### Example of Mainstreaming

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| Lecturers promote opportunities for learners to overcome bias and challenge prejudice as process that starts with them reflecting on their own attitudes, particularly in relation to children, young people and adults with additional support needs | a | a | a | a |   |   | a     |       |       |
| Lecturers and learners recognise and value difference, where everyone is respected for who they are – this is embedded in the units that are taught and the value base of the course content (learning resources and teaching material)               | a | a | a | a |   |   |       | a     | a     |
| Student placements are all within educational (mainstream, special school environments, further education); independent and supported living settings providing care and education for individuals with a diverse range of needs                      | a | a |   | a | a |   |       | a     | a     |

## Equality and Diversity (see Mainstreaming Matrix below)

Ensure continuation of no fees for students with 'no recourse to public funds' on visa which was agreed in January (we lost four students from community classes in September because of this policy). It would enable us to maintain parity with City of Glasgow College.

| <b>Example of Mainstreaming</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>PSED1</b> | <b>PSED2</b> | <b>PSED3</b> |
|--|----------|----------|----------|----------|----------|----------|--------------|--------------|--------------|
| All ages accepted in classes, for example a priest in Larkfield is 77 years old.   |          |          |          |          |          |          |              | X            |              |
| Themes relating to nine protected characteristics frequently arise in classes and are discussed. Having students from various countries promotes diverse viewpoints and greater understanding.   | X        | X        |          | X        |          |          | X            |              |              |
| Classes have students from different religious backgrounds which inevitably results in discussions about religious differences and festivals. One class has seven different nationalities including a male Christian priest in a predominantly female, Muslim group. | X        | X        |          | X        |          |          | X            |              | X            |
| By providing classes that are only twice a week. This helps students who work or are carers or housewives to attend whereas they might struggle with four or five times a week.  |          |          |          |          |          |          |              |              |              |
| Work in partnership with Jean O'Reilly (Women's Library, BME worker). Organised a Women's Heritage walk specifically for the ESOL class.   |          |          |          |          | X        |          |              | X            |              |
| Students participated in a "Positivity in Govanhill" Project. This helped integration and resulted in a photographic exhibition in Larkfield and elsewhere.  |          |          |          |          | X        |          |              | X            |              |

## **Equality and Diversity (see Mainstreaming Matrix below)**

Promotion of equalities is embedded in our curriculum and fundamental to the whole ethos of ESOL teaching.

| <b>Example of Mainstreaming</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>PSED1</b> | <b>PSED2</b> | <b>PSED3</b> |
|--|----------|----------|----------|----------|----------|----------|--------------|--------------|--------------|
| Wide participation by ESOL students in Embracing Diversity Day saw ESOL students and local students integrating well.  |          | X        |          | X        |          |          |              | X            | X            |
| No student is excluded because we can cater for seven different levels and offer a variety of delivery patterns (full-time, part-time, morning and afternoon classes). We have students from 18- 65 years old. | X        | X        |          | X        |          |          | X            | X            |              |
| Classes have students from many different cultural and religious backgrounds, which promotes discussion and tolerance of the nine protected characteristics.   |          | X        |          |          |          |          |              |              |              |
| ESOL department promotes language exchange initiative. This enables greater integration with local students.   |          | X        |          |          |          | X        |              |              | X            |

|  |   |   |   |   |  |  |  |  |  |  |
|--|---|---|---|---|--|--|--|--|--|--|
| All ESOL teaching resources are non-discriminatory, socially and culturally diverse and fully-accessible. Teaching staff create tailor-made materials in order to reflect the multi cultural nature of the learners. | x | x | x | x |  |  |  |  |  |  |
|--|---|---|---|---|--|--|--|--|--|--|

**Equality and Diversity (see Mainstreaming Matrix below)**

All staff use available opportunities to promote equality and diversity in the classroom. In social science subjects promoting equality and eliminating discrimination forms an integral part of many topics, such as civil rights in the USA.

Availability of materials on the VLE continues to vary between subject areas and use of the VLE can vary greatly between learners. Staff should continue to increase the amount of materials available on the VLE.

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| The learning and teaching of social sciences provides numerous opportunities for raising awareness of issues such as discrimination (History), racial/gender/health/income inequalities (Sociology, Modern Studies) and prejudice (Psychology). | x | x |   | x |   |   | x     | x     | x     |

**Equality and Diversity (see Mainstreaming Matrix below)**

Given the nature of the materials covered in both courses areas of discrimination are covered on a weekly basis. For example, the Higher Psychology syllabus covers the topic of prejudice and discrimination and the Sociology courses cover inequality and its consequences.

Additionally the Civil Rights movement and its impact have been covered in both English and History.

One student on the NC 5 programme has said that her English teachers at school made her feel that she was particularly poor in this subject. This led to a lack of self-confidence. Since August she has worked diligently and her English tutor has recognised that she has a real 'flair' in her writing. He has managed to liaise with an external contact at Commonsense and the student now works there one day a week. All of this has culminated in the student deciding that she would like to progress onto a journalism course within the College.

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| Where appropriate staff use their experience to access large print or appropriate technology for students to complement training.                       | x |   | x |   |   |   |       | x     |       |
| Students are encouraged to share appropriately any faiths or beliefs they may have to allow greater understanding and tolerance amongst other students. |   | x |   | x |   |   | x     |       | x     |
| A number of students with mental health issues have been referred to the College counselling service in order to access                                 |   |   |   | x |   |   | x     |       |       |

|  |   |  |  |  |  |   |   |   |  |
|--|---|--|--|--|--|---|---|---|--|
| support specific to their needs.   |   |  |  |  |  |   |   |   |  |
| Students with additional support needs have received support with learning due to very good links with extended learning support.  | x |  |  |  |  |   | x |   |  |
| Learning materials are available in sufficient time and in different formats, electronic materials can be converted into different fonts and font sizes and printed on different coloured paper. All staff were provided with coloured acetates for class use. | x |  |  |  |  | x |   | x |  |



## Equality Mainstreaming from Self Evaluation 2015-16 - Business and Finance

| <b>Equality and Diversity (see Mainstreaming Matrix below)</b>   |          |          |          |          |          |          |              |              |              |
|--|----------|----------|----------|----------|----------|----------|--------------|--------------|--------------|
| <p>One priority would be to make more use of students from ethnic backgrounds, ie to encourage them to tell other students about their home countries, and to make comparisons with the UK. If this can be built more into teaching, all parties should benefit.</p> <p>All students in NC Accounts have completed the Equality and Diversity course available on the VLE. Due to timetable constraints, the HN Accounts class have not completed this as yet.</p> |          |          |          |          |          |          |              |              |              |
| <b>Example of Mainstreaming</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>PSED1</b> | <b>PSED2</b> | <b>PSED3</b> |
| Provide handouts on coloured paper for dyslexic students; coloured acetates are also available on request.   | X        |          |          | X        | X        | X        | X            | X            |              |
| Emphasise the Equality Act 2010 in relevant subjects.  |          | X        | X        | X        | X        |          | X            | X            | X            |
| The majority of our teaching resources are non-discriminatory, socially and culturally diverse and accessible via the VLE.   | X        | X        | X        | X        | X        | X        | X            | X            | X            |
| Staff liaise with each other and with the Equality unit in the application of ELSAs.   | X        |          | X        | X        | X        |          | X            | X            |              |

| <b>Equality and Diversity (see Mainstreaming Matrix below)</b>   |          |          |          |          |          |          |              |              |              |
|--|----------|----------|----------|----------|----------|----------|--------------|--------------|--------------|
| <p>One priority would be to make more use of students from ethnic backgrounds, ie to encourage them to tell other students about their home countries, and to make comparisons with the UK. If this can be built more into teaching, all parties should benefit. One way of doing this is having students choose a country and making a PowerPoint showcasing the country thus fostering Equality and Diversity. The NC Administration group undertook this for the Research and Prepare Information unit.</p> <p>All students in NC/HND Administration and HNC PDA Medical have completed the Equality and Diversity course available on the VLE. Both HN classes also studied the Equality Act 2010 and Equal Pay Act in the unit Office Administration.</p> |          |          |          |          |          |          |              |              |              |
| <b>Example of Mainstreaming</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>PSED1</b> | <b>PSED2</b> | <b>PSED3</b> |
| Provide handouts on coloured paper for dyslexic students; coloured acetates are also available on request.   | X        |          |          | X        | X        | X        | X            | X            |              |
| Emphasise the Equality Act 2010 in relevant subjects.  |          | X        | X        | X        | X        |          | X            | X            | X            |
| The majority of our teaching resources are non-discriminatory, socially and culturally diverse and accessible via the VLE.   | X        | X        | X        | X        | X        | X        | X            | X            | X            |
| Staff liaise with each other and with the Equality unit in the application of ELSAs.   | X        |          | X        | X        | X        |          | X            | X            |              |

| <b>Equality and Diversity (see Mainstreaming Matrix below)</b>   |          |          |          |          |          |          |              |              |              |
|--|----------|----------|----------|----------|----------|----------|--------------|--------------|--------------|
| <p>One priority would be to make more use of students from ethnic backgrounds, ie to encourage them to tell other students about their home countries, and to make comparisons with the UK. If this can be built more into teaching, all parties should benefit.</p> |          |          |          |          |          |          |              |              |              |
| <b>Example of Mainstreaming</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>PSED1</b> | <b>PSED2</b> | <b>PSED3</b> |

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|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| Provide handouts on coloured paper for dyslexic students; coloured acetates are also available on request.                                  | X |   |   | X | X | X | X | X |   |
| Adapt the timetable for a student who is unable to do all credits in one year due to her disability.  | X |   |   | X | X | X | X | X |   |
| Emphasise the Equality Act 2010 in relevant subjects.   |   | X | X | X | X |   | X | X | X |
| Candidates from overseas are being offered interviews by Skype.   |   |   |   |   | X | X |   |   |   |
| The majority of our teaching resources are non-discriminatory, socially and culturally diverse and accessible via the VLE.                  | X | X | X | X | X | X | X | X | X |
| Staff liaise with each other and with the Equality unit in the application of ELSAs.  | X |   | X | X | X |   | X | X |   |
| One staff member participated in the visit to a Buddhist temple, to promote understanding of this religion.                                 | X | X | X | X | X |   | X | X | X |
| At their induction all students are made aware of their responsibilities in terms of Equality, Diversity and Inclusion.                     |   |   |   |   |   |   | x | x | x |
| All students are encouraged to use the VLE which will allow them the opportunity to become successful learners and more confident learners. | x |   |   |   |   |   |   | x |   |
| Students with additional support needs have received assistance via extended learning support.  | x |   |   |   |   |   |   | x |   |

## Equality and Diversity (see Mainstreaming Matrix below)

One priority would be to make more use of students from ethnic backgrounds, ie to encourage them to tell other students about their home countries, and to make comparisons with the UK. If this can be built more into teaching, all parties should benefit.

| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| Provide handouts on coloured paper for dyslexic students; coloured acetates are also available on request.                 | X |   |   | X | X | X | X     | X     |       |
| Adapt the timetable for a student who is unable to do all credits in one year due to her immigration status.               | X |   |   | X | X | X | X     | X     |       |
| Emphasise the Equality Act 2010 in relevant subjects.  |   | X | X | X | X |   | X     | X     | X     |
| Candidates from overseas are being offered interviews by Skype.  |   |   |   |   | X | X |       |       |       |
| The majority of our teaching resources are non-discriminatory, socially and culturally diverse and accessible via the VLE. | X | X | X | X | X | X | X     | X     | X     |
| Staff liaise with each other and with the Equality unit in the application of ELSAs.                                       | X |   | X | X | X |   | X     | X     |       |
| One staff member participated in the visit to a Buddhist temple, to promote understanding of this religion.                | X | X | X | X | X |   | X     | X     | X     |

## Equality and Diversity (see Mainstreaming Matrix below)

Equality and Diversity has been a major theme in the College for a number of years and as such staff have undergone compulsory training events in this area.

No evidence from staff/student feedback, Education Scotland or SQA External Verification to suggest that staff do not treat all students equally.

With regard to recruitment, we have found that it is a constant struggle to recruit female students to study computing. Courses such as HNC IT with Business seem to do better. We are running a Women into IT course this summer which will lead successful students into the NC Computing course which we hope will help increase the number of female students in the school.

| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| Reasonable adjustment has been made to classroom desks to allow wheelchair users to access computer system.  |   |   |   | ✓ | ✓ |   | ✓     | ✓     |       |
| Staff have identified students who have demonstrated learning difficulties and they have been directed to learning inclusion for further support.  |   |   |   | ✓ |   |   | ✓     | ✓     |       |
| One student with very complex gender issues was supported through guidance tutor and directed to various forms of support.   |   |   |   | ✓ | ✓ |   |       |       | ✓     |
| All staff and students make extensive use of the VLE. This allows access to electronic materials which can then be formatted to meet the needs of the individual and provided opportunity to become more successful learners and more confident individuals. | ✓ | ✓ | ✓ |   |   | ✓ | ✓     | ✓     | ✓     |
| Students with additional support needs have received support with learning due to very good links with learning inclusion.   |   |   |   | ✓ |   |   |       | ✓     |       |

## Equality and Diversity (see Mainstreaming Matrix below)

Learning materials are available on Moodle for all subjects which means that they are fully 508 compliant and provide sufficient contrast between foreground and background

Don't use colour alone to convey information.

Ensure that interactive elements are easy to identify

Provide clear and consistent navigation options.

Ensure that form elements include clearly associated labels.

Provide easily identifiable feedback.

Use headings and spacing to group related content.

Create designs for different viewport sizes.

Provide alternative text for images.

Provide controls for content that starts automatically.

Through the IV process all teaching materials are reviewed to ensure they reflect an appropriate balance of gender ethnicity at all levels.

| <b>Example of Mainstreaming</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>PSED1</b> | <b>PSED2</b> | <b>PSED3</b> |
|--|----------|----------|----------|----------|----------|----------|--------------|--------------|--------------|
| Learning materials are available on Moodle.  | x        | x        | x        | x        |          |          | x            |              |              |
| Through the IV process all teaching materials are reviewed to ensure they reflect an appropriate balance of gender ethnicity at all levels.                    | x        | x        | x        | x        |          |          | x            | x            | x            |
| Non-UK national students are actively encouraged to develop projects (including the Graded Unit 2) that reflect the tourism industry in their own country.     | x        | x        |          | x        | x        |          | x            | x            | x            |
| Social media is used to foster out-of-college relations with all students. It is used to celebrate success and encourage active participation in student life. |          |          |          | x        | x        |          |              | x            | x            |

## **Equality and Diversity (see Mainstreaming Matrix below)**

- ELSAs are analysed on line before start of course and any necessary adjustments made
- Teaching resources are non-discriminatory, socially and culturally diverse and fully-accessible.
- Learning materials are produced in different formats as required by students, such as larger font, printed on purple, green, pink, blue paper etc.
- Room 5 has a set of coloured acetates for student use, if required.
- ClaroRead is available on all students PCs as part of the desktop and any other assistive technologies are added as required.
- Students with work and childcare commitments with otherwise solid attendance and timekeeping, benefit from a flexible approach to teaching, learning and assessment. The 9.15 is also useful.
- Students have many opportunities to alert staff to Additional Support Needs (on application, at interview, at induction, in guidance).
- Good rapport with Extended Learning Support base. Lots of professional discussions about students to ensure their needs are met. Staff are asked to check class lists and familiarise themselves of any ELSA students.
- Names and scenarios within our new learning materials reflect our ethnically diverse student body
- Students for whom English is not their first language are given additional time as per SQA's access to assessment policy.
- Disabled students are always timetabled for the lower floor of the building due to their being no lifts. Also, disabled toilet available.
- School and campus staff have worked together to give several students access to the staff

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car park due to breathing/mobility issues. Staff have also worked with a new mother to ensure that she can breast feed and store milk on campus.

- Interview all students who meet criteria and ensure that they have the support they require at interview eg signer/scribe.
- Encouraged students from ethnic backgrounds to share their experiences from their home country. RPP unit would be ideal for this.
- HN classes study the Equalities Act and Equal Pay Act in Office Administration.

| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| e.g. Recruitment – inclusive practice?   |   |   |   |   |   |   |       |       |       |
| Learning materials are produced in different formats as required by students, such as larger font, printed on purple, green, pink, blue paper etc.   | X | X |   | X |   | X | x     | x     |       |
| Good rapport with Extended Learning Support base. Lots of professional discussions about students to ensure their needs are met. Staff are asked to check class lists and familiarise themselves of any ELSA students. | x | x |   | x |   | x | x     | x     | x     |
| ClaroRead is available on all students PCs as part of the desktop and any other assistive technologies are added as required.  | x | x | x | x |   | x | x     | x     |       |
| Interview all students who meet criteria and ensure that they have the support they require at interview eg signer/scribe.   |   |   |   | x | x |   | x     |       |       |

## Equality and Diversity (see Mainstreaming Matrix below)

One priority would be to make more use of students from ethnic backgrounds, ie to encourage them to tell other students about their home countries, and to make comparisons with the UK. If this can be built more into teaching, all parties should benefit. Open discussion in the classroom (where appropriate) is encouraged, giving students a platform to express their views, beliefs and opinions.

| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| Provide electronic material for a blind student in HND Business.   | X |   |   | X | X | X | X     | X     |       |
| Adapt the timetable for a student who is unable to do all credits in one year due to her immigration status.               | X |   |   | X | X | X | X     | X     |       |
| Trace Peckett delivered a session promoting woman in top level management.   | X |   |   | X |   |   |       | X     |       |
| Emphasise the Equality Act 2010 in relevant subjects.  |   | X | X | X | X |   | X     | X     | X     |
| The majority of our teaching resources are non-discriminatory, socially and culturally diverse and accessible via the VLE. | X | X | X | X | X | X | X     | X     | X     |
| Staff liaise with each other and with the Equality unit in the application of ELSAs.                                       | X |   | X | X | X |   | X     | X     |       |

## Equality and Diversity (see Mainstreaming Matrix below)

At the Langside campus Equality and Diversity has been a major theme in operation for a number of years. Staff have undergone numerous training events and there is no evidence to suggest that staff do not treat all with respect and good working relationships are forged with most students.

All students at the campus are provided with equal opportunities and treated with respect. There are a number of students from different ethnic backgrounds that are common on computing courses, and have been for some years. English can be a problem for some.

It is always a struggle to attract female students to study computing. This session there are ten women in the HND year 1. Nothing different was done to recruit, it will be interesting to see if this is a growing trend.

| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| The majority of teaching materials are neutral and show no bias.   | ✓ | ✓ |   |   |   | ✓ | ✓     | ✓     |       |
| There is a core unit in the HNC Computing framework that promotes ethics and the Equalities Act is studied by all.   | ✓ | ✓ |   |   |   |   | ✓     |       |       |
| Reasonable adjustment has been made to classroom availability in the Mary Stuart building to accommodate wheelchair access.  |   |   |   | ✓ | ✓ |   | ✓     | ✓     |       |
| Staff have identified students who have demonstrated learning difficulties have been directed to learning inclusion for further support.   |   |   |   | ✓ |   |   | ✓     | ✓     |       |
| Additional time and support has been given, within reason, to students for whom English is not a first language to allow them to achieve success.  |   |   |   | ✓ |   | ✓ | ✓     | ✓     | ✓     |
| One student with very complex gender issues was supported through guidance tutor and directed to various forms of support.   |   |   |   | ✓ | ✓ |   |       |       | ✓     |
| All staff and students make extensive use of the VLE. This allows access to electronic materials which can then be formatted to meet the needs of the individual and provided opportunity to become more successful learners and more confident individuals. | ✓ | ✓ | ✓ |   |   | ✓ | ✓     | ✓     | ✓     |
| Students with additional support needs have received support with learning due to very good links with learning inclusion.   |   |   |   | ✓ |   |   |       | ✓     |       |
| Each of the year 1 HND Software Development classes were 25% female.   |   |   |   |   | ✓ | ✓ | ✓     | ✓     | ✓     |
| One of the students in HND year 1 had a baby at the end of Block 1. Support was given and she has been able to continue  |   |   |   | ✓ |   |   | ✓     |       | ✓     |

with the course.



| Equality and Diversity (see Mainstreaming Matrix below)   |   |   |   |   |   |   |       |       |       |
|---|---|---|---|---|---|---|-------|-------|-------|
| At present we have a good mix of students with a variety of protected characteristics: age, race, religious beliefs and sexual orientation. We also attract a small number of international students whose first language is not English which helps to foster enhanced communication skills and understanding in our student body. |   |   |   |   |   |   |       |       |       |
| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
| Audition Procedures   |   |   |   |   |   |   | X     | X     | X     |
| Students are encouraged to choose topics for choreography which present an inclusive world view and challenge stereotyping. This year, our HN students created work with themes as diverse as homophobia, sectarianism and Malala Yousafzai (Pakistani activist for female education)   |   | X |   |   |   |   |       |       |       |
| Our dance for all project delivers workshops to the wider college community including ESOL learners and those with Additional Support Needs.  | X | X |   | X | X | X |       | X     | X     |
| Two of our current HN2 students are working with Scottish Ballet on the ground-breaking Dance for Parkinson's project   | X | X | X | X | X |   | X     | X     | X     |

| Equality and Diversity (see Mainstreaming Matrix below)  |   |   |   |   |   |   |       |       |       |
|--|---|---|---|---|---|---|-------|-------|-------|
| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
| Most learning materials are available on the VLE to help students with their studies. Student packs are uploaded well ahead of the start of units to give students a full overview of topics to be studied. Students with impairments or learning needs can download information and student packs and print them out in different font sizes or on coloured papers. | X | X |   | X |   | X |       | X     | X     |
| Although the main cohort of students are female, across all course structures projects provide the choice to develop ideas for menswear or womenswear to provide inclusiveness for all genders.  | X | X |   | X |   |   |       | X     | X     |
| Design and make projects encourage students to manufacture garments to their own specific measurements to eliminate size stereotyping.   | X | X |   | X |   |   | X     | X     | X     |
| All design projects briefs are non-discriminatory, socially and culturally diverse and are available in both written and visual formats with story boards and access to theme boards on Pinterest being the norm. All students are aware of how to access these tools and have given positive feedback.  | X | X | X | X |   |   |       | X     | X     |

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|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| The induction and enrolment process offers all candidates with the opportunity to disclose any specific learning needs and/or support that they may require. These needs are fully supported via liaison between the Student Support Unit and faculty staff. All staff have access to ELSA agreements and work with the students to ensure all individual student need are being met. |   |   |   | X |   | X | X | X | X |
| Special arrangements are made for students who require scribes or extra time to complete assessments/projects.  | X | X |   | X |   |   | X | X | X |
| Course team meetings review all curriculum/unit delivery to ensure that projects encompass the diversity, culture and experience of student's background, interests and aspirations.  | X | X |   | X |   |   | X | X | X |
| Set design projects actively encourage students to express and celebrate their individuality. This is a key tool in presenting folios for progression.  | X | X | X | X |   |   |   | X | X |
| Within the faculty we have students from many different cultures and backgrounds, including Spain, France, India, Pakistan, Nigeria, Eritrea, Ghana, Lithuania, Zaire and Iraq who don't have English as their first language. Where appropriate, these students are given extra support from staff in explaining tasks and making sure they are all included in class activities.    | X | X |   | X | X |   | X | X | X |
| Individual guidance sessions give students the opportunity to discuss and additional learning support needs they may have.  |   |   |   | X |   |   | X | X | X |
| Staff work closely with the student association particularly to help students through hardship. Assistance has been given to students to help with travel and living costs ensuring that those in financial crisis are still able to attend classes.  |   |   |   | X | X | X | X | X | X |
| All students within the faculty are made aware of their responsibilities in terms of Equality and Diversity when they sign the Student Code of Conduct at induction.  | X | X |   |   | X | X |   | X | X |

## Equality and Diversity (see Mainstreaming Matrix below)

- Eliminate Discrimination
- Provide adapted equipment for students who require help with their practical skills.  
 Project work is written to be inclusive of all genders.  
 Assessments can be arranged for both written and oral submissions.  
 All teaching staff have completed online Equality Essentials training.

| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| Provide adapted equipment for students who require help with their practical skills. | X |   |   |   |   |   |       | X     | X     |

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|  |   |   |  |  |  |  |   |   |   |
|--|---|---|--|--|--|--|---|---|---|
| Project work is written to be inclusive of all genders.                | x | x |  |  |  |  |   | x | x |
| Assessments can be arranged for both written and oral submissions.     | x |   |  |  |  |  |   | x |   |
| All teaching staff have completed online Equality Essentials training. | x |   |  |  |  |  | x | x | x |

| <b>Equality and Diversity (see Mainstreaming Matrix below)</b>                         |          |          |          |          |          |          |              |              |              |
|--|----------|----------|----------|----------|----------|----------|--------------|--------------|--------------|
| <b>Example of Mainstreaming</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>PSED1</b> | <b>PSED2</b> | <b>PSED3</b> |
| Gender Neutral design briefs   | x        |          | x        |          | x        |          | X            | X            |              |
| Curriculum delivery ensures resources and materials embrace the diversity of students. | X        | X        | X        | X        |          | X        |              | X            | X            |
| Students from many nationalities   |          |          |          | X        |          | X        |              | X            | X            |
| Course materials available in various formats to accommodate extended learning needs.  | X        |          | X        | X        |          | X        | X            | X            | X            |

| <b>Equality and Diversity (see Mainstreaming Matrix below)</b>   |          |          |          |          |          |          |              |              |              |
|--|----------|----------|----------|----------|----------|----------|--------------|--------------|--------------|
| <ul style="list-style-type: none"> <li>We will continue to recruit from a diverse range of cultural and educational backgrounds to continue to build a balanced and ethnically diverse range of students.</li> <li>We will build on the gender neutral nature of our design briefs and ensure that all staff deliver units in an inclusive manner with a non-bias approach.</li> <li>Ensuring that all students with additional support issues and particular learning requirements receive quick intervention next academic year.</li> <li>Building student relationships and trust early in Block 1 to ensure any issues are disclosed early in the course so staff can take this into account.</li> </ul> |          |          |          |          |          |          |              |              |              |
| <b>Example of Mainstreaming</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>PSED1</b> | <b>PSED2</b> | <b>PSED3</b> |
| Applications are considered and actively encouraged from those candidates that do not meet the academic requirements for the HND course but have industry or relevant life experiences to ensure balanced and diverse class groups.  |          | x        |          | x        | x        | x        | x            | x            | x            |
| Unit briefs are gender neutral and diverse in subject matter which allowing students to have greater choice in their learning and the personal direction of their creative process.  | x        | x        | x        |          | x        | x        |              | x            | x            |
| Students with additional support needs have been fully-supported and early intervention was carried out to ensure that appropriate support was in place for students with diverse needs such as hearing impairments, OCD, dyslexia, anxiety and Chronic Fatigue Syndrome.  | x        | x        |          | x        |          | x        | x            | x            | x            |
| Students with children have been fully supported and flexibility in their learning has been managed by all teaching staff and timetables have been issued with adequate notice to ensure that childcare arrangements can be made prior to each   |          |          |          | x        | x        | x        | x            | x            | x            |

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| Block. Furthermore the VLE has been used by all staff to ensure that students are fully prepared for class and if they have missed lesson due to childcare issues that they have managed to catch up with anything essential to their learning. |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|

**Equality and Diversity (see Mainstreaming Matrix below)**

All staff across the listed programmes work to ensure that all students are treated in an equal manner, as befits their needs and requirements. Rigorous recruitment processes ensure that students are recruited entirely on their ability to succeed on the course, regardless of gender, background, disability etc.

All learning materials are produced to reflect the background and diversity of the students, while allowing for the wide range of subjects they will be asked to tackle in the journalism industry. Staff work with the Learning and Inclusion department to ensure that any students with additional needs have these needs but in the way that they require.

All staff are working to ensure that as wide a range of teaching materials as possible is available on the VLE. This allows students to access the material outside of the classroom and gives students who have been absent access to the same material as those who were present in class. This medium also means that students with additional support needs can modify the notes to suit themselves e.g. changing notes into a different size or font.

| <b>Example of Mainstreaming</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>PSED1</b> | <b>PSED2</b> | <b>PSED3</b> |
|--|----------|----------|----------|----------|----------|----------|--------------|--------------|--------------|
| Participants in the group include students from Ireland and Greece and others with a Nepalese and Pakistani ethnicity. This has challenged the perspectives of other students and helped to break down stereotypes.  |          |          | x        | x        |          | x        |              | x            | x            |
| Clyde Outside magazine helps to reach out to the wider community around the college and tells their stories. This included pieces on the Homeless World Cup and the story of a teacher who has succeeded in his career despite having a stammer. This has helped to challenge perceptions and increase awareness.                    | x        | x        | x        | x        |          |          | x            | x            | x            |
| Students with additional support needs continue to be supported on the programme. The most notable of these is dyslexia which would previously have been a barrier to anyone looking to enter a career in journalism but, with additional support, all of these students are progressing well on the course, including in shorthand. | x        | x        |          | x        |          |          |              | x            | x            |
| Staff have attended equalities CPD, including an introduction to BSL.  | x        | x        |          | x        |          |          |              | x            | x            |

**Equality and Diversity**

The solution to eliminating discrimination in the classroom begins with the teacher and the examples they set. Staff are not be afraid to ask themselves tough questions and come up with solutions. For example:

Who receives your praise and how often?  
 Who do you provide with positive reinforcement?  
 How and to whom do you offer feedback on assignments aimed at helping to improve achievement?  
 Do you have high expectations for all of your students? How do you express your high expectations?

Each small action can have a cumulative effect on leveling the playing field for all of our students. In media we attempt to ensure that all students are treated fairly and without prejudice. Teaching and learning (and assessments) are designed to maximise the potential of all candidates. Where students perceive an issue with the above we find ways to make their experience more comfortable and fair – printing on coloured paper, bigger sizes of type, different fonts, rearranging rooms, and so on.

### Equality and Diversity (see Mainstreaming Matrix below)

All students who apply are auditioned (until audition spaces are full) thus ensuring that all candidates have the opportunity to perform for us. Casting in productions is often made against conventional gender or race stereotyping. The practice of double casting some productions allows for even greater casting flexibility. The study of drama texts constantly flags up issues of historical inequalities which are discussed and put in societal frameworks and workshopped. The study of more contemporary work again addresses such topics but in a more direct and often challenging manner.

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| Casting decisions going against stereotyping                              | x | x | x | x |   |   |       |       |       |
| Selection of materials to explore issues around diversity                 | x | x | x | x |   |   |       |       |       |
| Access appropriate technology to facilitate learning as needed            | x | x |   | x |   |   |       |       |       |
| Students with health needs have been referred to the counselling services |   |   |   | x |   |   |       |       |       |
| All candidates auditioned   |   | x |   | x |   |   | x     | x     | x     |

### Equality and Diversity

Using cross campus activities to foster dialogue between students.  
 Through guidance, students are following individual learning plan and achievable workload.  
 Residencies are increasing student awareness and others' needs.

### Equality and Diversity

Currently promoting discussion through the Material Science unit regarding the effect of logging around the world and how this is effecting the climate/environment and groups living in the areas being logged.

The current group consists of students with a range of ages and backgrounds. There are also a number of international students enrolled.

We encourage an open door policy relating to guidance and group cohesion is helped by

arranging social nights out with the students.

## **Equality and Diversity**

Staff feel comfortable that they are addressing issues of Equality and Diversity. Efforts are made within project briefs to reflect, gender, race and ethnicity. They also cover international themes and current global issues.

The art section tries to be inclusive and eliminate discrimination where ever and whenever possible. We interview all applicants to all courses who meet minimum entry criteria and try to match them to the most appropriate level programme. We offer places to a range of students including those with both physical and mental disabilities as well as students with limited English. The groups also reflect a wide range of ethnicity and this is taken into account when working on project work. In addition we have had several students with supported learning needs who have progressed from our NC level 5 programme to HN level and others moving from HN level 8 onto degree courses. We have also evidence of a student progressing to degree level through art having started on an NC course with very little English.

Intro to Design – individual student needs were met though additional time and mentoring with other students within the group.

## **Equality and Diversity**

- We have continued to deliver high quality learning and teaching which is strong in depth, breadth and aspiration throughout the curriculum.
- We believe in promoting excellence through research and innovation and developing effective, confident and resilient students and staff.
- We are working with the key skills team at all times to make sure every student receives the best quality and delivery of their learning and teaching to the best of our ability.
- Research and presentations on photographers who value and promote Equality and Diversity encourage students to explore the theme in their own projects.
- Frank Paterson attended the Developing Learning and Teaching Programme. This has proved very valuable and motivational and all staff on the team should attend the course. Frank believes it's probably the most positive thing the college has done in terms of professional development since he joined the college. As a result he has tried some slightly different teaching approaches and given time would like to implement many more – but development time is virtually non-existent because it gets swallowed up with admin and marking (and guidance).

| <b>Equality and Diversity (see Mainstreaming Matrix below)</b>   |          |          |          |          |          |          |              |              |              |
|--|----------|----------|----------|----------|----------|----------|--------------|--------------|--------------|
| <ul style="list-style-type: none"> <li>Continue to develop own knowledge and understanding of Equality and Diversity and be prepared to report / investigate complaints of discrimination or harassment as and when required.</li> <li>Engage in opportunities made available for students and staff to understand their rights and responsibilities. Work closely with national and local partners to promote and advance equality.</li> <li>Promote positive attitudes towards Equalities</li> <li>Priorities are to encourage participation from all individuals and groups so that they all can influence decisions and in doing so promote Equality.</li> </ul> |          |          |          |          |          |          |              |              |              |
| <b>Example of Mainstreaming</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>PSED1</b> | <b>PSED2</b> | <b>PSED3</b> |
| Students are encouraged to use VLE which enhances the learning making them more confident and successful.  | X        | X        | X        | X        |          |          |              | X            |              |
| Inclusive practices are incorporated in the application/ interview process through use of a generic aptitude test with required support if required followed by standard interview.  | X        | X        |          | X        |          | X        | X            |              |              |
| All full-time students receive an induction to welcome them to the College and to inform them as to what is available as a student of GCC. This process also makes them aware of their responsibilities in terms of Equality and Diversity.  | X        |          | X        | X        | X        | X        | X            | X            | X            |
| Staff continue to use up-to-date elearning and learning and teaching resources.  | X        | X        | X        |          |          |          | X            |              | X            |
| Staff continue to keep up to date with CPD in Equality, Diversity and Inclusion.   | X        | X        | X        | X        | X        | X        | X            | X            | X            |

| <b>Equality and Diversity (see Mainstreaming Matrix below)</b>  |          |          |          |          |          |          |              |              |              |
|---|----------|----------|----------|----------|----------|----------|--------------|--------------|--------------|
| <p>One of our students (Adnan Mahmood) is deaf and attends all his classes with his BSL signer Collete. Through the learning inclusion department, we arranged a deaf awareness day for both our NPA classes and a session on BSL for the lecturers involved in Adnan's classes. This was a very positive experience both for Adnan and for the whole class. We made arrangements and provided transport for Nicole and Tiegan to attend the Woman into Construction event held by CITB. David MacLeod, our apprentice training officer, interviewed both of them with a view to keeping their names on file for prospective employers.</p> |          |          |          |          |          |          |              |              |              |
| <b>Example of Mainstreaming</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>PSED1</b> | <b>PSED2</b> | <b>PSED3</b> |
| The main issue in terms of Equality, Diversity and Inclusion. Within construction is the gender imbalance. This is an ongoing issue for a number of years with only less than 5% of the full-time provision female and 8% in the trade classes. We hope over the coming years to work with schools to promote careers within the construction and land-based sectors.   | X        | X        |          | X        | X        | X        | X            | X            | X            |
| At their induction all students are made  |          |          |          |          |          |          | X            | X            | X            |

# Equality Mainstream Report 2017

|  |   |  |  |  |  |  |  |  |   |
|--|---|--|--|--|--|--|--|--|---|
| aware of their responsibilities in terms of Equality, Diversity and Inclusion.   |   |  |  |  |  |  |  |  |   |
| All students are encouraged to use the VLE, which will allow them the opportunity to become successful learners and more confident learners. | x |  |  |  |  |  |  |  | x |
| Students with additional support needs have received assistance via extended learning support.   | x |  |  |  |  |  |  |  | x |

## Equality and Diversity (see Mainstreaming Matrix below)

- As a department all students are treated equally. In some instances employed students are taught in same class/workshop as full-time students, they all experience the same learning and teaching methods.
- The intranet tests we use help identify the best prospective students regardless of race, ethnicity or gender
- Encourage group participation at all times.
- Priority number one is to encourage female applicants at the interview stage.

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| At induction stage all students are made aware of appeals procedures and equal opportunities policies, all documented and filed.  |   |   |   | x |   |   | x     | x     | x     |
| All students encouraged to use VLE, which helps confidence and allows students to study at their own pace for more successful learners.   | x |   |   |   |   |   | x     | x     |       |
| Throughout the year full-time students get talks with employers and training providers to increase employment opportunities, and also from visiting university lecturers to make them aware of progress routes.   | x | x | x | x |   | x |       | x     | x     |
| As part of the SVQ process, all students are encouraged to disclose any disabilities and or barriers to learning. If identified, assistance is provided for an inclusive non-obstructive learning environment. We have had one example this year. The student was also offered, in conjunction with their employer, different units to take account of their disabilities to help them achieve their award. | x | x | x | x | x | x | x     | x     | x     |

## Equality and Diversity (see Mainstreaming Matrix below)

Staff take an open and fair approach to their teaching and assessment approaches. Any discriminatory behaviour from students is challenged immediately.

Applications are sought from all walks of the community with no favouritism or otherwise shown to any particular group. A review of the college website was conducted to ensure that the language used was not putting off female applicants. Recommendations are to be implemented by the commercial department.

# Equality Mainstream Report 2017

Students and stakeholders are encouraged to talk to staff about any issue that they may be facing. Good working relationships are imperative for working within Glasgow Clyde College.

| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| A generic aptitude test is used across engineering meaning that a fair and consistent approach is used.  | X | X |   | X |   | X | X     |       |       |
| All full-time students shall receive an induction in line with current college procedures. This will ensure that students are aware of their own responsibilities in regard of equality and diversity. | X |   | X | X | X | X | X     | X     | X     |

## Equality and Diversity (see Mainstreaming Matrix below)

Ensure that women and ethnic minorities are represented in interview literature and group presentations at interview. Make it clear at interview that we are an equal opportunities college and will do our best to help any student with additional needs to succeed. We are in the process of negotiating entry to sports course for an amputee. We have a variety of ethnic backgrounds within the teaching staff. Good links and partnerships with local schools and Active Schools Co-ordinators. At present we have a good mix of students with a variety of protected characteristics; age, race, religious beliefs and sexual orientation. I have interviewed a student who has had a gender reassignment and we are working to create the best educational route for him.

| Example of Mainstreaming | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--------------------------|---|---|---|---|---|---|-------|-------|-------|
| At interview             |   |   |   |   |   |   | X     |       |       |

## Equality and Diversity (see Mainstreaming Matrix below)

During induction and throughout the course there will be an ongoing process on the delivery of equality and diversity.

Student support will also be involved in the delivery of equality and diversity by providing discussions with class groups.

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| All new students will receive as part of their induction equality and diversity training.   |   |   |   | X |   |   |       | X     | X     |
| All learning and teaching materials will be updated so that they reflect gender balance and ethnicity and fit in with college policy.   | X | X |   | X | X | X | X     | X     | X     |
| Engineering is generally a male-oriented industry however the government, college and lead bodies are continuing to provide incentives for more females to take up a career in engineering. |   |   |   | X | X | X | X     | X     | X     |

## Equality and Diversity (see Mainstreaming Matrix below)

| Example of Mainstreaming           | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|------------------------------------|---|---|---|---|---|---|-------|-------|-------|
| Where possible, teaching notes and | X | X | X | X | X | X | X     | X     | X     |

# Equality Mainstream Report 2017

|  |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|
| materials are inclusive and reflect the students, for example coloured paper and gender neutrality.  |   |   |   |   |   |   |   |   |   |
| Ensure all students are aware of the support available within the college, for example the Extended Learning Support unit.   | x | x | x | x | x | x | x | x | x |
| Ensure all students are aware College has a multicultural prayer room.   | x | x | x | x | x | x | x | x | x |
| All students are made aware that by signing on for a course of the equality and diversity policy and their responsibilities in the college.  | x | x | x | x | x | x | x | x | x |
| Where possible the class should reflect society in terms of ethnicity and gender. Ethnicity is well represented, but gender is still very unbalanced. All staff interviewing are made aware of this issue. | x | x | x | x | x | x | x | x | x |

## Equality and Diversity (see Mainstreaming Matrix below)

During student induction for all first year candidates, both the college and CITB participate together in delivering training on equality and diversity, developed by CITB for all apprentices. This in turn covers all of the points above in great detail.

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| All new first year students receive as part of their induction Equality and Diversity Training  |   |   |   | x |   |   |       | x     | x     |
| All learning and teaching materials are reviewed to ensure that they reflect an appropriate balance of gender and ethnicity at every level and conform to college policy on Equality and Diversity.                           | x | x |   | x |   | x |       | x     | x     |
| Construction is a predominately male-orientated industry, which both CITB and the college are fully aware of. Industry is continuing to drive forward incentives to encourage more women to take up a career in construction. |   |   |   | x | x | x | x     | x     | x     |

## Equality and Diversity (see Mainstreaming Matrix below)

We ensure that candidates are fully-briefed during induction at the start of each session for their three years of attendance. The candidates are given a copy of SS-SCC student code of conduct with each point discussed including:

*“Glasgow Clyde College welcomes the full participation of all members of the community, and strives to provide a well-resourced and pleasant environment for study. Within Glasgow Clyde College, any form of discrimination or harassment, directly or indirectly, related to an individual’s race, colour, nationality, ethnic or national origins, religion, gender, marital status, sexual orientation or disability will not be tolerated. Views which promote radicalisation and can create an atmosphere conducive to terrorism, or popularise terrorist views may lead to engagement with College management and appropriate external agencies”.*

Within the plumbing industry historically in terms of equality there has always been a gender imbalance. As a section we, in partnership with employers, school and our SNIPEF training officer always actively promote our industry to women.

Moving forward, we will continue to promote our industry in a positive light to all genders.

| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| All our teaching materials are reviewed to reflect an appropriate balance gender and ethnicity. We also ensure our materials are reviewed to conform to the standards set by the college policy on equality and diversity. |   | x | x | x | x | x | x     | x     | x     |
| Within our section we actively seek to develop our staff and learners in new and innovative changes within industry through trade magazines, site visits and manufacturer equipment installed within our workshops.        | x | x | x | x | x | x |       |       |       |
| All students receive an induction each session with regards the college policy on Equality and Diversity.  |   |   |   | x |   |   |       | x     | x     |

## Equality and Diversity (see Mainstreaming Matrix below)

- Eliminate Discrimination

During the enrolment process at induction we identify those with additional support requirements and we arrange an appointment with student support. This year there were a higher number of students requiring different coloured paper for notes and assessments.

One student approached me and asked if there was any other way as they felt as though people were looking at him wondering why he had a different colour and this embarrassed him. To eliminate this we bought in coloured overlays which achieved the same thing but was more discreet for the student.

In the NPA we now have a female student in a class with 13 boys. I don’t think we will ever eliminate discrimination, however being a female in a male-dominated environment, I feel that I have been able to support our only female apprentice this term from Scottish Water because I have given as much information as I can to the students male and female about appropriate classroom behaviours.

- Advance Equality of Opportunity

We have a clear policy at the college which I will continue to support and implement;

From College Equality web page:

*“Glasgow Clyde College is committed to providing an inclusive ethos and environment. We value and respect diversity while ensuring equality of opportunity for all in every aspect of our services. We acknowledge and welcome the support and involvement of present, past and potential students, staff and other stakeholders 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.”*

## ▪ Foster Good Relations

We as a college work with various external companies who all have their own policies and procedures relating to equality. We support them in continuing to implement this when their employees are at our college.

This year I was invited to attend the Scottish Water induction of their new apprentices (that would then come to our college) to sit through various presentations. One of them was on Equality and Diversity which was very helpful because you then have all of the information that your students have and are able to offer support and information on any issues that may arise over the term.

My priority is to read more information on equality and then disseminate this to my students. Going forward this will help create a better environment. I continue to be encouraging and respectful.

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| All students receive an induction at the start of each year and within this they are given information with regards to the college policy on Equality and Diversity.                                      |   |   |   | X |   |   |       | X     | X     |
| Maintaining similarities for all students within a class group by using coloured overlays instead of college handouts being different colours from majority of the class.                                 |   |   | X | X | X | X |       | X     | X     |
| Continue with CPD and seek to develop our staff and learners in new and innovative changes within industry through guest speakers, site visits and manufacturer equipment installed within our workshops. | X | X | X | X | X | X |       | X     | X     |

## Equality and Diversity (see Mainstreaming Matrix below)

Lecturers are responsible for checking and reviewing their teaching notes to ensure they are gender neutral and suitable for delivery to all students within the courses being delivered. The section has an open door policy for employers which allow them to turn up and be part of any lecture at any time, this is supplemented with additional employer reports which are sent two weeks after the completion of each block. If an employed student concern is raised by an individual staff member these are acted upon. If circumstances merit contact with the employer then immediate action is taken.

This year we have had several employed students attending the college for the first time who required an Extended Learning Support plan to ensure that they were given every opportunity to achieve the units that they are undertaking. This information was conveyed to the employers with permission from the student.

This year's Glasgow Clyde College – Langside campus - Incorporation of Hammermen Award was won by a young Jacobs Engineering Ltd female student whose submitted application was selected as the winning application by three engineering lecturing staff.

Employee weekly attendance reports are distributed to individual employers who have requested this level of interaction.

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| Lecturers promote opportunities for learners to overcome bias and challenge prejudice as process that starts with them reflecting on their own attitudes, particularly in relation to co-workers, employers and customers.  | x | x | x | x |   |   | x     |       |       |
| The Learning and Teaching materials are reviewed to ensure that they reflect an appropriate balance of gender and ethnicity.  | x | x | x | x |   | x |       | x     | x     |
| At induction all students are made aware of their responsibilities in terms of Equality and Diversity through the Learning Agreement which they all must sign.  |   |   |   | x | x | x | x     | x     | x     |
| Gender imbalance is a significant issue within the engineering department – Significant steps have been taken to help schools promote vocational engineering as an option for all. (This year Incorporation of Hammermen winner selected by engineering lecturers – is a female employee from Jacobs Engineering) |   |   | x | x | x | x | x     | x     | x     |

### Equality and Diversity (see Mainstreaming Matrix below)

The nature of the courses in this section and the ethos promoted by the course team highlights the importance of equality and diversity as it is an integral and inherent component of all course teaching. This is supported by legislation in the form of the Codes of Practice from SSSC, CLD and BACP, as well as the National Care Standards. Course materials have these fully integrated to consider not only the protected characteristics as defined by UK and Scottish legislation, but to encompass all forms of diversity.

Comment must be made that most materials are based on the white occidental approach by dint of the prevailing cultural theorists that pervade the western dominated knowledge base. Where possible the oriental perspective is included and the occidental perspective is critiqued fully.

The improved usage of the VLE gives students easy access to course materials where they can control the presentation through fonts, sizes, colours, etc. Students also have access to the College Extended Learning Support services to ensure that all have the same opportunities and no one is disadvantaged due to a specific learning need. Whilst every effort is made to address the issues of equality and diversity, we are constrained within the SQA frameworks and descriptors as to how far this can be implemented.

Care courses traditionally and historically attract more women than men, especially at this level of training. This is common with other care sectors such as child care and health care and the roots of this imbalance can be traced to the biological and sociological constructs of the caring roles in our society that have been in existence for millennia. Efforts at a national and local level have been made to address this but there remains a distinct gap between the genders of those applying for these courses. Whilst we can consider positive action to promote these courses to men, any other measures would be illegal under discrimination legislation such as operating gender quotas.

Regarding disability, there is a fit for purpose element to be considered, but measures can be put in place to ameliorate any potential problem areas. Considering the ethnicity of students, it is predominantly white Scottish students that make up the course. This does not reflect the ethnic makeup of the local community but is compatible with the national figures from the last census. Various suggestion have been made as to a cultural difference in the provision of services, negating the need for formalised services, as the specific community and the family meet their own needs. Research has not found this to be proven and indeed is a rather discriminatory viewpoint that allows the real reasons to be left unheeded. Again we have to adhere to UK legislation in respect of applicants as stated above.

Performance Indicators for these categories in social care classes have such a low sample basis, commonly one or two people, that they are meaningless for analysis.

| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| Codes of Practice SSSC, CLD and BACP taught specifically and integrated throughout relevant courses. | X | X | X | X |   |   | X     | X     | X     |
| Exercises on ethics and values in HNC Social Care.   | X | X | X | X |   |   | X     | X     | X     |
| Koranam - Experiential day on discrimination for HNC Social care.                                    | X | X | X | X |   |   | X     | X     | X     |

|   |   |   |   |   |  |  |   |   |   |
|---|---|---|---|---|--|--|---|---|---|
| Lunch club (sic) piloted for students including relaxation, meditation and stress reduction techniques.   |   | X |   | X |  |  |   |   |   |
| Case studies focussed on protected characteristics where descriptor permits.  | X | X | X | X |  |  | X | X | X |
| Flexible Pedagogies (Ryan & Tilbury 2013) particularly decolonising education, transformative capabilities and future-facing education, when preparing learning materials.  | X | X | X | X |  |  | X | X | X |
| JISC Enhancing Staff Support for Learners with Disabilities guidelines utilised in preparation of teaching materials.   |   | X |   |   |  |  |   |   |   |
| Counselling courses include an exercise on perception in relation to diversity; using cameras and iPads to illustrate how we see things differently.  | X | X | X | X |  |  | X | X | X |
| Ethical decision making in counselling session raising awareness of the tension between law, policies and procedures and ethical guidelines. This is in relation to meeting the needs of each individually unique client. | X | X | X | X |  |  | X | X | X |
| Challenging misconceptions by statistical research exercise.  | X | X | X | X |  |  | X | X | X |
| Scottish Parliament Mace – Values of Scotland exercise.   | X | X | X | X |  |  | X | X | X |
| “How racist are you” questionnaires.  | X | X | X | X |  |  | X | X | X |

## Equality and Diversity (see Mainstreaming Matrix below)

- Breastfeeding awareness training has been provided to all learners in both HNC EECC and GVP Early Years. All early years establishments are legally required to provide space and opportunity for mothers to breastfeed should they need to. This training raises awareness with student groups and ensures that learners are prepared to support families in their settings in terms of both information and opportunity.
- Nikki Black from Parkhead Community Nursery delivered a session with our students to raise awareness of children’s rights in action. This session focussed upon the importance of unconditional positive regard for children and their families and the role of the CDO in supporting learning and development through the implementation of a rights based approach.
- We continue to have very good relationships with Equality and Inclusion and work with staff from this department to support the learning needs of our students. As a result, learners are successful in achieving their awards. A similar service for learners with

English as a second language would also be beneficial

- Placement visits continue through blocks 2 and 3 to ensure that learners are supported in their nursery settings. This enables the staff team to work with colleagues in establishments and provide tailored support if necessary.
- Tricia Madden, Early Years Manager from Glasgow City Council delivered a support session to HNC EECC in preparation for the move to employment via the supply list. This session was invaluable in terms of support for both the application process and potential interviews as a result. Learner feedback suggests that those applying for one of the 40 posts available, felt more prepared as a result.
- Staff continue to adapt materials for learners with identified learning needs including subtitled video clips for a deaf learner and larger font size for those with visual impairments.
- A number of staff members volunteered to study BSL level 1 in order to better support and communicate with a member of the NC EECC who is deaf. This has been invaluable in terms of increased communication and improved relationships.
- A student and her interpreter delivered a deaf awareness session to the class in order to raise awareness of the issues that she faces on a day-to-day basis and encourage knowledge and understanding of deaf culture.

| Example of Mainstreaming                       | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| Breastfeeding Awareness Training               | x | x |   | x | x |   | x     |       |       |
| Rights Based Approach Session                  |   | x | x | x |   |   | x     | x     | x     |
| Good working relationships between departments | x |   |   | x |   |   | x     | x     | x     |
| Preparation for Employment with GCC            |   | x | x | x |   |   |       |       |       |
| Adapting Learning Materials                    | x | x |   | x |   |   | x     | x     | x     |
| Staff Development BSL                          | x |   | x | x | x | x | x     | x     | x     |

## Equality and Diversity (see Mainstreaming Matrix below)

- All healthcare classes have Values and Principles embedded in their courses where discrimination and prejudice are covered and class discussion encouraged. Students are encouraged to report discrimination and prejudice where it occurs and to challenge discriminatory behaviour. This is a prerequisite for individuals who wish to work in care and forms the basis of relevant Codes of Conduct.
- Where discrimination/ bullying has occurred the students concerned have been involved in the College Disciplinary process.
- Equality of opportunity has been promoted through the involvement of ELS services where appropriate and by listening to and responding to student's needs. In addition ensuring that students are on courses that match their ability and can reach their potential is essential in promoting opportunity.
- Good relationships are fostered through transparency and fairness and by listening to and respecting students and staff.
- In addition we work very closely with placement providers to ensure that good effective lines of communication are maintained and that expectations from both parties are fulfilled.

| Example of Mainstreaming | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--------------------------|---|---|---|---|---|---|-------|-------|-------|
| Use of VLE ensures that  | x | x | x |   | x | x | x     | x     | x     |

|  |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|
| learners can tailor their learning access to meet their needs. Online resources ensure that students have an overview of the content of future classes and have access to revision and course materials at a time that suits them. |   |   |   |   |   |   |   |   |   |
| Good links and collaboration with ELS ensures that staff are aware of students' needs and these are anticipated and met.   | x | x | x | x | x | x | x | x | x |
| Good links with Student Services ensures a quick reaction/ response to student questions and therefore increased support.  | x | x | x | x | x | x | x | x | x |
| Appropriate use of the College Counselling Service ensures that vulnerable students have quick access to specialist support.   |   |   |   |   |   |   |   |   |   |
| The use of appropriately qualified and experienced staff to deliver specialist courses ensure up-to-date content and contextualisation of learning.  | x | x | x | x | x |   |   | x | x |
| Collaboration between campuses and sharing of good practice and innovation ensures a consistent approach to the learning experience.   | x | x |   | x | x | x |   | x | x |

## Equality and Diversity (see Mainstreaming Matrix below)

Uniform adapted to accommodate different cultures and social background.

Students working in client clinics experiencing different cultures/social backgrounds.

Department involves use of Photography department for HN Make-up for Special Occasions.

Department continue to establish strong links with industry circles.

NC students are working with students from Additional Support Needs to cover Commercial Experience unit.

Students continue to advance skills in engaging with wider community through various events to include School/College Partnership, parent pamper sessions and International Women's Day.

Students have also visited Beauty Show and NSI.

HN – Year 2 – All students have been trained in Thalgo Face and Body and good employability links have been established through this company.

Mentoring system in place where NC students integrate with HN students.

Students are encouraged to work with various partners in the group.

Guidance to be reviewed and time allocated on timetable.

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| Students were involved in International Women's Day in Rutherglen where they offered various treatments to the local community.                       |   |   |   | X |   |   |       |       | X     |
| NC students engage with students form additional support needs offering treatments through the Commercial Experience unit.                            |   |   |   | X |   |   |       | X     |       |
| NC students visited St. Albert's Primary in Pollokshields offering relaxation treatments to parent group.   |   |   |   | X |   |   |       |       | X     |
| Uniform adapted to accommodate different cultures and social backgrounds, allowing head to be covered and long sleeves to be worn under their tunics. |   |   |   | X |   |   | X     |       |       |
| Teaching staff communicating with each other and sharing innovative ideas. Students are aware if this encouraging confidence in their learning.       | X | X | X | X |   | X |       | X     |       |

## Equality and Diversity (see Mainstreaming Matrix below)

- **Eliminate Discrimination** – we have students on our course who receive 25% extra time on practical and academic assessments.
- Our course material contains images of a variety of gender and ethnic orientation
- **VLE Project**

In March 2016, Equality and Inclusion was approached by Doris Graham (Head of Curriculum Hair Beauty and Complementary Therapies) about the possibility of creating video tutorials for practical techniques taught across multiple courses. It was acknowledged that whilst there are existing videos, they are of poor quality and of little benefit to students with additional support needs. Initially it was requested that the videos be re-recorded in a higher quality with subtitling and BSL overlays.

After an introductory meeting it was agreed that students with additional support needs would not only benefit from having videos available in accessible formats - but all electronic material that is available on the VLE.

## Intended Outcomes

It is our intention to create an inclusive digital learning space that will benefit all students.

Our outcomes are:

- All text based material on VLE be available in alternative formats (large print, coloured backgrounds etc).
- All videos be available with subtitles and BSL overlays. Additional video transcripts will also be created.
- All materials be optimised to work seamlessly on a wide array of devices and equipment.
- Ensure all information and descriptions provided within a course are clear, concise and easy to understand.

## Advance Equality of Opportunity

- Our clinics are available to the general public with facilities designed to suit the requirements of all members of the public
- VLE project
- **Foster Good Relations**
- Our therapists volunteer at the local care home and for a charity organisation called drink wise, age well.
- Many of our therapists have worked at the Beatson hospital in Glasgow with three of our previous students gaining full time employment.

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| Uniform adapted to accommodate different cultures and social backgrounds, allowing head to be covered and long sleeves to be worn under their tunics. |   |   |   | x |   |   | x     |       |       |
| Project VLE.  | x |   |   |   |   |   |       | x     |       |
| Students providing a free service to the local communities in Glasgow "Drink wise, age well".   |   |   |   | x | x | x |       | x     | x     |
| Our governing body and college allow students with learning support needs 25% extra time on practical and academic assessments.                       | x |   |   | x |   |   | x     |       |       |
| Our stress management students delivered therapies within hospitals, hospices and care homes around Glasgow.  |   |   |   | x | x |   |       | x     | x     |
| Our students received training  |   | x |   |   | x |   |       |       | x     |

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| through a local Glasgow charity on topics relating to their subject. The students then provided voluntary work with the local community in Glasgow. |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|

## Equality and Diversity (see Mainstreaming Matrix below)

|  |
|--|
| Uniform to suit both genders.  |
| Uniform adapted to accommodate different cultures and social backgrounds.      |
| Mentoring system in place where students integrate with level 5 students.      |
| Students are encouraged to work with various partners in the group.            |
| Review core skill profiling mid term.  |
| Guidance need to be looked at and implemented and time allocated on timetable. |

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| Student provided a service to a local high school for their fashion show.   |   |   |   | X |   |   |       |       | X     |
| Uniform adapted to accommodate different cultures and social backgrounds, allowing head to be covered and long sleeves to be worn under their tunics. |   |   |   | X |   |   | X     |       |       |
| Teaching staff communicating with each other and sharing innovative ideas. Students are aware if this encouraging confidence in their learning.       | X | X | X | X |   | X |       | X     |       |

## Equality and Diversity (see Mainstreaming Matrix below)

|   |
|---|
| <ul style="list-style-type: none"> <li>• Changed name of course to include 'incorporating gents haircutting' to encourage male applicants.</li> <li>• Uniform adaptations to suit cultural needs.</li> <li>• Citizenship skills gained through work in the community e.g. Schools and Care Homes</li> <li>• Community classes linked to ESOL</li> <li>• Level 5, 6, HNC and Cosmetology students working together where possible to foster good relations within the department.</li> </ul> |
|---|

| Example of Mainstreaming                     | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| A significant issue in terms of Equality and |   | X | X | X | X | X | X     | X     | X     |

|  |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|
| Diversity in Hairdressing is gender imbalance. Although we have had a small amount of male students in the past we have none enrolled on any of our Hairdressing courses this year. To address this we have adapted the title of one of our course to include 'incorporating gents haircutting' to encourage male applicants.                      |   |   |   |   |   |   |   |   |   |
| Public clinics welcome a diverse range of clients from all walks of life. As well as improving their hairdressing skills, learners gain life skills in learning how to communicate clearly and professionally with a wide spectrum of salon users from different ethnic and cultural backgrounds as well as with people with varying disabilities. | x | x | x | x | x | x | x | x | x |

## Equality and Diversity (see Mainstreaming Matrix below)

Course templates are carefully designed to ensure equality of access with fair and clear descriptions of course entry requirements available on the College Web Site. Recruitment and interview processes are based on minimum entry qualifications for the course and there are no other barriers to exclude them from an offer of a place.

Social Care course provision offers various access points from SCQF level 4 through to 7 facilitating academic progression to specialised programmes at Level 8 (HND ASN) and 9 (PDA Leadership and Management; BA ESS).

There are no formal entry requirements for Level 4 courses, allowing equality of access. The courses are easily-accessible and for many offer the first opportunity to be included in a formal learning process. Entry requirements are applied in line with industry regulator guidelines on eligibility for employment within the sector. Whilst we avoid discrimination in any form, we seek to realistically manage applicant academic and employment aspirations in line with their life/work experience. All applicants are required to undergo a PVG check as a pre-requisite to securing a practical training placement. Paid for by the college, this effectively establishes their eligibility for employment within the Care sector which is regulated by the Scottish Social services Council.

All Learning and Teaching materials are designed to promote inclusion and non-stereotyping as per the nature and demands of the occupational area and sector ethos.

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| All Learning and Teaching materials are designed to promote inclusion and non-stereotyping as per the nature and demands of the occupational area and sector ethos.   | X |   |   |   |   |   | X     | X     | X     |
| There are no formal entry requirements for PDA courses therefore this allows greater equality of opportunity. The courses are easily accessible and for many offer the first opportunity to be included in a formal learning process. | X |   |   |   |   |   |       |       |       |

|   |   |   |  |   |   |  |  |  |  |
|---|---|---|--|---|---|--|--|--|--|
| A variety of Internal and External speakers have attended HNC Classes to assist students in current course work and also to advise students in choosing the correct progression path.           | X | X |  |   | X |  |  |  |  |
| All courses offer a continuous work placement throughout the duration of the course to allow access to Work / Life Skills which are supported in teaching delivery.                             | X | X |  |   | X |  |  |  |  |
| All Learning and Teaching materials are available in a variety of formats to meet the individual learning styles of all students. These include paper, VLE, direction to relevant websites etc. | X |   |  | X |   |  |  |  |  |

### Equality and Diversity (see Mainstreaming Matrix below)

Courses consist of both male and female pupils. Pupils come from various schools around Glasgow and East Renfrewshire. All pupils wear hairdressing/beauty tunics and lecturers are made aware of any pupils additional learning requirements at the beginning of the course. Lessons are adapted and assistance is provided as needed. Students' backgrounds are varied and lecturers strive for social inclusion.

### Example of Mainstreaming

|  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| As hairdressing and beauty therapists work on a diverse range of clients, students experience, either through lecturer lead discussions or working with clients, a good understanding of ethics, cultural beliefs and moral beliefs. | x | x |   | x |   | x | x     | x     | x     |
| Good partnership between Glasgow Clyde College and East Renfrewshire Council.  | x |   |   |   | x |   |       | x     |       |
| Good partnership between Glasgow Clyde College and Glasgow City Council.   | x |   |   |   | x |   |       | x     |       |

### Equality and Diversity (see Mainstreaming Matrix below)

As a care programme the ethos of equality and diversity is key and integral to recruitment and teaching.

Interviews and recruitment: Gender mix – reflects population and cultural interest in caring professions. In order to redress this imbalance and meet with SWAP's criteria, care is taken to recruit men where possible but only if they meet course requirements. Cognisance is also taken to recruit ethnic minority groups where possible. Advice is often given regarding language and leave to remain requirements to provide students with best possible chances in terms of progression. Achievement across class groups tends to be equal. An additional Comms unit is included where needed for students who don't achieve Comms 4.

Units of study such as Values and Principles, DSPE, Dementia, USP all enhance equality, anti-discriminatory practice and value bases. Group work within classes is always mixed to enhance and foster relationships across class groups. The VLE is used by all class tutors and this provides another opportunity for learners to review learning and tailor to suit needs.

Students attend study days at university and previous students come in to speak. Course coordinator attends regular meetings with partners such as UWS, GCU and SWAP which help to foster relationships and enhance progression routes and opportunities.

Course coordinator attended WRAP training

Student reps attend all meetings and all students are provided regular opportunities to reflect on and evaluate programme.

| <b>Example of Mainstreaming</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>PSED1</b> | <b>PSED2</b> | <b>PSED3</b> |
|--|----------|----------|----------|----------|----------|----------|--------------|--------------|--------------|
| Recruitment – inclusive practice starts with pre-course guidance which is provided through an information session. This allows applicants to consider SWAP criteria, course content, progression routes, funding and demands of the course. Guidance and advice is also provided regarding language, leave to remain and PVG requirements. This provides applicants with best chance of success in future application. | x        | x        |          | x        | x        | x        | x            | x            | x            |
| As a healthcare course equality and diversity are core to delivery of all units. Care units include inclusiveness, needs led and person centred practice, terminology and values. All other units have been developed to meet relate to nursing and healthcare. Group work and discussion in class shares understanding and promotes tolerance.  | x        | x        | x        | x        | x        | x        | x            | x            | x            |
| Course team work closely with ELS, counselling and student services. Early identification of learner need, discussion and guidance if concerns emerge. ELS staff attendance at team meetings.  | x        | x        |          | x        | x        | x        | x            | x            | x            |

## 1. Equality and Diversity (see Mainstreaming Matrix below)

Discussion around the gender inequality within the class group, however this is reflective of the sector within Scotland. (Scottish Social Service Sector: Report on 2014 Workforce Data)

|   | <b>Day care of children</b> |            |         |       |       |         |
|---|-----------------------------|------------|---------|-------|-------|---------|
| 5.2 Age: median   | 36 years                    |            |         |       |       |         |
| 5.4 Percentage of staff by gender and sub-sector                | Female 96                   | Male 4     |         |       |       |         |
| 5.5 Percentage of staff by ethnic classification and sub-sector | White                       | Mixed      | Asian   | Black | Other | Unknown |
|   | 92                          | 0          | 1       | 0     | 0     | 6       |
| 5.6 Disability  | No disability               | Disability | Unknown |       |       |         |
|   | 96                          | 2          | 3       |       |       |         |

# Equality Mainstream Report 2017

| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| Lecturers and learners recognise and value difference within childcare, where everyone is respected for who they are – this is embedded in the units that are taught and the value base of the course content. | a | a | a | a |   |   |       |       | a     |
| Equality of opportunity is embedded in curriculum delivery through effective learning and teaching resources.  | a | a | a | a |   |   |       | a     | a     |
| Impact on teaching styles and methods to reflect the cultural, social and religious diversity of class group.  | a | a | a | a |   |   | a     |       |       |

## Equality and Diversity (see Mainstreaming Matrix below)

As the VTCT qualification is also international the criteria is written to promote equal opportunities and to eliminate discrimination. The hair, beauty and complementary therapy section are working towards a partnership with colleges in Saudi Arabia. This joint venture between VTCT, Saudi Arabian Colleges and GCC hair, beauty and complementary therapy section has still to be finalised.

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| The public, staff and students in the college book into clinics for treatments. Our clients have varied ethnic backgrounds, range in ages and are different sexes.                    | x | x |   | x |   | x | x     | x     |       |
| The students are also given an assessment followed by group discussion on equality and diversity that encourages equal opportunities, self -evaluation and self – growth.             | x | x |   | x |   | x | x     | x     | x     |
| Two students with disabilities were provided with specialist chairs.  | x |   |   |   |   |   |       | x     | x     |
| A specialist piece of equipment (Thai sticks) was recommended for reflexology when a student with multiple sclerosis experienced pain in her hand when working practically.           | x |   | x |   |   |   |       | x     | x     |
| The aromatherapy sequence was adapted to incorporate more no hands massage techniques. This ensured that students with back problems, hand and wrist problems were not disadvantaged. | x | x | x | x |   | x |       | x     | x     |
| The use of electrical plinths allows for height adjustment when needed for the elderly or disabled.   | x |   |   |   |   |   |       | x     | x     |
| Muslim women do not work on male clients as it is not permitted within their culture.   | x |   |   |   |   | x | x     | x     | x     |
| Consultation forms include terms such as transgender as well as male and female.  | x |   |   |   |   | x |       |       | x     |

## Equality and Diversity (see Mainstreaming Matrix below)

Recruitment processes are fair with clear descriptions of course entry requirements available on the VLe Apply site.

Interviews are held with initial group presentation which has proven to allow students time to feel clam before undertaking one-to-one interview.

Applications are invited from students from all cultural backgrounds regardless of gender for all courses listed above. For NC Early Education at level 6 recruitment and interview processes are based on minimum entry qualifications for the course and there are no other barriers to exclude them from an offer of a place.

There are no formal entry requirements for PDA courses therefore this allows greater equality of opportunity. The courses are easily accessible and for many offer the first opportunity to be included in a formal learning process.

All courses discussed attract students from a great variety of cultural backgrounds and in most cases students who apply for NC meet the entry requirements set by GCC and are successful in achieving an offer.

Applications to HNC often differ in that a great many applicants choose to apply as a stepping stone to higher education. Whilst we avoid discrimination in any form we do have to be realistic in how some applicants might be able to perform in practice without a base knowledge in Early Years.

All Learning and Teaching materials are designed to promote inclusion and non-stereo typing as per the nature and demands of the occupational area and sector ethos.

| <b>Example of Mainstreaming</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>PSED1</b> | <b>PSED2</b> | <b>PSED3</b> |
|---|----------|----------|----------|----------|----------|----------|--------------|--------------|--------------|
| All Learning and Teaching materials are designed to promote inclusion and non-stereo typing as per the nature and demands of the occupational area and sector ethos.  | x        | x        |          |          |          |          | x            |              |              |
| There are no formal entry requirements for PDA courses therefore this allows greater equality of opportunity. The courses are easily accessible and for many offer the first opportunity to be included in a formal learning process. |          | x        |          | x        |          |          |              | x            |              |
| A variety of Internal and External speakers have attended HNC Classes to assist students in current course work and also to advise students in choosing the correct progression path.   | x        | x        | x        |          |          |          |              |              | x            |
| All courses offer a continuous work placement throughout the duration of the course to allow access to Work / Life Skills which are supported in teaching delivery  | x        | x        |          | x        | x        |          |              | x            |              |
| All Learning and Teaching materials are available in a variety of formats to meet the individual learning styles of all students. These include paper, VLE, direction to  | x        | x        | x        |          |          | x        | x            |              | x            |

|                        |  |  |  |  |  |  |  |  |  |
|------------------------|--|--|--|--|--|--|--|--|--|
| relevant websites etc. |  |  |  |  |  |  |  |  |  |
|------------------------|--|--|--|--|--|--|--|--|--|

**Equality and Diversity (see Mainstreaming Matrix below)**

As a care programme, the ethos of equality and diversity is key and integral to recruitment and teaching.

Interviews and recruitment: Gender mix – reflects population and cultural interest across care professions and recruitment at university – e.g. GCU BSc Hons OT programme – 53% under 21 and 47% over 21, 90% female and 10% male. Value-based recruitment is used as within university progs and COT. Recruitment of men where possible but only if they meet course requirements. Cognisance is also taken to recruit ethnic minority groups where possible, again where course entry requirements are met.

Advice is often given regarding language requirements to provide students with best possible chances in terms of progression.

Achievement across class groups tends to be equal.

Equality, anti-discriminatory practice and value bases are integral to all units of study.

Group work within classes is always mixed to enhance and foster relationships across class groups.

The VLE is used by all class tutors and this provides another opportunity for learners to review learning and tailor to suit needs.

Team works closely with learning inclusion.

Speakers from practice and service user areas very well received by students.

Course Coordinator attends regular meetings with partners such as GCU, RGU and QMU help to foster relationships and enhance progression routes and opportunities.

Two members of the team attended WRAP training.

Student reps attend all meetings and all students are provided regular opportunities to reflect on and evaluate programme.

| <b>Example of Mainstreaming</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>PSED1</b> | <b>PSED2</b> | <b>PSED3</b> |
|--|----------|----------|----------|----------|----------|----------|--------------|--------------|--------------|
| Service user speaker + practice speakers and placement opportunities.  | x        | x        | x        | x        |          |          | x            | x            | x            |
| WRAP training  | x        | x        |          | x        |          | x        | x            | x            | x            |
| Partnership working with universities, NES, NHS Lanarkshire practice leads, North Lanarkshire SW department, Alzheimer’s Scotland and NHS Lothian.   | x        | x        | x        | x        | x        | x        | x            | x            | x            |
| Equality and diversity are core to delivery of all units. Care units include inclusiveness, needs led and person centred practice, terminology and values. Group work and discussion in class shares understanding and promotes tolerance. | x        | x        |          | x        | x        | x        | x            | x            | x            |
| Course team work closely with ELS, counselling and student services. Early identification of learner need, discussion and  | x        | x        |          | x        | x        | x        | x            | x            | x            |

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| guidance if concerns emerge. ELS staff attendance at team meetings. |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|

## Equality and Diversity

Imagery in teaching materials is inclusive

Imagery generated for prospectus is inclusive

Photos for Make Up competitions are inclusive – Male and female models used

- Age – wide age range of candidates from 2 aged 15 to 21 over 40.
- Disability – inclusive, 2 students with physical disability
- Gender Identity and Reassignment – Two Beauty Students
- Learners who are in Marriage and Civil Partnership
- Pregnancy and Maternity – Record of working with pregnant students
- Race – 41 BME students
- Religion and Belief – wide range of ethnicity and religious backgrounds
- Sex – 99% female course candidates which reflects industry practice
- Sexual Orientation – diverse candidates

## Equality Mainstreaming from Self Evaluation 2015-16 – Support Units

| Admissions  |  |   |   |   |   |   | Grading = ✓ |       |       |       |
|---|--|---|---|---|---|---|-------------|-------|-------|-------|
| What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures?   |  |   |   |   |   |   |             |       | ✓     |       |
| <p>Ex 1. Ensuring that the admissions process is as fair and transparent as possible. Implemented adjustments to admissions processes for supported learning and ESOL applications to ensure that those applicants are not disadvantaged by the system in place. It might be useful though for the team to attend updated training to ensure skills are kept relevant, and for new staff to access the same training as the others in the team.</p> |  |   |   |   |   |   |             |       |       |       |
| Example of Mainstreaming  |  | 1 | 2 | 3 | 4 | 5 | 6           | PSED1 | PSED2 | PSED3 |
| Ex 1 above  |  | ✓ |   |   |   | ✓ |             | ✓     | ✓     |       |

| Business Development Unit   |  |   |   |   |   |   | Grading = ✓ |       |       |       |
|---|--|---|---|---|---|---|-------------|-------|-------|-------|
| What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures?   |  |   |   |   |   |   |             |       | ✓     |       |
| Example of Mainstreaming  |  | 1 | 2 | 3 | 4 | 5 | 6           | PSED1 | PSED2 | PSED3 |
| All candidates on commercial courses are given opportunities at booking and enrolment to disclose any specific learning needs and/or support that they may require. Identified needs are accommodated with Liaison between the Business Development unit, course staff and the Student Support unit.  |  | X | X |   | X |   |             |       | X     | X     |
| In order to facilitate access to lifelong learning opportunities amongst members of the workforce, the Business Development unit has organised course delivery at times and at outreach locations (usually with employer's premises) that best match the preferred attendance pattern of student groups. The wide range of courses delivered in partnership with Scottish Childminding Association is a good example of this type of provision. |  | X | X |   | X | X |             |       | X     | X     |

| Catering   |  |  |  |  |  |  | Grading = ✓ |  |  |   |
|--|--|--|--|--|--|--|-------------|--|--|---|
| What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures?  |  |  |  |  |  |  |             |  |  | ✓ |
| <p><b>Diverse menu:</b> Our menus have a wide range of options for our customers, we have halal, vegetarian, gluten free, sugar free options available daily, the feedback from customers has been positive and due to this feedback we are planning to extend the range available.</p> <p><b>Allergen System:</b> We now have a robust allergen system in place to identify any allergens that our dishes may contain, this information is available for our customers should they ask.</p> |  |  |  |  |  |  |             |  |  |   |

**Catering for Saudi Arabian Visitors:** For the last three years we have been involved in catering for our Saudi Arabian visitors, where possible to try to include some of their traditional dishes into our menu, to help settle them into Glasgow Clyde College. The feedback from the visitors and Business Development unit has been positive, with praise from both on the service and food options.

**Respect Training:** All catering staff have attended the Respect at Work training session.

**Equalities Group:** Head of Estates on the Equalities Group

**Work with ALS Courses to offer Work Placements:** One of these students has progressed to full-time employment as a kitchen porter. Lecturing staff have reported that supporting the students is giving them more confidence and increasing their chance of securing employment.

**Fostering Good Relations: Fostering Good Relations:** Catering and Cleaning Services Manager sits on the IDEAS Group, is the Vice Chair Healthy College Group, Chair of Fairtrade Steering Group, Chairs focus groups and attends regular class rep meetings. Working in collaboration with Supported Learning Students we have a service managed by the students offering a trolley service to the eighth floor selling confectionary, crisps and fruit in the afternoons called "Snappy Wheels".

**Accessible space:** The refectory is very accessible for all to enjoy throughout the day, although this is apace is very busy during break times the layout allows easy access and flow

| Example of Mainstreaming | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--------------------------|---|---|---|---|---|---|-------|-------|-------|
| Snappy Wheels            |   |   | X | X | X |   |       | X     | X     |

| Cleaning  | Grading = ✓ |  |   |  |
|---|-------------|--|---|--|
| What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures? |             |  | ✓ |  |

**Equalities Group:** Head of Estates on Equalities Group

**Fostering Good Relations:** Catering and Cleaning Services Manager sits on the IDEAS Group, is Vice Chair Healthy College Group, Chair of Fairtrade Steering Group, Chairs focus groups and attends regular class rep meetings. The Cleaning Supervisor attends class rep meetings.

| Example of Mainstreaming         | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|----------------------------------|---|---|---|---|---|---|-------|-------|-------|
| Employed a student               |   |   |   |   |   |   |       | X     |       |
| Respect Campaign                 |   |   |   |   |   |   |       |       | X     |
| Staff involved in various groups |   |   |   |   |   |   |       |       | X     |

| E-learning  | Grading = ✓ |  |  |   |
|---|-------------|--|--|---|
| What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures? |             |  |  | ✓ |

| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| We have made strides in improving both the accessibility of the VLE and of the | ✓ |   | ✓ |   |   |   |       | ✓     |       |

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|   |   |  |   |  |  |  |  |   |  |
|---|---|--|---|--|--|--|--|---|--|
| content we develop and we have embedded accessibility considerations in our development processes.                  |   |  |   |  |  |  |  |   |  |
| We carry out research into technology to support accessibility and share this with the relevant college units.      | ✓ |  | ✓ |  |  |  |  | ✓ |  |
| We are working with the Workers' Education Association to produce online content targeting disengaged young people. | ✓ |  |   |  |  |  |  | ✓ |  |

| External Funding  |   |   |   |   |   |   | Grading = ✓ |       |       |  |
|---|---|---|---|---|---|---|-------------|-------|-------|--|
| What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures? |   |   |   |   |   |   |             |       | ✓     |  |
| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1       | PSED2 | PSED3 |  |
| Promotion of our programmes of activity are widely advertised across the college and externally as necessary, such as SDS _MA, EF, IGF, ESF                               |   | X |   | X | X | X | X           | X     | X     |  |
| Successfully secured funding and promoting short video highlighting ethnic, gender groups into Modern Apprenticeship programmes.  |   | X |   |   | X | X | X           | X     | X     |  |
| Further securing and developing and supporting SFC YEI programmes.  | X | X |   | X |   | X | X           | X     | X     |  |
| Secured IGF and further developed the programme of delivery.  | X | X |   | X |   | X | X           | X     | X     |  |

| Finance   |   |   |   |   |   |   | Grading = ✓ |       |       |  |
|---|---|---|---|---|---|---|-------------|-------|-------|--|
| What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures?   |   |   |   |   |   |   |             |       | ✓     |  |
| <p>We have installed a post box outside each campus Finance office, to cater for evening students, who cannot come during the day. For example, this can be used to deposit their ILA tokens. The boxes are checked regularly and are being utilised by evening students.</p> <p>New signage has been put up at Langside campus, directing students to the Finance Office. This is to reduce confusion for students looking for Student Funding office. Quite often, students get confused and are not sure which office to approach for which service. New signage has been installed at Cardonald campus too. It has been produced in the correct font to benefit those with reduced sight. We believe good signage emphasises that we try to make our presence in the college a strong, approachable and recognisable one.</p> |   |   |   |   |   |   |             |       |       |  |
| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1       | PSED2 | PSED3 |  |
| During enrolment we have really got to see a diverse volume of students from all types of ethnicities and backgrounds. We always strive to assist students with their problems, and with the start of the year we are spending more time assisting students with forms, queries and also guiding them to the  |   |   |   |   |   |   |             |       |       |  |
|   |   |   |   | ✓ |   |   |             |       | ✓     |  |

|  |  |  |   |  |  |  |  |  |   |
|--|--|--|---|--|--|--|--|--|---|
| correct rooms and classrooms. Staff have been approached by students asking where a certain room or building is, and have then happily directed them or took them there personally.  |  |  |   |  |  |  |  |  |   |
| We offer instalment plans to students who have to pay their tuition fees themselves. This facility allows us to support students, to help them manage their finances.  |  |  | ✓ |  |  |  |  |  | ✓ |
| Being part of the Finance team and observing our fellow finance colleagues, we believe that we do treat service users with respect, and as how we'd like to be treated ourselves, by following the College's policy in eliminating discrimination. |  |  | ✓ |  |  |  |  |  | ✓ |

## Learning Inclusion – Anniesland Campus

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?

How effective were these measures and how do you know?

Created resources for VLE – engaging, accessible and relevant in relation to study skills for all – no need to identify as 'disabled' to access these. Course accessed by students from a range of courses, as well as staff from other areas, including the libraries.

Coordinator met with senior lecturers and academic staff teams to highlight resources, and ensure that the process and availability of support is clear – for both students and staff. Positive feedback from academic staff.

### Example of Mainstreaming

|                            | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|----------------------------|---|---|---|---|---|---|-------|-------|-------|
| VLE Resources              | x |   |   | x |   |   |       | x     | x     |
| Coordinator/Academic staff | x | x |   |   |   | x | x     | x     | x     |

## Learning Inclusion – Cardonald Campus

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?

How effective were these measures and how do you know?

- Staff members had involvement in student focused equality activities including regular attendance at the IDEAs groups at each campus.  
**EFFECT:** Well attended events, including a LGBT History Month Film Night. Positive reaction and uptake by students at relevant stalls provided at the Freshers' Fayre.
- Promotion and involvement in the Equality and Respect Competition.  
**EFFECT:** The competition attracted interest from across the college and cash prizes were awarded to the most compelling and effective entries. Very successful awareness raising and engagement with students.
- Learning Inclusion staff supported non-teaching staff across the college to access Equality

Essentials online training.

**EFFECT:** VLE tracking confirmed that all staff successfully completed the training. Teaching staff also gave feedback that they had used the materials with effect in learning and teaching.

- Created an Equality mainstreaming report for 2015.

## Learning Inclusion – Langside Campus

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?

How effective were these measures and how do you know?

We have improved the awareness of our service and therefore have advanced equality of opportunity between people who share a relevant protected characteristic and those who do not. This can be evidenced by success stories, general feedback and overall statistics.

We ran a pilot scheme of additional face-to-face induction talks with class groups of students. There were several students who noted they would not have accessed support if this had not happened. Students noted they did not respond well to printed or even video information and prefer the face-to-face method. This feedback has been taken on board and we are working on offering a face-to-face induction session for all classes.

The ESOL and Learning Inclusion department attended training targeted at dyslexia screening for students for whom English is an additional language. Screening for dyslexia can be extremely difficult for students with a lower level of English. There was much discussion about what additional support could be put in place as SQA limit AAA for communication units. Nevertheless, a number of screening packs have been ordered and will be piloted in partnership with the department.

Staff were allocated their caseload by department to increase partnership working with academic staff. Feedback from advisors found this to be an effective system. They feel it reduced their workload in terms of communication and enabled them to develop stronger relationships with academic staff. This process will be continued this year.

Senior lecturers have been asked to complete a profoma to provide the Extended Learning Support team with further information about specific courses to ensure support strategies are appropriate. 50% of senior lecturers have returned these forms and the Coordinator will continue working on this.

| Library   |   |   |   |   |   |   | Grading = ✓ |       |       |  |
|---|---|---|---|---|---|---|-------------|-------|-------|--|
| What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures? |   |   |   |   |   |   |             |       | ✓     |  |
| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1       | PSED2 | PSED3 |  |
| Service is aimed at all students and staff.   | ✓ |   |   |   |   |   | ✓           |       |       |  |
| Up-to-date educational information resources on human rights and equalities.  | ✓ |   |   |   |   |   |             |       | ✓     |  |
| Additional services and provision for students who have disabilities.   |   |   |   |   |   |   |             | ✓     |       |  |
| Information provided in a range of formats.   |   |   |   |   |   |   |             | ✓     |       |  |

# Equality Mainstream Report 2017

|  |   |  |  |  |  |  |  |  |  |   |   |
|--|---|--|--|--|--|--|--|--|--|---|---|
| Alternative formats purchased on request.            |   |  |  |  |  |  |  |  |  | ✓ |   |
| Themed displays on equalities including hate crimes. | ✓ |  |  |  |  |  |  |  |  |   | ✓ |

| Marketing   |   |   |   |   |   |   |       |       |       | Grading = ✓ |   |   |  |
|---|---|---|---|---|---|---|-------|-------|-------|-------------|---|---|--|
| What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures? |   |   |   |   |   |   |       |       |       |             |   | ✓ |  |
| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |             |   |   |  |
| Gender, ethnicity and age diversity in visual images (video and photographic).  |   | x |   |   |   |   |       | x     |       |             |   |   |  |
| Supporting the GCCSA in promoting IDEA group campaigns.   |   |   |   | x | x | x | x     | x     | x     |             | x |   |  |

| MIS   |   |   |   |   |   |   |       |       |       | Grading = ✓ |  |   |  |
|---|---|---|---|---|---|---|-------|-------|-------|-------------|--|---|--|
| What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures?   |   |   |   |   |   |   |       |       |       |             |  | ✓ |  |
| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |             |  |   |  |
| Provided equalities data for various purposes including performance indicator analysis.   |   |   |   | ✓ |   | ✓ | ✓     | ✓     |       |             |  |   |  |
| Supported alternative methods of application where required due to equalities issues (paper applications for some ESOL and Supported Learning courses where e-mail-based communication was not the best option for those applicants). |   |   |   | ✓ |   |   | ✓     | ✓     |       |             |  |   |  |

| Organisational Development  |   |   |   |   |   |   |       |       |       | Grading = ✓ |   |  |  |
|---|---|---|---|---|---|---|-------|-------|-------|-------------|---|--|--|
| What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures? |   |   |   |   |   |   |       |       |       |             | ✓ |  |  |
| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |             |   |  |  |
| Bridging the Gap to Education.  |   |   |   | ✓ |   |   |       | ✓     |       |             |   |  |  |
| Actively Participating in Equalities Meetings.  |   |   |   |   | ✓ |   |       |       |       |             | ✓ |  |  |
| Procurement of Mental Health Videos for all staff to access.  |   |   |   |   | ✓ |   | ✓     |       |       |             |   |  |  |

| Quality   |   |   |   |   |   |   |       |       |       | Grading = ✓ |  |   |  |
|---|---|---|---|---|---|---|-------|-------|-------|-------------|--|---|--|
| What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures? |   |   |   |   |   |   |       |       |       |             |  | ✓ |  |
| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |             |  |   |  |
| Routinely reviewed complaints and highlighted discrimination issues raised to the Head of Equality and Inclusion.   |   |   |   |   |   |   | ✓     | ✓     | ✓     |             |  |   |  |

|  |  |  |  |  |  |  |  |   |   |   |
|--|--|--|--|--|--|--|--|---|---|---|
| Assisted staff with the creation of electronic master packs to enable easy adaptation of materials for students with specific requirements.        |  |  |  |  |  |  |  | ✓ | ✓ | ✓ |
| Supported the Academic Appeals process by ensuring students with specific requirements were able to undertake assessment in an alternative manner. |  |  |  |  |  |  |  | ✓ | ✓ |   |

## Safeguarding

What have you done in the past year to Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations?

How effective were these measures and how do you know?

Working closely with GCCSA Safeguarding Officers have highlighted the safeguarding provision to students. In addition, staff have been supported through training on mental health awareness.

These measures supported delivery of safeguarding and more staff and students are aware of the service provided. There is still development work to be done and mandatory training will be essential to support safeguarding.

### Example of Mainstreaming

|  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| Additional safeguarding CPD for Learning Inclusion and Student Advice staff. |   |   |   | X |   |   | X     | X     | X     |
| Partnership development with SAMH.   |   |   |   |   | X |   | X     | X     | X     |
| Delivery of stress and wellbeing classes for staff and students by NHS.      |   |   |   | X |   |   |       | X     | X     |

## Schools Liaison

Grading = ✓

What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures?

| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|---|---|---|---|---|---|---|-------|-------|-------|
| Disseminated information of gender identity requirements to relevant staff. |   |   |   |   |   |   | ✓     |       |       |
| East Renfrewshire and Glasgow S4 Taster Programme.                          | ✓ | ✓ |   | ✓ | ✓ | ✓ | ✓     | ✓     | ✓     |
| Individual Student Support.   | ✓ | ✓ |   | ✓ |   |   |       | ✓     | ✓     |
| Dream Big Event.  | ✓ | ✓ |   | ✓ | ✓ | ✓ | ✓     | ✓     | ✓     |

## Student Funding

Grading = ✓

What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures?

| Example of Mainstreaming   | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |
|--|---|---|---|---|---|---|-------|-------|-------|
| The department must insure that all awards are processed in accordance with the National Policy which meets all Equalities |   |   |   |   |   |   | ✓     |       |       |

# Equality Mainstream Report 2017

|  |  |  |  |  |  |  |  |  |  |   |  |
|--|--|--|--|--|--|--|--|--|--|---|--|
| requirements.  |  |  |  |  |  |  |  |  |  |   |  |
| Staff regularly identify students that require additional support and try to ensure that there are no funding barriers that hinder their progress. |  |  |  |  |  |  |  |  |  | ✓ |  |
| The department uses the flexibility of the funds and its understanding of the rules of each individual policy to support as many students.         |  |  |  |  |  |  |  |  |  | ✓ |  |

| Student Advice Centre   |   |   |   |   |   |   |       |       |       | Grading = ✓ |  |   |  |
|---|---|---|---|---|---|---|-------|-------|-------|-------------|--|---|--|
| What have you done in the past year to promote Eliminate Discrimination, Advance Equality of Opportunity and Foster Good Relations and how effective were these measures?   |   |   |   |   |   |   |       |       |       |             |  | ✓ |  |
| Example of Mainstreaming  | 1 | 2 | 3 | 4 | 5 | 6 | PSED1 | PSED2 | PSED3 |             |  |   |  |
| Running translation software on Student Intranet and Student Funding application form as well as using Google translate regularly to communicate with non-English speaking students – <i>integration of ESOL and other non-native English speakers.</i> |   |   | ✓ |   |   |   | ✓     | ✓     |       |             |  |   |  |
| Modified a step-by-step information sheet to help ESOL applicants register with the ESOL Glasgow Register.  |   |   | ✓ |   |   |   | ✓     | ✓     |       |             |  |   |  |
| Advocacy for students – notifying the appropriate staff of any inequalities experienced by students notified to us through the course of one-to-one talks.  |   |   | ✓ |   |   |   | ✓     | ✓     | ✓     |             |  |   |  |
| Class talks (including induction and UCAS).   |   |   | ✓ |   |   |   | ✓     | ✓     | ✓     |             |  |   |  |

# Appendix B: Operational Framework and 2016-2017 Plans

## 11. Appendix B: Faculty Operational Framework & 2016-17 Plans

| OPERATIONAL PLAN                    | Faculty:  |  |                 |                    |                            |                          |                                    |                      |                        |
|-------------------------------------|---|--|-----------------|--------------------|----------------------------|--------------------------|------------------------------------|----------------------|------------------------|
| ROA Objective                       | <b>COLLEGE OBJECTIVES</b>   | <b>FACULTY ACTIONS</b>   | Due date        | Responsible        | Progress on actions        | Linked to KPI (s)        | Linked to Equality Outcomes        | Risk register        | Complete (date)        |
| Right Learning in the Right Place   | Designing and deliver high quality courses that provide and support progression routes to employment and further study, and improve student outcomes                            |  |                 |                    |                            |                          |                                    |                      |                        |
| Widening Access                     | Removing barriers to ensure that our courses are accessible to the widest spectrum of learners  |  |                 |                    |                            |                          |                                    |                      |                        |
| High Quality and Efficient Learning | Initiating a programme of research and innovative practice to enhance the delivery of learning and teaching and services to all students  |  |                 |                    |                            |                          |                                    |                      |                        |
| Developing the workforce            | Investing the development of a workforce capable of adapting to a changing environment.   |  |                 |                    |                            |                          |                                    |                      |                        |
| High Quality and Efficient Learning | Increasing our range of sector-leading specialisms and creating regional and national centres of excellence   |  |                 |                    |                            |                          |                                    |                      |                        |
| Widening Access                     | Providing a safe and inclusive environment that fosters good relations, eliminates discrimination and advances equality of opportunity  |  |                 |                    |                            |                          |                                    |                      |                        |
|                                     | <b>2. Growing exceptional partnerships</b>  | <b>Actions contributing to delivering these objectives</b>                           | <b>Due date</b> | <b>Responsible</b> | <b>Progress on actions</b> | <b>Linked to KPI (s)</b> | <b>Linked to Equality Outcomes</b> | <b>Risk register</b> | <b>Complete (date)</b> |
| Developing the workforce            | Working more closely with industry, community and other partners to identify and share excellent practices which will be implemented where appropriate.                         |  |                 |                    |                            |                          |                                    |                      |                        |
| Developing the workforce            | Cultivating cross-college collaboration to optimise business opportunities.   |  |                 |                    |                            |                          |                                    |                      |                        |
| Developing the workforce            | Promoting a high standard of physical and mental health and wellbeing for all students and staff.   |  |                 |                    |                            |                          |                                    |                      |                        |
| Developing the workforce            | Informing decision-making through continuous engagement and communication with students, staff and partners.  |  |                 |                    |                            |                          |                                    |                      |                        |
| High Quality and Efficient Learning | Achieving excellent staff performance and building leadership capacity through delivering effective professional development and performance management.                        |  |                 |                    |                            |                          |                                    |                      |                        |
| High Quality and Efficient Learning | 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. |  |                 |                    |                            |                          |                                    |                      |                        |
|                                     | <b>3. Contributing to the local, regional and national economy</b>  | <b>Actions contributing to delivering these objectives (including SMART actions)</b> | <b>Due date</b> | <b>Responsible</b> | <b>Progress on actions</b> | <b>Linked to KPI (s)</b> | <b>Linked to Equality Outcomes</b> | <b>Risk register</b> | <b>Complete (date)</b> |
| Right Learning in the Right Place   | Supporting the achievement of key policy priorities of the Scottish Government and stakeholders served by the college.  |  |                 |                    |                            |                          |                                    |                      |                        |
| Developing the workforce            | Achieving more for students, businesses and the economy through developing, maintaining and managing strong productive partnerships locally, nationally and internationally.    |  |                 |                    |                            |                          |                                    |                      |                        |
| Developing the workforce            | Producing students better equipped for the workplace by embedding employability skills into all relevant programmes.  |  |                 |                    |                            |                          |                                    |                      |                        |
| Developing the workforce            | Providing employment related skills and education which supports local and regional needs and the national growth sectors.  |  |                 |                    |                            |                          |                                    |                      |                        |
| Developing the workforce            | Increasing the volume of enterprise and entrepreneurial activities undertaken by students   |  |                 |                    |                            |                          |                                    |                      |                        |
|                                     | <b>4. Ensuring operational effectiveness and efficiency through exemplary standards of governance and sound practices</b>   | <b>Actions contributing to delivering these objectives (including Key Partners)</b>  | <b>Due date</b> | <b>Responsible</b> | <b>Progress on actions</b> | <b>Linked to KPI (s)</b> | <b>Linked to Equality Outcomes</b> | <b>Risk register</b> | <b>Complete (date)</b> |
| Estates Review                      | Managing the College's resources to deliver continued financial security and long term sustainability.  |  |                 |                    |                            |                          |                                    |                      |                        |
| Estates Review                      | Investing in a high quality, efficient, and sustainable Estates and ICT infrastructure capable of adapting to changing curriculum and business needs.                           |  |                 |                    |                            |                          |                                    |                      |                        |
| Developing the workforce            | Embedding an ethos of risk-based decision making throughout the college   |  |                 |                    |                            |                          |                                    |                      |                        |
| High Quality and Efficient Learning | Embracing and developing digital business transformation processes to improve business efficiency.  |  |                 |                    |                            |                          |                                    |                      |                        |
| Developing the workforce            | Supporting and empowering staff to achieve their maximum potential.   |  |                 |                    |                            |                          |                                    |                      |                        |

**OPERATIONAL PLAN**  
**Faculty: Access & Continuing Learning**

| COLLEGE OBJECTIVES                  |   | FACULTY ACTIONS   |          |                        |  |  |   |                                       |                 |
|-------------------------------------|---|---|----------|------------------------|--|--|---|---------------------------------------|-----------------|
| ROA Objective                       | 1.Delivering exceptional learning opportunities   | Actions contributing to delivering these objectives ( including Key Partners))  | Due date | Responsible            | Progress on actions  | Linked to KPI (s)  | Linked to Equality Outcome Themes   | Risk or link to Faculty risk register | Complete (date) |
| Right Learning in the Right Place   | Designing and deliver high quality courses that provide and support progression routes to employment and further study, and improve student outcomes                      | Review Portfolio and make changes to ensure objective is met and is being offered to all students. Implement SMART actions from Self Evaluation and review. Review the Faculty's ability to provide inclusive and accessible learning and teaching. Provide distance elearning opportunities. Increase opportunities to develop employability skills in work based settings. Increase VLE use by 6%.  | Nov-16   | AP HoC/CLD             | 1st draft of changes to portfolio ready by 12October 2016. Agreed dates to meet with School teams to discuss SMART objectives                                | Reduction in college credit target for transitions programmes (-6.6 %) | Students and staff actively engage in fully inclusive and accessible learning & teaching    | 7 & 9                                 |                 |
| Widening Access                     | Removing barriers to ensure that our courses are accessible to the widest spectrum of learners  | Increase accessibility of information for courses ( ensure screen readers can be used and information available in different languages). Staff training to ensure interviews meet Equalities standards. Identify courses where there can be an increase in flexibility of provision. Deliver resilience oportunities for adults returning to study. Better use of ICT to make learning more accessible (mobile & tablet use). Change interview system to make learning more accessible. | Nov-16   | Hoc/SL HoC SIs/Hoc/CLD | SL training planned prior to Jan start programme to improve interviewing techniques.   | Contribute to regional target of 28.5% delivery of 10% SMID            | Student and staff benefit from inclusive and accessible spaces, environments and services   | 10                                    |                 |
| High Quality and Efficient Learning | Initiating a programme of research and innovative practice to enhance the delivery of learning and teaching and services to all students                                  | Audit of current innovative practice and share within faculty. Ensure that ESOL staff and students have opportunity to engage in Erasmus + project. Online learning within Maths including webinars. Support staff to make wireless transmissions to samrtboard from mobile devices. Increasing unit delivery by mapping credits. Support innovative staff to share best practice across the faculty.   | Sep-16   | Hoc/SLs/CLD            | Erasmus project started 1/9/16 and 2 SLs leading on project. Plan to include lecturing staff in each campus.   |  | 4. Students and staff actively engage in fully inclusive and accessible learning & teaching | 7 & 9                                 |                 |
| Developing the workforce            | Investing the development of a workforce capable of adapting to a changing environment to best enhance the learner experience. Prepare staff for the changing curriculum. | Identify how we currently do this and ensure CPD is offered where required. Mainstream support posts and ensure consistency of approach.  | Jan-17   | HoCs                   | Officer post is being reviewed by EMT with recommendation form Faculty to mainstram post ( 7/10/16). HoCs to review evaluation and adapt to produce in house |  | 2. Students and staff experience and contribute to a culture of dignity and respect         | 7                                     |                 |
| High Quality and Efficient Learning | Increasing our range of sector-leading specialisms and creating regional and national centres of excellence   | Ensure Quality is embedded within all programmes  | Jun-17   | HoCs/ SLs/CLD          |  |  |   | 2                                     |                 |
| Widening Access                     | Providing a safe and inclusive environment that fosters good relations, eliminates discrimination and advances equality of opportunity                                    | Training on unconscious bias. Completion of IDEA levels - Open badges ( bronze to be completed 2016-17)   | Jun-17   | All faculty staff      |  |  | 2. Students and staff experience and contribute to a culture of dignity and respect         | 10                                    |                 |
|                                     | 2. Growing exceptional partnerships   | Actions contributing to delivering these objectives ( including Key Partners))  | Due date | Responsible            | Progress on actions  | Linked to KPI (s)  |   | Risk or link to risk register         | Complete (date) |

29.10%

|                                     |   |  |                 |                    |  |   |   |                                      |                        |
|-------------------------------------|---|--|-----------------|--------------------|--|---|---|--------------------------------------|------------------------|
| Developing the workforce            | Working more closely with industry, community and other partners to identify and share excellent practices which will be implemented where appropriate.                         | Review partnerships. Share information. Mapping of partnerships within the region to determine targetted approach to   | Nov-17          | HoCs/CLD           |  |   |   | 2                                    |                        |
| Developing the workforce            | Cultivating cross-college collaboration to optimise business opportunities.   | Customer relation management - contribute to this.   | Jan-17          | All faculty staff  |  |   | 1. The diversity of students and staff reflects the communities the College serves              | 2 & 7                                |                        |
| Developing the workforce            | Promoting a high standard of physical and mental health and wellbeing for all students and staff.   | Review communication with staff and identify how promotion is being done. Review courses and see where this is being promoted and add where not. Ensure membership of Healthy Working Lives group. | Jan-17          | All faculty staff  |  |   | 3. Student and staff benefit from inclusive and accessible spaces, environments and services    | 8                                    |                        |
| Developing the workforce            | Informing decision-making through continuous engagement and communication with students, staff and partners.  | Agree faculty communication strategy for the year and share with staff and students. Implement and evaluate. Ensure staff know when consultation is required.                                      | Sep-16          | AP                 |  |   | 4. Students and staff actively engage in fully inclusive and accessible learning & teaching     | 6 & 11                               |                        |
| High Quality and Efficient Learning | Achieving excellent staff performance and building leadership capacity through delivering effective professional development and performance management.                        | Review staff performance Pis and CPD to ensure that this is delivered. Ensure SLS participate in training offered on Wednesday afternoons.   | Nov-17          | FMT                | SL training started and high turnout from SLs.   |   | 5. Successful student and staff outcomes are increased irrespective of protected characteristic | 7                                    |                        |
| High Quality and Efficient Learning | 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. | Nominate Faculty staff to engage with Student Association. Ensure all staff fully support communication from GCCSA   | Oct-17          | FMT                | SA attended FM meeting in Oct and will return in Feb 2017. SA happy with current communication within faculty. Names and contact details of FM team given to SA. |   | 4. Students and staff actively engage in fully inclusive and accessible learning & teaching     | 7,10 & 11                            |                        |
|                                     |   |  |                 |                    |  |   |   |                                      |                        |
|                                     | <b>3. Contributing to the local, regional and national economy</b>  | <b>Actions contributing to delivering these objectives ( including SMART actions)</b>  | <b>Due date</b> | <b>Responsible</b> | <b>Progress on actions</b>   | <b>Linked to KPI (s)</b>                                |   | <b>Risk or link to risk register</b> | <b>Complete (date)</b> |
| Right Learning in the Right Place   | Supporting the achievement of key policy priorities of the Scottish Government and stakeholders served by the college.  | Review ROA and ensure faculty actions reflect objectives   | Oct-17          | FMT                | Awaiting updated ROA   | FTFE 66.5%<br>PTFE: 71%;<br>FTHE: 75.1%;<br>PTHE: 84.5% | 1. The diversity of students and staff reflects the communities the College serves              | 2 & 9                                |                        |
| Developing the workforce            | Achieving more for students, businesses and the economy through developing, maintaining and managing strong productive partnerships locally, nationally and internationally.    | Identify partnerships to be enhanced   | Nov-17          | FMT                |  |   | 4. Students and staff actively engage in fully inclusive and accessible learning & teaching     | 9                                    |                        |

|                                     |   |   |                  |              |                     |                   |  |  |                               |                 |
|-------------------------------------|---|---|------------------|--------------|---------------------|-------------------|--|--|-------------------------------|-----------------|
| Developing the workforce            | Producing students better equipped for the workplace by embedding employability skills into all relevant programmes.                                  | Review programmes and identify where employment skills are not embedded. Create plan to embed if appropriate and take account of Equalities   | Jan-17           | School Teams |                     |                   |  | 3. Student and staff benefit from inclusive and accessible spaces, environments and services | 4                             |                 |
| Developing the workforce            | Providing employment related skills and education which supports local and regional needs and the national growth sectors.                            | Identify the employment related skills and education that supports need and growth ensuring that all students and staff can access the skills | Jan-17           | School Teams |                     |                   |  | 4. Students and staff actively engage in fully inclusive and accessible learning & teaching  | 4                             |                 |
| Developing the workforce            | Increasing the volume of enterprise and entrepreneurial activities undertaken by students   | Review volume of enterprise and entrepreneurial activities and determine where to increase.   | Mar-17           | School Teams |                     |                   |  | 4. Students and staff actively engage in fully inclusive and accessible learning & teaching  |                               |                 |
|                                     | <b>4. Ensuring operational effectiveness and efficiency through exemplary standards of governance and sound practices</b>                             | Actions contributing to delivering these objectives ( including Key Partners)   | Due date         | Responsible  | Progress on actions | Linked to KPI (s) |  |  | Risk or link to risk register | Complete (date) |
| Estates Review                      | Managing the College's resources to deliver continued financial security and long term sustainability.  | Review budget and plan for the year ensuring that any changes take account of inclusive and accessible spaces, environments and services      | quarterly        | AP           |                     | 3842 per tCO2e    |  | 3. Student and staff benefit from inclusive and accessible spaces, environments and services | 1                             |                 |
| Estates Review                      | Investing in a high quality, efficient, and sustainable Estates and ICT infrastructure capable of adapting to changing curriculum and business needs. | Ensure that helplines are used for all requests. Improved H&S within the faculty.   | REVIEW QUARTERLY | FMT          |                     |                   |  | 3. Student and staff benefit from inclusive and accessible spaces, environments and services | 3                             |                 |
| Developing the workforce            | Embedding an ethos of risk-based decision making throughout the college   | No blame culture within the faculty.  | REVIEW QUARTERLY | FMT          |                     |                   |  | 2. Students and staff experience and contribute to a culture of dignity and respect          | 5                             |                 |
| High Quality and Efficient Learning | Embracing and developing digital business transformation processes to improve business efficiency.  | Look for digital option first. Accessing digital hub has to be equality impact assessed to ensure accessibility and inclusion.                | REVIEW QUARTERLY | FMT          |                     |                   |  | 3. Student and staff benefit from inclusive and accessible spaces, environments and services | 5                             |                 |

|                                 |  |  |                         |            |  |                           |  |          |  |
|---------------------------------|--|--|-------------------------|------------|--|---------------------------|--|----------|--|
| <b>Developing the workforce</b> | <b>Supporting</b> and empowering staff to achieve their maximum potential. | Review staff training needs and ensure all staff complete CPD interview and that learning opportunities are fully exclusive and accessible | <b>REVIEW QUARTERLY</b> | <b>FMT</b> |  | <b>6 days CPD per FTE</b> | <b>4. Students and staff actively engage in fully inclusive and accessible learning &amp; teaching</b> | <b>7</b> |  |
|---------------------------------|--|--|-------------------------|------------|--|---------------------------|--|----------|--|

**OPERATIONAL PLAN**

**Faculty: Engineering, Computing and the Built Environment**

| ROA Objective                              | College Objectives  | Faculty Actions   | Due date        | Responsible              | Progress on actions   | Linked to KPI (s)        | Linked to Equality Outcomes  | Risk or link to Faculty risk register | Complete (date)        |
|--|---|---|-----------------|--------------------------|---|--------------------------|--|---------------------------------------|------------------------|
|  | <b>1. Delivering exceptional learning opportunities</b>   | <b>Actions contributing to delivering these objectives ( including Key Partners))</b>   |                 |                          |   |                          |  |                                       |                        |
| <b>Right Learning in the Right Place</b>   | <b>Designing</b> and deliver high quality courses that provide and support progression routes to employment and further study, and improve student outcomes     | Annual review of portfolio based on self evaluation, Sector information and Employer demands. Internal and External articulation agreed/established. Glasgow Curriculum Map in place to support further study. Full-time courses having relevant work experience or employer input.   | <b>Nov-16</b>   | <b>AP</b>                | Portfolio reviewed in line with self evaluation and employer demand. Where appropriate work experience and employer input is evident in full-time programmes. |                          | Students and staff actively engage in fully inclusive and accessible learning and teaching   | 2                                     | Nov-16                 |
| <b>Widening Access</b>                     | <b>Removing</b> barriers to ensure that our courses are accessible to the widest spectrum of learners   | The diversity of students and staff reflects the communities the College serves. Students and staff experience contribute to a culture of dignity and respect. Student and staff benefit from inclusive and accessible spaces, environments and services. Students and staff actively engage in fully inclusive and accessible learning and teaching. Successful student and staff outcomes are increased irrespective of protected characteristic. | <b>Jun-17</b>   | <b>AP</b>                | Particular under representation in STEM subjects within faculty. Working with various groups to promote STEM as a career / study choice.                      |                          | Student and staff benefit from inclusive and accessible spaces, environments and services    | 10                                    |                        |
| <b>High Quality and Efficient Learning</b> | <b>Initiating</b> a programme of research and innovative practice to enhance the delivery of learning and teaching and services to all students                 | Identify current innovative practice and share within faculty. Encourage staff to work with the Teaching Fellows and the Innovation HUB to develop and enhance teaching practices.  | <b>Jun-17</b>   | <b>HOC</b>               | Sharing good practice highlighted particularly through external reports. Staff encouraged to engage with PDA and TQFE to enhance their teaching practice.     |                          | Students and staff actively engage in fully inclusive and accessible learning and teaching   | 7                                     |                        |
| <b>Developing the workforce</b>            | <b>Investing</b> the development of a workforce capable of adapting to a changing environment to best enhance the learner experience                            | Identify the changing environment and support the development of the workforce through targeted CPD.  | <b>Jun-17</b>   | <b>HOC</b>               | Encouraged and supported staff to undertake specific CPD related to their curriculum delivery.  |                          | Students and staff experience and contribute to a culture of dignity and respect             | 7                                     |                        |
| <b>High Quality and Efficient Learning</b> | <b>Increasing</b> our range of sector-leading specialisms and creating regional and national centres of excellence  | Identify areas of specialism within the faculty. Work with marketing to promote at both a regional and national level.  | <b>Jun-17</b>   | <b>AP</b>                | Promotion of Horticulture and Industrial Gas  |                          |  | 2                                     |                        |
| <b>Widening Access</b>                     | <b>Providing</b> a safe and inclusive environment that fosters good relations, eliminates discrimination and advances equality of opportunity                   | Ensure that students and staff experience contribute to a culture of dignity and respect.   | <b>Jun-17</b>   | <b>All faculty staff</b> | Encouraging staff and students to support a positive working environment. Staff team and class rep meetings.  |                          |  | 10                                    |                        |
|  | <b>2. Growing exceptional partnerships</b>  | <b>Actions contributing to delivering these objectives ( including Key Partners))</b>   | <b>Due date</b> | <b>Responsible</b>       | <b>Progress on actions</b>  | <b>Linked to KPI (s)</b> | <b>Linked to Equality Outcome Themes</b>   | <b>Risk or link to risk register</b>  | <b>Complete (date)</b> |
| <b>Developing the workforce</b>            | <b>Working</b> more closely with industry, community and other partners to identify and share excellent practices which will be implemented where appropriate.  | Develop industry links around existing partnerships including their supply chain. Utilise industry contacts to provide specialised master class input.  | <b>Jun-17</b>   | <b>HOC</b>               | Increased partnerships example Morrison Construction providing both Master Classes and work placements.   |                          |  | 7                                     |                        |
| <b>Developing the workforce</b>            | <b>Cultivating</b> cross-college collaboration to optimise business opportunities.  | Work with BDU to maximise business opportunities particularly around cross selling.   | <b>Jun-17</b>   | <b>HOC</b>               | Ongoing. Saturday classes now offered.  |                          | The diversity of students and staff reflects the communities the College serves              | 5                                     |                        |
| <b>Developing the workforce</b>            | <b>Promoting</b> a high standard of physical and mental health and wellbeing for all students and staff.  | Ensure that students and staff experience contribute to a culture of dignity and respect. Ensure staff and students are aware of the support mechanisms that are in place to support both staff and students health and wellbeing within the College environment.   | <b>Jun-17</b>   | <b>HOC</b>               | Signposting both staff and students to appropriate areas of support.  |                          | Student and staff benefit from inclusive and accessible spaces, environments and services    | 8                                     |                        |
| <b>Developing the workforce</b>            | <b>Informing</b> decision-making through continuous engagement and communication with students, staff and partners.   | Implement student course forums, staff team meetings to ensure a process for communication is in place. Engage with external partners to capture their input that may effect any decisions taken.   | <b>Jul-17</b>   | <b>AP</b>                | Focus groups taken place across the faculty. Staff now working with the results.  |                          | Students and staff actively engage in fully inclusive and accessible learning and teaching   | 2                                     |                        |
| <b>High Quality and Efficient Learning</b> | <b>Achieving</b> excellent staff performance and building leadership capacity through delivering effective professional development and performance management. | Support effective CPD including succession planning within the Faculty.   | <b>Jul-17</b>   | <b>AP</b>                | CPD interviews with HOC to be complete by end of March 2017.  |                          | Successful student and staff outcomes are increased irrespective of protected characteristic | 7                                     |                        |

|                                     |   |   |                      |                    |   |                          |  |                                      |                        |
|-------------------------------------|---|---|----------------------|--------------------|---|--------------------------|--|--------------------------------------|------------------------|
| High Quality and Efficient Learning | 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. | Encourage all student groups to 1. have a class rep and 2. actively engage with the student association.  | Sep-16               | AP/HOC             | Met with Student association to promote class rep system. Student association given copy of timetables so they can approach student groups directly to encourage up-take. |                          | Students and staff actively engage in fully inclusive and accessible learning and teaching | 11                                   | Feb-17                 |
|                                     | <b>3. Contributing to the local, regional and national economy</b>  | <b>Actions contributing to delivering these objectives ( including SMART actions)</b>   | <b>Due date</b>      | <b>Responsible</b> | <b>Progress on actions</b>  | <b>Linked to KPI (s)</b> | <b>Linked to PSED info</b>   | <b>Risk or link to risk register</b> | <b>Complete (date)</b> |
| Right Learning in the Right Place   | Supporting the achievement of key policy priorities of the Scottish Government and stakeholders served by the college.  | Review ROA and ensure faculty actions reflect objectives such as Student cohort and numbers.  | Nov-16               | AP                 | Reviewed as part of self evaluation and portfolio planning.   |                          | The diversity of students and staff reflects the communities the College serves            | 9                                    | Nov-16                 |
| Developing the workforce            | Achieving more for students, businesses and the economy through developing, maintaining and managing strong productive partnerships locally, nationally and internationally.    | Support existing partnership request and develop new partnership through their supply chain.  | Jul-17               | HOC                | Ongoing   |                          | Students and staff actively engage in fully inclusive and accessible learning and teaching | 2                                    |                        |
| Developing the workforce            | Producing students better equipped for the workplace by embedding employability skills into all relevant programmes.  | Review programmes and identify where employment skills are not embedded. Create plan to embed if appropriate and take account of Equalities.          | Nov-16               | SL                 | Reviewed and where appropriate employability type skills are within the course framework.   |                          | Student and staff benefit from inclusive and accessible spaces, environments and services  | 10                                   |                        |
| Developing the workforce            | Providing employment related skills and education which supports local and regional needs and the national growth sectors.  | Work with employers to deliver Employer recruitment classes. Develop students CV writing and interviewing skills.                                     | Jun-17               | AP                 | Ongoing   |                          | Students and staff actively engage in fully inclusive and accessible learning and teaching | 4                                    |                        |
| Developing the workforce            | Increasing the volume of enterprise and entrepreneurial activities undertaken by students   | Review volume of enterprise and entrepreneurial activities and determine whether appropriate.   | Jul-17               | SL                 |   |                          | Students and staff actively engage in fully inclusive and accessible learning and teaching | 4                                    |                        |
|                                     | <b>4. Ensuring operational effectiveness and efficiency through exemplary standards of governance and sound practices</b>   | <b>Actions contributing to delivering these objectives ( including Key Partners)</b>  | <b>Due date</b>      | <b>Responsible</b> | <b>Progress on actions</b>  | <b>Linked to KPI (s)</b> | <b>Linked to PSED* info</b>  | <b>Risk or link to risk register</b> | <b>Complete (date)</b> |
| Developing the workforce            | Promoting governance practices that support innovative leadership and guide management behaviours.  | Promote positive behaviour throughout the faculty. Encourage and support staff to contribute to a culture of respect and dignity at work.             | Jul-17               | AP                 |   |                          | Students and staff experience and contribute to a culture of dignity and respect           | 10                                   |                        |
| Estates Review                      | Managing the College's resources to deliver continued financial security and long term sustainability.  | Manage Faculty budget Effectively. Maximise resources. Deliver commercial income target.  | Quarterly - 31/07/17 | AP                 | On target. Meeting with Finance and Commercial to review progress.  |                          | Student and staff benefit from inclusive and accessible spaces, environments and services  | 1                                    |                        |
| Estates Review                      | Investing in a high quality, efficient, and sustainable Estates and ICT infrastructure capable of adapting to changing curriculum and business needs.                           | Develop an estate inline with the curriculum needs both in terms of medium and long term planning taking into account new and diminishing markets.    | Jul-17               | AP                 | Faculty planning document submitted and discussed at VP level. Outcomes to be decided.  |                          | Student and staff benefit from inclusive and accessible spaces, environments and services  | 2                                    |                        |
| Developing the workforce            | Embedding an ethos of risk-based decision making throughout the college   | Work with staff to develop decision making at the lowest level within a NO blame culture.   | Jul-17               | HOC                | Ongoing.  |                          | Students and staff experience and contribute to a culture of dignity and respect           | 10                                   |                        |
| High Quality and Efficient Learning | Embracing and developing digital business transformation processes to improve business efficiency.  | Ensure faculty staff engage with business improvements and efficiencies which benefit the individual and the organisation.                            | Jul-17               | HOC                | Ongoing.  |                          | Student and staff benefit from inclusive and accessible spaces, environments and services  | 6                                    |                        |
| Developing the workforce            | Supporting and empowering staff to achieve their maximum potential.   | Review staff training needs and ensure all staff complete CPD interview. Encourage staff to access opportunities that would maximise their skill set. | Jan-17               | HOC                | CPD Interviews underway 1/3/17  |                          | Students and staff actively engage in fully inclusive and accessible learning and teaching | 7                                    |                        |

**OPERATIONAL PLAN**  
**Faculty: Health and Wellbeing**

| COLLEGE OBJECTIVES  |   | FACULTY ACTIONS   |          |                              |  |  |   |                                       |                 |
|---|---|---|----------|------------------------------|--|--|---|---------------------------------------|-----------------|
| ROA Objective   | 1. Delivering exceptional learning opportunities  | Actions contributing to delivering these objectives ( including Key Partners)   | Due date | Responsible                  | Progress on actions  | Linked to KPI (s)  | Linked to Equality Outcome Themes   | Risk or link to Faculty risk register | Complete (date) |
| Right Learning in the Right Place                           | Designing and deliver high quality courses that provide and support progression routes to employment and further study, and improve student outcomes                            | <ul style="list-style-type: none"> <li>* Review Portfolio to ensure that there are a wide range of vocational areas at each campus.</li> <li>* Develop further online opportunities, especially in childcare and social care.</li> <li>* Investigate programmes which can be delivered in evenings and on Saturdays.</li> <li>* Increase involvement in Modern Apprenticeships and VQs to offer more learning in work based settings.</li> </ul>  | Nov-16   | AP<br>HoCs                   | First draft of 2017 portfolio completed by December 2016. Foundation funding secured for online delivery in Health, Childcare and Social Care. Secured third cohort of NHS MA tender.  | Reduction in college credit target for transitions programmes (-6.6 %) | Students and staff actively engage in fully inclusive and accessible learning & teaching        | 7 & 9                                 |                 |
| Widening Access   | Removing barriers to ensure that our courses are accessible to the widest spectrum of learners  | <ul style="list-style-type: none"> <li>* Ensure interviews meet Equalities standards.</li> <li>* Identify courses where there can be an increase in PT provision.</li> <li>* More PT and online provision to attract adult returners and male learners.</li> <li>* Better use of ICT to make learning more accessible (mobile &amp; tablet use).</li> </ul>   | Nov-16   | Hoc/SL<br>HoC<br>Sis/Hoc/CLD | Senior lecturer training planned for June 2017. New PT Social care added to portfolio. Kindle use piloted in Childcare and Hairdressing. Comp Therapies course now adapted with online subtitled videos.   | Contribute to regional target of 28.5% delivery of 10% SMID            | Students and staff benefit from inclusive and accessible spaces, environments and services      | 10                                    |                 |
| High Quality and Efficient Learning                         | Initiating a programme of research and innovative practice to enhance the delivery of learning and teaching and services to all students  | <ul style="list-style-type: none"> <li>* Continue with Working With Communities European Project</li> <li>* Grow engagement with Online Learning</li> <li>* Pilot use of Kindles in Beauty and Childcare</li> <li>* Release staff onto the Developing Learning and Teaching programme</li> <li>* Support innovative staff to share best practice across the faculty</li> </ul>  | Sep-16   | Hoc/SLs/CLD                  | WWC project ongoing. Two online courses being delivered and two more in development. Kindles now purchased and in use. Three staff with remission for training.  |  | 4. Students and staff actively engage in fully inclusive and accessible learning & teaching     | 7 & 9                                 |                 |
| Developing the workforce                                    | Investing the development of a workforce capable of adapting to a changing environment.   | <ul style="list-style-type: none"> <li>* Engage with employers to meet their workforce development needs.</li> <li>* Work with national partners such as CDN to plan workforce development.</li> <li>* Design Qualifications targetted to meet specific employment areas.</li> </ul>  | Jan-17   | HoCs                         | Additional Support for Learning Employability Support Officer post is being reviewed by EMT with recommendation form Faculty to mainstram post ( 7/10/16). Head of Curriculums to review evaluation and adapt to produce in house evaluation of other support posts.                 |  | 2. Students and staff experience and contribute to a culture of dignity and respect             | 7                                     |                 |
| High Quality and Efficient Learning                         | Increasing our range of sector-leading specialisms and creating regional and national centres of excellence   | <ul style="list-style-type: none"> <li>* Increase range of Health focused qualifications</li> <li>* Grow Science specialisms beyond general applied science</li> <li>* Increase the depth and range of counselling and CBT courses</li> <li>* Become the pre-eminent childcare training provider in the city</li> </ul>   | Jun-17   | HoCs/ SLs/CLD                | PDA Midwifery and PDA Prosthetics now developed. New HND in Industrial Biotechnology added to 2017 offer. CBT course at level 8 in development. HND Counselling being offered commercially. Target of delivering the largest volume and SCQF range of credits in Childcare achieved. |  |   | 2                                     |                 |
| Widening Access   | Providing a safe and inclusive environment that fosters good relations, eliminates discrimination and advances equality of opportunity  | <ul style="list-style-type: none"> <li>* Staff training to ensure classrooms are inclusive.</li> <li>* Increase male participation in Hair, Beauty and Care courses.</li> </ul>   | Jun-17   | All faculty staff            | Training planned for June 2017. Meeting to agree targets for increasing male participation planned for April 2017.   | 29.10%   | 2. Students and staff experience and contribute to a culture of dignity and respect             | 10                                    |                 |
| 2. Growing exceptional partnerships                         |   | Actions contributing to delivering these objectives ( including Key Partners)   | Due date | Responsible                  | Progress on actions  | Linked to KPI (s)  |   | Risk or link to risk register         | Complete (date) |
| Developing the workforce                                    | Working more closely with industry, community and other partners to identify and share excellent practices which will be implemented where appropriate.                         | <ul style="list-style-type: none"> <li>* Participate in relevant CDN curricular groups to share practice from across the sector.</li> <li>* Refresh and increase links with HE partners, particularly in Science.</li> <li>* Meet regularly with local authorities and Health Boards to discuss areas of common interest.</li> </ul>  | Nov-17   | HoCs/CLD                     | Childcare and Healthcare Head of Curriculum regularly attend College Development Network meetings. Links re-established with UWS and GCU - more work needed with Glasgow University and Strathclyde. Still attending Education Partnership meetings.                                 |  |   | 2                                     |                 |
| Developing the workforce                                    | Cultivating cross-college collaboration to optimise business opportunities.   | <ul style="list-style-type: none"> <li>* Identify new programmes and projects which could be developed collaboratively with other areas of the college, particularly in relation to STEM.</li> </ul>  | Jan-17   | All faculty staff            | PDA Prosthetics (with Engineering) in development. Science for a Successful Scotland Projects (with Elearning and all other faculties) S2 Textile Science Project (with Creative Industries) DYW project in Maths for Schools underway.  |  | 1. The diversity of students and staff reflects the communities the College serves              | 2 & 7                                 |                 |
| Developing the workforce                                    | Promoting a high standard of physical and mental health and wellbeing for all students and staff.   | <ul style="list-style-type: none"> <li>* Review communication models and meeting schedules with students and staff.</li> <li>* Regularly review workload to ensure it is spread equitably.</li> <li>* Work with HR and OD to ensure that stress is identified and tackled at an early stage.</li> <li>* Facilitate all faculty participation in activities designed by the Healthy Working Lives group.</li> <li>* Promote the role of mental health first aider to all faculty staff.</li> </ul> | Jan-17   | All faculty staff            | Meeting schedules circulated. Analysis of Senior Lecturer and Administrator workload completed. Other action points in progress.   |  | 3. Student and staff benefit from inclusive and accessible spaces, environments and services    | 8                                     |                 |
| Developing the workforce                                    | Informing decision-making through continuous engagement and communication with students, staff and partners.  | <ul style="list-style-type: none"> <li>* Agree faculty meeting schedules for the year and share with staff and students.</li> <li>* Ensure staff know when consultation is required and feedback the outputs of consultation.</li> <li>* Meet regularly with partners to ensure they remain informed about areas of common interest.</li> </ul>   | Sep-16   | AP                           | Meeting schedules agreed and engagement activities underway.   |  | 4. Students and staff actively engage in fully inclusive and accessible learning & teaching     | 6 & 11                                |                 |
| High Quality and Efficient Learning                         | Achieving excellent staff performance and building leadership capacity through delivering effective professional development and performance management.                        | <ul style="list-style-type: none"> <li>* Monitor staff team PIs.</li> <li>* Ensure SLs participate in all designated training.</li> <li>* Hold annual CPD meetings with staff to ensure that their training will enhance the performance of the college.</li> <li>* Facilitate the participation of HOCs in the management development programme.</li> </ul>  | Nov-17   | FMT                          | Senior Lecturer training started and high turnout from Senior Lecturers. All CPD meetings completed for 2016, 2017 to begin in March 2017. Heads of Curriculum attend management training regularly. Self Evaluation by HOCs and some SLs has overrun timescale.                     |  | 5. Successful student and staff outcomes are increased irrespective of protected characteristic | 7                                     |                 |
| High Quality and Efficient Learning                         | 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. | <ul style="list-style-type: none"> <li>* Ensure all staff fully support communication from GCCSA.</li> <li>* Ensure all course leaders have an effective model of student engagement.</li> <li>* Measure and set targets for completion rates of the student satisfaction surveys.</li> <li>* Support student association activities by directing rooms, staff and other resources to their use as required.</li> </ul>   | Oct-17   | FMT                          | Intervention in some areas where engagement was poor. Surveys achieved a target of only 29%, increase target next year. GCCSA activities roomed by the faculty.  |  | 4. Students and staff actively engage in fully inclusive and accessible learning & teaching     | 7,10 & 11                             |                 |
| 3. Contributing to the local, regional and national economy |   | Actions contributing to delivering these objectives ( including SMART actions)  | Due date | Responsible                  | Progress on actions  | Linked to KPI (s)  |   | Risk or link to risk register         | Complete (date) |

|                                     |  |  |                  |                    |   |   |  |                                      |                        |
|-------------------------------------|--|--|------------------|--------------------|---|---|--|--------------------------------------|------------------------|
| Right Learning in the Right Place   | Supporting the achievement of key policy priorities of the Scottish Government and stakeholders served by the college.   | * Review ROA and ensure faculty actions reflect objectives.<br>* Undertake strategic planning to help deliver the expansion in childcare provision.<br>* Grow participation rates in FAs and MAs.  | Oct-17           | FMT                | Awaiting updated ROA<br>Attended GCG and GCRB meetings to plan childcare expansion.<br>FA expansion planned for August 2017 (adding science framework)  | FTFE 66.5%<br>PTFE: 71%;<br>FTHE: 75.1%;<br>PTHE: 84.5% | 1. The diversity of students and staff reflects the communities the College serves           | 2 & 9                                |                        |
| Developing the workforce            | Achieving more for students, businesses and the economy through developing, maintaining and managing strong productive partnerships locally, nationally and internationally. | * Work with the commercial and international teams to develop national and international partnerships.<br>* Participate in European projects where consistent with college aims.   | Nov-17           | FMT                | WWC European Project ongoing.<br>Commercial potential being explored in prosthetics.  |   | 4. Students and staff actively engage in fully inclusive and accessible learning & teaching  | 9                                    |                        |
| Developing the workforce            | Producing students better equipped for the workplace by embedding employability skills into all relevant programmes.   | * Audit all faculty courses to assess their level of employability content.<br>* Ensure all courses include either inspiration, simulation or placement, as appropriate.   | Jan-17           | School Teams       | Audit complete and low uptake areas (science) targeted for action.  |   | 3. Student and staff benefit from inclusive and accessible spaces, environments and services | 4                                    |                        |
| Developing the workforce            | Providing employment related skills and education which supports local and regional needs and the national growth sectors.   | * Identify the employment related skills and education that supports need and growth ensuring that all students and staff can access the skills  | Jan-17           | School Teams       | Portfolio matched to ROA.   |   | 4. Students and staff actively engage in fully inclusive and accessible learning & teaching  | 4                                    |                        |
| Developing the workforce            | Increasing the volume of enterprise and entrepreneurial activities undertaken by students  | * Review volume of enterprise and entrepreneurial activities and determine where to increase.<br>* Showcase entrepreneurial activity in current and past student cohorts.<br>* Embed entrepreneurial activity within units where appropriate.<br>* Work with relevant organisations to promote self-employment and business startup, especially in Childcare, Sport, Hairdressing and Beauty.  | Mar-17           | School Teams       | Participation in Herald promotional activities.<br>Further work needed with Bridge to Business.<br>Collaboration planned with SCMA.   |   | 4. Students and staff actively engage in fully inclusive and accessible learning & teaching  |                                      |                        |
|                                     | <b>4. Ensuring operational effectiveness and efficiency through exemplary standards of governance and sound practices</b>  | <b>Actions contributing to delivering these objectives ( including Key Partners)</b>   | <b>Due date</b>  | <b>Responsible</b> | <b>Progress on actions</b>  | <b>Linked to KPI (s)</b>                                |  | <b>Risk or link to risk register</b> | <b>Complete (date)</b> |
| Estates Review                      | Managing the College's resources to deliver continued financial security and long term sustainability.   | * Review budget and plan for the year ensuring that any changes take account of inclusive and accessible spaces, environments and services   | quarterly        | AP                 | Finished financial year under budget. Commercial income targets on course to be exceeded.   | 3842 per tCO2e  | 3. Student and staff benefit from inclusive and accessible spaces, environments and services | 1                                    |                        |
| Estates Review                      | Investing in a high quality, efficient, and sustainable Estates and ICT infrastructure capable of adapting to changing curriculum and business needs.                        | * Ensure that helpdesks are used for all requests.<br>* Prioritise the improvement of the ICT infrastructure for the faculty at all campuses in the planning cycle.  | REVIEW QUARTERLY | FMT                | ICT requests processed as part of the ICT review.   |   | 3. Student and staff benefit from inclusive and accessible spaces, environments and services | 3                                    |                        |
| Developing the workforce            | Embedding an ethos of risk-based decision making throughout the college  | * No blame culture within the faculty.<br>* Increase staff awareness of risk assessment and risk rating their decisions.<br>* Clearly communicate those areas of highest risk and make these Faculty priorities for mitigating action.   | REVIEW QUARTERLY | FMT                | More training required on risk registers with Faculty management team.  |   | 2. Students and staff experience and contribute to a culture of dignity and respect          | 5                                    |                        |
| High Quality and Efficient Learning | Embracing and developing digital business transformation processes to improve business efficiency.   | * Identify areas of inefficiency which could be solved by better use of digital systems.<br>* Participate in pilot schemes, wherever possible, to test new digital processes.<br>* Accessing digital systems has to be equality impact assessed to ensure accessibility and inclusion.<br>* Make the growth of elearning a faculty priority.<br>* Look for opportunities to free up staff time by automating or streamlining tasks where possible. | REVIEW QUARTERLY | FMT                | Pilot paperless interviewing scheme underway.<br>Elearning projects now grown by 100%.<br>Online resulting planned for Aug 2017.<br>CRS changes in place for March 2017.  |   | 3. Student and staff benefit from inclusive and accessible spaces, environments and services | 5                                    |                        |
| Developing the workforce            | Supporting and empowering staff to achieve their maximum potential.  | * Annually review staff training needs and ensure all staff complete CPD interview and that learning opportunities are fully exclusive and accessible.<br>* Facilitate staff participation in Foundation-funded projects to develop their teaching skills.   | REVIEW QUARTERLY | FMT                | Senior Lecturer training started and high turnout from Senior Lecturers.<br>All CPD meetings completed for 2016, 2017 to begin in March 2017.<br>Heads of Curriculum attend management training regularly.<br>3 staff involved in enhancing learning programme. | 6 days CPD per FTE                                      | 4. Students and staff actively engage in fully inclusive and accessible learning & teaching  | 7                                    |                        |

**OPERATIONAL PLAN**

**Faculty: Business, Creative and Digital Industries**

| COLLEGE OBJECTIVES                  |   | FACULTY ACTIONS  |          |                    |   |                   |                                   |                                       |                 |
|-------------------------------------|---|--|----------|--------------------|---|-------------------|-----------------------------------|---------------------------------------|-----------------|
| ROA Objective                       | 1. Delivering exceptional learning opportunities  | Actions contributing to delivering these objectives (including Key Partners)   | Due date | Responsible        | Progress on actions   | Linked to KPI (s) | Linked to Equality Outcome Themes | Risk or link to Faculty risk register | Complete (date) |
| Right Learning in the Right Place   | <b>Designing</b> and deliver high quality courses that provide and support progression routes to employment and further study, and improve student outcomes                         | Review Portfolio and make changes to ensure objective is met and is being offered to all students. Implement SMART actions from Self Evaluation and review.<br>Review the Faculty's ability to provide inclusive and accessible learning and teaching.                                   | 11/30/16 | AP/HoCs            | Demo to SLs by A&I Technologist.<br>Staff training day arranged for June Learning Week.   | 9                 | 3, 4 & 5                          | 4 & 9                                 |                 |
| Widening Access                     | <b>Removing</b> barriers to ensure that our courses are accessible to the widest spectrum of learners   | Staff training to ensure interviews meet Equalities standards.<br>Better use of ICT to make learning more accessible (mobile, tablet and VLE use).<br>Adjust interview process where necessary to make learning more accessible.   | 11/30/16 | HoCs/SLs           | SL training planned prior to Jan start programme to improve interviewing techniques.  | 10                | 3                                 | 9 & 10                                |                 |
| High Quality and Efficient Learning | <b>Initiating</b> a programme of research and innovative practice to enhance the delivery of learning and teaching and services to all students                                     | Support innovative staff to share best practice across the Faculty.  | 10/31/16 | AP/HoCs/SLs        | AP to meet with all SLs in relation to respective Curriculum areas - on going throughout phase two  | 3 & 4             | 4                                 | 7 & 9                                 |                 |
| Developing the workforce            | <b>Investing</b> in the development of a workforce capable of adapting to a changing environment to best enhance the learner experience. Prepare staff for the changing curriculum. | Identify how we currently do this and ensure CPD is offered where required.  | 4/30/17  | AP/HoCs            | PDPs to be completed by all staff.<br>Ongoing CPD on offer  | 7 & 8             | 2 & 5                             | 7                                     |                 |
| High Quality and Efficient Learning | <b>Increasing</b> our range of sector-leading specialisms and creating regional and national centres of excellence  | Ensure Quality is embedded within all programmes. Continue to engage with employers and partners in ensuring teaching practices have currency for respective markets   | 6/1/17   | AP/HoCs/ SLs/Staff | Staff continue to work with employers and HE institutions to retain currency - visits, workshops, live projects, exhibitions, work placements | 7, 11 & 12        | 3 & 4                             | 11                                    |                 |
| Widening Access                     | <b>Providing</b> a safe and inclusive environment that fosters good relations, eliminates discrimination and advances equality of opportunity                                       | Training on unconscious bias. Completion of IDEA levels - Open badges (bronze to be completed 2016-17)   | 6/1/17   | All faculty staff  | Digital Badges programme launched by OD.  | 5                 | 2, 4 & 5                          | 8 & 10                                |                 |
| ROA Objective                       | 2. Growing exceptional partnerships   | Actions contributing to delivering these objectives (including Key Partners)   | Due date | Responsible        | Progress on actions   | Linked to KPI (s) |                                   | Risk or link to risk register         | Complete (date) |
| Developing the workforce            | <b>Working</b> more closely with industry, community and other partners to identify and share excellent practices which will be implemented where appropriate.                      | Review partnerships. Share information. Mapping of partnerships within the region to determine targetted approach to meet the demands of the workplace.<br>Review via Curriculum hubs.   | 3/31/17  | AP/HoCs/ SLs/Staff | Staff continue to work with employers and HE institutions to retain currency - visits, workshops, live projects, exhibitions, work placements | 1, 7, 11 & 12     | 5                                 | 2                                     |                 |
| Developing the workforce            | <b>Cultivating</b> cross-college collaboration to optimise business opportunities.  | Encourage cross-faculty and cross-college sharing of knowledge.<br>Various platforms to share good practice and knowledge - SMT, CAPs, HoC meetings, staff meetings  | 1/1/17   | AP/HoCs/ SLs/Staff | As above  | 1                 | 1 & 5                             | 2 & 7                                 |                 |
| Developing the workforce            | <b>Promoting</b> a high standard of physical and mental health and wellbeing for all students and staff.  | Review communication with staff and identify how promotion is being done. Review courses and see where this is being promoted and add where not.<br>Encourage membership of Healthy Working Lives group plus participation in same. Identify opportunities to access College facilities. | 1/1/17   | All faculty staff  | Opportunities communicated frequently via internal communications media.  | 4 & 15            | 3                                 | 8                                     |                 |

|                                     |   |   |                 |                    |   |                          |       |                                      |                        |
|-------------------------------------|---|---|-----------------|--------------------|---|--------------------------|-------|--------------------------------------|------------------------|
| Developing the workforce            | Informing decision-making through continuous engagement and communication with students, staff and partners.  | Agree faculty communication strategy for the year and share with staff and students. Implement and evaluate. Ensure staff know when consultation is required.                       | 9/1/16          | AP                 | AP holds fortnightly FMT meetings plus ongoing sessions with SLs. Also fortnightly 1:1s with HoCs. Open and frequent communication with staff team. | 4 & 15                   | 4     | 6 & 11                               |                        |
| High Quality and Efficient Learning | Achieving excellent staff performance and building leadership capacity through delivering effective professional development and performance management.                        | Ongoing CPD opportunities for staff. PDPs being rolled out in March to inform June Learning Week. Wednesday (pm) reserved for SL training opportunities.                            | Ongoing         | AP/HoCs            | SL training started and PDPs now begun.   | 7 & 15                   | 5     | 7                                    |                        |
| High Quality and Efficient Learning | 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. | Faculty staff to engage with Student Association. Ensure all staff fully support communication from GCCSA   | Ongoing         | FMT                | Open invitation to GCCSA President to attend FMT meetings plus section meetings.  | 3 & 4                    | 4     | 7,10 & 11                            |                        |
| ROA Objective                       | <b>3. Contributing to the local, regional and national economy</b>  | <b>Actions contributing to delivering these objectives (including SMART actions)</b>  | <b>Due date</b> | <b>Responsible</b> | <b>Progress on actions</b>  | <b>Linked to KPI (s)</b> |       | <b>Risk or link to risk register</b> | <b>Complete (date)</b> |
| Right Learning in the Right Place   | Supporting the achievement of key policy priorities of the Scottish Government and stakeholders served by the college.  | Review ROA and ensure faculty actions reflect objectives  | Ongoing         | FMT                | Updated draft ROA issued and being reviewed   | 1, 3, 10, 11 & 12        | 1     | 2 & 9                                |                        |
| Developing the workforce            | Achieving more for students, businesses and the economy through developing, maintaining and managing strong productive partnerships locally, nationally and internationally.    | Review partnerships. Share information. Mapping of partnerships within the region to determine targetted approach to meet the demands of the workplace. Review via Curriculum hubs. | 11/1/17         | FMT                | Staff continue to work with employers and HE institutions to retain currency - visits, workshops, live projects, exhibitions, work placements       | 1, 3, 11 & 12            | 4 & 5 | 9                                    |                        |
| Developing the workforce            | Producing students better equipped for the workplace by embedding employability skills into all relevant programmes.  | Review programmes and identify where employment skills are not embedded. Create plan to embed if appropriate and take account of Equalities   | 1/12/17         | SLs                | As above plus portfolio interrogated line by line by SLs to identify where Work Inspiration, Simulation, Experience and Placement already occurs.   | 1, 3 & 10                | 3     | 4                                    |                        |
| Developing the workforce            | Providing employment related skills and education which supports local and regional needs and the national growth sectors.  | Identify the employment related skills and education that supports need and growth ensuring that all students and staff can access the skills                                       | 1/1/17          | FMT/Staff          | Staff continue to work with employers and HE institutions to retain currency - visits, workshops, live projects, exhibitions, work placements       | 1 & 3                    | 1 & 4 | 4                                    |                        |
| Developing the workforce            | Increasing the volume of enterprise and entrepreneurial activities undertaken by students   | Review volume of enterprise and entrepreneurial activities and determine where to increase.   | Ongoing         | FMT/Staff          | Continue to work closely with Scottish Institute for Enterprise, Bridge to Business   | 1                        | 4     | 2                                    |                        |
| ROA Objective                       | <b>4. Ensuring operational effectiveness and efficiency through exemplary standards of governance and sound practices</b>   | <b>Actions contributing to delivering these objectives (including Key Partners)</b>   | <b>Due date</b> | <b>Responsible</b> | <b>Progress on actions</b>  | <b>Linked to KPI (s)</b> |       | <b>Risk or link to risk register</b> | <b>Complete (date)</b> |

|  |  |  |                   |           |  |           |       |   |  |
|--|--|--|-------------------|-----------|--|-----------|-------|---|--|
| <b>Estates Review</b>                      | <b>Managing</b> the College's resources to deliver continued financial security and long term sustainability.  | Review budget and plan for the year ensuring that any changes take account of inclusive and accessible spaces, environments and services   | Ongoing monthly   | AP        | Meet with College Accountant quarterly and liaise periodically                   | 13 & 14   | 3     | 1 |  |
| <b>Estates Review</b>                      | <b>Investing</b> in a high quality, efficient, and sustainable Estates and ICT infrastructure capable of adapting to changing curriculum and business needs. | Ensure that helpdesks are used for all requests. Monitor H&S within the faculty and communicate same via H&S forums  | Ongoing quarterly | FMT       | Meet with College H&S quarterly and liaise periodically                          | 14 & 16   | 3     | 3 |  |
| <b>Developing the workforce</b>            | <b>Embedding</b> an ethos of risk-based decision making throughout the college   | Identify parameters of risk taking and encourage staff at all levels to confidently operate within same  | Ongoing           | All staff | Staff encouraged to be independent professionals and seek assurances if in doubt | 0         | 2     | 5 |  |
| <b>High Quality and Efficient Learning</b> | <b>Embracing</b> and developing digital business transformation processes to improve business efficiency.  | Look for digital option first. Accessing digital hub has to be equality impact assessed to ensure accessibility and inclusion.   | Ongoing           | FMT       | Staff encouraged to use VLE more widely and where appropriate                    | 2 & 7     | 3     | 5 |  |
| <b>Developing the workforce</b>            | <b>Supporting</b> and empowering staff to achieve their maximum potential.   | Review staff training needs and ensure all staff complete PDP interview and that learning opportunities are fully inclusive and accessible. PDPs being rolled out in March to inform June Learning Week. | Ongoing           | FMT       | PDPs to be completed by all staff - now being undertaken. Ongoing CPD on offer   | 7, 8 & 15 | 4 & 5 | 7 |  |

# Appendix C: Glossary

## 12. Appendix C: Glossary

### **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 31st 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. Remember, 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 will help organisations to nurture creativity and innovation and thereby tap 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 the regard that 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 making it easier for people to understand and comply with. It also strengthens the law in important ways, to help tackle discrimination and inequality.

## **Equality Policy**

A statement of an organisation's 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.

## **Leavers (Staff Data)**

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 application stage has been changed to compulsory fields, 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) that people who share a protected characteristic have experienced, or to meet their different needs.

## **Pregnancy & 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 involve 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, for example.

## **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 for 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 are 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. Please click the following link for further information: [Scottish Index of Multiple Deprivation](#).

## **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 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 according to these definitions.

## **SMT**

The Senior Management Team, comprised of the Principal, Depute Principal, Vice Principal, Executive Directors and Directors, is represented as "SMT".

## **Specific Duties Scotland**

Scottish Ministers made regulations in May 2012 placing specific duties on Scottish public authorities to enable the 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 this 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 D: Equality Act 2010 and Related Links to PSED

## 13. Appendix D: Equality Act 2010 & Related links to PSED

### *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 9 protected characteristics.

These are:

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

<https://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](#)

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

## 14. Appendix E: College Internal Groups (Remit & Membership)

### SEDIA Group (Strategic Equality Diversity & Inclusion Action) 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 GROUP

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

