



Equality Outcomes Progress Report 2019

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1) Introduction

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.

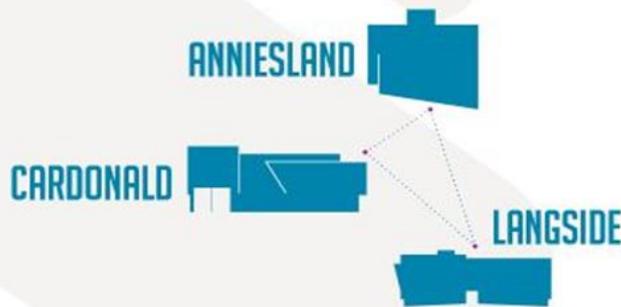
We will positively promote equality and inclusion for all. Our aim is to create a culture where everyone feels able to be themselves in an environment that is welcoming, comfortable and respectful.

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

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

30000

ENROLMENTS FROM STUDENTS FROM BLACK AND MINORITY ETHNIC BACKGROUNDS

SPECIALIST MENTAL HEALTH SUPPORT: OVER

600

STAFF TRAINED



Report Context

What are Equality Outcomes?

Equality outcomes are strategic and express results institutions will achieve to improve people's life chances over a four-year period. In Scotland, there is a specific duty for institutions to publish a set of equality outcomes and to report on progress every two years.

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

- Duty to publish a report on the progress made to achieve the published equality outcomes.



“The purpose behind setting equality outcomes is to help further the needs mentioned in the general equality duty.”

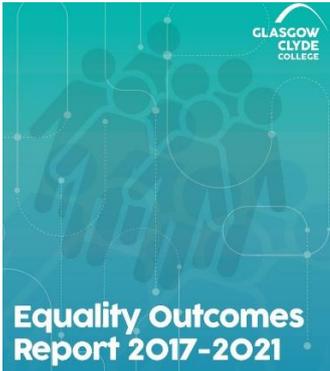
(<https://www.equalityhumanrights.com/en/public-sector-equality-duty-scotland/public-sector-equality-duty-faqs>)

Glasgow Clyde College's Equality Outcomes for 2017-2021 were published in 2017 with the report detailing how they were devised. These reports are available on our website under [Equality & Inclusion](#).

This report will show progress made in the last two years in achieving these outcomes.

2) Measurement & Evidence of Progress

2017



Within our Equality Outcomes Report in 2017, we collated our outcomes into three areas; Access, Experience & Achievement in order to contextualise them within the learner/staff journey. We included some examples of '[How We'll Know We Are Making Progress?](#)' by providing progress and impact measures, to evidence advances made towards achieving our Outcomes. We will continue to use both quantitative and qualitative measures to evidence our progress.

2019

This report will provide progress made to date via these measures and **includes a separate Action Plan (Appendix A)** highlighting how we will continue to make further developments in achieving our outcomes by 2021.

Please see below the progress made so far in achieving our Equality Outcomes.

Glasgow Clyde College's Equality Outcomes aligned to **Regional Equality Outcome Themes**

<p>What we Want Our EDI Vision</p>	<p>What We'll See (Regional Equality Outcome Themes & Our specific Glasgow Clyde College Equality Outcomes)</p>	
<p>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.</p>	<p>Access</p>	<p>1. The diversity of students and staff reflects the communities the College serves.</p> <p>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</p>
		<p>Experience</p>
	<p>3. All students and staff benefit from inclusive and accessible spaces, environments and services.</p> <p>3 Disabled individuals can independently and confidently access our buildings and services</p>	
	<p>4. All students and staff actively engage in fully inclusive and accessible learning.</p> <p>4.1 Students experience and contribute to learning & teaching methods and materials which are accessible to all and promote and celebrate diversity</p> <p>4.2 Staff receive appropriate continuous professional development to support them in the design, development and delivery of inclusive teaching methods and materials</p>	
	<p>Achievement</p>	

ACCESS

Glasgow Clyde College's Equality Outcome 1

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.

Supported Protected Characteristic/s- *Disability, Race*

Rationale for a change in this outcome focus

We at Clyde, will focus particular attention on the staff recruitment aspect of this outcome and relevant student success rates over the next two years. We recognise that we need to increase the diversity of our staff to “*reflect the communities the College serves*” as per our Regional Equality Theme.

Having reviewed our student data, we know that we recruit a diverse student population, delivering to 5% more BME/Other White students than elsewhere in Glasgow, with increasingly successful attainment rates..

Delivery Levels	UK White	BME/Other White		
Scotland	96%	4%		
Glasgow	78%	22%		
Glasgow Clyde College	73%	27%		
Attainment BME/Other White Learners	2017-18 BME/Other White	2017-18 Attainment college wide	2016-17 BME/Other White	
FE Full Time (1055 enrols)	69%	66%	63%	
FE Part Time (2415 enrols)	75%	72%	70%	
HE Full Time (598 enrols)	73%	75%	68%	

Glasgow has higher than average rates of residents classing themselves as disabled or incapable of work and the college undertakes a range of activity to ensure they identify and remove barriers to participation and reasons for non-disclosure. This includes work with Community Planning Partnerships and disability support agencies. A significant school-college programme is delivered for learners with additional support needs which provides pathways into mainstream vocational opportunities.

We also have growing figures of disabled students, with our Learning Inclusion department seeing a steady rise in students being offered support.

Learning Inclusion	15/16	16/17	17/18
Number of Learners	820	1,010	1,187

Thus, on reflection of this evidence regarding our student population, we will focus specifically on the “successful recruitment of a diverse work force”, whilst continuing to ensure a “safe and welcoming environment” for all at Glasgow Clyde College.

Progress measures

Student Early Impressions survey figures show increased satisfaction during the recruitment process from 2017-18/2018-19

Students rated the following: **2018 (4000 responses)**

	Excellent	Good	OK	Below Average	Poor
Applying for your course e.g. website and online application	44.0%	45.5%	9.6% (99.1%)	0.5%	0.4%

Students rated the following: **2017 (2097 responses)**

	Excellent	Good	OK	Below Average	Poor
Applying for your course e.g. website and online application	45.1%	47.7%	5.8% (98.6%)	0.6%	0.8%

2018-2019 Early Impressions Survey

The [Student Code of Conduct](#), which underlines Equality, Diversity, Inclusion and Respect, is the most covered topic in student class inductions.

Students confirmed which activities / topics were covered during their induction as follows:

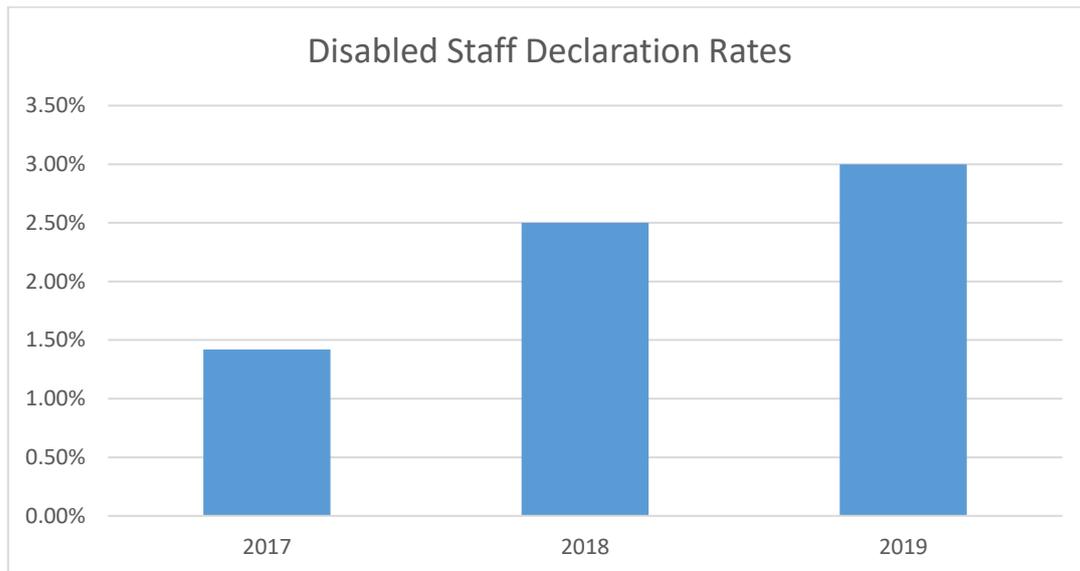
Getting to know your classmates e.g. Ice breakers, team building, etc.	71.3%
Tour of the campus	57.5%
Information about the Mobile App	36.1%
Information about your course e.g. units and group award	73.6%
Information about VLE	73.1%
Information about progression routes or careers	56.9%
Information about assessment and malpractice	59.6%
How to make an academic appeal	29.2%
How to make a complaint	43.3%
Information about Extended Learning Support (Learning Inclusion)	51.6%
How to report an absence	64.4%
Student Code of Conduct	75.2%
Information about Equality and Respect	67.6%
Information about supporting mental health issues	52.4%
Introduction to the Student Association (GCCSA)	51.9%
Talk from Student Advice staff	50.3%



Students indicated whether or not they feel a sense of belonging in their class as follows:

Yes	95.4%
No	4.6%

We have seen an annual increase in the number of staff declaring a disability across the last 2 years.



The Equality Challenge Unit (now [Advance HE](#)) Supporting Workforce Diversity Staff Project supported a group of colleges in Scotland into advancing staff diversity, specifically that of disabled staff at Clyde. The project developed to explore why there were consistently low declaration rates in equality data and how to raise these rates.

Clyde 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.

Through this collaborative work, came the creation of Care@Clyde (full details are available within our 2019 Mainstreaming Report).



Care@Clyde (**care** an acronym for **care** and **respect** **e**veryone)

Care@Clyde is the first staff group for Clyde College specifically designed for those with a shared protected characteristic. The purpose behind this was to reflect a group that was reassuring 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.

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 can be found in the 2019 Mainstreaming Report)

Experience

Glasgow Clyde College's Equality Outcomes 2-4

2. All students & staff are fully supported to promote and contribute to a College ethos of inclusion & diversity

Supported Protected Characteristic/s - *Age, Disability, Gender Reassignment, Marriage & Civil Partnership, Pregnancy & Maternity, Race, Religion or Belief, Sex and Sexual Orientation*

3. Disabled individuals can independently and confidently access our buildings and services

Supported Protected Characteristic/s- *Disability*

4.1. Staff receive appropriate continuous professional development to support them in the design, development and delivery of inclusive teaching methods and materials

4.2. Students experience and contribute to learning & teaching methods and materials which are accessible to all and promote & celebrate diversity

Supported Protected Characteristic/s - *Age, Disability, Gender Reassignment, Marriage & Civil Partnership, Pregnancy & Maternity, Race, Religion or Belief, Sex and Sexual Orientation*

Progress measures

Glasgow Clyde College Student Association



The Student Association strongly support a range of inclusion strategies including the LGBT community and recently agreed a 'partnership agreement' with the college to ensure a high quality experience for all learners and commit to a positive working relationship and stronger student voice. All events focus on fostering good relations and encouraging students to engage with various services and activities, ensuring that everyone involved is able to participate and that they are as inclusive as possible.

- Over the last two years, the GCCSA have worked closely with the Equalities team and for the second year running we promoted Hate Crime Awareness with 175 students and staff signing up to the pledge.
- Worked together on a campaign to highlight the 9 protected characteristics to both staff and students around the college, via a posters and information stalls.
- GCCSA continues to flourish with 500+ Class Reps, 300 trained.
- Improved online class rep system has proven a great success during this academic year. Two staff became in house trainers, providing 16 training sessions to 215 mainstream students between September and October 2018. In addition to this, we were able to have Sparqs provide bespoke training sessions to 45 Additional Supported Learning Students and have previous ESOL Class Reps (who had also completed trainer training) provide training to 36 ESOL students across our three campuses. This great work was recognised by being shortlisted in the Sparqs Student Engagement Awards 2019.



- An increase the number of clubs and societies running cross campus, including those clubs highlighting support of protected characteristics, including an LGBT society, a Mental Health Support Group and various multicultural social groups.
- Significant rise in engagement through our Student Election this year. In our 2018 election, we had 397 votes in total, this year we had 876 votes cast in total, by making voting more accessible & inclusive.
- Three candidates running for our President post, all three from very different backgrounds. In addition, we had six students running for Vice President roles again from very different ethnicities.
- Annual Fresher's Fayres- 1300 students engaged cross campus
- GCCSA awarded two stars from the NUS Healthy Body Healthy Mind Award
- Developed a Student Mental Health agreement to support the wellbeing and positive mental health of the student population
- Took part in research by Leeds University around changing opinions on gender.
- Took part in research by The Scottish Government Youth Commission for Mental Health Services.

STUDENT SATISFACTION

“Overall, I’m satisfied with my college experience”	ALL Students (number)	FE FT	FE PT	HE FT	HE PT
2017/18	95.9% (4,170)	96.90%	98.24%	93.17%	95.00%
2016/17	95.7% (2,647)	96.6%	96.6%	94.4%	95.3%

2016-2017 2017-2018

Who feel safe at Glasgow Clyde College
Students feel they are treated equally

98.9% 98%
 88.8% 89.5%

- Increased entries & engagement with the student Embracing Diversity Competition

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.

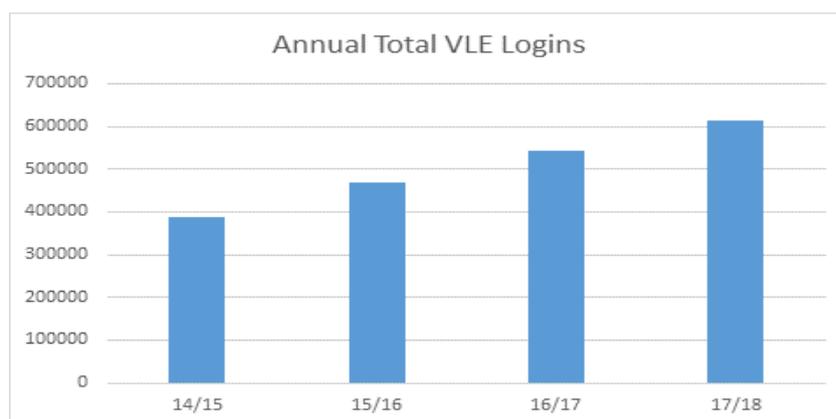
Please see the [Commemorative Booklet](#) including the top competition entries from 2018’s Regional Awards Ceremony held at Glasgow Clyde College.

- 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
- Engagement with Trans individuals is ongoing as part of an internal project to develop guidance & support mechanisms for staff and students. This will include a ‘Named Person’ at each campus to be in place by 2019-2020.
 - 75 staff attended Trans awareness training 2018-2019
 - Increased staff numbers who have undertaken Mental Health Training- 50 staff trained in Applied Suicide Intervention Skills (ASIST), 25 trained Mental Health First Aiders and just under 600 staff received Mental Health Awareness Training.

- In the student survey 2018, 95% of respondents felt that Glasgow Clyde College is committed to advancing Equality, Diversity and Inclusion – with a response rate of over 4,500 learners.
- IDEA Groups provided feedback for the ongoing College wide Estates review
- BSL Action Plan has been developed and available [here](#). Progress so far-
 - 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
- The use of the Innovation Centre increased significantly throughout 17/18, with the overall average use of the facilities at 70%. Through 18/19, the overall average use has been 80%. The use of the centre has been from a spread of academic areas, including Horticulture, Hair and Beauty, Business, Computing, Princes Trust, Employability, and more.
- VLE usage data based on VLE logins shows an increase of 21% in 15/16; 16% in 16/17 and 13% in 17/8. This is visualised as follows:



- In the 2017-2018 student survey 93% of learners indicated that digital technologies are used well to support their learning.

Achievement

Glasgow Clyde College Equality Outcome 5

5.1. 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.

5.2 . There is an increased equity of success for all learners, irrespective of protected characteristic, based on decisions informed by robust and comprehensive data.

Supported Protected Characteristic/s - Age, Disability, Gender Reassignment, Pregnancy & Maternity, Race, Religion or Belief, Sex and Sexual Orientation

Progress measures

Our New Accreditations 17/18



Our Awards & Nominations 17/18



- In terms of gender, attainment in FE Full time programmes for females is 69% which is up from 63% on the previous year's figure. Attainment on HE Full time programmes for females is 78% and is also up 1% on the previous year.
- For learners from ethnic minority and non-white groups, FE Full-time attainment has risen to 69% from 63% (overall 66%) and FE Part-time attainment has risen to 75% from 70% (overall 72%). Attainment for HE Full time learners in this group has risen to 73% from 68%.
- Learners from SIMD 10 postcodes account for 30% of total enrolments. In FE Full time programmes attainment for this group is 64% - which is up from 58% on the previous year. In FE Part time programmes attainment for SIMD 10 learners is up to 72% from 66% (where this group make up 36% of total enrolments).
- In terms of learners with a disability, attainment in FE programmes is up to 69% from 66% in the previous year(from 1876 enrolments from those who disclosed).

Further student success figures across all protected characteristics can be seen in our Equality Mainstreaming Report under the Summary.

There are areas for development with Outcomes for some specific groups of learners require improvement. Glasgow Clyde's Education Scotland [Enhancement Plan](#) outlines specific actions in these areas.

- Our Enhanced Vocational Inclusion Programme (EVIP) works with some of the most disengaged S4 pupils in Glasgow –attainment on these programmes is 72% and the EVIP partnership has also been shortlisted for the SQA Star Awards and Glasgow's Inspiring City awards this year.
- The college has two members of staff dedicated to helping some of the most vulnerable students gain employment experience and to move into sustainable employment. Our ESOL Employability and Supported Employment Officers are directly helping learners to gain work placements, paid employment and progression to mainstream courses. This has included 58 placements for learners with additional support needs and 10 ASL learners being offered places on mainstream college programmes.
- A pilot Careers project is underway with the ambition of implementing a new structure and model for delivery to ensure the needs of all learners are met.
- A new committee structure has been implemented to engage more widely with staff and ensure college strategies are linked closely to the priorities identified locally, regionally and nationally and take good account of ROA ambitions. 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.

- Glasgow Clyde College's Gender Action Plan is embedded into the College's Equality Outcome 5.1 & 5.2. Please view our [Gender Action Plan](#) to see the progress Clyde has made in changing perceptions and breaking down barriers to ensure equity of success for all learners and staff.

3) Looking Forward

Glasgow Clyde is currently focusing on improving our culture and a new set of values for all employees. We acknowledge that further analysis and accurate gathering of staff data will enhance our work towards the PSED. We have recognised a need to create a stronger evidence base in the development and application of Equality Impact Assessments, especially in relation to specific policies and procedures. This has led to us creating new frameworks for gathering evidence which includes the following-

- 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. *(Both templates are available to view within Appendix C in our Equality Mainstreaming Report 2019)*

Further work is required in more effective target setting, performance monitoring and improving retention and attainment for different groups experiencing barriers to learning. The College's Education Scotland [Enhancement Plan](#) includes specific actions for learners.



We at Clyde are looking forward to our involvement and working towards increasing diversity within our workforce as part of a new national project with Advance HE.

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.

The project 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.

Further details regarding the project can be viewed within our Equality Mainstreaming Report 2019.

An Equality Outcome Progress Plan structure was created to enable the College to monitor progress and ensure further development in achieving the outcomes by 2021.

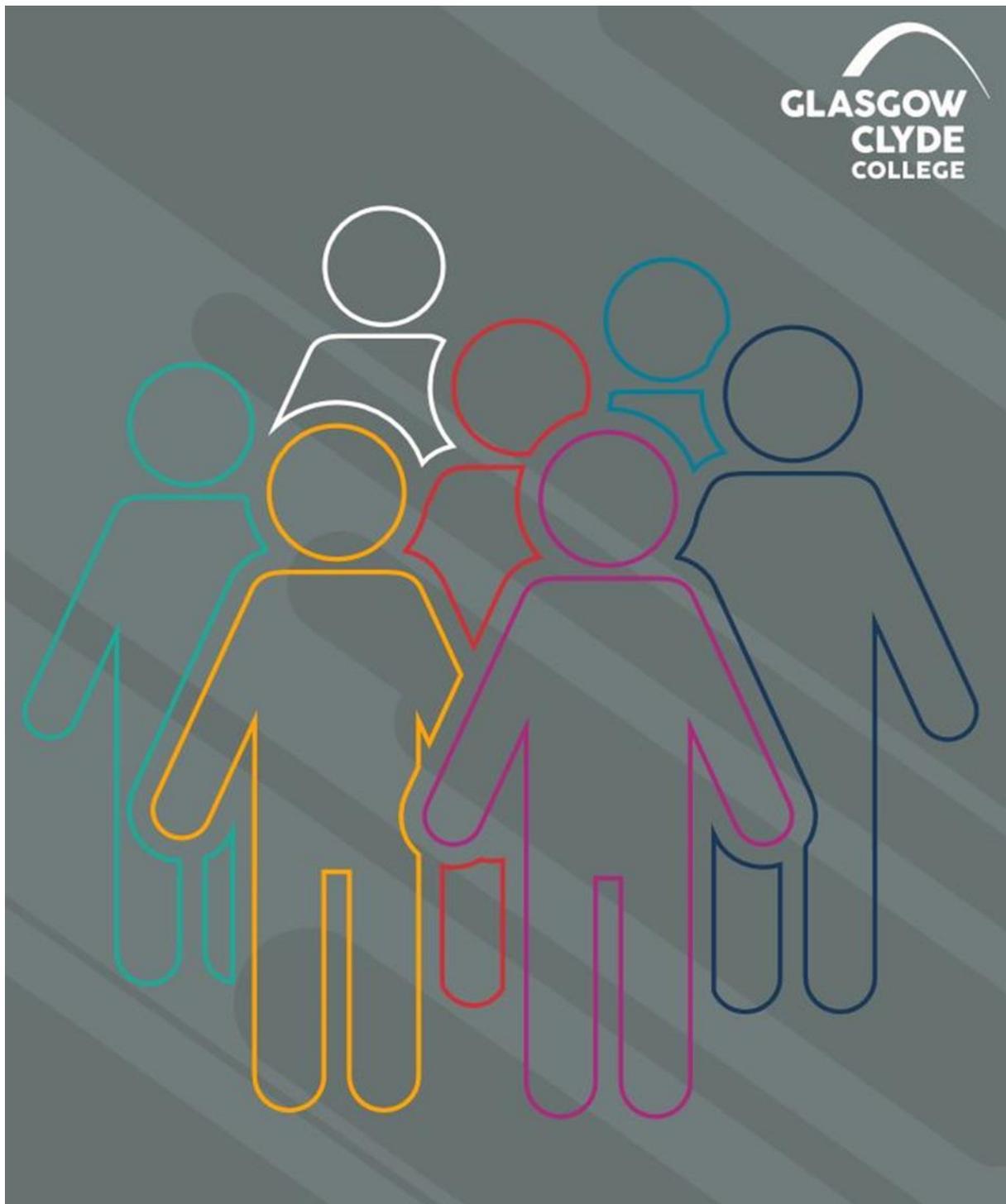
This has been completed by the Equality Team, in collaboration with relevant internal College groups, the GCCSA and cross college staff & students

Equality Outcome Progress Plan

The progress plan below is separate and details:

- **Glasgow Clyde College's Equality Outcomes**
- **Action to Staff or Students**, in support of achieving the specific outcome.
- **Related Protected Characteristic**, the specific PC targeted by actions
- **Responsibility**, the staff role or college functions tasked with implementing the action.
- **Timescale**, detailing the month and year

Please view our **Equality Outcome Progress Plan**, (*Appendix A*), to see our specific actions we, at Glasgow Clyde College, have taken and are planning to take towards achieving our Equality Outcomes 2017-2019.



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

Appendix A

Equality Outcomes Progress Action Plan 2019-2021

The symbol ✓ highlights areas we have completed the relevant action(s)

Action for staff/students		Related Protected Characteristic	Responsibility	Timescale & Status
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				
1.1	Targeted staff recruitment to local community groups. Recruitment – ensure all external vacancies are published/advertised in appropriate media with an aim to attracting a more diverse workforce particularly disabled and within minority ethnic communities	Disability & Race	Nicole Patton (Head of HR)	April 2019 Ongoing
1.2	Joint interviewing within the Scottish Refugee Council offices with our Glasgow City Council training partners to promote the representation of minority ethnic communities within the ELC workforce.	Race	Early Years & Social Care- L.Hegarty (SL)	Feb 2019 ✓
1.3	Participation in a careers event jointly funded by the SFC, Scottish Government, Early Years Scotland, Media Scotland and SDS which was designed to tackle the under-representation of BME groups, disabled individuals and males within the ELC workforce.	Disability, Race & Sex	Early Years & Social Care- Lindsay Hegarty (SL), Teresa Ashmead (HOC)	Jan 2019 ✓
1.4	Consideration is given to applicants that do not meet the academic requirements for the HND/ BA courses that have industry or relevant life experiences to ensure balanced and diverse class groups.	Age, Disability, Race	Fashion, Textiles & Design T.Lindsay (HOC)	Aug 2018 Ongoing ✓

Action for staff/students		Related Protected Characteristic	Responsibility	Timescale & Status
1.5	Increase the number of candidates applying for our Modern Apprenticeship Programme from Black and Minority Ethnic Communities, via continuous work with BEMIS and their support on SDS programmes.	Race	External Funding Unit Jim Anderson	April 2019 Ongoing ✓
1.6	Actively engage with agencies, such as, BEMIS, Bridges Programme, Yoker Campus and Resource Centre to identify referral routes within our programmes		External Funding Unit Jim Anderson	April 2019 Ongoing ✓
1.7	Offer Skype for interviews to overseas/rural communities to ensure robust recruitment process	All	Head of Curriculum	August 2017 Ongoing ✓
1.8	Implement a robust induction process that promotes inclusiveness and a sense of belonging.	All	J. Anderson (HOC Business & Finance)	Aug 2019
1.9	'MyClyde' promoted through SLs to students offered places, focussing on core skills and support for learning	Disability	Niall Hardie (eLearning Manager)	June 2019
1.10	Continue to collaborate with Focus West to identify young people who have made college applications and require a guaranteed interview.	All	John Rafferty (CAP)	Aug 2019 Ongoing
1.11	Continue to work with local authorities to ensure data sharing agreements are in place to support new learners	All	School Liaison Team	Prior to each new session- Ongoing ✓

Action for staff/students		Related Protected Characteristic	Responsibility	Timescale & Status
1.12	Create and develop a new induction process with equalities highlighted as a priority	All	Gillian Crankshaw (OD Manager)	April 2019 ✓
1.13	Update paper application and enrolment forms to enable selection of 'other' for sex field	Sex	Brian Gallagher (Head of MIS)	June 2019

	Action for staff/students	Related Protected Characteristic	Responsibility	Timescale & Status
2) All students & staff are fully supported to promote and contribute to a College ethos of inclusion and diversity.				
2.1	Produce new GCC locally agreed Policies and Procedures.	All	N.Patton (Head of HR) & HR Team	April 2019 Ongoing
2.2	Introduce a revised model of student support and guidance that strengthens interventions at all stages of the learner journey.	All	VP Curriculum AP Student Experience	Sept 2019
2.3	Carry out a comprehensive review to develop a shared vision for the culture of learning, teaching and quality improvement across the college.	All	Senior Leadership Team (SLT)	June 2019
2.4	Increase awareness of the Equality Duties so all staff understand the importance/relevance of providing equality data.	All	HR & Equality	June 2019 Ongoing
2.5	Identify students that require additional support and try to ensure that there are no funding barriers that hinder their progress	Disability, Age, Race, Sex, Gender Reassignment	M.Lang (Student Funding Manager)	June 2019 Ongoing
2.6	Staff regularly use assistive software to help students who have difficulty understanding the application and the documents being required, for example Google Translate for students whose first language is not English.	Race, Age, Disability	M.Lang (Student Funding Manager)	June 2019 Ongoing

Action for staff/students		Related Protected Characteristic	Responsibility	Timescale & Status
2.7	We work with lecturing staff to run sessions where staff are available to assist students through the application process on a one-to-one basis in particular with ESOL students	Race	M.Lang (Student Funding Manager)	June 2019 Ongoing
2.8	Sourced alternative coverings (headscarves) worn by Muslim women that complied with H&S regulation for our Hospitality learners	Race, Religion & Belief	Kirstie Barton (Head of Curriculum), Hospitality teams	April 2019 ✓
2.9	Halal meat used in Catering courses- ordered specifically	Race, Religion & Belief	Kirstie Barton (Head of Curriculum), Hospitality teams	Jan 2019 ✓
2.10	Equality Impact Assessment pro forma developed for use and piloted with one procedure so that an exemplar is available.	All	Quality Coordinators	April 2019 ✓
2.11	Libraries continue to promote Equality Monthly Themes and relevant issues contributing to celebrating diversity & fostering good relations on campus	All	A.Ferguson, J.Shand, S.Murray (Library Facilitators)	Aug 2018 Ongoing ✓

Action for staff/students		Related Protected Characteristic	Responsibility	Timescale & Status
2.12	Continue to strengthen collaborative work between School Liaison, Student Association and the young people on a Senior Phase programme in college	All	School Liaison & GCCSA	Aug 2018 Ongoing ✓
2.13	Increase our accessible activities on our Healthy College Day.	All	Gillian Crankshaw (OD Manager)	June 2019
2.14	Feedback of events is sought and reviewed to improve for future Healthy College Day events	All	Gillian Crankshaw (OD Manager)	June 2019

Action for staff/students		Related Protected Characteristic	Responsibility	Timescale & Status
3) Disabled individuals can independently and confidently access our buildings and services				
3.1	Movement towards content on website/ social media which is accessible to all i.e. video's advising of open days in BSL	Disability	Marketing Team	Oct 2018 Ongoing ✓
3.2	Work with BSL group to identify a range of training and create an induction video	Disability	Gillian Crankshaw (OD Manager)	August 2019
3.3	VLE material in our pattern cutting classes have BSL sign language video support. Commercial classes added to VLE	Disability	Fashion, Textiles & Design T.Lindsay (HOC)	Feb 2019 ✓
3.4	Provision of BSL courses for employees of STUC and Specsavers in the Glasgow and Edinburgh stores.	Disability	Business Development	Aug 2018 Ongoing ✓
3.5	Increase usage of accessible eBooks and online resources	Disability	L. Forde, S. Hollywood, E. Henderson (Library staff)	June 2019
3.6	Increase % spend in library budget year on year on accessible resources	Disability	L. Forde, S. Hollywood, E. Henderson	June 2019 Ongoing

Action for staff/students		Related Protected Characteristic	Responsibility	Timescale & Status
			(Library Managers/Co-ordinators)	
3.7	Develop of a range of SCQF units, specifically designed to meet Additional Support for Learning students' needs.	Disability	J.Joiner (Head of Curriculum ASL)	December 2019
3.8	All campuses to provide appropriate personal care facilities to increase accessibility & inclusion.	Disability	Estates Team	August 2018 ✓
3.9	Refurbish Cardonald Changing Rooms to include new disabled facilities	Disability	Estates Team	October 2018 ✓
3.10	Ensure canteen areas have flexible seating to increase accessibility & inclusion within these areas at each campus	Disability	Estates Team	Sept 2018 ✓

Action for staff/students		Related Protected Characteristic	Responsibility	Timescale & Status
4.1) Students experience and contribute to learning & teaching methods and materials which are accessible to all and promote & celebrate diversity				
4.1.1	To carry out an audit of assessment practice and approaches to feedback and establish clear guidelines and standards for good practice in assessment.	All	AP Quality CAPs	June 2019
4.1.2	To develop and implement a refreshed Learning, Teaching and Assessment strategy that is fully integrated with our digital learning plans.	All	VP Curriculum AP Quality	June 2019
4.1.3	Inductions to include talks from Learning Inclusion and Equality & Inclusion teams. Raise Awareness of all relevant support within the College	All	Sport, Tourism & Hospitality K.Barton (HOC)	Aug 2019
4.1.4	Include Mindfulness certificate in the new Jan start Cabin Crew Course & Mindfulness to Schools training for session 2019-20.	Disability	Tourism K.Barton (HOC)	Jan 2019 Ongoing
4.1.5	Create a safe environment for trans learners in Hospitality changing areas	Gender Reassignment	Hospitality K.Barton (HOC)	March 2019 ✓
4.1.6	Analysis and break down of future Student Surveys data by protected characteristic provided to SLT for use in planning improvements	All	Quality Coordinators	June 2019
4.1.7	Advance & update new HN framework to coincide with Equality Act and legislation	All	Beauty Course Teams	Academic year 2019-2020

Action for staff/students		Related Protected Characteristic	Responsibility	Timescale & Status
4.1.8	Interactive teaching methods are employed within the Innovation Hub	Disability	M.Bagdonas & A.Winning	Academic year 2019-2020

Action for staff/students		Related Protected Characteristic	Responsibility	Timescale & Status
4.2) Staff receive appropriate continuous professional development to support them in the design, development and delivery of inclusive teaching methods and materials				
4.2.1	Implement a comprehensive professional development and communications programme to ensure better understanding and impact of equalities approaches and responsibilities for staff.	All	AP Quality & Curriculum APs	June 2019
4.2.2	Deliver comprehensive and targeted professional development to support staff to implement a wider range of teaching and assessment approaches and increase the number of staff using the VLE	All	AP Quality AP Student Experience AP Org Dev	Sept 2019
4.2.3	Provide training for teaching staff in creating engaging, accessible and relevant resources for the VLE	Disability, Age, Sex, Race	Niall Hardie (eLearning Manager)	June 2019
4.2.4	Training provided to Learning Inclusion staff to enable them to create and curate their own resources to develop and support students	Disability	Niall Hardie (eLearning Manager)	June 2019
4.2.5	Support staff to develop online resources for students with additional support needs	Disability	Niall Hardie (eLearning Manager)	June 2019
4.2.6	Implement more joint professional development that enables support and curriculum teams to use relevant data and feedback to provide a more seamless support service for all learners.	All	AP Org Dev AP Student Experience AP Quality	June 2019

Action for staff/students		Related Protected Characteristic	Responsibility	Timescale & Status
4.2.7	Increase the trained staff at the Langside & Cardonald campuses to 2 Mental Health First Aiders.	Disability	K.Barton, OD & Sport staff teams	Aug 2019
4.2.8	Arrange for all staff in department to attend Mental Health Workshop to support the Mental Health First Aiders	Disability	K.Barton, OD & Sport staff teams	Aug 2019
4.2.9	Provide professional development for managers to enable them to ensure staff, learners and stakeholders engage fully and take greater ownership of the evaluation process and contribute effectively to improvement strategies.	All	AP Quality CAPs HOCs Support Managers	Aug 2019
4.2.10	Complete further training for audio assessment in lower level classes as an option for all students as alternative evidence in assessments.	Disability	Computing Lecturers	August 2019 Ongoing ✓
4.2.11	Implement further cross campus integrated training within the Innovation Hub	All	M.Bagdonas & A.Winning	Academic year 2019-2020
4.2.12	Seek opportunities for support staff to be involved in CPD relating specifically to those learners who have social, emotional and behavioural issues.	All	School Liaison Team	Sept 2019

Action for staff/students		Related Protected Characteristic	Responsibility	Timescale & Status
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.				
5.1.1	Proactively engage with appropriately qualified male ELC and Social Services practitioners (via professional social networking recruitment sites such as LinkedIn) to enhance the diversity of our staff team.	Sex	Early Years & Social Care- T.Ashmead (HOC)	March 2019 ✓
5.1.2	Recruit diverse staff team - Male ELC professional joined the college as a part-time lecturer in August 2018 and delivers our evening HNC Childhood Practice programme.	Sex	Early Years & Social Care- T.Ashmead (HOC)	August 2018 Ongoing ✓
5.1.3	Engage with three male members of the ELC workforce in the development of a voluntary “male student mentoring” project for our learners.	Sex	Early Years & Social Care- T.Ashmead (HOC)	May 2019 ✓
5.1.4	Set clear improvement targets and implement more targeted strategies that focus on improving retention and attainment for specific groups of learners (to include:16-19 year olds; care experienced; ethnic groups; and those from SIMD10 areas)	Age, Ethnicity including Socio Economic & Care experienced groups	Curriculum APs (CAPs) Heads of Curriculum (HOCs)	June 2019
5.1.5	Develop and implement the use of appropriate software for more effective monitoring and reporting of learner performance data.	All	SLT	Sept 2019

Action for staff/students		Related Protected Characteristic	Responsibility	Timescale & Status
5.1.6	Continued engagement between GCC ESOL Department and BEMIS to increase the number of positive destinations secured for young ethnic minority individuals leaving ESOL programme.	Race	External Funding Unit Jim Anderson	Aug 2018 Ongoing ✓
5.1.7	Breakdown and analysis of Student Survey results by PC to use as evidence and inform future outcomes	All	Quality Coordinators	June 2019
5.1.8	Development of a range of SCQF units which a specifically designed to meet Additional Support for Learning students' needs.	Disability	J.Joiner (Head of Curriculum ASL)	December 2019
5.1.9	Rebranding of Administration courses to make them more attractive to male applicants.	Sex	J.Anderson (HOC Business & Finance)	Jan 2019 ✓
5.1.10	Continue collaborative work with ASL course team to ease progression for relevant students to mainstream level 4 computing courses	Disability	Senior Lecturers (Computing)	August 2018 Ongoing ✓
5.1.11	Provided equalities statistics for a range of different teams and purposes across the college	All	MIS Team	Aug 2018 Ongoing ✓
5.1.12	Continue the positive encouragement of female students on the Television courses, through gender specific projects.	Sex	A.McMullen (Hoc Media & Performing Arts)	Aug 2018 Ongoing ✓

Action for staff/students		Related Protected Characteristic	Responsibility	Timescale & Status
5.1.13	Workshop practice to be assessed and modified to allow disabled student to complete Engineering Skills Unit	Disability	D.White (SL Engineering)	Feb 2019 ✓
5.1.14	Continue to promote Construction, landbased, energy and Building services industries to females via relevant workshops and events such as Girls Go Construction	Sex	All staff in Construction and Land Based Industries/ Energy and Building Services	Dec 2019 Ongoing ✓
5.1.15	Enhance recruitment drive to attract male student to all programmes within department	Sex	Hai, Beauty & Complementary Therapies	Academic Year 2019-2020

Action for staff/students		Related Protected Characteristic	Responsibility	Timescale & Status
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				
5.2.1	Offer Pre Retirement programmes to support any retiring members of staff to plan for the next chapter in their lives. Support members of staff considering Phased retirement.	Age	N.Patton (Head of HR)	June 2019
5.2.2	As part of the wider "Raising Awareness" process for staff, encourage existing employees to complete their sensitive data.	All	N.Patton (Head of HR)	June 2019 Ongoing
5.2.3	Implement clearer target setting, accountability and performance monitoring strategies for managers and teams to inform interventions and set actions for improvement.	All	SLT HOCs Support Managers	Sept 2019
5.2.4	Accessibility template applied to Office installed on all PCs	Disability	ICT Team	Aug 2018 ✓
5.2.5	ICT staff to be included in membership of EDI Committee	All	ICT Manager	Aug 2018 ✓
5.2.6	Roll out and promote the online equality training available on Skillsbooster	All	J.Rodden & C. Crawford (LD/OD Officers)	May 2019