

# **Equality Outcomes Final Progress Report**

## **2023-2025**

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## Introduction

Glasgow Clyde College is one of the largest Further Education providers in Scotland.

Across our three friendly campuses in Anniesland, Cardonald and Langside, we offer hundreds of innovative, flexible full-time and part-time courses that can expand your mind and your skills.

You can make leaps in your career, surprise yourself with new abilities and take the next steps to further study.

It doesn't even matter whether you don't know what to do just yet. We'll show you what's possible and we'll be with you every step of the way, even if you change your mind.

We believe it's not always the big stuff that adds up to big changes. It's small, everyday things, like supportive staff and a safe space to study, helpful, kind lecturers and connections to employers and universities who can show you the way forward.

We are a people-centred community, and an unrivalled student experience and sense of belonging is at the heart of everything we do.

 **Our satisfaction rates are consistently some of the highest in Scotland**

 **We invested £11.6 million supporting our students with funding and bursaries in 2023/2024**

 **95% of students progressed to further study or employment**

 **95% of higher education students went on to success**

 **94% of students developed skills for the workplace**

 **96% of students were satisfied with their college experience**

 **94% of students said they felt a sense of belonging**

 **96% of students would recommend Glasgow Clyde College to a friend**

We are an equal opportunities employer and positively encourage applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status or pregnancy and maternity.

Our college Values are:

People-centred, Pioneering, Principled and Passionate

 <b>People-centred</b>	 <b>Pioneering</b>	 <b>Principled</b>	 <b>Passionate</b>
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[Find out more about our Values, as well as our Mission and Vision.](#)

### SCQF Inclusive Recruiter

We're an SCQF Inclusive Recruiter. Find out more about [SCQF Inclusive Recruiters here](#).



### Glasgow Living Wage

We're a Glasgow Living Wage employer. [Find out more about the Living Wage.](#)



We're committed to being [Menopause Friendly](#)



# Purpose

## Purpose of Equality Outcomes

*"Listed authorities must publish a report on the progress made to achieve their equality outcomes every two years. This ensures transparency and accountability in how public authorities are working towards advancing equality and eliminating discrimination."*

[EHRC Scotland Reporting Duties Guidance](#)

Equality outcomes are essential for advancing equality and improving life chances for individuals over a four-year period. In Scotland, institutions are required to publish a set of equality outcomes and report on progress every two years. These outcomes help institutions fulfil their Public Sector Equality Duties (PSED) by addressing persistent inequalities and promoting fairness and inclusion.

## What are Equality Outcomes?

Equality outcomes are strategic goals that institutions aim to achieve to improve the life chances of individuals, particularly those from disadvantaged groups. These outcomes are designed to bring practical improvements to the lives of those who experience discrimination and disadvantage.

## Glasgow Clyde College's Equality Outcome Progress Report

To better perform the Public Sector Equality Duties (PSED), Glasgow Clyde College's Final 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 progressing our equality outcomes is to help further the needs mentioned in the general equality duty, which includes eliminating unlawful discrimination, advancing equality of opportunity, and fostering good relations between different protected characteristic groups

## New National Equality Outcomes and Guidance

### Scottish Funding Council (SFC) National Equality Outcomes

The Scottish Funding Council (SFC) has introduced new National Equality Outcomes (NEOs) to address persistent inequalities in the tertiary education sector. These NEOs focus on key areas such as:

- Success and retention rates of students.

- Satisfaction levels of disabled students.
- Gender imbalances in courses.
- Mental health of staff and students.
- Safety of students and staff.
- Proportionate representation of staff and Boards particularly in relation to race and disability

Colleges are strongly encouraged to adopt the NEOs that are relevant to their context and to set meaningful action plans to achieve these outcomes.

### **SFC Guidance to Colleges**

The SFC provides detailed guidance to support colleges in developing and reporting on their equality outcomes. This guidance includes:

- Setting equality outcomes that are SMART (specific, measurable, achievable, relevant, time-bound).
- Ensuring equality outcomes bring practical improvements to the lives of those who experience discrimination and disadvantage.
- Reporting on progress towards achieving the NEOs and measuring impact using available data

### **Glasgow Clyde College's Equality Outcomes 2021-2025**

1. Recruitment of a diverse workforce, particularly those from black and minority ethnic backgrounds and disabled individuals, which will cultivate an inclusive and innovative college community
2. Staff and students at Glasgow Clyde feel a sense of belonging and are confident they will thrive in a safe and supportive college community
3. Our services respond to and meet the needs of all disabled staff and students, including those with a mental health condition.
4. Staff are fully supported to create and deliver an inclusive curriculum

Glasgow Clyde College's Equality Outcomes for 2021-2025 were published in April 2021, detailing how they were devised. The related reports are available on our website [here](#)

This report will show progress made in the last two years (2023-2025) in achieving these outcomes and will help to evidence the development and creation of our new equality outcomes in the separate report "New Equality Outcomes 2025-2029"

## External Influences

### External Influences on Glasgow Clyde College's Equality Outcomes 2021–2025

#### Public Sector Equality Duty (PSED)

The Public Sector Equality Duty (PSED) consists of a general duty under the Equality Act 2010 and specific duties outlined in The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, amended by The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016. These duties are designed to assist public bodies in Scotland in meeting the general duty.

[Public Sector Equality Duty: specific duties in Scotland | EHRC](#)

#### Scottish Government's Student Mental Health Action Plan

The Scottish Government's Student Mental Health Action Plan, published in September 2024, aims to enhance student mental health and wellbeing through effective collaborative working across colleges, universities, NHS Boards, Integrated Joint Boards, Public Health Scotland, Health and Social Care Partnerships, and the third sector. This plan emphasizes prevention, early detection, and access to appropriate treatment, ensuring that student wellbeing is a core focus.

[Introduction - Student mental health action plan - gov.scot](#)

#### Scottish Funding Council (SFC) and Memorandum of Understanding

The Scottish Funding Council (SFC) continues to play a crucial role in advancing equality within the tertiary education sector. The Memorandum of Understanding (MoU) between the SFC and the Equality and Human Rights Commission (EHRC) strengthens joint working to promote equality for college and university students and staff. The SFC's National Equality Outcomes (NEOs) report, published in January 2025, outlines persistent inequalities in the tertiary system and calls for institutions to address these issues as part of their Public Sector Equality Duty.

[Together for equality - Scottish Funding Council](#)

#### Tackling Persistent Inequalities Together

The SFC's report, "Tackling Persistent Inequalities Together," published in January 2025, outlines the persistent inequalities in the tertiary education system and asks institutions to address them by contributing to a set of National Equality Outcomes (NEOs) as part of their Public Sector Equality Duty. Glasgow Clyde College will progress its Equality Outcomes in accordance with these new NEOs.

By incorporating these national drivers and influences, Glasgow Clyde College ensures that our Equality Outcomes 2021-2025 were progressed and sectoral evidence supports the development of our new Equality Outcomes 2025-2029.

[Tackling persistent inequalities together](#)

## Evidence of Progress

Glasgow Clyde College has made meaningful progress from May 2023 to March 2025 in achieving the equality outcomes set for the period 2021–2025. The college has made significant strides in promoting equality, diversity, and inclusion, aligning with the three general equality duties in Scotland: eliminating discrimination, advancing equality of opportunity, and fostering good relations. The measurement of this progress can be evidenced by the following achievements and initiatives:

### Progress and Achievements

**Nurture College:** The college approach to nurture was formally launched at the start of session 23/24. This was the culmination of numerous meetings with Glasgow City Council educational psychologists and different experts in this field during session 22/23. It was agreed by SLT to make this approach a key priority for the whole college to change how it interacted with young people and supported them in their time at college. Nurture Action Plan – 16 of the 19 actions are on track for completion by June 2025

### Gender-Based Violence (GBV) Prevention and Support

**EmilyTest GBV Charter:** Glasgow Clyde College successfully achieved the EmilyTest GBV Charter Award, demonstrating its commitment to preventing and addressing gender-based violence. The college implemented comprehensive training programs for staff and students, established clear reporting mechanisms, and provided support services for survivors.

### Menopause Accreditation

**Menopause Friendly Accreditation:** The college received the Menopause Friendly Accreditation, recognising its efforts to create a supportive environment for staff experiencing menopause. Initiatives included awareness campaigns, training for managers, and adjustments to the physical work environment to accommodate symptoms

### Wellbeing Strategies and Initiatives

**Brothers In Arms Partnership:** Glasgow Clyde College partnered with Brothers In Arms to support men's mental health. The initiative included workshops, digital tools, and conversation channels to promote mental resilience and well-being among male students and staff

**Mental Wellbeing Strategies:** The college has developed Stay Well & Thrive initiative for all students and staff, mental health first aid training, new

Safeguarding procedures and awareness campaigns to reduce stigma and encourage help-seeking behaviour.

### LGBT Youth Scotland Charter Mark

**LGBT Youth Scotland Charter Mark Silver:** The college maintains its LGBT Youth Scotland Charter Mark Silver status, reflecting its ongoing commitment to creating an inclusive environment for LGBTQ+ students and staff. Activities included celebrating LGBTQ+ events, providing training on LGBTQ+ issues, and ensuring policies and practices are inclusive

### GCCSA Projects and Partnerships

**GCCSA Initiatives:** The Glasgow Clyde College Student Association (GCCSA) led various projects to enhance student engagement and support. These included a new module for all Class Reps with relevant EDI information and resources and partnerships with local organisations to provide additional resources and support for students

### Education Scotland Review Report Sept 2024

**Positive Inspection Reports:** Education Scotland conducted reviews of the college, highlighting areas of effective practice and providing recommendations for further improvement. The college used these insights to enhance its educational offerings and support services, ensuring they meet the diverse needs of all students. Areas of positive progress included- *“Managers and staff work well together to provide a nurturing environment for learners. Early indications suggest this is impacting positively on learner withdrawal and success rates.”*

*“Successful applicants access a range of helpful advice and support prior to starting programmes through the Get Ready for Clyde initiative. There are indications that this is impacting positively on early retention.”*

No 'Main Points for Action' were identified.

### Retention and Attainment Student Data

**Student Satisfaction Surveys:** The total number of students rating their experience as "Excellent" or "Good" rose from 2352 in 2023/2024 to 2991 in 2024/2025, a 27.22% increase in the Early Impressions Student Surveys 2023-2024 and 2024-2025 with positive trends across most protected characteristics.

Further student data and outcomes can be found within our [2025 Mainstreaming Report](#).

**See** our Equality Outcomes Action Plan 2023–2025 in **Appendix A** for further examples of activities and initiatives.

Glasgow Clyde College has made substantial progress in achieving its equality outcomes for 2021–2025. The initiatives and partnerships highlighted demonstrate the college's commitment to promoting equality, diversity, and inclusion. By continuing to build on these successes and addressing areas for improvement, the college will develop Glasgow Clyde College's 2025–2029 equality outcomes, ensuring continued progress toward a more inclusive learning environment.

## Looking Forward

As we look ahead, Glasgow Clyde College has diligently worked to assess our progress and identify areas for improvement. This evaluation has informed the creation of new equality outcomes for the period 2025–2029. These outcomes have been developed in alignment with the Scottish Funding Council's (SFC) National Equality Outcomes, ensuring that our efforts are consistent with national priorities and address persistent inequalities on a broader scale.

The SFC's National Equality Outcomes focus on tackling significant inequalities that affect various groups across Scotland. The SFC encourages institutions to adopt these outcomes and integrate them into their strategic planning to ensure a cohesive approach to advancing equality.

In line with these recommendations, Glasgow Clyde College has created a new SMART action plan template. This template is designed to set Specific, Measurable, Achievable, Relevant, and Time-bound objectives, ensuring that our new equality outcomes are not only ambitious but also attainable and impactful.

The College is currently developing new self-evaluation protocols as we embark on our quality journey with QAA. This will enable us to consider the best ways to embed and reflect upon EDI within the curriculum and support services and highlight the extensive partnership working that we undertake with external organisations. We have submitted our initial Self Evaluation Action Plan and will be discussing our quality evolution with QAA over the coming months and years as we continuously improve of learning, teaching and support services across the College.

We are committed to fostering an inclusive environment where every individual can thrive, and we look forward to working collaboratively with our college community and partners to achieve our new equality outcomes. Together, we will continue to advance equality, eliminate discrimination, and promote good relations within our college and beyond.

## **Appendix – Final Action Plan**

## Equality Outcomes Progress Action Plan 2023-25

Action for staff/students		Related Protected Characteristic	Responsibility	Timescale & Status	RAG Status
<b>1) Recruitment of a diverse workforce, particularly those from black and minority ethnic backgrounds and disabled individuals, which will cultivate an inclusive and innovative college community</b>					
1.1	New Recruitment Procedure	All	HR	May 2023	Green
1.2	Explore, offer and promote further flexible working arrangements	All	HR	Ongoing	Green
1.3	Continue to conduct equal pay audits and reviews	Sex, Disability, Race	HR	May 2024	Green
1.4	Further collaboration with the Equality Lead to advance our comprehensive strategy that promotes diversity and inclusion	All	HR & Equality Lead	May 2024	Green
1.5	Build partnerships with external organisations to help develop links and promote vacancies to diverse groups	Race, Sexual Orientation, Gender reassignment, Disability, Sex	HR	Ongoing-new partnership based EO 2025	Yellow
1.6	A social media recruitment campaign in hairdressing resulted in the most diverse applications ever received in this department during a recent recruitment drive that resulted in successful appointments to the bank staff team.	All	Hairdressing CM and HWB CQL	Complete	Green
1.7	<b>Recruitment of a diverse ELC workforce</b> –partnership working with Glasgow City Council Education team in the joint delivery of the award winning “First Steps to Childcare” programme, designed to promote the creation of a diverse ELC workforce. Joint recruitment with Glasgow City Council and the Scottish Refugee Council to create employment pathways	All	Lindsay Hegarty CM Early Years & Social care	August 23	Green

Action for staff/students	Related Protected Characteristic	Responsibility	Timescale & Status	RAG Status
1.8 and promote the development of an inclusive ELC workforce which reflects the lives and family backgrounds of all children in ELC settings. <b>Motivational Monday sessions</b> – Recently “Commended” at the 2022 CDN Awards, our ”Motivational Monday” sessions have created a link between training and practitioner status as well as making connections with those in industry. These have also provided CPD opportunities to current students at Glasgow Clyde as well as practitioners further afield, in a range of topics such as PEEP delivery, Mental Health support and Employability.	All relevant	Jill Keys, LeeAnne Gentles, Julie Magowan Early Years & Social care	2023 - ongoing	
1.9 Anti-racism around staff recruitment: Anti-racism training offered to all curriculum managers – to impact on staff interviews in Faculty of Arts and Continuing Learning and inclusivity for students	Race	Assistant Principal ACE & OD	2023-2024 academic session	

Action for staff/students	Related Protected Characteristic	Responsibility	Timescale	RAG Status	
<b>2) Staff and students at Glasgow Clyde feel a sense of belonging and are confident they will thrive in a safe and supportive college community</b>					
2.1	EmilyTest Charter – Achieved successfully	Sex	Assistant Principal Student Experience & Equality Lead	Achieved the Charter status Jan 2025	
2.2	Inclusion of a ‘Trusted Contact’ (safe person) on student enrolment forms	All	Head of MIS	May 2023	
2.3	<b>LGBT Youth Scotland Charter-</b> GCCSA were awarded the Silver level of the LGBT Youth Charter. Celebrate LGBT events annually and continue work re LGBT rights and inclusion to maintain the award.	Sexual Orientation, Gender Reassignment	GCCSA & Equality Lead	June 2022-ongoing	
2.4	<b>Nurture College</b> – Part of our aim for staff and students to thrive in a safe and supportive environment has prompted the college to focus on becoming a nurturing college. This has involved many different actions and a steering group is responsible for the action plan.	All	Nurture College Group Claire Glen Assistant Principal	Officially launched 23/24 Ongoing	
2.5	<b>Black History Month</b> - The College supported Black History Month in October 2023 & 24 with a range of training courses and resources being made available for staff to access. A themed course was provided for staff each week over the month of October – courses included: The Effective Bystander Tackling Race Bias at Work Understanding Unconscious Bias The Impact of Micro-Behaviors	Race	Organisational Development	Ongoing	

2.7	<b>Guidance for Supporting Trans Students and Staff</b> - The College launched 'Guidance for Supporting Trans Students and Staff' and we supported this launch by working with Equality Network / Scottish Trans Alliance to develop a training programme for our staff. Staff training was delivered during the Staff Learning Days in June and August 2022. Updated to include GBV specialist support	Gender Reassignment	Equality, HR & GCCSA	Updated annually last in October 2024	
2.8	<b>Staff Induction</b> – Equality, Diversity and Inclusion (EDI) is embedded in the staff induction process. We want to ensure that staff are informed and aware of the colleges' commitment to EDI from the outset of their employment. We provided mandatory equalities training which every new member has to complete within the first week of employment. We also have a half hour session for all staff at our Welcome Induction day for our EDI Lead in the College to come and speak to new staff.	All	Organisational Development	Ongoing Updated to include Nurture and Report +Support Since 2023-24	
2.9	<b>Breastfeeding Friendly Scotland</b> – The College has become the first College in Scotland to achieve the Breastfeeding Friendly Scotland Accreditation. We provided training which was delivered by NHS Scotland to provide staff with all they need to know, to encourage the best start for any students or staff who are expecting or have had a baby. We also had a member of staff trained to deliver sessions to College Managers and team groups.	Pregnancy & Maternity	Organisational Development, Wellbeing Officer	June 2022 Ongoing	
2.10	<b>Ongoing Staff Training</b> – we have purchased a range of staff training which focusses on EDI and Wellbeing. Courses are online and available to staff anytime. Titles include: Cultural Awareness Understanding Equality Impact Assessments Supporting Trans and Non Binary People at Work Disability Confident Inclusive Language and Communication Inclusive Leadership	All	Organisational Development	Ongoing	

2.11	Liaise with ESOL to further improve library inductions to support students accessing college resources	All	Library Coordinators / ESOL Staff	August 2023	
2.12	Libraries continue to promote Equality Monthly Themes and relevant issues contributing to celebrating diversity & fostering good relations on campus – these are promoted physically in the libraries as well as virtually through the library Canvas course and our virtual bookshelves	All	Library Coordinators	All year	
2.15	Erskine Hospital and counselling students worked in partnership to work collaboratively in supporting veterans and giving these students access to a wider range of clients	Disability Age	Counselling CM	June 2023	
2.16	ESOL/Early Years course created to recruit a more diverse workforce and in particular, more male applicants to these subject areas	Race Gender	EY CMs	June 2024	
2.17	Trauma-informed Practice – Faculty teams are actively engaged in training to support work on embedding a trauma informed approach to learning and teaching; how to support student retention and success across courses; supporting mental health and wellbeing. Aligning with Nurture College plan	All	All CMs	Ongoing	
2.18	Report+Support tool rolled out to staff and students and linked to web site, staff intranet & canvas	All	College	Ongoing	
2.19	Menopause Friendly accreditation	Sex, Age, Disability	HR/OD	March 2024	
2.20	Cardonald and Langside fitness courses complete this 2-hour workshop. <a href="#">Centres of Further and Higher Education   FPF</a> This is not part of our curriculum but an added extra.	Religion & Belief, Race	Sport & Fitness	Ongoing since 2023	
2.21	'Show Racism the Red Card' initiative delivered to all groups & delivered on our Jan 2025 courses. <a href="https://www.theredcard.org/scotland-2/">https://www.theredcard.org/scotland-2/</a>	Race, Religion & Belief	Sport & Fitness	Ongoing 2024	
2.22	Developing the Relaxation Stations across the 3 library campuses to provide a space for student to relax and take a break from work and study.	Disability, Religion & Belief, Sex	Head of Libraries and eLearning	January 2026	

2.23	Decolonising the Curriculum in the Faculty of Arts and Continuing Education	Religion & Belief, Race	Assistant Principal and Head of Sector	December 2024	
2.24	Bespoke enrolment days with all support areas	All	Head of Sectors	August 2024	
2.25	Nurture College helping with actions such as Study Clubs where food and drink is freely provided to students	All	Curriculum Managers	Ongoing from August 2023	
2.26	Action For Children Partnership: The embedding of all three AFC key workers within our Student Information & Welfare Teams across all three campuses	Age, Sex, Race, Disability, Sexual Orientation, Gender Reassignment, Religion & Belief	Student Info & Welfare Manager	Ongoing from January 2023	
2.27	Student Info & Welfare developed further partnerships with external agencies to support victim survivors of GBV including- Womens Aid, Hemat Gryffe, SARCS: Support & Care After Rape or Sexual Assault and Shelter. This work is continuous and is necessary as we	Sex, Race, religion & Belief	Student Info & Welfare Manager and team	Ongoing from August 2023	
2.28	GCCSA Offer bespoke Welcome talks to all classes and ESOL students to ensure all students receive the full range of information	All	GCCSA	September /October 2024 ongoing	
2.29	GCCSA created new Class Rep Module: This module gives reps an introduction to their role, what is expected whilst also informing them about the support services available around the college. This module prepares the reps to support their class by guiding and directing them to the correct support when needed and not having to worry and understanding boundaries.	All	GCCSA & eLearning	September 2024	

2.30	GCCSA hosted a cultural event at each campus. The purpose of these were to highlight the diversity of GCC as well as bringing students together to celebrate different cultures. The events involved, sharing flags, languages, playing games and tasting snacks from different places. These events were also done in 2023/24 and will be an annual activity that the student association can take forward.	Race, Religion & Belief	GCCSA	Dec 2024- Feb 2025	
2.31	GCCSA officers have hosted Conversation Club at Cardonald and Anniesland weekly for students who want to meet other students and practice their English in an informal setting	Race, Religion & Belief	GCCSA	August 2024 onwards	

	Action for staff/students	Related Protected Characteristic	Responsibility	Timescale	RAG Status
<b>3) Our services respond to and meet the needs of all disabled staff and students, including those with a mental health condition.</b>					
3.1	Risk Assessment Training – We aim to ensure that staff and students thrive in a safe and supportive college community. We have delivered a campaign of Risk Assessment training to all College Managers to allow them to assess the safety of their work areas and staff/students on external visits.	All	CMs, Support Managers & OD/H&S	Ongoing	
3.2	Canvas provides the capability to make learning materials available inclusively for all learners and can be accessed remotely. Training is available for all staff through 1-1s, curriculum teams, and through webinar series to enable Canvas to be used effectively – providing students with the ability to access learning materials at times when they are best able to engage with it.	Disability/Mental Health	eLearning Team	All year	
3.3	There are planned risk assessments for all HWB faculty learning and teaching spaces to ensure that appropriate and flexible learning spaces are available for disabled staff and students	Disability	All Health, Wellbeing & Management CMs	June 2023	
3.4	Menopause Accreditation Achieved - New Menopause Procedure launched - Monthly Teams meetings and support, awareness raising and celebrating International Women’s Day	Age, Sex, Disability	HR/OD	Achieved the Menopause Friendly	
3.5	A request has been made for one science lab to be reconfigured so that more wheelchair user capacity can be increased	Disability	Science CMs and Head of Sector	August 2023 ongoing	
3.6	Social Services placements have increased in range, volume and diversity to ensure students are exposed to the widest possible reach of clients and service providers	Disability	Social Services CMs	June 2023	

3.7	We proactively encourage student wellbeing and Support by way of a consistent approach to guidance across our programme delivery. An identified guidance tutor for each course ensures that all students have a reliable and consistent person during their learner journey over their course of study. By building relationships in this way staff have, in this current financial crisis, been able to signpost students to College support services such as discretionary / emergency fund	All	All CMs	Ongoing since session 22-23	
3.8	Stay Well & Thrive initiative to improve overall wellbeing for all students and staff.	Disability	Mental Health & Wellbeing Lead	September 2024 - ongoing	
3.9	The College laptop loan service tackled digital poverty and enabled learners to access online classes and materials when learning remotely. We provide a varied offer in terms of routes and delivery options for all Childhood Practice learners – full-time, part-time; evening; in-campus and online delivery of courses across SCQF levels with clear career progression routes for students from SCQF 4 to 9.	All	All CMs and Guidance lecturers.	Ongoing updated 2023	
3.10	Canvas, our virtual learning environment, is accessible with Immersive Reader available on every Canvas Page and allow users to access the text using a number of accessible options, including font size and type, background colour, and read aloud options.	Disability, Age	eLearning Team	Ongoing	
3.11	New Assistance & Therapy Animals Guidelines and Conduct Agreement created and utilised across GCC	Disability	Head of Student Inclusion, Information & Welfare	March 2024	
3.12	Throughout 2023-2024 21 boccia sessions with 198 participants. The students were mixed male and female and 15 sessions were for supported learning students	Disability	Active Campus Coordinator	Feb 2024-ongoing	
3.13	Trialling times within Cardonald library where we focus on encouraging a quieter time for studying and using the PCs – this aims to create a time where the space is calmer and potentially more accessible to those that may be intimidated by being in a loud, busy learning space.	Disability, Age, religion and Belief	Libraries	Ongoing into 2025	

3.14	The Mental Health & Wellbeing Lead developed the new Stay Well & Thrive strategy and training	Disability	Assistant Principal Student Experience, Mental Health & Wellbeing Lead	January 2025-ongoing	
3.15	Development and creation of new Guidance and Code of Conduct for the use of Assistance & Therapy Animals on campus.	Disability	Head of Inclusion, Information & Welfare	November 2023	
3.16	Priority Lift created at Cardonald Campus- from Student feedback & GCCSA. Clear branding to allow for those whom need it.	Disability, Age	GCCSA & Marketing	August 2024	
3.17	GCCSA hosted Men Matter on campus who came in and presented to around 250 students from the Faculty of Building, Technology and Design about male mental health. GCCSA hope to replicate this annually with the department and work with other areas around mental health and wellbeing.	Disability, Age, Sex	GCCSA & Faculty of Building, Technology & Design	February 2025	

Action for staff/students		Related Protected Characteristic	Responsibility	Timescale	RAG Status
<b>4) Staff are fully supported to create and deliver an inclusive curriculum</b>					
4.1	The eLearning team are delivering an Accessibility-focused series of Two Minute Tuesday training videos over the month of March. These provide information and training for staff about how to ensure their teaching and learning materials are inclusive and accessible for students.	Disability	eLearning Team	March 2023	
4.2	ESOL into Science course created to develop the vocabulary of ESOL students in progressing to mainstream courses	Race	ACL and Science CMs	June 2024	
4.4	The Colour of our Scarves project in Sport and Fitness has been included within the curriculum to address racism across football in Scotland	Race, Religion/Belief, Sex, Disability, Sexual Orientation, Age	Sport CMs	June 2023	
4.5	Early Years and Social Care curriculum have developed the use of social media to increase diversity in the range of applicants for courses	Race, Sex, Age, Disability	EYSC CMs	June 2023	
4.6	Digital Skills development - Have support sessions for students at the start of each course to help get familiarised with Canvas and Teams, this would especially help mature students returning to education or students presenting with additional support requirements	Age, Disability	All CMs	Ongoing since 2021	
4.7	HN Next Gen Childhood Practice – implement the pilot of Next Gen in two classes at Langside.	All	All CMs and Childhood Practice Course and Guidance lecturers.	August 2022 – 2024 SQA Pilot Centre	
4.8	Course Additionality – we continue to identify opportunities to add value to the student experiences, such as Forest Kindergarten sessions that could enhance existing courses or be used to develop new short courses; PEEP	All	All CMs and Childhood Practice Course	Ongoing since 2021	

	<p>sessions in the delivery of courses with no placement experience currently; enhanced opportunities for EVIP students, etc. This has involved building capacity across staff team to cover enhancements to curriculum, for example, lecturers undertaking Forest Kindergarten training; building a forest leader team to support delivery. This has facilitated the roll out of Forest Kindergarten training across all HNC classes and the introduction of a Forest School experience to EVIPCHIL-F211A-A, over a 6-week period highlighted specific skills and knowledge gained throughout the academic year and helped to develop resilience within the group.</p>		and Guidance lecturers.		
4.9	<p>Phase 1, 2 &amp; 3 Langside HND year 1 students teach Glasgow Clyde College Additional Support Needs students( life long learners) for games and Sports.(interdisciplinary learning / live learning).</p>	Age, Disability, sex,	CM Sport & Fitness	Ongoing since 2021	
4.10	<p>Images /video's of all population groups on our insta page to be inclusive &amp; encourage a wide range of applicants</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Keiran on bike.wmv</p> </div> <div style="text-align: center;">  <p>VID-20230220-WA0007.mp4</p> </div> </div>	All	KB & Fitness Team	June 2023	
4.11	<p>Continue to include the 3 'special populations' units in HND – students working in community delivery physical activity to elderly &amp; Additional Support Needs (ASN) groups at external venues</p>	Disability	KB & Lecturing Staff	August 2023	
4.12	<p>Strength &amp; Conditioning teaching materials – use case study of disabled student (born with only 2 upper limbs &amp; 1 leg)</p>	Disability	Sport & Fitness CM and staff	Ongoing	
4.13	<p>Exercises are adapted to suit all abilities – example video</p> <div style="text-align: center;">  <p>VID-20230220-WA0007.mp4</p> </div>	Age, Disability, Sex	Sport & Fitness CM and staff	Ongoing	
4.14	<p>50% of L4 Fitness course at Anniesland is made up for mature learners where English is not their first language ie Ukrainian, Spanish, Asian, Indian</p>	Race	Sport & Fitness CM and staff	Ongoing	

	(growing number of nationalities). These students are engaging with the Friday afternoon ESOL programme that helps develop their English language				
4.15	Nurture College approach has included training for all teaching staff and guest speakers	All	CG & OD	Since 2022- Ongoing	
4.16	Active Campus Coordinator fostered good relations with Beauty Therapy Students through integrating activities such as yoga, meditation and other team building exercise to encourage growth and belonging.	All	Active Campus Coordinator	January 2024- Ongoing	
4.17	Supported learning students from GCC, Glasgow Kelvin College, City of Glasgow College and West College came together for a four-hour sporting event to try out a range of new sports coached by sport and fitness students. Over 50 participants took part.	All	Active campus Coordinator	December 2023	
4.18	Game Together- 330 students taking part over three days at all three campuses from a range of different departments like childcare, computing, EVIP, Nat 5s. This was introduced at the start of the academic year as team building for classes to help students build relationships, foster good relations.	All	Active campus Coordinator	September 2024	
4.19	Liaise with academic staff to identify and source online eResources that are more engaging, accessible and inclusive to support curriculum delivery.	All	Libraries	August 2024 ongoing	
4.20	Restore: the on-campus shops providing free items allowing supported learning students employability experience also supporting socio-economic issues	Disability, race, Sex	Faculty of Arts and Continuing Education	Since 2023	

