

The Public Sector Equality Duty (PSED) and protected characteristics are detailed at the end of this form. Refer to the EqIA Guidance Document for more Information on how to complete this form.

Title of Policy, Procedure, or Relevant Practice:	Academic Planning and Arrangements 21/22	Lead Officer:	Claire Carney
Type of Policy, Procedure, or Relevant Practice:	New: NO Existing/Reviewed/Revised: YES	Date of Assessment:	02.12.21

Step 1: Outcomes and Potential Impacts

What are the intended consequences (outcomes) of the policy, procedure or practice?

1. Increased and improved digital provision and capabilities of staff and students (Cumberford-Little report 2020)
2. An agile, flexible and responsive curriculum that will respond to economic needs (Cumberford-Little report 2020)
3. Clear, effective and efficient academic planning in 21/22, where learning and assessment are:

Active

- Learning focuses on the application of knowledge, skills and wider competencies where project and problem-based learning strategies are utilised

Blended

- All learning and assessment opportunities are digital first and supported by blended opportunities, systems.
- Systems, technologies and processes are optimised for digital environments.
- Learning experiences are accessible, customisable and personalised

Connected

- Opportunities to work on collaborative activities across disciplines are commonplace.
- Contributors from, and engagement with external stakeholders are embedded in curriculum, ensuing courses are fit for purpose and reflective or industry standards

(Academic Planning and Arrangements 21/22)

Step 2: Consideration of Evidence and Information

2A. What information do you plan to use as the basis of this EQIA?

(What information is available and if information is lacking, how will you address this shortfall?)

Advance HE (2020) Equality and Higher Education Staff Statistical Report 2020. Available at: <https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020>

Advance HE (2020) Equality and Higher Education Student Statistical Report 2020. Available at: <https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020>

All Able (2021) helping you help everyone. Available at: <https://www.allable.co.uk/home>

City of Glasgow College (2021) 360 Curriculum Reflection [draft version only]. Available at: <https://cityofglasgowcollegeac.sharepoint.com/:w:/s/LecturerDevelopment/EX0yTw47jMtGrVftSuEpDt4BPjAUqcBj3CDX2aShcMj8Qg?e=92xyzYT>

City of Glasgow College (2021) Audio or Audio/Video Recording of Learning & Teaching Activity as a Reasonable Adjustment Procedure. Available at: <https://cityofglasgowcollegeac.sharepoint.com/sites/PerformanceAndQualityHub/Policy%20and%20Procedure/Forms/AllItems.aspx?q=recording%20of%20learning%20and%20teaching&id=%2Fsites%2FPerformanceAndQualityHub%2FPolicy%20and%20Procedure%2FLearning%20Support%5FRecording%20of%20Learning%20and%20Teaching%20Activity%20as%20a%20Reasonable%20Adjustment%20Procedure%2>

[Epdf&parent=%2Fsites%2FPerformanceAndQualityHub%2FPolicy%20and%20Procedure&parentview=7](#)

City of Glasgow College (2021) Equality Outcomes 2021-2025. Available at:

https://www.cityofglasgowcollege.ac.uk/sites/default/files/City%20of%20Glasgow%20College%20Equality%20Outcomes%202021_0_0.pdf

City of Glasgow College (2021) Event booking. Available at:

<https://cityofglasgowcollegeac.sharepoint.com/sites/IntranetHome/SitePages/StaffEventBookingApp.aspx>

City of Glasgow College (2021) Get Ready for College Pre-Entry Programme. Available at: <https://www.cityofglasgowcollege.ac.uk/getready>

City of Glasgow College (2021) Learning Standard. Available at:

<https://sites.google.com/myskills.cityofglasgowcollege.ac.uk/learningandteachingacademy/our-approach/online-learning-standard>

City of Glasgow College (2021) Results of Jisc Digital Insights Surveys. Available at:

<https://cityofglasgowcollegeac.sharepoint.com/sites/LearningandTeachingHub/SitePages/Staff-and-Student-Survey-Reports.aspx?CT=1635236284799&OR=OWA-NT&CID=12717c8a-6548-1898-020c-880fae8e50b0>

City of Glasgow College (2021) Staff Health and Wellbeing Campaigns. Available at:

<https://cityofglasgowcollegeac.sharepoint.com/sites/HR/SitePages/Staff-Wellbeing-Home.aspx>

City of Glasgow College (2021) Staff Survey 2017. Available at:

<https://dashboard.cityofglasgowcollege.ac.uk/ActiveDashboards/DashboardPage.aspx?dashboardid=d6df27d7-c587-43c9-bf74-68276cdba1bc&dashcontextid=636077172582288336>

City of Glasgow College (2021) Student Academic Experience Committee Academic Planning and Arrangements 21/22. Available at: https://cityofglasgowcollegeac.sharepoint.com/:w:/s/LecturerDevelopment/EWv5aaNLDfhEg_-1oEA0rNABry-X6uT-uyEeiDrdXP4uVg?e=lkiUWr

City of Glasgow College (2021) Student Surveys 2020/21. Available at: <https://dashboard.cityofglasgowcollege.ac.uk/ActiveDashboards/DashboardPage.aspx?dashboardid=d6df27d7-c587-43c9-bf74-68276cdba1bc&dashcontextid=636077172582288336>

City of Glasgow College (2021) Wellbeing Survey. Available at: <https://cityofglasgowcollegeac.sharepoint.com/sites/HR/SitePages/Wellbeing-%26-engagement-survey-2021.aspx?CT=1635416914118&OR=OWA-NT&CID=5c216cdf-c319-912f-7d3a-53c47899e3b7>

Education Scotland (2021) Equality Impact Assessment (EQIA) Education Scotland Recovery Workstream B: Supporting Education Leaders and Team. Available at: <https://www.education.gov.scot/media/ssfkzkk0/eqiasupportingeducationleadersteams.pdf>

Education Scotland (2016) How Good is Our College? Available at: <https://education.gov.scot/improvement/Documents/frwk18-how-good-is-our-college151216.pdf>

Little. P., and Cumberford. A. (2020) The Cumberford-Little Report, One Tertiary System, Agile, Collaborative, Inclusive. Available at: <https://view.pagetiger.com/inlhij/1/PDF.pdf>

Saunders, R. (2020) ESSS Outline Digital Inclusion, Exclusion and Participation. Available at: <https://www.iriss.org.uk/sites/default/files/2020->

04/iriss_esss_outline_digital_inclusion_09042020_0.pdf

Scottish Government (2021) Covid Guidance. Available at:

<https://www.webarchive.org.uk/wayback/archive/20200930112740/https://www.gov.scot/publications/coronavirus-covid-19-universities-colleges-and-student-accommodation-providers/>

2B. cont'd - Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.

(NB. The numbered part of the Academic Planning and Arrangements 21/22 referred to, is included below)

Protected Characteristic	Check the relevant box and provide an explanation for each option chosen, with reference to evidence, or information. Note: in some cases, impacts can be both positive and negative.		
All	<p>Positive: YES</p> <p>Collaborative, synchronous and asynchronous learning 3.5.3: Course teams draw together best practice to devise what works best for all students in their curriculum and Faculty area. In the 360 Curriculum Reflection form, Curriculum teams evaluate each course in terms of opportunities to develop equality and diversity awareness in learning and teaching.</p> <p>In addition, the Online Learning Standard specifies the need for “Adherence to the UK Equality Act and the Public Sector Accessibility Regulations. If a student with a disability requests an accessible format of any resource, this must be provided,</p>	<p>Neutral: NO</p>	<p>Negative: YES</p> <p>Collaborative, synchronous and asynchronous learning 3.5.3: The City of Glasgow College (2021) Equality Outcomes 2021-2025 states that equality, diversity and anti-discriminatory practice are accounted for in learning and teaching.</p> <p>In the 360 Curriculum Reflection form, Curriculum teams are asked to evaluate learning and teaching on each course by the Education Scotland (2016) How Good is our College? criteria 1.4, 2.2, 2.3 and 2.4 which includes the</p>

within reason". The Standard is being revised to describe how the other protected characteristics are addressed and accommodated within the Standard.

There is currently a working group in place to develop college wide approach to recording learning and teaching for inclusion purposes other than for those with a PLSP. This work was actioned through SAEC and will deliver results end of academic year 2021.

Induction and Transition (3.5.9):

Students complete a mandatory EDI module as part of their programme.

Staff Support for Digital Delivery (3.5.10):

Academic staff undertake mandatory EDI training, monitored by Organisational Development and participate in the Jisc Digital Insights Surveys (2021) to provide data on staff support needs. In 20/21,

Learning technologists taught 224 digital teaching skills webinar sessions to 4,247 staff participants.

Challenge questions: "How well do curriculum teams incorporate activities which promote equality and diversity?" and "How effective are arrangements for identifying the needs of individual learners to provide support for learning?". However, this does not require staff to specifically evaluate against statutory duties, described in section 3.1 Wellbeing, equality and inclusion.

There is currently a working group in place to develop college wide approach to recording learning and teaching for inclusion purposes other than for those with a PLSP. This work was actioned through SAEC and will deliver results end of academic year 2021.

Staff Support for Digital Delivery: (3.5.10):

There is a lack of appropriate digital

	<p>Staff Working Practices (3.5.13): Flexible arrangements have been implemented to allow staff to work offsite to better meet access and inclusion needs.</p> <p>In the Staff Wellbeing Survey (2021), 77% preferred a mix of campus working / homeworking (hybrid working). Staff are supported via the Hybrid Working Guide (2021) and Homeworking Guide (2020).</p>		<p>teaching skills for some staff in order to ensure accessible and inclusive learning and assessment. This has been observed via Learning and Teaching Academy staff participation in Lecturer Development workshops and curriculum team meetings. LTA are designing a Digital Teaching Skills short course for March 2022 to support Lecturers, mitigate this and raise awareness.</p>
<p>Age</p>	<p>Positive: YES</p> <p>Digital Access and Student Connectivity (hardware) (3.5.7): Saunders (2020: 6) explains that “digital inclusion has an impact on younger people. In education, the increased use of digital platforms and computer-centered resources means there is a potential cost being shifted from schools to families (Scottish Parliament, 2018). In 2018, 12% of those aged between 11 and 18 years (700,000) reported having</p>	<p>Neutral: NO</p>	<p>Negative: YES</p> <p>Student Digital Access/ Digital Skills (3.5.8): The Equality Impact Assessment (EQIA) Education Scotland Recovery Workstream B: Supporting Education Leaders and Teams (2021) reports that digital skills and confidence may be influenced by age. In addition, the Jisc Digital Insights Surveys (2021)</p>

no internet access at home from a computer or tablet, and a further 60,000 had no internet access at home at all (ONS, 2019).”

To counter this, in 2020, the College invested almost £1.3m on a laptop loan scheme, purchasing 2,000 laptops. Every student who requested a college laptop, booked a slot and turned up on the day, received a laptop. The College continues the laptop scheme in 21/22.

Induction and Transition (3.5.9):

The Advance HE Equality and Higher Education Student Statistical Report (2020) states students disclosing a mental health condition, social communication, autistic spectrum disorder or specific learning difficulty, tended to have a younger age profile. This is recognised through the early accessible support provided by the open access Induction and Transition materials for ‘Getting Ready for College’.

demonstrate that Colleges tend to over-estimate students’ digital skills or generalise particular age brackets as digital natives. Further work is required in promoting students’ digital literacy skills, especially in older age groups.

	<p>The Faculty microsites provide an early introduction to curriculum specific platforms and software for students who have accepted a place at the College, to provide students the opportunity to be confident of a baseline of skills and knowledge at their own pace, before joining the course.</p> <p>In addition to last year's induction activity, there is an August extended open induction activity where small groups of students are invited onsite to see the campus and the services available. This ensures that every student is familiar with the campus and given a supported welcome to the College. This is particularly useful in lowering anxiety in younger students with social communication and mental health conditions.</p>		
<p>Disability</p>	<p>Positive: YES</p> <p>Physical distancing (3.5.1): Physical distancing measures result in restricted numbers in learning, teaching and assessment tasks onsite. This provides the opportunity for more focused, personalised and differentiated learning,</p>	<p>Neutral: YES</p> <p>Physical distancing (3.1.1): Student access to adaptive resources and equipment continues during onsite learning and assessmen</p>	<p>Negative: YES</p> <p>Physical distancing (3.1.1): Due to restricted onsite numbers, students may be engaged in a proportion of learning and assessment online, during which students may not</p>

which is a benefit for students with learning support needs.

In addition, there is less congestion. This benefits those with physical impairments as they can more easily access facilities.

Student engagement (3.5.2):

Student social interactivity and engagement in smaller numbers, due to physical distancing measures, allows for a reduction in the affective filter. This could result in higher performance for students with issues such as negative participation or stress related to interaction in larger groups. In addition, where students have been unable to fully engage due to e.g. access or health issues, there is provision to extend, refer or restart their course.

City of Glasgow College's (2021) Audio or Audio/Video Recording of Learning & Teaching Activity as a Reasonable Adjustment Procedure sets out the anticipatory duty to make reasonable adjustments for disabled students with additional

Student engagement

(3.5.2):

Student social interactivity and engagement continues in onsite and online learning and teaching.

Collaborative, synchronous and asynchronous learning

3.5.3:

The Online Learning Standard specifies the need for "Adherence to the UK Equality Act and the Public Sector Accessibility Regulations. If a student with a disability requests an accessible format of any resource, this must be provided, within reason", the provision of synchronous

consistently have access to the appropriate adaptive resources and equipment required at a time convenient to them. (3.5.1)

Student engagement (3.5.2):

Due to restricted onsite numbers, students may be engaged in a proportion of learning online, during which students may not all engage socially with other students. This may result in a lack of affiliation and increase the risk of course withdrawal and low attainment. (3.5.2)

Zoom and MS Teams (3.5.4):

Students with mental health issues, such as social anxiety, may find synchronous learning via camera increases anxiety. In addition, not all Lecturers consistently provide transcripts and subtitles for Zoom

support needs in terms of recorded content for asynchronous learning.

Zoom and MS Teams (3.5.4):

Zoom is primarily used for synchronous learning and teaching, which can be an accessible and convenient method of synchronous, collaborative learning for offsite students with disabilities who would benefit from the accessibility tools provided e.g. subtitles, transcripts.

Virtual Learning Environment (3.5.6):

The Moodle Virtual Learning Environment is being replaced with Canvas by June 2022. Canvas offers a more robust, intuitive and accessible learning and assessment experience for student with disabilities.

Digital Access and Student Connectivity (hardware) (3.5.7):

The Cumberford-Little Report describes 14% of students disclosing a disability, with dyslexia being the most common. Investment in student laptops and

and asynchronous learning, both onsite and at home allows for the continuation of this provision.

recordings and live Zoom sessions. This may fail to meet the needs of some disabled students who require online learning sessions to be recorded to allow them to access and process the content. For example, autistic students experience difficulties with executive functioning and experience delayed information processing. Similarly, some dyslexic students struggle to listen and read on-screen at the same time.

Virtual Learning Environment (3.5.6):

Following the All Able (2021) audit, the MyCity/ Moodle was found to be non-compliant with WCAG accessibility legislation in terms of its accessibility statement, screen reader and keyboard function access, title descriptions, navigation and structure, focus, colour contrast, banners and links, this is being addressed by Learning Technologies, for

connectivity has helped to remove barriers and increase access to reading and writing accessibility tools. In 2020, the College invested almost £1.3m on a laptop loan scheme, purchasing 2000 laptops. Every student who requested a college laptop, booked a slot and turned up on the day, received a laptop. The College will continue the laptop scheme again this academic year.

The Head of Digital Services reports that in 20/21 there were improvements to MyCity authentication supported by development work on reference guides and communications, to allow more accessible login to MyCity for those with disabilities.

Induction and Transition (3.5.9):

A digital student on-boarding guide is available through the 'Get Ready for College' pre-entry programme.

Online application and enrolment scored highly in the Student Experience Survey (2021) in 3 Faculties with 93% - 94%, and 86% in Nautical and Stem. This

completion Dec 21 (Moodle) and January 22 (Accessibility Statement).

Induction and Transition (3.5.9):

Quality and quantity of induction and transition activities are not consistent across Faculties, therefore not every student is given an appropriate, accessible and supported welcome to the College.

Library Services (3.5.11):

Following the All Able (2021) audit, the Library website was found to be non-compliant with WCAG accessibility legislation e.g. website menu selection indication, form controls, video captions, login labels, reflow, login contrast, navigation keyboard, catalogue search and social media icons. This is being rectified and will be amended by January 22.

online onboarding and application benefit those with disabilities who prefer to carry out these functions at a time and place of their own choosing, with access to online accessibility tools.

Staff Support for Digital Delivery (3.5.10):

The Learning and Teaching Academy provide a range of developmental activities and resources to support individual staff and curriculum teams, including use of the Online Learning Standard to ensure accessible and inclusive learning and assessment for those with disabilities. A schedule of activity is available on a Booking App.

A recent accessibility audit reported in the Equality Impact Assessment (EQIA) Education Scotland Recovery Workstream B: Supporting Education Leaders and Teams (2021) describes that the commonly used learning, teaching and assessment tools from Microsoft and Google, which staff development courses link to, via MyCity, are up-to-date with accessibility requirements.

Staff Support for Digital Delivery

(3.5.10):

Technology was highlighted in the staff Wellbeing Survey (2021) as being a concern with colleagues indicating that they were troubled by technology overloading them. This may impact on those with mental health issues.

Staff Working Practices (3.5.13):

In relation to staff mental health issues, staff reported isolation felt through working from home in the Staff Survey 2017. 59% disagreed with the statement: "The College cares about my wellbeing".

In the Staff Wellbeing Survey (2021), staff with a disability scored poorer on health & wellbeing and more pressured by their workplace environment. Those with caring

Library Services (3.5.11):

The library is a key resource, offering accessible physical and digital resources, services and physical spaces for staff and students. The purpose-built library spaces are designed to accommodate all e.g. wheelchair access throughout, with a wheelchair lift at City Campus to reach all floors. In addition, shelving at both libraries is low to make physical collections easy to access and collections can be borrowed by touch screen, self-service or by help from our library teams onsite. Varidesks are also available for those who prefer to stand whilst studying. There is a silent study space on Level 5 of City Campus library for those who need support to aid concentration and focus. There are areas within each library set up for quiet study, individual study, or group study. The library ensures all video content includes subtitles and transcripts where appropriate. The library also runs an on-demand online chat service to offer real time assistance remotely. The City Zine library has been a catalyst to discuss, for example, mental health issues amongst our students.

responsibilities for elderly / disabled relatives scored poorer on health & wellbeing.

In the Staff Wellbeing Survey (2021), most staff revealed symptoms of poor physical and psychological health, with the majority scoring below the benchmark for wellbeing.

Following the All Able (2021) audit, the library has made significant changes in order to ensure compliance with WCAG accessibility legislation e.g. changes to Study Skills Guides, LibGuides and banner images, website navigation, link descriptions, focus visibility, tables made accessible for screen reader access, LibGuides amended to ensure heading contrast and structure.

Staff Working Practices (3.5.13):

During the Covid-19 pandemic, staff were provided with necessary equipment to allow them to work from home. 87 desks, 220 chairs, 23 specialist chairs, 723 laptops, 74 keyboards and internet access were provided for 38 colleagues.

Homeworking and on-campus DSE training & assessments were introduced to ensure colleagues were supported to ensure working digitally did not harm physical wellbeing. The People & Culture

Directorate continue to provide specialist equipment for both office and home working when there is a medical requirement.

A programme of digital wellbeing training has been introduced for staff. This draws on research on the impact of digital technology on focus, memory, creativity, empathy, wellbeing and sleep.

There has been staff mental health focus via staff health and wellbeing campaigns. In addition, in the Staff Survey (2017), 64% of staff agree that “Equality, diversity and inclusiveness: My needs are supported /The College cares about my wellbeing”.

Lecturer Development has moved qualifications and all synchronous and asynchronous professional learning online, to allow staff to come together for peer support independent of their location. The Equality Impact Assessment (EQIA) Education Scotland Recovery Workstream B: Supporting Education Leaders and Teams (2021)

	describes that staff learning accessed from home can benefit some in the education workforce who are disabled and who may face barriers in accessing traditional, face to face professional learning.		
Gender Reassignment	<p>Positive: YES</p> <p>Collaborative, synchronous and asynchronous learning (3.5.3):</p> <p>Greater allocation of asynchronous learning allows more flexible access to health services during the day through self-regulated learning opportunities.Digital Access and Student Connectivity (3.5.7):</p> <p>In 2020, the laptop loan scheme allowed more flexible access to health services during the day through access to self-regulated online learning opportunities.</p>	Neutral: NO	<p>Negative: YES</p> <p>Digital Access and Student Connectivity (3.5.7):</p> <p>Digital access and student connectivity is not consistent across all populations e.g. where courses required specific software access, this can mean that students affected by gender reassignment cannot complete all assigned work at home and lowers the opportunity for flexible access to health services.</p>

2B. cont'd - Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.			
Protected Characteristic	Check the relevant box and provide an explanation for each option chosen, with reference to evidence, or information. Note: in some cases, impacts can be both positive and negative.		
Marriage & Civil Partnership	Positive: YES Collaborative, synchronous and asynchronous learning (3.5.3): Greater allocation of asynchronous learning allows a more balanced study-family life through self-regulated online learning opportunities.	Neutral: NO	Negative: NO
Pregnancy & Maternity	Positive YES Physical distancing (3.5.1): Physical distancing measures have resulted in restricted numbers onsite. This means less congestion, which facilitates easy access to e.g. toilets, retail, social spaces and changing rooms.	Neutral NO	Negative NO

Collaborative, synchronous and asynchronous learning (3.5.3):

Greater allocation of asynchronous learning allows greater and more flexible access to health services during the day through self-regulated online learning opportunities.

Digital Access and Student Connectivity (3.5.7):

In 2020-2021, the laptop loan scheme allowed more flexible access to health services during the day through access to self-regulated online learning opportunities.

2B. cont'd - Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.

Protected Characteristic	Check the relevant box and provide an explanation for each option chosen, with reference to evidence, or information. Note: in some cases, impacts can be both positive and negative.		
Race	<p>Positive: YES</p> <p>Virtual Learning Environment (3.5.6): The VLE allows for translation of learning materials into a large number of languages to assist learners' whose first language is not English.</p>	<p>Neutral: NO</p>	<p>Negative: YES</p> <p>Virtual Learning Environment (3.5.6): The Cumberford-Little Report (2020) describes 189 nationalities and 7% of students from BME backgrounds represented in Colleges. However, there is currently no specification in VLE course planning or evaluation guidelines to incorporate material that reflects and celebrates ethnic diversity e.g. visually or through reading lists with international authors.</p>

Religion or Belief	Positive: YES Collaborative, synchronous and asynchronous learning (3.5.3): Greater allocation of asynchronous learning allows more flexible access to faith-based activities during the day through self-regulated learning opportunities. In addition, quiet reflection rooms are available on both campuses for staff and students.	Neutral: NO	Negative: NO
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2B. cont'd - Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.

Protected Characteristic	Check the relevant box and provide an explanation for each option chosen, with reference to evidence, or information. Note: in some cases, impacts can be both positive and negative.		
Sex	<p>Positive: YES</p> <p>Virtual Learning Environment (3.5.6): The VLE features a gender balance in terms of images and avoids gender stereotyping.</p>	<p>Neutral: NO</p>	<p>Negative: YES</p> <p>Staff Working Practices (3.5.13): In the Staff Wellbeing Survey (2021), females revealed symptoms of poor physical health and psychological health more than males and scored lower on wellbeing.</p>
Sexual Orientation	<p>Positive: YES</p> <p>Library Services (3.5.11): The City Zine library has been a catalyst to discuss, for example, LGBTQi+ issues amongst our students.</p>	<p>Neutral: NO</p>	<p>Negative: NO</p>

Staff Working Practices (3.5.13):

City of Glasgow College Equality Outcomes 2021-25 states that the College is working with Stonewall Scotland to secure the Workplace Equality Index placement, to positively impact the working lives of all staff. The College is working with LGBT Youth Charter to secure foundation status.

Step 3: Consider Alternatives and Mitigation

3A. Are you able to reduce any potential negative impacts identified above?

Yes: No:	For 3B and 3C, please detail relevant protected characteristics and refer to evidence/information. Note: In some cases, both “yes” and “no” may be suitable responses.
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3B. If “Yes”, what arrangements could be implemented to reduce any potential negative impacts identified above?

The following plans have been agreed:

1. The City of Glasgow College (2021) Equality Outcomes 2021-2025 states that a short-life working group will be set up to embed the principles of EDI and accessibility into local curriculum planning, delivery, and support and EDI-themed campus-wide monthly events into curriculum and support areas across both campuses.
2. The City of Glasgow College (2021) Equality Outcomes 2021-2025 states that the College will refine Dashboard information to better present protected characteristic and SIMD student data across application, enrolment, early/further withdrawal and completion success at College, Faculty, curriculum and course levels.
3. The Head of Digital Services reports that the College will, in the future, move to a more accessible single sign on and multifactor authentication for MyCity through the consolidation of the Microsoft 365 staff and student tenancies.
4. General teaching rooms will have a minimum digital ‘kit-out’ including cameras and desktops to ‘live’ stream classes via INTEL Virtual Learning Lab. This will allow offsite students to participate synchronously with students onsite, allowing flexibility in location of study which may better suit students who wish to study at home due to health reasons or who would benefit from less time used in travel to and from college.
5. IT will plan with Curriculum teams to ensure that curriculum areas with particular software requirements for home access are met. This will

better meet the needs of students who are studying from home due to shielding issues related to disability or other protected characteristics.

6. The City of Glasgow College (2021) Equality Outcomes 2021-2025 states that curriculum staff development on accessibility will be undertaken in future.
7. The City of Glasgow College (2021) Equality Outcomes 2021-2025 states that there will be an anti-racist curriculum project in two Faculties and learning shared across all Faculties to embed practice.
8. Library Services and Learning Technologies are working towards compliance with Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 by January 22.
9. Library Services will increase digital first procurement, streamline resource intensive process, and exploring mechanisms to allow students with protected characteristics to have an input into library developments.
10. . A College Short Life Working Group is currently creating guidance for staff and students related to recording learning and teaching for inclusion purposes other than for those with a PLSP.

In addition to the above the plans, the following actions are recommended:

11. Investment in Adaptive Learning design to allow flexible, differentiated and personalised learning, with mastery learning pathways for each student, based on student performance, dashboards to drill down individual performance, to inform feed forward goals and scaffolded tasks.
12. A robust students' digital literacy strand integrated into all courses, tailored to individual and course needs.
13. A robust, monitored staff digital teaching and assessment skills development programme tailored to individual and course needs.
14. Further staff training support in effectively recording online learning and teaching to meet the needs of some disabled students who require online learning sessions to be recorded to allow them to access and process the content. For example, autistic students experience difficulties with executive functioning and experiences delayed information processing. Similarly, for some dyslexic students struggle to listen

and read on-screen at the same time.

15. Updating the online Learning Standard to indicate how all protected characteristics are addressed and accommodated within the Standard.

16. Further staff training and reportage on quality and quantity of induction and transition activities across Faculties, to ensure that every student is given an appropriate, accessible and supported welcome to the College.

17. The overt, mandatory inclusion in curriculum planning, content and course evaluation procedures of:

- Different social and cultural perspectives and experiences
- Tasks and resources which anticipate and incorporate students' diverse identities and experiences
- Compliance with the Public Sector Equality Duty (PSED) and the Public Sector Accessibility Regulations
- Students as co-contributors to the curriculum pre-course and during course, at micro levels e.g. task choice in synchronous and asynchronous classes, peer teaching across cohorts.

3C. If “No”, it may be appropriate if the policy, procedure, or relevant practice affects groups differently where this is a proportionate means of achieving a legitimate aim. If this is the case, please provide explanatory details to objectively justify this decision.

Not applicable.

Note: you may be required to obtain legal advice to verify your decision. If you suspect this may be the case, please contact Equality, Diversity & Inclusion for direction.

Step 4: Compliance with the Public Sector Equality Duty (PSED)

4A. Does the policy, procedure or relevant practice comply with the three parts of the PSED?

- **Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.**
- **Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.**
- **Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.**

Yes: No:	For 4B- 4D, please detail relevant groups who share a protected characteristic and refer to evidence/information. Note: In some cases, both “yes” and “no” may be suitable responses.
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4B. If “Yes”, how?

Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.

Yes through:

- Induction and transition support (all characteristics)
- Mandatory EDI training for students and staff (all characteristics)
- Online Learning Standard focus for staff on UK Equality Act and the Public Sector Accessibility Regulations (all characteristics)
- Provision of better access to retail areas, toilets and social spaces (disability, gender reassignment, pregnancy and maternity)
- Laptop loan scheme (all characteristics)
- Provision of adaptive furniture and equipment to staff homes (disability)

- In the City of Glasgow College (2021) forthcoming 360 Curriculum Reflection form, Curriculum teams are asked to evaluate Equality & Diversity i.e. what went well, what will be improved and the evidence / actions to support this (all characteristics)

However:

- Online Learning Standard is not consistently understood or adhered to by staff (all characteristics)
- Digital access and student connectivity is not consistent across all populations (disability, gender reassignment, pregnancy and maternity)
- In the City of Glasgow College (2021) forthcoming 360 Curriculum Reflection form, staff are not required to specifically evaluate courses against compliance with statutory duties (all characteristics)
- Library Services and Learning Technologies are currently not fully compliant with Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.

Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

Yes through:

- Digital literacy support to allow access to learning (age, disability)
- Staff and student mental health campaigns (disability)
- Moving qualifications for staff online (disability, gender reassignment, pregnancy and maternity)
- Working with Stonewall towards becoming an Employer Diversity Champion (Sexual Orientation)

However:

- Student and staff digital literacy development requires greater focus (age, disability)

Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Yes through:

- Face-to-face induction and transition support activities (all characteristics)
- Opportunities to develop equality and diversity awareness in learning and teaching included in courses (all characteristics)

However:

- More focused work is recommended on standardising course design to ensure greater synchronous participation from all students (disability, gender reassignment, age, race)

4C. If “No”, what are the negative impacts and the associated risks?

- Potential for student retention and attainment issues, which in turn impact funding
- Higher staff turnover, resulting in loss of expertise and lower diversity
- Loss of sector-leading status in terms of curriculum design, impacting the reputation of the College and recruitment, especially in online courses where catchment area is unrestricted.

4D. If “Yes” or “No”, what changes could be implemented to better comply with the PSED?

As 3B above.

Step 5: The Involvement of Individuals, Groups and Organisations Representing Protected Characteristics

5A. Who has been involved in the undertaking of this assessment?

(Please detail the staff/student/stakeholder groups, in particular those representing protected characteristics)

- Claire Carney, Vice Principal - Student Experience
- Fiona Balloch, Curriculum Head, Lecturer Development, Learning and Teaching Academy
- Joe Wilson, Acting Associate Director, Learning and Teaching Academy
- Penny Robertson, Libraries Manager
- Scott Harrison, Associate Director, Learner Journey
- Graeme Brewster, Learning Support and Inclusion Manager
- Jill Loftus, Wellbeing Manager
- Barry Ashcroft, Director, IT
- Julie Dale, Associate Director People & Culture - HR/OD & Payroll
- Anna Close, Lecturer, Learning and Teaching Academy
- Jenifer Martin, Lecturer, Learning and Teaching Academy
- George Howie, Learning Technologies Manager
- Bernadette Savage, Student President

5B. If you have further involvement to carry out, please list who you are going to involve, when and why?

None.

Step 6: Making a decision and outcome

6A. What is your decision? (Please select an option from below)

- a. A positive impact is explicitly intended and very likely.

- b. A negative impact is not expected. There is clear potential to have a positive impact by minimising or eliminating barriers and inequalities that currently exist. **YES**

- c. A negative impact is not expected, but positive impact is also unlikely.

- d. A negative impact is probable or certain for some groups but the policy as a whole can nevertheless be justified as a proportionate means of achieving a legitimate aim.

(Note: you may be required to obtain legal advice to verify your decision. If you suspect this may be the case, please contact Equality, Diversity & Inclusion for direction.)

6B. Are you able to introduce the policy, procedure, or relevant practice without making any changes?

No

6C. If “Yes”, clearly explain upon which basis this decision was made

6D. If “No”, what changes will you make before implementation?

Amendment to incorporate actions in 3B

Step 7: Taking action and monitoring

7D. Once implemented, how will the policy, procedure, or relevant practice be monitored, by whom and by when?

Step 8: Approval and Publishing

- **The information contained within this EqIA needs to be confirmed and approved as the completed EqIA will be published on the College web-site.**
- **As such, EqIAs must be approved by a Dean/Director or above.**
- **Following completion, send the electronic copy to both the Quality Unit Administrator and the Equality, Diversity & Inclusion Manager.**
- **An electronic signature is acceptable, as long as a scanned or paper copy follows.**

Name:	Claire Carney
Position:	Vice Principal Student Experience
Signature:	
Date:	02/12/21

Miscellaneous

Please insert any supporting information, evidence sources, or data here.

Summary of the Public Sector Equality Duty (PSED) of the Equality Act 2010

Components	Due Regard
<p>A public authority must, in the exercise of its functions, have due regard to the need to:</p>	<p>Having due regard specifically involves taking steps to:</p>
<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act. (Fairness)</p>	
<p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. (Opportunity)</p>	<p>a) Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic *</p> <p>b) Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.</p> <p>c) Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.</p>
<p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it. (Respect)</p>	<p>a) Tackle prejudice.</p> <p>b) Promote understanding.</p>

'Due regard' comprises two linked elements: proportionality and relevance. The weight that public authorities give to equality should be proportionate to how relevant a particular function is to equality. In short, the more relevant a policy, procedure or practice is to equality and people, then the greater the regard that should be paid.

The protected characteristics are:

- **Age**
- **Disability**
- **Gender reassignment**
- **Marriage and Civil Partnership ***
- **Pregnancy and Maternity**
- **Race**
- **Religion or Belief**
- **Sex**
- **Sexual Orientation**

* Although Marriage and Civil Partnership applies to section a) in employment only, this will be considered for all stakeholders.