



## **Equality Mainstreaming Report 2019**

# Contents

Foreword from the Principal & CEO Jon Vincent

1. Introduction
2. Summary
3. External Influencers & Clyde's Commitment
4. Mainstreaming Progress
5. Staff Data Measurement & Summary
6. Board Diversity Information
7. Looking Forward

**Appendix A:** New College Committee Structure

**Appendix B:** Care@Clyde Staff Case Studies

**Appendix C:** New Equality Outcome & Mainstreaming Progress Framework & Equality Impact Assessment Template

## Foreword from Jon Vincent, Principal & Chief Executive



Glasgow Clyde College contributes to the prosperity and wellbeing of Scotland through exceptional achievement. Our staff are inspirational people who put students first and help them realise their potential. Throughout the College we have an unrelenting commitment to provide an inclusive environment, valuing and respecting diversity and ensuring equality of opportunity for all in every aspect of our work.

We work tirelessly in partnership with staff, students, employers and agencies to identify and break down barriers to opportunity and attainment in order to empower our students 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 is proud to have 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 act as a catalyst to deliver the requirements of the Equality Duty while acknowledging that we will always strive to further improve the service we offer.

Thank you for taking the time to read this report. My staff and I will continue to work to nurture a culture where everybody feels able to be themselves in an environment that is welcoming, safe, respectful and ambitious.

A handwritten signature in black ink, appearing to read 'Jon Vincent', written over a light grey dotted background.

Jon Vincent

Principal & Chief Executive Glasgow Clyde College

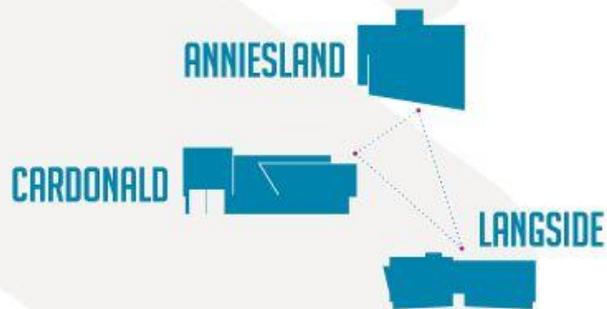
## 1) Introduction

# ABOUT GLASGOW CLYDE COLLEGE

Glasgow Clyde College is one of Scotland's largest colleges, employing more than 1000 staff and with 17,000 enrolled students. We span a large geographical area with our main campuses located in the north west and south of the city in Anniesland, Cardonald and Langside. We work closely with a number of local authorities including Glasgow, East Renfrewshire, East Dunbartonshire, North Lanarkshire and Renfrewshire.

**“Partnership working is a major strength of the college”** (Education Scotland)

The Colleges' vision is that it will contribute to the prosperity and wellbeing of Scotland through exceptional achievement – and we achieve this by growing our partnerships with a wide range of stakeholders – employers, schools, universities, voluntary organisations, external agencies and community groups. We aim to make our students 'Future Ready'.



## CURRICULUM AREAS:

- ADDITIONAL SUPPORT FOR LEARNING
- BUSINESS AND FINANCE
- COMPUTING
- CONSTRUCTION AND LAND BASED
- EARLY YEARS AND SOCIAL CARE
- ENERGY AND BUILDING SERVICES
- ENGINEERING
- EMPLOYABILITY SKILLS
- ESOL
- FASHION, TEXTILES AND DESIGN
- GENERAL EDUCATION
- HAIR, BEAUTY AND COMPLEMENTARY THERAPIES
- HEALTH AND LIFE SCIENCES
- MEDIA AND PERFORMING ARTS
- SPORT, TOURISM AND HOSPITALITY

NUMBER OF STUDENTS  
**17,000**

PART TIME  
**10,000**

FULL TIME  
**7,000**



**1000**  
MODERN  
APPRENTICESHIPS

**30%**

OF LEARNERS  
ARE FROM THE  
**10%**  
MOST  
DEPRIVED  
POSTCODES (SIMD)

**71%**

OF ACTIVITY IS FROM  
LEARNERS AGED  
**16 – 24**  
YEARS OLD



OVER

**1200**  
SCHOOL PUPILS  
STUDY AT COLLEGE

## **Report Context**

What is Mainstreaming?

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 better perform the Public Sector Equality Duties (PSED), Glasgow Clyde College's Equality Mainstreaming Report will detail our

- Progress on mainstreaming the general duty into all functions and
- Progress made in gathering and using information on the protected characteristics of staff



***“Mainstreaming the equality simply means integrating equality into the day-to-day working of an authority. This means taking equality into account in the way the authority exercises its functions. In other words, equality should be a component of everything an authority does.*”**

*Mainstreaming the equality duty has a number of benefits including:*

- *equality becomes part of the structures, behaviours and culture of an authority*
- *an authority knows and can demonstrate how, in carrying out its functions, it is promoting equality*
- *mainstreaming equality contributes to continuous improvement and better performance.”*

<https://www.equalityhumanrights.com/en/publication-download/mainstreaming-equality-duty-guide-public-authorities-scotland>

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 outlined in the Equality Act 2010.

## **2) 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.



### **The Pacific Institute – Leading a High Performance Culture**

The College engaged The Pacific Institute to support development of new Vision, Mission and Values which will support the development of new culture within Glasgow Clyde College. Facilitated sessions targeted the College Management Team and this has been supplemented by College run workshops which have provided a blueprint for new Mission, Vision and Values and Strategic development.

### **Staff Summary – Key Findings**

#### **Age:**

Employee date of birth is gathered for every member of staff at the time of appointment and so the information held on the age profile of the College is considered to be accurate.

The age demographic of the College has remained relatively unchanged over the past years of equality monitoring, our staff range in age from 18 to 65+ years old. The largest age group is made up of staff aged between 35 – 44 years old.

#### **Disability:**

3.23% of staff have declared a disability, this is an increase on previous figures reported the most recent of which was 1.42% in 2017.

The College has worked hard to increase disclosure rates across all protected characteristics but with a particular focus on disability by raising awareness of the guidance and support available. The Care @ Clyde groups have also helped facilitate positive discussions across the three campuses which have resulted in a number of people feeling comfortable in disclosing a disability and trusting the organisation with this information.

**Ethnic Origin:**

In line with previous reporting, the largest Ethnic group within Glasgow Clyde is White Scottish (58.33%).

**Religion or Belief:**

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, 17.11% of staff have disclosed they have no religious beliefs.

**Gender:**

The proportion of men and women working in the College has remained largely unchanged with the workforce currently being split 36.2% male and 63.8% female.

**Sexual Orientation**

47.49% of our employees are heterosexual / straight, 1.43 % is lesbian, gay or bisexual and 51.08% preferred not to say or data is not recorded.

## Student summary figures

# EXCEPTIONAL LEARNING

Students at Glasgow Clyde College have exceptional learning opportunities and are supported to achieve their learning goals in many ways.

### FE PROGRAMME SUCCESS

PERFORMING ARTS **85%**

ESOL AND LANGUAGES **74%**

ART AND DESIGN **71%**

ENGINEERING AND CONSTRUCTION **70%**

### HE PROGRAMME SUCCESS

MEDIA AND PERFORMING ARTS **88%**

BUSINESS AND MANAGEMENT **80%**

HEALTH AND CHILDCARE **78%**

HAIRDRESSING AND BEAUTY **78%**

**94%**

OF LEARNERS FELT THEY DEVELOPED KNOWLEDGE AND SKILLS FOR THE WORKPLACE

**82%**

OF COLLEGE LEAVERS ARE IN A POSITIVE DESTINATION

**96%**

OF LEARNERS ARE SATISFIED WITH THEIR COLLEGE EXPERIENCE

**65%**

OF PROVISION IS FE - THE LARGEST PROVIDER IN GLASGOW

**75%**

OF HE LEARNERS SUCCESSFULLY COMPLETED THEIR COURSE

**24%**

OF CURRICULUM IN STEM SUBJECTS

WIDENING ACCESS



**17%**

OF STUDENTS HAVE DISCLOSED A DISABILITY - WE SUPPORT ALL LEARNERS WITH ADDITIONAL NEEDS

OVER

**3000**

ENROLMENTS FROM STUDENTS FROM BLACK AND MINORITY ETHNIC BACKGROUNDS

SPECIALIST MENTAL HEALTH SUPPORT: OVER

**600**

STAFF TRAINED



*All comparative figures are from 2016-2017 to 2017-2018. The most current figures are from 2017-2018.*

### Sex

51.9% of enrolled students were female and 48.1% were male with increased success rates for both female and male students from previous year.

Early withdrawal rate for both sexes have decreased by 1% and remain equal at 7%

### Age

For young learners in the 16 to 19 year old age group, attainment is up across all categories to 70% in 2017-18 from 66% in the previous year.

Increased success rates across all age groups from under 16 year olds to over 40 year olds from the previous year.

### Ethnicity

BME students made up 27% of enrolments compared to 22% in the Glasgow Region and 4% of this group in Scotland.

The 5 largest BME groups within the College were from the following in descending order- African, Chinese/Asian background, Pakistani, any other white background and Polish totalling 2,905 students.

### Sexual Orientation

There has been a significant rise in success rates across LGBTQI students with gay men seeing a rise in attainment from 62.3% in 16-17 to 73% in 17-18.

The early withdrawal rate for gay woman has dropped from 12%-7%.

Bi/Bi-sexual students have seen an increased success rate of 9% in 2017-18.

There has been a 5% drop in prefer not to say in this category.

### Gender Reassignment

Through the provision of support, requests for appropriate staff training and information from our Student Association, we know anecdotally there has been an increase in trans students at Clyde over the last year, but we do not have reliable quantitative data.

This is due to the gender identity question and answers specified by SFC having been changed several times since being introduced. This has caused some problems with reliability of data on this measure for continuing students. We will introduce analysis on this measure when the data is sufficiently reliable and meaningful.

### Disability

17.4% students declared a disability with overall success rates 2% less than students with no disability.

44% of disabled learners have a specific learning disability.

There has been a significant rise in success rates for students with a declared mental health condition from 55% to 63% and a decrease of 2% in early withdrawal.

### Religion, Belief or None

50.7% of students have no religion or belief, with Christianity (Protestant & Catholic) and Islam making up 87% of those who declared a religion or belief.

### Socio Economic Background

Students from the lowest 20% SIMD areas have an increased success rate of 7.9% on the previous year.



### **3) External Influencers & Clyde's Commitment**

#### **External Influencers**

##### The Public Sector Equality Duty

The PSED consists of a general duty (Equality Act 2010) and specific duties (The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 amended by The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016).

The general duty consists of three needs which are underpinned by several specific duties. The specific duties are intended to assist public bodies in Scotland to meet the general duty. It is important to note that institutions must meet both the general duty and the specific duties.

##### General duty

The general duty requires colleges and HEIs, in the exercise of their functions, to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- advance equality of opportunity between people from different protected characteristic groups, considering the need to:
- foster good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups.

The embedding of the Public Sector Equality Duty (PSED) into the strategic and operational plans ensures that meeting the three duties is considered at every stage of planning and implementing changes in the College.

All changes of functions or facilities also has to be equality impact assessed and this also keeps the needs of those with protected characteristics at the forefront of planning and execution of changes. The further impact of this is that staff and learners engage with Equality, Diversity & Inclusion (EDI) for guidance and support with related issues focusing dialogue and awareness into everyday conversation and thus mainstreaming EDI across the college.

The college has a number of high level strategies which are monitored to track progress against the Development Plan 2016-20 and the Regional Outcome Agreement (ROA).

The Scottish Funding Council (SFC), as the main funding body for the College, produces outcome agreements for the further education sector. Each college has to comply and report on its outcome agreement, which includes guidance on the expected outcomes in relation to outputs around student funding, access and equality (2017-2020)

*“SFC and individual institutions have a legislative duty to respond to the general and Scottish specific duties of the Equality Act (2010). SFC’s equality outcomes and ambition are, in part, delivered through sector strategies. These strategies include, but are not restricted to: SFC’s Gender Action Plan, the Scottish Government Race Equality Framework 2016-30, the Scottish Government Mental Health Strategy, Scottish Government A Fairer Scotland for Disabled People Delivery Plan, the British Sign Language National Plan, SFC’s Care Experience National Ambition and A Blueprint for Fairness.”*

Glasgow Clyde College, as part of the Glasgow Region, incorporates the development of these strategies and drivers within the Regional Outcome agreement collaboratively with our fellow Glasgow Colleges, City of Glasgow & Kelvin College.

## **Progress**

Glasgow Clyde College has made progress in addressing these requirements.

In the last year, the college has achieved significant success in raising attainment, against previous year’s targets, across almost all categories of students with overall attainment in 2017-18 up to 71% from 69% in the previous year.

Further progress can be seen within our [Regional Outcome Agreement](#) and the links to the key strategies and drivers below-

## **Access and Inclusion Strategy**

Funding for extended learning inclusion has been encapsulated in the new [Access and Inclusion Strategy](#) and action plan for each college to demonstrate how underrepresented groups, those with PCs, care leavers, student carers and those with mental health issues are supported to attain, achieve and progress.

Our Access and Inclusion Strategy ensures we are strengthening support for students without requiring the learner to provide medical evidence of a need.

This has contributed to an increase in learners who have registered with our Learning Inclusion services over the past 4 years.

Year	2015/16	2016/17	2017/18	2018/19
Registered Learners	820	1010	1187	1300*

\*Forecast

Learning Inclusion have seen a steady rise in the number of learners registered to receive extended learning support. The increase in volume has coincided with increasingly challenging cases where learners present with multiple, complex needs. Work to support learners with well-established conditions such as dyslexia continue and additional training is being provided to support and teaching staff to ensure learner needs can be fully met. However, complex cases including personality disorders, suicide ideation and autism/ADHD have seen frontline staff develop new support mechanisms for learners and staff alike.

## **BSL Plan**

Glasgow Clyde's Strategic [BSL Action Plan](#)

Further details of Clyde's progress towards our BSL Plan is included under Clyde's Commitment

## **Corporate Parenting Plan**

Care Experienced students & [Corporate Parenting Plan](#)

A total of 314 learners were identified as Care Experienced in 2017-18 and overall attainment for this group is 70% (against a college total of 71%). Work continues to support and increase attainment for this group.

## **Gender Action Plan**

Glasgow Clyde College welcomes the opportunity to assist in tackling the gender imbalance in both subject areas and successful outcomes. Progress is detailed within our [Gender Action Plan](#).

## **Scottish Race Equality Network**

The College has hosted and is represented at the [Scottish Race Equality Network](#) led by Advance HE. Glasgow has a far greater ethnic mix than the rest of the country with over 22% of its population from out with traditional groupings.

The college delivers proportionately more education to local BME/Other White community – a total of 27%. Attainment for these learners is increasing and, for both FE Full time and FE Part time, sits 3% above the college average.

## STEM Strategy

Glasgow Clyde's [STEM Strategy](#)

# A FOCUS ON STEM

One area of exceptional learning at Glasgow Clyde College is our commitment to promoting STEM (Science, Technology, Engineering and Maths) opportunities. We want more young people progressing to STEM subjects. Recognising that STEM skills are integral to preparing young people for future careers, the College has developed a long-term strategy to engage them in STEM subjects and the extensive job opportunities available. The college has 'STEM Assured' accreditation by NEF (The Innovation Institute) which has helped to reshape the school-college portfolio, address gender imbalances and contribute to the regional STEM strategy.

## Mental Health

### Building Staff Capacity

Overall, 250 staff have been directly involved in SAMH Lunch and Learn Mental Health Awareness sessions, with another 50 staff attending and successfully completing formally accredited training in Applied Suicide Intervention Skills Training (**ASIST**) and Scottish Mental Health First Aid. (**SMHFA**)

### Recruitment of Mental Health First Aiders

Real progress is ongoing with the recruitment of 10 Mental Health First Aiders in January 2018.

### Coaching Conversations with staff and students

Routine advice is readily available and is being to all staff seeking support and guidance to help students. Demand for advice is consistently high and the range of help being sought varies from those with mild to moderate symptoms of distress to those with complex mental health symptoms and behaviours that can lead to safeguarding issues.

### Undermining Stigma and Building Capacity in Partnership with GCCSA

All of the work is designed to make a contribution to undermining stigma and shaping attitudes that help to open up conversations in a safe and supportive way around student and staff mental well-being. Close partnership with the GCCSA has had many positive dividends.

## Supervision and Debriefing

A key early finding for the project is the absolute necessity to enable staff to have space for reflection on how, when and where to offer the most effective support to students. Being able to analyse and interpret decisions is a central of objective and efforts to integrate ongoing support and supervision of staff will remain very important.

- 17 members of staff from the Organisation and Development and the Human Resources Team completed two day Scottish Mental Health First Aid Training.
- The Students Association full time officer, two GCCSA sabbaticals and the Assistant Principal of Student Experience attended the National Union of Students organised Scottish Mental Health First Aid training
- 12 members of staff completed the two day Applied Suicide Intervention Skills Training (ASIST). This included three librarians, two senior lecturers, an Estates Department worker, the Students Association Mental Health Officer and the Assistant Principal of Student Experience.
- 12 Senior Lecturers from Business and Administration and Computer Studies attended the **Roles, Responsibilities and Boundaries training**
- All staff including Managers from the Learning and Inclusion Teams have attended two sessions on **Mental Health Awareness and Roles, Responsibilities and Boundaries**
- 20 Complimentary Therapy Lecturers attended a **Roles, Responsibilities and Boundaries training, This session included Senior Lecturers from Glasgow Kelvin and City of Glasgow Colleges**
- Three training sessions on **Mental Health Awareness** delivered to six General Education Lecturers at Anniesland campus.

The recruitment of mental health first aiders is an important first step of putting in place a clear process and infrastructure for employing and up skilling staff who may carry out new roles and have responsibilities in relation to student mental health and well-being.

Core training on mental health awareness and some additional pilot training sessions with different tiers of staff on **Roles, Responsibilities and Boundaries** in relation to mental health.

The project and the GCCSA have been working collaboratively to co design and co-produce a **Student Mental Health Agreement** that is being promoted by the NUS. The agreement is completed and was launched at our Living Life to the Full Wellbeing event. We are also making significant progress in implementing the Action Plan to gain the Scottish Government supported National Union of Students **Healthy Body Healthy Minds Award**.

The project has generated genuine enthusiasm across the wider Further Education sector and requests for more information continue to increase.

## Scottish Government- A Fairer Scotland for Disabled People Delivery Plan



Clyde received national recognition with our inclusion as a positive case study within the government's new [Fairer Scotland for Disabled People: Employment Action Plan](#), published at the end of 2018.

### Equally Safe Project



<https://www2.gov.scot/Resource/0049/00498256.pdf>

<http://emilytest.co.uk/the-campaign/>

All staff members within the College have been provided with an Equally Safe card to support any conversations that may arise with learners or members of staff. The College is working in partnership with local support agencies including Violence Against Women, ASSIST and the Rape Crisis Centre to ensure that appropriate support and advice is available to students and staff. A regional consortium of Glasgow Colleges and Universities has been established to develop a consistent approach to (Gender Based Violence) GBV, training in Equally Safe and the development of Fearless Glasgow in conjunction with other public and voluntary sector partners.

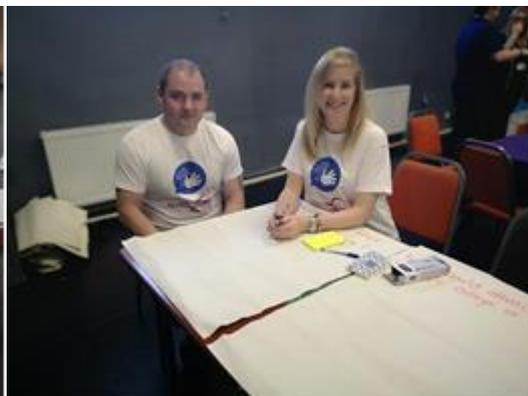
## Regional Collaboration



The three Glasgow colleges continue to work together as the Glasgow Regional Equality Group (GREG) which meets throughout the year to work collaboratively, share practice and develop events across the region for staff and learners.

The main focus this year will be the equality outcome themes and mainstreaming reporting. This group created the set of Regional Equality Outcome themes in 2017 and will continue to work together to develop new streamlined set of outcome themes for 2021.

Through the Colleges' collaborative work, a new network including the universities in Glasgow and the West of Scotland and the three colleges has been established. The first event was organised by this group; a consultation with the deaf community on the BSL Action Plans for these organisations. This was a successful event and the feedback was collated and distributed to both the College and University sector and helped inform the development of Clyde's BSL Action Plan.



## Embracing Diversity Competition



The Glasgow colleges also encourage cultural diversity through an annual Embracing Diversity competition, which engages with learners across the college and region. The competition has raised EDI awareness for both staff & students over the last 4 years with growing numbers of student entries thus progressing the mainstreaming of the three general duties. The Regional Embracing Diversity Awards brings together staff, students and board members from all three colleges and the Regional Board and helps foster good relations across the city whilst promoting the regional outcome themes.

Please see the [Commemorative Booklet](#) including the top competition entries from 2018's Regional Awards Ceremony held at Glasgow Clyde College.

## Glasgow Clyde's Commitment

The Outcome Agreement process enables the College to demonstrate our strategic commitment to equality and how we are progressing the general duties through our internal functions and processes.

*"The college has good systems, procedures and strategies in place to meet with statutory requirements and ensure implementation of equality and inclusion duties."*

*Education Scotland report 2018*

### **New Equality, Diversity & Inclusion Committee**

A new college committee structure was created to allow a wide range of staff and students to participate in college developments and decision-making. The refreshed EDI committee included within the new structure, reports directly to the College's Senior Leadership Team and supports its work. The Committee's structure and remit were developed with support from Advance HE

The existing IDEAS Groups will support the work of the Equality and Diversity Committee.

New Committee Structure (Appendix A)



Our IDEAs (Inclusion, Diversity, Equality and Access) group is well established and meets to resolve and action issues for any potentially disadvantaged groups including the nine protected characteristics identified in the Equality Act 2010. The membership consists of learners and staff who have either a personal interest in related issues or who are supportive and wish to be involved in solution-focused action.

IDEA Groups have continued to successfully progress and develop many aspects of EDI work across the college.

Examples of work progressed include-

- Staff and student engagement with the College Estates review
- EDI class talks
- LGBTQI awareness and undergoing development of Trans guidance for staff
- The progress of an EDI Information Booklet for all staff
- Advice on accessible and inclusive documents



## **Background**

Care@Clyde is the first staff group for Clyde College specifically designed for those with a shared protected characteristic. It was originally a concept devised through collaborative work between the Equality, Diversity and Inclusion department and the Equality Challenge Unit (now Advance HE), who requested that colleges in Scotland look into advancing staff diversity, specifically disabled staff at Clyde, and to explore why there were consistently low declaration rates in equality data.

The EDI department felt it would be beneficial to acquire resources from *Inclusion Scotland*, in consideration that Scotland's largest disabled charity, run by disabled people would have advance expertise in this area. This allowed for the appointment of a disabled intern from their '*We Can Work*' initiative. The '*We Can Work*' programme was formulated through Scottish Government initiatives to progress fairer employment opportunities for disabled people.

The collaboration between Inclusion Scotland and Clyde College proved mutually beneficial as the introduction of a disabled intern set an example that Clyde is an equal opportunities employer willing to address barriers to inclusive work practices. In addition, the lived experience of a new member of staff, who defined themselves as disabled, reinforced the message that the staff group was meaningful to those who were willing to participate.

Preparatory introductions were made between representatives from Inclusion Scotland, the EDI department and HR to welcome the intern, to outline the objectives of the assigned project and to discuss any barriers the intern may come across when working in GCC. All staff including the Principal & Senior Leadership Team were introduced to the new staff intern via meetings and communication channels.

## Care@Clyde beginnings and progression to Peer support group

*June 2018-Present*

The staff group was renamed Care@Clyde (**care** an acronym for **care and respect everyone**). The purpose behind this was to reflect a staff group that was encouraging for staff to attend. The group opened up to further include those who are carers in any capacity and those who work with disabled people, to enhance the shared issues.

The introductory meetings for Care@Clyde set out details regarding the rationale and purpose of the group, how it would benefit staff and the organisation and communicate that Clyde College is taking steps to progress equality. In particular, it reinforced the social model of disability and what, in that people in society are not disabled by their impairments but rather by the barriers that disable them. This model is promoted by Inclusion Scotland and underpins the core ethos of the staff support group. In addition, early meetings set the environment and current national statistics on those identified as disabled in the workforce in Scotland, showing the current employment gap for disabled people (80.2% of non-disabled people are in work in comparison to only 40.2% of non-disabled people). Saying this, Clyde College's own staff declaration rate was significantly low at 1.4% indicating that there could be barriers as to why staff were reluctant (or unaware) to report, therefore some information was provided to those attending to show what is included as a disability under the Equality Act 2011, including unseen disability and mental illness.

The initial first three meetings sought to engage with staff across all three campuses to ask why declaration rates were low, arriving at three broad themes: work culture, organisational structure and attitudes. The intern also facilitated meetings with staff who could not attend Care@Clyde group meetings or who wished to meet in private.

Following a collaboration college workshop with both Glasgow Clyde College and Ayrshire College sharing their report findings, Care@Clyde was promoted as a Peer Support Group where attendees could share experiences, discover solutions and be a time to talk in a supportive, safe and confidential environment. Liaising with the 'Mentally Healthy College' project, which was being run through a SAMH (Scottish Association for Mental Health) in parallel with Care@Clyde enabled the intern to tap into SAMH resources for meetings. The intern trained in ASSIST suicide prevention, which was actively used while working with staff in the college. The peer support group now has a structured membership base which allows staff meet together in a positive, confidential and caring environment.

## **Positive impact and Progress**

The following are indications of positive impact within Clyde as a consequence of the staff group.

- A specialised peer support group that assists in helping disabled and staff with caring roles to feel less isolated in the work environment.
- Increase in disability staff declaration rates from 1.4% to 3%
- A link to the senior management team and HR who have been made aware of the broad themes and feedback from staff.
- A dedicated 'Workplace' page for staff looking for information and advice when working with a disability with 79 staff members.
- Better mental health awareness for staff and better awareness of disability through individualised case studies that have been promoted on workplace.
- Links to outside organisations that can support disabled staff such as Access to Work and charitable organisations.
- National recognition of the collaborative work within the Government's ['Fairer Scotland for Disabled People: Employment Action Plan'](#) December 2018
- Influence change in work culture around disability stereotypes through staff case studies and awareness raising.

*(Examples of staff case studies Appendix B)*

## **BSL Actions and Progress**

- 2 new BSL Lecturers (Deaf)
- Lunchtime BSL groups (Cardonald and Anniesland) – encouraging staff and students to learn BSL and sign with others in the college.
- BSL Film & Social Evenings (once per month) to engage with the local Deaf/deafblind community and BSL users, encouraging the development of positive links between the college and the local BSL community.
- Increase in the number of part-time BSL courses on offer, including both leisure and accredited courses
- New full-time BSL Studies course planned for next academic term (August 2019)
- Current PT BSL Studies: An Introduction students engaging with organisations working within the BSL community and volunteering with these organisations, including Deaf Connections.
- Developing new SCQF-rated qualifications in BSL

## **New Equality Outcome & Mainstreaming Progress Framework and Equality Impact Assessment Templates**

In order to enhance our reporting requirements a Equality Impact Assessment Clyde's Quality department have developed two new templates in collaboration with the Equality team to further enhance our reporting requirements and advance mainstreaming progress.

- A new Equality Outcome Progress & Mainstreaming Framework has been created which will be completed by relevant internal College groups, the GCCSA and cross college staff and students in collaboration with Equality Team. This new framework will be used as a separate internal reporting tool rather than through the wider self-evaluation process to further mainstream equality and avoid duplication.
- A new EIA template and staff relevant training is ongoing to ensure that all assessments are being carried out appropriately and accurately.  
*(Templates Appendix C)*

#### **4) Mainstreaming Progress**

In order to show progress in mainstreaming, please see following specific examples from across the College. These examples include a key to highlight the relevant PSED General Duties.

**E**liminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act

**A**dvance equality of opportunity between people who share a relevant protected characteristic and those who do not

**F**oster good relations between people who share a protected characteristic and those who do not.

#### **Examples of Mainstreaming**

Learners declaring poor mental health has increased significantly over the past 3 years and a significant amount of support and staff training has been provided through the Mentally Healthy College project in partnership with SAMH in recognition of this rise.

Clyde has made great strides in advancing positive mental health for all at Clyde with students declaring a mental health condition success rates rising from 55% to 63% plus lower withdrawal 2016-2017 to 2017-2018.

**A, F**

Development of new Trans Guidance including engagement with trans students and attendance at the Trans EDU training and community of practice.

**E, A, F**

Changing rooms across the college have been updated with the installation of privacy areas to support trans students during their studies.

**E, A, F**

HR to offer a new Pre Retirement programme to support any retiring members of staff to plan for the next chapter of their lives from June 2019.

**E, A**

Sports department have purchased equipment including hand crank Cardio Vascular trainer to allow access to C.V training for wheelchair users plus hand crank all terrain cycles to allow access to outdoor education for wheelchair users. Please click the clip below to see the cycle in action outdoors.



Crank.xspf

**E, F**

Due to the increasing numbers of Muslim female students on catering and hospitality courses, the college has invested in fire resistant head coverings which comply with H&S, whilst removing any disadvantage to these students. Through contacting a College in Manchester, the staff were able to get in touch with an appropriate supplier and source the appropriate garments.

**E, F**

The introduction of a [BSL performance](#) of the annual college pantomime. The BSL interpreters worked closely with both staff and students in a series of workshops preceding the actual performance. These workshops were used to highlight good practice and to foster relationships, in the promotion and celebration of diversity.

**F**

An individual and student led support package was created for a visually impaired learner within the Acting & Performance course. This package included additional resources purchased through the library which allowed the learner to hear performances, rather than see them. It also included additional sessions from the movement tutor to ensure that the learner was comfortable in her role as the Wicked Witch in the pantomime. This involved working with other learners, who were taught how best to provide support – where to place themselves on stage, how to let the learner know where they were through the use of sound and light touch. The technician was also involved as she developed the use of laser lights to provide a line of sight for the learner. This was a whole curriculum area experience, with all staff and students involved. Here is a [short video](#) which includes the student, created by students from the University of Stirling.

**E, A, F**

A new partnership has been developed with Scottish Ballet Education who have developed ground breaking work in the field of Dance Health. They have devised 2 very successful programmes: Dance for Parkinson's Scotland (DPS) and a dementia friendly dance project Time to Dance. The company will train our HND students to become dance facilitators for both of these initiatives.

A, F

Girls Go Construction consisted of a day of construction workshops designed to promote the construction industry to girls with pupils from 5 Glasgow secondary schools. It consisted of 4 workshops covering Plumbing, gas joinery, engineering and brickwork. Increased overall enrolment of female students within faculty from 13% to 15%

A

We are introducing the Mental Health and Wellbeing Award to all our Level 5 Early Years and Social Care programmes from session 19/20. This aims to promote Mental Health Awareness, resilience and coping strategies within a level of study where retention and attainment of vulnerable young people are negatively impacted. We are also supporting staff in the development and delivery of this award by sourcing relevant and appropriate CPD – Mental Health First Aid

We have piloted the inclusion of an SQA Introduction to Mental Health unit within the SCQF Level 6 Introduction to Childcare January start course. We commissioned the input of the Third Sector organisation, **Chris's House** (Centre for Help, Response and Intervention Surrounding Suicide) to deliver a workshop outlining the impact of suicide on families for this group. This workshop has since been rolled out across the campuses to each of our HNC Childhood Practice cohorts with only our Cardonald Campus remaining. Both initiatives will be the focus of formal SL and HOC evaluation and lessons learned will be used to inform delivery and wider roll-out of the full Mental Health group award from August 2019. An SQA Development visit has been requested and delivered to staff responsible for development and delivery of learning and teaching resources for the full Mental Health group Award.

E, A, F

Beauty Therapy students currently run a clinic for people with cancer and other life limiting illness. This is for our students, community and staff.

F

Implemented a Careers Pilot with ESOL staff and level 4 and 5 learners at Anniesland campus looking at a range of activities to support course transition and progression as well as alternative post course destination including :

- Named Student Adviser (careers specialist) linked as point of contact to deliver application support, career planning and advice, bespoke resources, targeted and planned delivery and advocacy role
- Contextual Admissions – automatically interviewed for course transition choices
- Collaborative working partnership with external skills recognition and accreditation project ([Bridges Programme](#)) including referral on an individual need basis for students looking at employment progression rather than further study

A, F

GCCSA have held three work placements so far with students. These have included students from various work areas. One student had additional support needs which GCCSA worked collaboratively with the college to manage to ensure the student could make meaningful progress during the placement and was based in the office alongside the GCCSA team.

Another of the students was from an Addition Support for Learning class and worked from their own class with projects set by GCCSA in order to fit into their routine and suit their abilities. The third student was a mainstream student with no additional support needs and was based within our office for the duration of the placement.

All three students were able to receive the same experience of working with the team and placements which suited the needs of tailored to their particular course.

A, F

GCCSA offer Class Rep meetings and training sessions to suit the needs of different groups around the college. There are general sessions which take place and all students are welcome to attend these sessions as they are held in accessible areas.

However, in addition to this, GCCSA works with the ASL and ESOL departments to provide separate training and meetings for students with additional supported learning needs or for students where English is not their first language. These sessions are usually hosted within the classrooms with which these students are familiar and they are tailored to suit the requirements of the particular students in question.

E, A, F

Last academic year the GCCSA applied for the Healthy Body Healthy Mind award and were delighted to achieve two stars in our first year. This year they are hoping to exceed this and working together with various departments we are sure this will be possible. To date the GCCSA have already run a number of sessions / activities for students, which will help us in achieving this. These included Stop Smoking Information Stalls, Glasgow Council for Alcohol visits, Food Standards Agency visits to promote portion control, free hearing tests and information provided via Hearing Loss Scotland (20 hearing tests carried out as part of these visits) and promotion of our free gym facilities to all students.

A big focus for Clyde this year has been around Mental Health, 30 individuals attended our Time to Talk Day at Langside Campus to launch our anxiety group.

The GCCSA also held successful Our Minds Matter Sessions, which they ran in partnership with our Mentally Healthy College team.

**E, A, F**

## **5) Staff Data Measurement & Summary**

### **EMPLOYMENT MONITORING DATA AND ANALYSIS**

The College has a statutory duty, as a public sector employer, to publish employment monitoring statistics in relation to the composition of our workforce and the recruitment, development and retention of our employees.

The figures in this report are based on a snapshot of data, which was extracted from our HR system in February 2019. Information on our employees has been gathered and reported on according to all 9 protected characteristics and is provided below.

#### ***Total Number of Staff***

As at the 28<sup>th</sup> February 2019, the College had 1116 employees across 3 locations in Anniesland, Cardonald, and Langside. Of these, 661 are teaching staff and 455 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. Staff are employed, as required, on a full time, part time, permanent or temporary basis with a range of flexible working opportunities available.

Staff equality data is collected at recruitment stage and via periodic checking processes.

## **Staff Profile by Protected Characteristics**

### ***Gender***

Of the 1116 staff employed, 404 of these employees are male (36.2%) and 712 are female (63.8%). The details below show the gender breakdown by department:

DEPARTMENT	MALE	FEMALE	OTHER GENDER IDENTITY
Access and Continuing Learning	55 (29.1%)	134 (70.9%)	0
Business, Creative and Digital Industries	54 (31.76%)	116 (68.24%)	0
Engineering, Computing and the Built Environment	124 (81.58%)	28 (18.42%)	0
Executive Support	0 (0%)	8 (100%)	0
Finance & Infrastructure	51 (45.95%)	60 (54.05%)	0
Health and Wellbeing	56 (23.53%)	182 (76.47%)	0
Human Resources	5 (27.78%)	13 (72.22%)	0
International and Commercial Business	16 (32%)	34 (68 %)	0
Quality and Performance	9 (29.03%)	22 (70.97%)	0
Student Experience	26 (18.98%)	111 (81.02%)	0
Senior Leadership Team	8 (66.67%)	4 (33.33%)	0

## **Age**

*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.*

	<b><u>Number</u></b>	<b><u>%</u></b>
16-24	24 (14 Female, 10 Male)	2.15
25-34	153 (91 Female, 62 Male)	13.71
35-44	253 (154 Female , 79 Male)	22.67
45-49	168 (117 Female, 51 Male)	15.05
50-54	179 (122 Female, 57 Male)	16.04
55-59	192 (121 Female, 71 Male)	17.2
60-64	117 (65 Female, 52 Male)	10.48
65+	50 (31 Female, 19 Male)	4.48

## **Disability**

36 members of staff have formally disclosed a disability. This represents 3.23% of the overall staff total. For the College, although this disability profile is an increase in our previously published figures, it continues to be 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.

	<b>Total</b>	<b>%</b>
Disabled	36	3.23
Not Disabled	470	42.11
Prefer not to say	35	3.14
Not Known	575	51.52

## **Ethnic Origin**

The percentage of our workforce from a BME group has increased from our previously reported figures of 1.44% and 1.6% with a current figure of 2.24%.

The majority of our employees still identify themselves as White Scottish (58.33%), although this reflects a decrease from the figure of 71.56% reported in 2017.

	Number	%
African	3	0.27
Any Mixed Background	4	0.36
Any other Asian or Asian British Background	2	0.18
Any other black background	2	0.18
Any other ethnic group	1	0.09
Any other White background	11	0.99
Chinese	3	0.27
Indian	2	0.18
Not Known	287	25.72
Pakistani	8	0.72
Prefer not to say	24	2.15
White	40	3.58
White English	39	3.49
White Irish	17	1.52
White Other	21	1.88
White Scottish	651	58.33
White Welsh	1	0.09
<b>Total</b>	<b>1116</b>	<b>100%</b>

## **Marriage and Civil Partnership**

	Number	%
Divorced	41	3.67
Married and Civil Partnership	460	41.22
Partner	70	6.27
Prefer Not to Say	126	11.29
Separated	9	0.81
Single	119	10.66
Widowed	8	0.72
Not Known	283	25.36
Total	1116	100

The largest percentage of staff fall within the married and civil partnership bracket with 41.22 %.

36.65% of staff fall within the not known and prefer not to say categories.

## **Pregnancy and Maternity**

Over this reporting period a total of 8 employees took maternity leave. All eight have subsequently returned to work in their substantive roles.

Glasgow Clyde College 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.

## **Religion and Belief**

Glasgow Clyde College recognise, acknowledge and respect the religious diversity of our employees. As shown, the largest population of staff fall within the category of Christian.

	Number	%
Agnostic	12	1.08
Atheist	38	3.41
Buddhist	2	0.18
Christian	239	21.42
No religious beliefs	191	17.11
Islam	6	0.54
Judaism	2	0.18
Other	18	1.61
Prefer not to say	67	6
Sikhism	2	0.18
Not Known	539	48.3
Total	1116	100

## **Sexual Orientation**

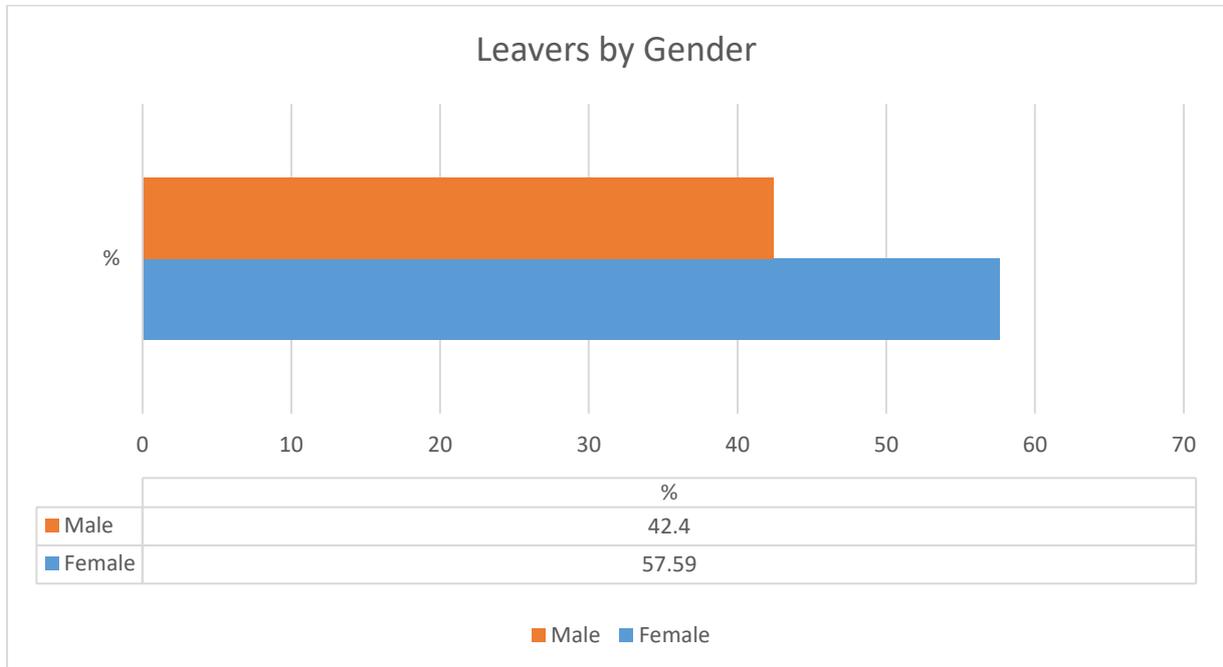
As detailed, almost half of our staff population have chosen not to disclose information on their sexual orientation. The College will continue to work with staff to encourage self – disclosure and raise awareness around the importance of the College having this information in order to implement suitable, supportive measures.

	Number	%
Gay Man, Lesbian, Bisexual	16	1.43
Heterosexual / Straight	530	47.49
Prefer not to say	46	4.12
Not Known	524	46.95
Total	1116	100

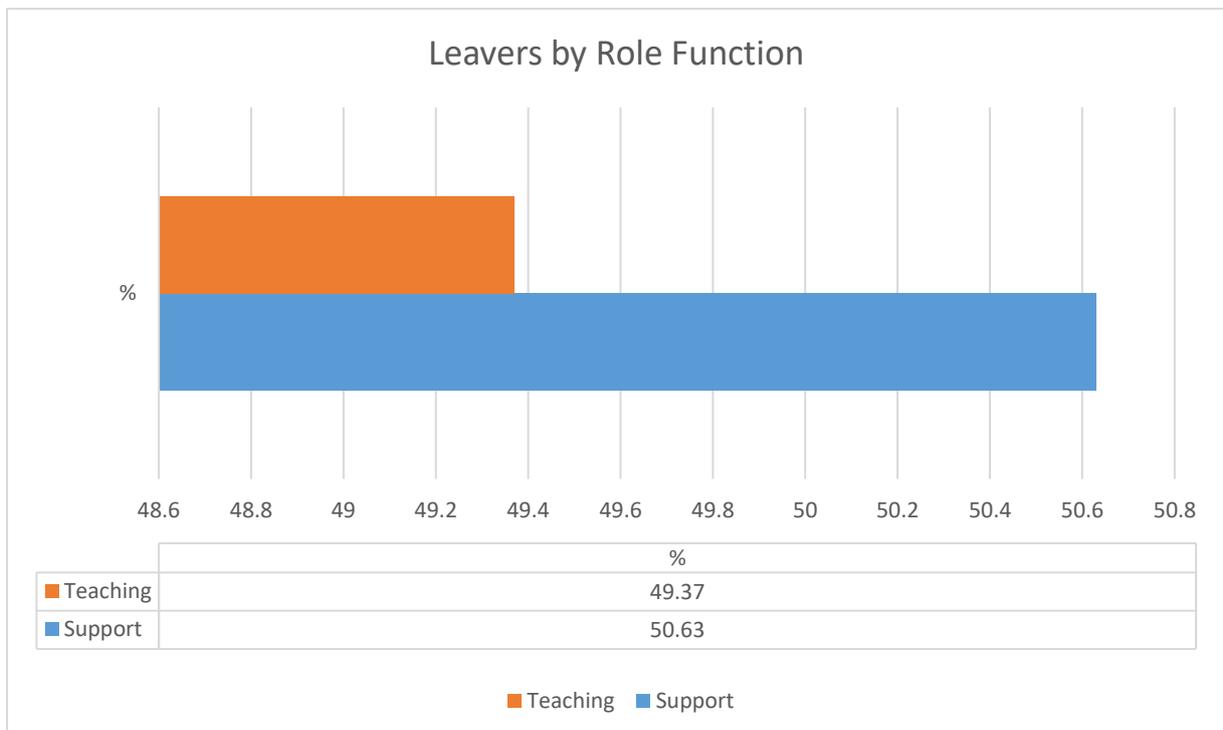
## Leavers

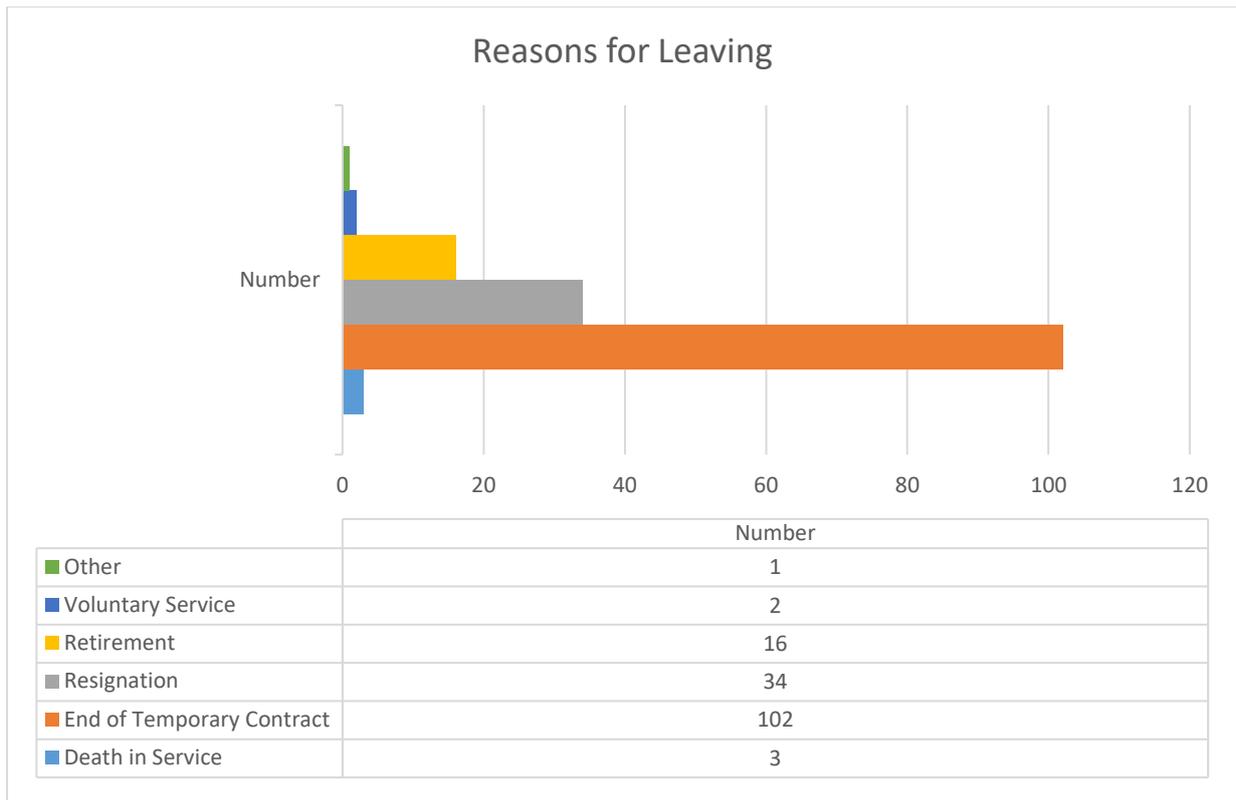
This section provides information on the profile of the 158 employees who left Glasgow Clyde College between April 2018 and March 2019:

91 were female, 67 were male:

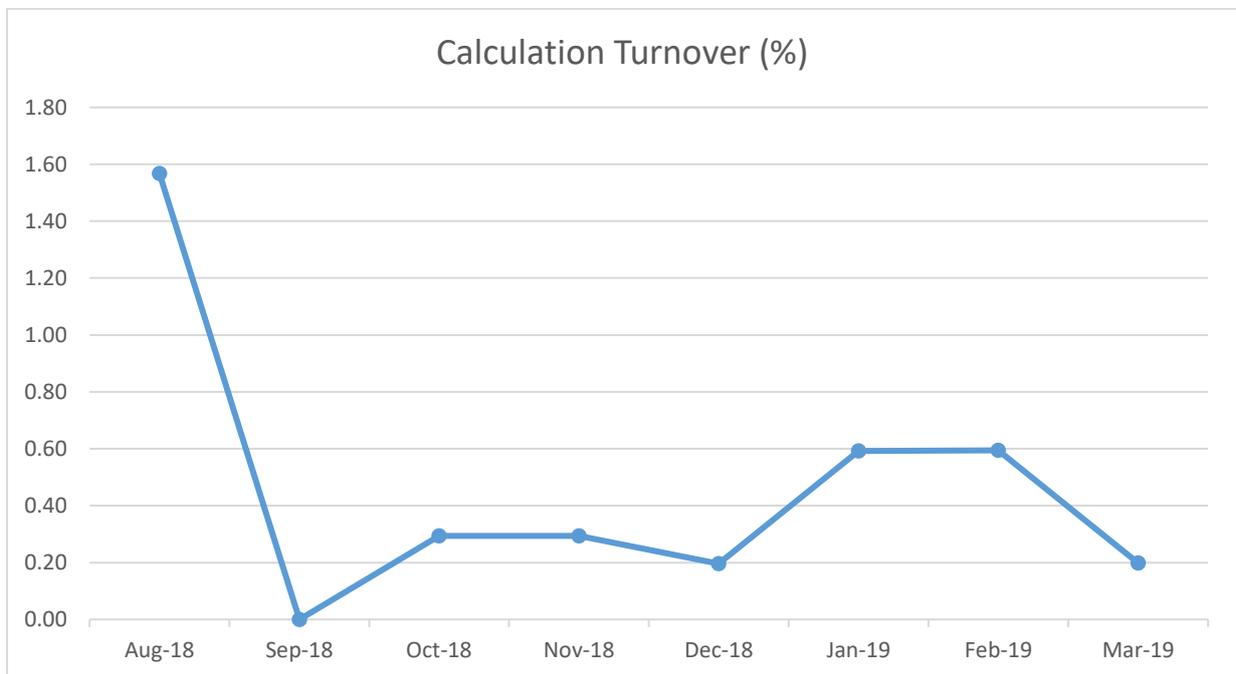


80 were support staff, 78 were teaching staff:





## Turnover



Employee turnover for GCC was at its lowest during September and December of 2018. August 2018 shows the highest turnover figure of 1.57%, the main reason for leaving being retirement.

Leavers by Age and Gender:

	<b>Number</b>	<b>%</b>
16-24	27 16 Female, 11 Male	17.1
25-34	20 10 Female, 10 Male	12.66
35-44	34 22 Female, 12 Male	21.52
45-49	15 9 Female, 6 Male	9.49
50-54	17 10 Female, 7 Male	10.76
55-59	14 7 Female, 7 Male	8.86
60-64	19 13 Female, 6 Male	12.03
65+	12 4 Female, 8 Male	7.59
<b>Total</b>	<b>158</b>	<b>100</b>

Leavers by Marital Status:

	<b>Number</b>	<b>%</b>
Divorced	5	3.16
Married and Civil Partnership	55	34.81
Partner	13	8.23
Prefer Not to Say	19	12.03
Separated	0	0
Single	31	19.62
Widowed	2	1.27
Not Known	33	20.89
<b>Total</b>	<b>158</b>	<b>100</b>

Leavers by Ethic Origin:

	Number	%
African	0	0
Any Mixed Background	3	1.9
Any other Asian or Asian British Background	0	0
Any other black background	1	0.63
Any other ethnic group	1	0.63
Any other White background	2	1.27
Chinese	0	0
Indian	0	0
Not Known	32	20.25
Pakistani	1	0.63
Prefer not to say	3	1.9
White	6	3.8
White English	7	4.43
White Irish	1	0.63
White Other	3	1.9
White Scottish	97	61.39
White Welsh	1	0.63
<b>Total</b>	<b>158</b>	<b>100%</b>

Leavers by Religion or Belief:

	Number	%
Agnostic	1	0.63
Atheist	4	2.53
Buddhist	0	0
Christian	36	22.78
No religious beliefs	43	27.22
Islam	0	0
Judaism	1	0.63
Other	6	3.8
Prefer not to say	13	8.23
Sikhism	0	0
Not Known	54	34.18
<b>Total</b>	<b>158</b>	<b>100</b>

Leavers by Sexual Orientation:

	Number	%
Gay Man, Lesbian, Bisexual	7	4.43
Heterosexual / Straight	93	58.87
Prefer not to say	7	4.43
Not Known	51	32.28
<b>Total</b>	<b>158</b>	<b>100</b>

Leavers by Disability:

	Total	%
Disabled	5	3.16
Not Disabled	92	58.23
Prefer not to say	3	1.9
Not Known	58	36.71

## **Recruitment Equality and Diversity Statistics**

Equality, diversity and inclusion remain at the forefront of our recruitment plans. The recruitment process within the College ensures that unconscious bias is removed and supports a fair and equitable process for all candidates.

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 short listing 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 2018 until March 2019. During this period a total of 67 positions were advertised, most of which were temporary lecturing opportunities. Of a total of 552 applications received, the sensitive data is broken down by protected characteristic below:

### **Age**

	<b><u>Number</u></b>	<b><u>%</u></b>
16-24	79	14.31
25-34	166	30.07
35-44	132	23.91
45-49	77	13.95
50-54	53	9.60
55-59	29	5.25
60-64	14	2.54
65+	2	0.36
<b>Total</b>	<b>552</b>	<b>100</b>

## Disability

	Total	%
Disabled	32	5.8
Not Disabled	491	88.95
Prefer not to say	29	5.24
Not Known	0	0
Total	552	100

## Ethnic Origin

	Number	%
African	7	1.27
Any Mixed Background	4	0.72
Any other Asian or Asian British Background	0	0
Any other black background	4	0.72
Any other ethnic group	1	0.18
Any other White background	12	2.17
Chinese	5	0.91
Indian	10	1.81
Not Known	0	0
Pakistani	9	1.63
Prefer not to say	26	4.71
White	33	5.98
White English	13	2.36
White Irish	8	1.45
White Other	8	1.45
White Scottish	412	74.64
White Welsh	0	0
Total	552	100%

## Religion and Belief

	Number	%
Agnostic	0	0
Atheist	0	0
Buddhist	1	0.18
Christian	176	31.88
No religious beliefs	319	57.79
Islam	0	0
Judaism	1	0.18
Other	22	3.99
Prefer not to say	30	5.43
Sikhism	3	0.54
Not Known	0	0
<b>Total</b>	<b>552</b>	<b>100</b>

## Sexual Orientation

	Number	%
Gay Man, Lesbian, Bisexual	37	6.70
Heterosexual / Straight	473	85.69
Prefer not to say	42	7.61
Not Known	0	0
<b>Total</b>	<b>552</b>	<b>100</b>

## Gender

	Total	%
Male (Inc. Trans Man)	186	33.7
Female (Inc. Trans woman)	348	63.04
Other	3	0.54
Prefer Not to Say	15	2.72
<b>Total</b>	<b>552</b>	<b>100</b>

## **Appointments**

Within the period 1st August 2018 to 31st March 2019, of the 106 successful candidates recruited to, or promoted within, Glasgow Clyde College, a breakdown by protected characteristics is shown below:

### **Age and Gender:**

	<b><u>Number</u></b>	<b><u>%</u></b>
16-24	3 (3 Female, 0 Male)	2.83
25-34	34 (17 Female, 17 Male)	32.08
35-44	22 (14 Female, 8 Male)	20.75
45-49	10 (7 Female, 3 Male)	9.43
50-54	12 (9 Female, 3 Male)	11.32
55-59	14 (7 Female, 7 Male)	13.21
60-64	8 (6 Female, 2 Male)	7.55
65+	3 (2 Female, 1 Male)	2.83
<b>Total</b>	<b>106</b>	<b>100</b>

### **Marital Status:**

	<b>Number</b>	<b>%</b>
Divorced	5	4.72
Married and Civil Partnership	46	43.4
Partner	6	5.66
Prefer Not to Say	34	32.08
Separated	0	0
Single	14	13.21
Widowed	1	0.94
Not Known	0	0
<b>Total</b>	<b>106</b>	<b>100</b>

**Ethnic Origin:**

	Number	%
African	0	0
Any Mixed Background	0	0
Any other Asian or Asian British Background	1	0.94
Any other black background	0	0
Any other ethnic group	0	0
Any other White background	1	0.94
Chinese	0	0
Indian	1	0.94
Not Known	0	0
Pakistani	1	0.94
Prefer not to say	48	45.28
White	6	5.67
White English	4	3.77
White Irish	0	0
White Other	2	1.89
White Scottish	42	39.62
White Welsh	0	0
<b>Total</b>	<b>106</b>	<b>100%</b>

**Religion or Belief:**

	Number	%
Agnostic	1	0.94
Atheist	1	0.94
Buddhist	1	0.94
Christian	13	12.26
No religious beliefs	23	21.7
Islam	2	1.89
Judaism	0	0
Other	5	4.72
Prefer not to say	59	55.67
Sikhism	1	0.94
Not Known	0	0
<b>Total</b>	<b>106</b>	<b>100</b>

**Sexual Orientation:**

	Number	%
Gay Man, Lesbian, Bisexual	4	3.77
Heterosexual / Straight	46	43.4
Prefer not to say	56	52.83
Not Known	0	0
<b>Total</b>	<b>106</b>	<b>100</b>

**Disability:**

	Total	%
Disabled	4	3.77
Not Disabled	47	44.34
Prefer not to say	56	52.83
Not Known	0	0
<b>Total</b>	<b>106</b>	<b>0</b>

## **6) Board Diversity Information**

### **Commitment**

It is the policy of the Board of Management of Glasgow Clyde College to promote and embed the principles of equity and equality 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. In recognising this policy, the Board of Management of Glasgow Clyde College is committed to ensuring greater diversity amongst its membership. With particular reference to gender equality, the Board previously signed up to the Scottish Government 50/50 by 2020 campaign, recognising the current gender imbalance on public boards.

### **Data**

The Board of Management of Colleges in Scotland is comprised of the following positions:

- 1 x Principal and CEO.
- 1 x Chair (appointment by the Regional Board for 4 years).
- 2 x Student Members (elected).
- 2 x Staff Members (elected).
- 12 x Non-Executive Directors (following formal recruitment and selection and subject to Regional Board appointment for up to 4 years).

From 1<sup>st</sup> August 2017 until present, Glasgow Clyde College's Board of Management has had a total of 12 non-executive directors (including the Chair), taking account of departures and new members. Of those 12, 4 were females (33.3%) and 8 males (66.7%). At present, the Glasgow Clyde College Board of Management (Non-executives, including the Chair) comprises 3 females (30%) and 7 males (70%). The number of female non-executive directors has recently decreased to 3 due to an early departure of one member. Prior to said departure, the percentage of female non-executives was 36%. The overall Membership of the Board currently comprises 6 females (40%) and 9 males (60%).

In a recent Report on Women Leaders in Higher Education<sup>1</sup>, the overall percentage of female lay members of governing bodies was 38%. The report recognises this as a significant achievement for the sector, noting that it surpasses the percentage of women on publicly listed companies in the private sector.

---

<sup>1</sup> Women Count [2018] *Women Count: leaders in higher education 2018*  
<https://women-count.org/portfolio/womencount-leaders-in-higher-education-2018/>

## **Next Steps**

The Board of Management currently has three non-executive vacancies. The Nominations Committee has recently met and recognised this as an excellent opportunity to really focus on broadening the diversity of the Board whilst acknowledging the earlier commitment to 50/50 by 2020. At their recent meeting, the Nominations Committee received a presentation from Changing the Chemistry<sup>2</sup> which helped endorse the importance of having a diverse Board membership.

As an outcome of that meeting, the Nominations Committee will be engaging the services of Changing the Chemistry to assist with recruitment and attract more diversity amongst candidates, recognising this as a weakness in previous recruitment exercises where only male candidates had submitted applications. Further actions will include a review of the application process to attract a wider audience, hosting a board information event to raise awareness of the role of a board member and wide and targeted advertising. As an initial starting point to the forthcoming recruitment, an up to date equality monitoring survey is being carried out to gather up to date data amongst the current membership to ensure gaps in diversity are identified.

---

<sup>2</sup> <https://changingthechemistry.org/>

## **7) 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.

### **New Staff Induction process**

The new staff induction process launching in Spring 2019 includes a full Equality Awareness raising section in the online package and our face to face induction day contains a presentation from our Equalities team. The anticipated outcome is that staff are aware of their obligations and the expectations of the College from the very start of their employment with us.



### **ADVANCE HE Recruiting disabled staff project 2019-2021**

As Glasgow Clyde College was involved with the previous 'Supporting workforce diversity: progressing staff equality in colleges project', we have been included as one of six Colleges for whom Advance HE is offering support in Scotland that are seeking to increase recruitment of disabled staff.

The project details-

Advance HE will work directly with teams from up to six colleges. The project will support colleges in analysing available data, developing an evidence-based approach to addressing under-representation, and subsequently developing positive action activities using existing college processes. Support will be focused on ensuring that staff development is inclusive of groups sharing a protected characteristic, and can better target any underrepresented groups.

Through working with relevant representatives from participant colleges' senior management, HR teams, training and development, equality, subject or function specific senior staff and any other linked functions, along with disabled staff and trade union representatives, the project will support colleges to:

- = Review and benchmark college data to appropriately assess underrepresentation.
- = Develop an understanding of barriers faced by disabled potential employees (for instance by undertaking qualitative research).
- = Set specific and achievable targets in relation to improving the recruitment of disabled staff.
- = Develop, deliver and evaluate positive action initiatives to improve the recruitment of disabled staff.

This approach will support colleges in meeting their current equality outcomes and SFC outcome agreement commitments in relation to equality. This process will also support colleges in developing robust evidence to inform and progress outcomes and activity for their next sets of equality outcomes and SFC outcome agreements.

The project will run for 2 years, from early 2019 to 2021. This will provide participant colleges with enough time to accurately assess underrepresentation, develop required evidence, identify outcomes and implement positive action initiatives. During the lifetime of the project, colleges will action plan for the longer term and will consider evaluation.

We at Clyde are looking forward to our involvement and working towards increasing diversity within our workforce.

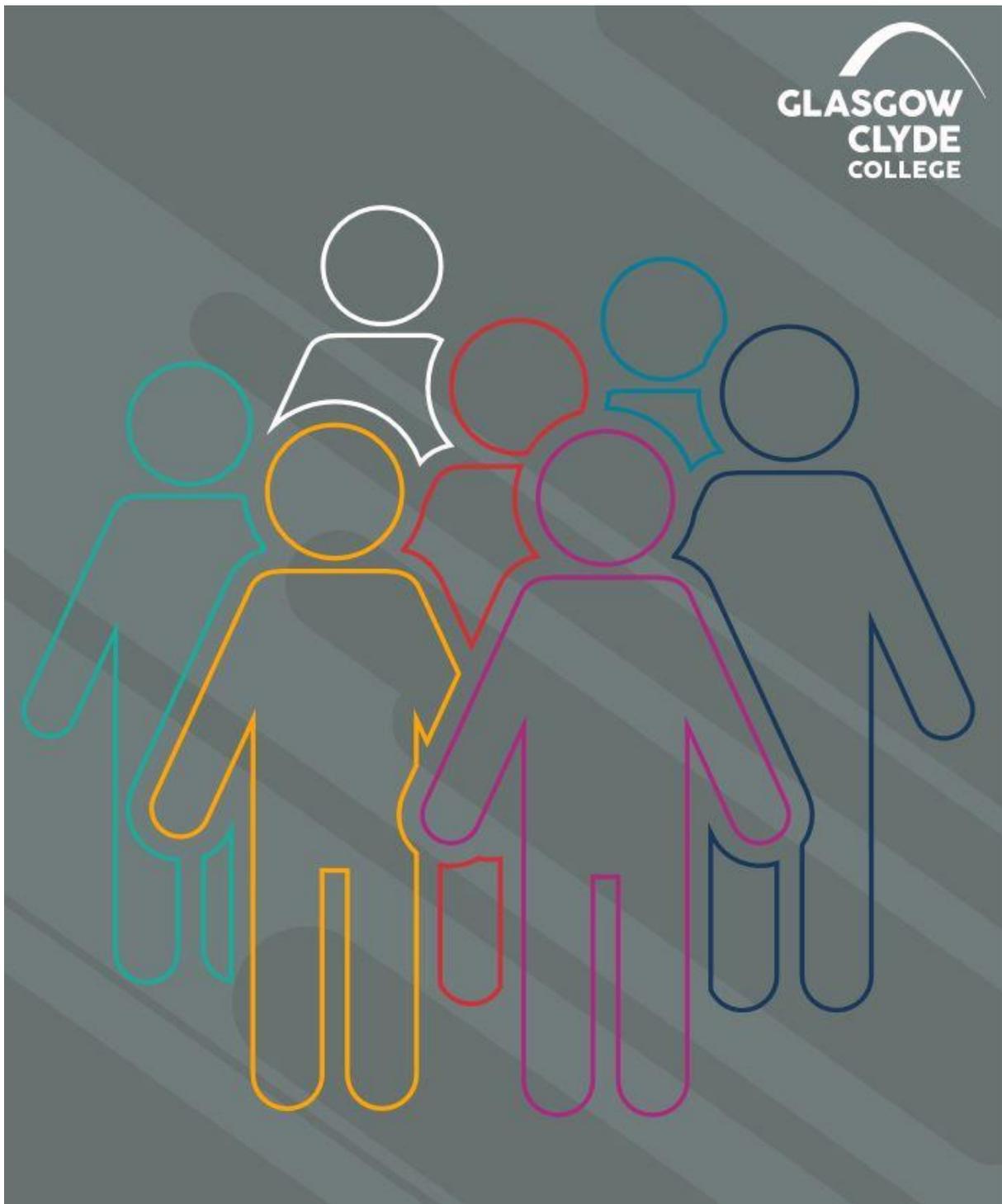


### **EDI Staff Information booklet**

Clyde is developing an EDI resource for all staff, in conjunction with changing the culture and development of new College Values.

This booklet will include all EDI matters relating to staff, information on the Equality Act, signposting to relevant support services and reinforcement of the rationale and importance of updating personal information.

A copy will be given to each member of staff and will be updated annually online.



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 and Word format. It can also be provided in standard print, large print, in electronic, audio form, in Braille and support given to BSL users, upon request. For more information, please call 0141 272 3639 or contact [equality@glasgowclydecollege.ac.uk](mailto:equality@glasgowclydecollege.ac.uk)*

## **Appendix A**

Glasgow Clyde College Committee Structure



## **Appendix B**

Care@Clyde Case Studies

# SPOTLIGHT ON DYSLEXIA

**Jon Vincent:**  
Principal and Chief Executive



## JOB ROLE

Glasgow Clyde College's very own Principal and Chief Executive, Jon Vincent, would like the College to understand how living and working with a disability doesn't need to hold you back in both employment and life and how it can in fact lead to positive results.

Having worked in colleges for over 25 years, Jon understands the impact colleges have on people's lives. They can enhance and influence student's life choices to benefit both themselves and the wider community.

Jon finds his role in a diverse college rewarding and he believes further and higher education adds value to so many lives year on year, this is particularly true when students find an opportunity to transform themselves, as he was able to do when he left school.

## BACKGROUND

Explaining his own education background, Jon found his early schooling to be a testing time, as it became apparent by the age of seven that he was profoundly dyslexic.

Since awareness of the condition was limited at that time, the additional support that was put into place was not always as beneficial as it could have been and Jon began to struggle. As a result Jon decided to take his life down a different route and at the age of 16 he enrolled in a sports course at a local FE college.

This particular college took a supportive and personalised approach to learning which allowed Jon to flourish. His continued interest in sport lead to qualifications and consequently admission into a sports science course at University.

Having found a focus, his skills and experience were enthusiastically applied when he became a college lecturer of sport and he soon progressed into a senior lecturer post. He worked his way into various college teaching roles throughout England, progressing to become the youngest Principal in the country, an accolade that he is particularly proud of achieving.

## ADVICE ABOUT DYSLEXIA

Having heard Jon's story, it is clear dyslexia has not held him back in his career. Jon would like others to understand that dyslexia is not related to ability but rather finding a different way of doing things, adapting individual strengths and thinking positively about yourself and your disability.

Jon also feels it is important to be open about your disability as it allows others to know how to work with you. For example, paperwork given in advance of meetings is better, so there is time to read in a quiet space. In addition, having a PA's assistance and using different formats for written material, while also making others know that it takes longer to read, have all contributed in a positive working strategy for Jon.

After a 'false start' in education, Jon gives a good example of the lifelong consequences of inclusive further education and a positive working environment. He emphasises that Glasgow Clyde College is an understanding employer who value equality for disabled staff to achieve their full potential.

For more advice on Dyslexia visit:  
[dyslexiascotland.org.uk](http://dyslexiascotland.org.uk)

# SPOTLIGHT ON MOBILITY

David McNally  
Reprographics  
Coordinator



## JOB ROLE

David McNally is a Reprographic Coordinator based at Cardonald Campus, a role that he has fulfilled for 17 years. A popular member of staff, David's day-to-day reprographic activities keep the campus running with a supply of materials for its many classes and courses, and he is always keen to assist staff.

He finds his role interesting and challenging, in that, no two days are the same when coordinating and organising the variety and volume of print requests sent to the Cardonald Campus print room.

Aside from his usual duties, David takes pride in supporting students in reprographic work experience placements, using his own background with a disability as a means to show how to work around barriers. He also finds supporting a student's self-esteem and helping their confidence grow rewarding.

## BACKGROUND

Growing up with hemiplegia, hydrocephalus and scoliosis, caused by two cerebral haemorrhages and meningitis at birth, meant a consequence of issues with mobility. These issues still affect David today but he has not let this hold him back from achieving his ambitions to work independently. David was educated in a mainstream school as it was felt he would benefit by studying alongside others pupils

instead of separate tutoring due to his condition. After school, he gained an apprentice position with a ship building company in Govan working in their accounts department; unfortunately this position was later made redundant and he was redeployed to reprographics. Soon after, he was successful in gaining an administrative position with a Government agency for four years.

This led to his current position in the reprographics department, joining Cardonald College in 2001. When he arrived, the department relied on two black and white printers. Now it is much more technologically advanced with up-to-date equipment and systems. David enjoys learning new systems of working, including educating staff on how to use the equipment for their continued learning and development.

## ADVICE ABOUT MOBILITY

David is very open about his disability. He shows that practical adaptations help him to work independently. For example, using a trolley to help off-load bundles of completed print requests from the machines for distribution. In addition, an adapted work chair with inflatable backrest obtained through Access to Work, has helped with his chronic pain and mobility.

Further to this, accessible building features, such as lifts, nearby facilities and a level positioned workstation have been instrumental in allowing ease of movement. However, it has

not always been so unproblematic. In 2016, David's health took a downward spiral and he found that on top of mobility issues, type two diabetes, pain and high blood pressure were all contributing to his overall health and well-being. David received support from the health, fitness and exercise department at the College's Cardonald Campus which was fundamental in helping him to regain good health. He is particularly grateful to the staff in this department, who have gone out of their way to help him achieve his fitness goals. With help he lost a significant amount of weight, leading to a reversal of his diabetes, improvement in his strength and a complete boost to his confidence and mood.

David has a 'can do' attitude which centres him in work and in life. He will not allow people to tell him he cannot do it, as it is simply not in his personal ethos, and he strives to take each day as it comes while working around the barriers that can come with his condition.



# SPOTLIGHT ON ASPERGER'S SYNDROME

Ian Ollig  
E-Learning Developer

## JOB ROLE

Ian is part of the E-learning team and has worked with Glasgow Clyde College for a year, working across all three campuses. His role is to design and develop instructional resources for classroom based and distant learning courses and he has the task of making learning digitally accessible to a huge array of students.

He describes his role as variable, creative and with a great amount of attention to detail, three elements that tap into his skillset.

He is proud to be part of a team who are actively shaping and assisting the needs of students and his current work has the potential to be used years from now. Since he is a visual thinker, Ian finds that his condition actually helps in his role and his department have been instrumental in adapting work to help him overcome any potential barriers.

Ian thoroughly enjoys his job and describes it as the closest thing to being a lecturer without being in a classroom.

## BACKGROUND

Ian only received a formal diagnosis of Asperger's in his early 30's after many decades of knowing that he was, in some ways, different. He had a range of setbacks and difficulties that amounted to a period of poor mental health in the lead up to his diagnosis.

He describes school as a time where he found challenges in reading and writing, particularly grammar. On the flipside, his mathematical and numeracy skills well exceeded his school peers. Furthermore, he found that anything with fine motor skills was more challenging and it became apparent to his teachers and parents that he was showing difficulties. He felt that his mental energy lapses and fatigue were put down to laziness and other difficulties were assumed to be other proposed conditions, such as dyslexia. Despite this, he was determined to excel academically and by his second year in a state high school, he gained a scholarship for a private school. Better

classroom conditions meant that he was able to catch up on reading and writing skills and this lead him to seek new opportunities after gaining a place at Stirling University, where he studied history.

After gaining a degree, Ian went on to teach social sciences at Falkirk College, which was his ambition at that time.

Eventually, he moved into an insurance job and latterly worked with an American IT company. It was here that his Asperger's became noticeably detrimental to his health with anxiety, fatigue and burnout ensuing. Without a diagnosis and support, Ian found himself lost. Assistance only came after a chance conversation at his job centre where he was referred to The Glasgow Autism Resource Centre for help. During this uncertain time, Ian attended an IT and networking course at Anniesland Campus. He found a passion for this subject and, with advice from a very encouraging lecturer, he felt confident to apply for the vacancy for his current role at the College, a role which he describes as a perfect match.

## ADVICE ABOUT ASPERGER'S SYNDROME

Ian's journey at Glasgow Clyde College is testament that Asperger's can be very hard to notice, which can cause misunderstandings, but it is not something that is impossible to work with. Ian would like others to know that the condition is on a spectrum and no two people with the condition are alike.

A frustration of this is that people often stereotype and come to their own assumptions about the differences they expect someone with Asperger's to have, sometimes assuming it has to be on the far-end of the autistic spectrum. Sensory overload can be a challenge for people with Asperger's, especially background noise, lights and having a lot of activity around in general. This makes working a standard 9 to 5 role hard, as it incorporates rush hour traffic and crowds.

Maintaining eye contact and navigating the 'unwritten rules' of social interaction have been another challenge for Ian and something that he has actively taught himself to do.

Emotions can sometimes be confusing due to preoccupations with certain interests, Aspergers can cause Ian to focus on one subject and talk consistently about this, even if others are not as interested as he is. However, this trait comes in useful for focused work and is something Ian has turned around to use in his favour. The advice he has for line managers is to trust that the employee knows what adaptations work best for them and that working on a changed schedule can alleviate many difficulties that those with this condition have. Ian explains that working alone can help but that being isolated from colleagues is not beneficial for socialisation. Most importantly, having confidence in the potential those with Asperger's can bring to a workplace is crucial.

Ian would also encourage the idea that giving leeway in work patterns, while also having increased awareness and understanding, are all key to being inclusive and can allow someone with Asperger's to achieve their full potential.

For more information on Asperger's Syndrome:  
National Autistic Society: [www.autism.org.uk](http://www.autism.org.uk)

For assistance in Glasgow: Autism Network Scotland run the Autism Resource Centre (ARC) who provide training courses. Call 0141 276 5252.



## **Appendix C**

Quality Documents

EQUALITY OUTCOME & MAINSTREAMING FRAMEWORK EQUALITY

IMPACT ASSESSMENT TEMPLATE

## Equality Impact Assessment

Title of Policy, Procedure or Practice: \_\_\_\_\_

Type of Policy, Procedure or Practice:      New       Existing, Reviewed or Revised

Team Leading Impact Assessment: \_\_\_\_\_

Lead Person: \_\_\_\_\_      Date of Assessment: \_\_\_\_\_

### Aims and Outcomes

What are the intended aims / outcomes of the policy, procedure or practice? Who is the target audience and who is it intended to benefit?

### Evidence and Information

What information has been used as the basis for this EIA?

Which individuals, groups or organisations representing protected characteristics have been involved in the undertaking of this assessment?

## Equality Impact Assessment

What does the information indicate about potential positive, neutral or negative impacts for each protected characteristic?

Protected Characteristics	Potential Impact
Age	
Disability	
Gender Reassignment	
Marriage and Civil Partnership	
Pregnancy and Maternity	
Race	
Religion or Belief	
Sex	
Sexual Orientation	

Are you able to reduce any potential negative impacts identified? If so, how?

### Compliance with General Equality Duty

Does the policy, procedure or practice comply with the three parts of the general duty?

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the [Equality Act \(2010\)](#)
- Foster good relations between people from different groups - this involves tackling prejudice and promoting understanding between people from different groups
- Advance equality of opportunity between people from different groups

Yes  No

If no, what arrangements could be implemented to better comply with the duty?

## Equality Impact Assessment

### What is the EIA outcome?

A positive impact is likely

A negative impact is not foreseen

A negative impact is likely

A negative impact is probable or certain

Are you able to introduce the policy, procedure or practice without changes? Yes  No

If no, what changes will you make before implementation?

### Action and Monitoring

What action will be taken, by whom and when?

Once implemented how will the policy, procedure or practice be monitored?

Signed: \_\_\_\_\_

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

## Equality Outcome and Mainstreaming Progress

### KEY:-

#### Glasgow Clyde College Equality Outcomes:-

- 1) The successful recruitment of a diverse work force & student body, particularly of disabled individuals and those from minority ethnic communities, provides a welcoming and safe environment for all.
- 2) All students & staff are fully supported to promote and contribute to a College ethos of inclusion and diversity.
- 3) Disabled individuals can independently and confidently access our buildings and services
- 4.1) Students experience and contribute to learning & teaching methods and materials which are accessible to all and promote and celebrate diversity
- 4.2) Staff receive appropriate continuous professional development to support them in the design, development and delivery of inclusive teaching methods and materials
- 5.1) There is an increased equity of success for all learners, irrespective of protected characteristic, based on decisions informed by robust and comprehensive data.
- 5.2) Irrespective of protected characteristic or role within Glasgow Clyde College, all staff are empowered to fulfil their full potential, based on decisions informed by robust and comprehensive data

#### 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

## Equality Outcome and Mainstreaming Progress

Based on your examples listed on page 1, provide evidence of progress towards achieving the specific College Equality Outcomes (EO) and/or the Public Sector Equality Duty (PSED) that you referenced for each example, i.e. was it effective and how do you know this or how do you plan to monitor this?

Evidence of Progress and Actions						
Example No.	Related EO and PSED	Evidence demonstrating impact/progress	Action (if applicable)	Responsible	Target Date	Achieved

Please submit completed forms to [awardingbodycontact@glasgowclyde.ac.uk](mailto:awardingbodycontact@glasgowclyde.ac.uk) by **Thursday 28 February 2019**.