CITY OF GLASGOW COLLEGE

Progress in Achieving Equality Outcomes Report 2017

Let Learning Flourish

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Foreword from the Principal

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As Scotland's largest technical and professional skills college and an established flagship for a new era of tertiary education, City of Glasgow College not only values and advances Equality, Diversity and Inclusiveness (ED&I), we aim to lead the way in promoting these principles.

Our college serves a richly diverse community so it is natural and right for our workforce to reflect that multiplicity.

We want to ensure that our students – who are at the heart of everything we do – and our staff - who are our greatest asset - have the best possible opportunities available to them to realise their full potential, improve their life chances and reach their educational and career goals.

To support that aim, in December 2015 we committed to the Digital Badge Award Scheme which launched with the ED&I Badge and staff signing up to become Equalities Champions. ED&I values are incorporated into our daily practices and policies and by committing to equality, diversity and inclusiveness our college sees real people benefits.

As you will see detailed throughout this report, ED&I is core to City of Glasgow College purpose to **Let Learning Flourish**.

We are recognised as Investors in Diversity and Investors in People which underline our inclusive approach and core corporate values. We are also part of the Stonewall Workplace Equality Index which measures our efforts to create an inclusive workplace for lesbian, gay, bisexual and transgender employees and students.

City of Glasgow College is committed to creating an inclusive culture that provides equality of opportunity, process and outcome to all students, staff and stakeholders. This report reflects our dedication to fulfilling these responsibilities.

Paul Little

Principal and CEO

1. Introduction

1. Introduction

Further to the previous [progress report in 2015](#), this report will demonstrate the continued progress City of Glasgow College has made in achieving its equality outcomes as set out in our [Equality Outcomes 2013-2017](#).

City of Glasgow College is ranked top two in the UK for WorldSkills and composite overall number one in the Scottish sector for success in student attainment in combined Further and Higher Education. We are leading the way in tackling gender inequality within the curriculum - our Women into Engineering course applications doubled in its second year alone.

Our college, like Scotland as a nation, is a melting pot of diversity, equality and excellence. We deliver above average success rates for our students. Our innovative approaches to teaching and learning enable personalised development across a range of over 2,000 courses from Access Level to Masters. There are opportunities to study at a level that encourages success and progression, enabling our students to reach their full potential and improve their life chances, regardless of background or protected characteristic.

City of Glasgow College is a powerhouse of technical and professional programmes ranging across six Faculties:

- Building, Engineering & Energy.
- Business
- Creative Industries

- Education & Society.
- Leisure & Lifestyle.
- Nautical Studies.

2015-16 was a landmark year with the opening of our award winning Riverside campus on the banks of the Clyde and our stunning City campus in the heart of Glasgow's learning quarter. Our twin site campus – our Super College - represents a multi-million investment and is making a bold statement in creating a new era of tertiary education, providing meticulously designed, industry standard, future-proofed learning and working environments.

Sections of underlined text in the electronic version of this report are active hyperlinks, often to additional resources. For example, for ease of understanding, definitions of terms used are detailed within an [ED&I Glossary](#).

2. Commitment

2. Commitment

College Values

Equality, Diversity & Inclusiveness is one of 6 core College values:

- The Individual.
- *Equality, Diversity & Inclusiveness.*
- Integrity, Honesty and Transparency.
- Excellence & Achievement.
- Partnership.
- Innovation & Enterprise.

College Behaviours

Through student and staff engagement, behaviours were identified which support the College values and promote a positive culture. These agreed behaviours are being communicated and developed through a variety of approaches, including the "Our Behaviours" booklet and related training sessions, as well as the new "Digital Badges Initiative". Such approaches help promote and reinforce the behaviours to ensure they become embedded within the College culture.

College Strategic Aims 2013-2017

Over the reporting period, equality, diversity and inclusiveness has been addressed by the following strategic aims:

- 1.2. Work with students as co-creators of their own learning that is accessible, supportive, and representative of all.
- 1.5. Provide access and progression opportunities for all.
- 2.4. Respond to the diverse and evolving needs of all students by providing effective systems of support and guidance.
- 3.6. Embed the College's commitment to equality, diversity, inclusiveness, tolerance, and respect for the individual.

Access and Inclusion

The College will encourage access and inclusion, and thus widen participation, by recognising, prioritising and meeting the needs of individuals and groups which comprise the communities the College serves. Some key enablers of access and inclusion include:

- Curriculum Design.
- Marketing and Communications.
- Community Engagement.
- Student Recruitment and Selection.
- Student Funding.
- Student Services.
- Student Learning Support.
- HR Recruitment and Selection.

Equality, Diversity & Inclusion Policy and Mainstreaming Vision

The College's Equality, Diversity & Inclusion (ED&I) Policy details the aims, scope and responsibilities for ED&I. The College's Mainstreaming Vision is:

"To nurture an environment in which the equality, diversity and inclusion of students, staff and visitors from all backgrounds are routinely anticipated, expertly accommodated and positively celebrated."

Equality, Diversity & Inclusion Statement

"Equality, Diversity & Inclusiveness for all:

- Fairness.
- Opportunity.
- Respect.

3. Purpose

3. Purpose

A summary of the **Equality Act 2010,** including Public Sector Equality Duty (PSED) and statutory specific equality duties, is available on the College Website.

In April 2015, the College reported **progress in achieving our Equality Outcomes 2013-2017**.

The report detailing how equality outcomes were devised is published separately within the College's **Equality Outcomes Framework 2013-2017.**

The College again welcomes the opportunity to report its progress in meeting the following specific equality duty to:

• Publish a report on the progress made to achieve the published equality outcomes at intervals of no more than 2 years, beginning with the date on which it last published a report.

Due to the implications of an organisational restructure and the migration to the new College campuses in a minority of cases, the deadline for some actions was revised. In each case, this is clearly indicated on the action plan.

Looking forward, this progress report - and respective outcomes, actions outputs and achievements - has been used to inform the College's new series of Equality Outcomes 2017-2021. These are presented in our Equality Outcomes Framework 2017-2021.

The requirements to report progress on mainstreaming and gathering staff information, as well as completed equality impact assessments and information on equal pay, are available from the **ED&I section** of the College's website.

4. Approach

4. Approach

Equality Outcome Framework

This framework, detailed in the College's **Equality Outcomes 2013-2017**, presents:

- **Strategic Equality Outcomes**, which are long-term and aspirational in nature.

- **Specific Equality Outcomes**, the changes, or results which support meeting each of these strategic outcomes. These are more short- and mid-term and operational in nature.

- **Relation to Protected Characteristics** which the specific outcome will target.

- **Link to Equality Duty**, detailing the specific part which will be progressed by each specific outcome.
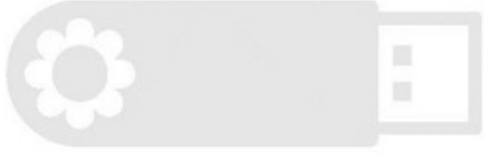
Strategic Equality Outcomes

The following strategic equality outcomes were devised:

1. Students actively engage in learning & teaching that is accessible, supportive and representative of all.
2. Students and staff benefit from spaces and services which are accessible, supportive, and representative of all.
3. Where under-represented, the proportion of students across protected characteristics is increased.
4. Where under-represented, the proportion of staff across protected characteristics is increased.
5. Students' successful course completion, regardless of protected characteristics, is increased.
6. Staff needs are supported to promote equity and fairness in all stages of the career journey.
7. Students and staff are encouraged and empowered to exercise their rights and fulfil their responsibilities in relation to equality and social justice.

Equality Outcome Progress Plan

The complete progress plan, detailed in <u>Appendix A</u>, comprises:

- **Strategic Equality Outcomes**, which are long-term and aspirational in nature.

- **Specific Equality Outcomes**, the changes, or results which support meeting each of these strategic outcomes. These are more short- and mid-term and operational in nature. Hard outcomes can be quantified and measured numerically. Soft outcomes, whilst not counted, are still measurable.

- **Action to Target Staff or Students**, in support of achieving the specific outcome.

- **Intended Outputs**, the product, or effect of the actions which will support achieving the specific outcomes.

- **Responsibility**, the staff role or college functions tasked with implementing the action.

- **Timescale**, detailing the month and year, by which point the action, and resulting output, will be met.

- **RAG Status**, detailing the RAG (red, amber, green) status and review date.

- **Rationale**, detailing the contextual basis for the outcome.

- **Progress**, detailing the actions delivered and progress made.

- **Impact Measures**, detailing the impact mechanisms and measures to demonstrate change.

5. Progress Summary

5. Progress Summary

A summary of progress, together with impact measures, will be presented for each strategic equality outcome. Measures are based on positive student and staff survey results 2015-2016, after discounting "not applicable" or "not answered" responses (CoGC 2016b, 2016c, 2016d, and 2016e). The full progress plan is detailed in Appendix A.

Equality Outcome 1: Students actively engage in learning & teaching that is accessible, supportive and representative of all

Please refer to Equality Outcome 1 Progress Plan

- Progress has been made with making courses City Learning ready (which includes mainstreaming ED&I in the curriculum).

  91% Learning and Teaching takes account of ED&I

- Good practice examples have been collated and published in the Good Practice Guide 2015 (Learning & Teaching) and Good Practice Guide 2015 (Support Areas) reports, which have been shared with staff.

  87% My course material is available on MyCity (VLE)

- The College's ED&I Statement and related ED&I Personal Responsibilities Leaflet, incorporating an accessibility checklist, continues to be shared to existing and new staff through an ED&I integration and related training.

- ED&I themed awareness months were extended to include: Black History Month; Interfaith Month; Disability Awareness Month; Age Awareness Month; LGBT History Month; Gender Equality Month; and Poverty Awareness Month.

- Following extensive staff and student involvement, the student ED&I Module was launched in August 2014, receiving positive feedback from staff and students, and subsequently winning the College Development Network's Advancing Equality Award in November 2015.

Equality Outcome 2: Students and staff benefit from spaces and services which are accessible, supportive, and representative of all

Please refer to [Equality Outcome 2 Progress Plan](#)

- Many Student Experience Staff (Student Advice & Funding and Learning Support staff) have attended and completed CALM training (Creating Accessible Learning Materials), with the remainder scheduled to attend before August 2017.

87% Student Services provides relevant support

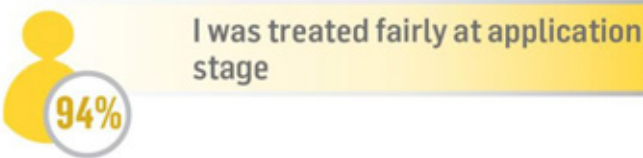89% The College is committed to advancing ED&I
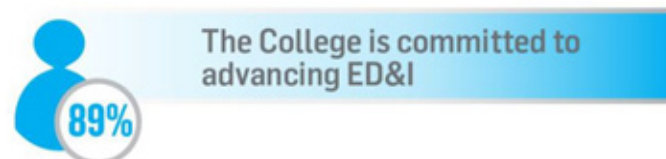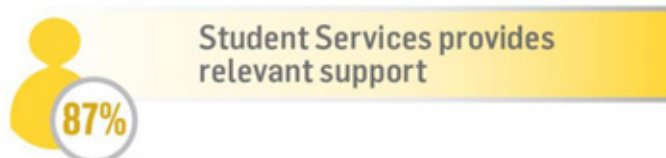
- Subsequently, accessible Student Services materials are being formatted, for uploading to the Website and student VLE by the end of December 2017.

- BrowseAloud continues to be fully integrated into the College website, student Virtual Learning Environment (VLE) and staff intranet. BrowseAloud, adding speech, reading and translation assistance, supporting the needs of disabled and international users, as well as those with literacy support needs.

- ESOL students (English for Speakers of Other Languages) and international students continue to receive a dedicated, tailored student orientation and induction programme.

- A dedicated Student Engagement Officer provides support to encourage and support international students to participate in student engagement activities.

- A "Guide for Students New to Glasgow" has been developed to meet the needs of international and ESOL students as well as those from the rest of Scotland and the UK. This guide covers topics such as: welcome, cultural awareness, personal safety, information on important services and external organisations.

- Relevant student facing staff continue to receive cultural awareness training and Third Party Reporting Centre training. Related awareness raising activities have been delivered through on and off-line communications.

- Relevant religious events and dates, where possible, continue to be accounted for when devising the academic calendar.

- A dedicated "Quiet Reflection" room is provided in the new City and Riverside campuses. A supportive multi-faith chaplaincy service, representing the main faith groups, also provides support for students and staff.

- The College subscribes to an annual diversity calendar, with paper and electronic copies being distributed to staff teams, supported by updated multi-faith e-books uploaded to the staff Intranet.

- Baxter Storey provides a College wide catering service, proactively meeting religious and non-religious dietary requirements.

- The majority of toilets in the new Riverside and City campuses are gender neutral, with a number of accessible neutral toilets also being provided.

- The Students' Association LGBTQ+ Society, with 41 members and on average 12 attending every weekly meeting, continues to thrive.

- The Student Experience Directorate and ED&I Team are working towards LGBT Youth Silver Charter status.

- A staff LGBT Network has been launched, with 12 staff members and on average 4 attending each meeting.

- The College's performance in the Workplace Equality Index was ranked 133rd out of 439 participating organisations in 2017. This index examines the impact of strategy and operations on Lesbian, Gay and Bisexual (LGB) staff, students and stakeholders. The College aims to secure a place in the top 100 by 2025.

- Through utilising the "Stonewall Scotland Diversity Champions" and "LGBTQ+ Society" logos, support for and awareness of gender reassignment and sexual orientation continues to be communicated to students and staff.

- The new Riverside campus (from August 2015) and City campus (from August 2016) were designed to be inclusive, accessible and welcoming to all, irrespective of gender, religion, race, culture, background, ability or additional needs.

Equality Outcome 3: Where under-represented, the proportion of students across protected characteristics is increased

Please refer to Equality Outcome 3 Progress Plan

- Following the EQIA on the decision to reduce the size of the 2013-2014 FT Prospectus, hard copies of the FT Prospectus, together with paper PT Prospectus leaflets continue to be produced.

94% I was treated fairly at application stage

95% The College is committed to advancing ED&I

- Accessibility was a requirement and component of the new website specification, which was launched in April 2016. Looking forward, the College has commissioned the Equality Academy to conduct an Equality Impact Assessment on the new website, the results of which will inform local mainstreaming. This is scheduled to take place during spring-summer 2017.

- Internal formatting, including bookmarks, has been incorporated into the online prospectus.

- Progress has been made in redressing the insufficient number and range of student profiles and images, across relevant protected characteristics, within both on and off-line communications. Looking forward, the College has commissioned the Equality Academy to conduct an Equality Impact Assessment on the new website, the results of which will inform local mainstreaming. This is scheduled to take place during spring-summer 2017.

- ED&I continues to be presented at the front of the FT Prospectus, highlighting "Investors in Diversity" and "Stonewall Diversity Champion" status.

- Located within the header and footer, the Browsealoud toolbar, accessibility information and the ED&I section are accessible from all pages on the new website.

- The ED&I content of the new website has been further enhanced and now also incorporates links to relevant equalities organisations for students, information about each protected characteristic, including College wide ED&I events and increased awareness of the College Quiet Reflection rooms and chaplaincy service.

- The welcome page of the FT prospectus encourages applications from students with diverse backgrounds and aspirations, emphasising available support.

- High profile DisabledGo links to relevant detailed access guides are being incorporated into the new website, and delivery is on schedule for launch in May 2017.

- Alternative entry routes for those with fewer/older qualifications continue to be highlighted in the Full-Time Prospectus.

- Awareness of the College Quiet Reflection rooms and chaplaincy service has been raised through on and off-line communications.

- Regular student focus groups, comprised of a range of people across relevant protected characteristics, are now being conducted to review the content of on and off-line communications.

- The ED&I Team, in conjunction with external organisations represented on the College's ED&I Advisory and Engagement Group, regularly identifies appropriate externally organised student focused events, representing relevant protected characteristics the College could attend.

- Subsequently, since 2012, the College continues to attend Pride Glasgow (on the march, via a Community Expo stall, and by placing an advert in the event guide).

- In conjunction with the College Development Network, the College led the sector in devising proposed data fields across all protected characteristics for use by all Scottish Colleges. These were presented in a report to the SFC, and the majority of recommendations have been implemented.

- The application and enrolment forms have been updated annually to incorporate revised and new fields across all relevant protected
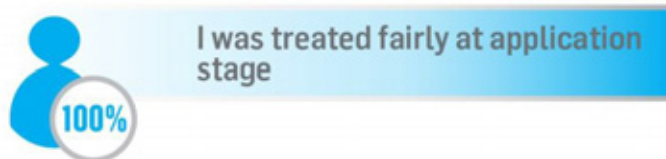
characteristics, including sexual orientation (from 2015/2016) and gender identity (from 2016-2017).

- A range of on and off-line communications are delivered, explaining the rationale and benefits of equalities data declaration, whilst emphasising anonymity and confidentiality. This information has been integrated into the student application and enrolment systems, together with an article featured within the award winning "Keeping Warm" student e-magazine, "In the City".

- Access rights to equalities data have been restricted to key staff, to reassure students of data confidentiality and anonymity.

- The ED&I declaration section in each of the 3 student surveys has been removed. Instead, results are linked to Student Records systems so that the relative satisfaction of students at all stages can be filtered and examined by relevant protected characteristics.

- Until 2015, student application, enrolment, withdrawal and outcome data was examined and presented in the Equality Mainstreaming Report and Interim Equality Mainstreaming Report. Since 2016, Student equality data, across relevant protected characteristics has been presented within the College's Annual Review.

- The Performance & Improvement Directorate continues to work with ED&I to deliver a dashboard system, presenting live enrolment, withdrawal and outcome data which can be filtered by relevant protected characteristic, presented at College/Faculty/Curriculum Team levels and compared to previous years

- The ED&I Team produced a video explaining the rationale for and benefits of students and staff equalities data collection and declaration.

Equality Outcome 4: Where under-represented, the proportion of staff across protected characteristics is increased

Please refer to [Equality Outcome 4 Progress Plan](#)

- The College's application and selection procedures were updated to target under-represented groups, through incorporating the "Stonewall Diversity Champions", "Positive about Disability", "Tommy's" and "Investors In Diversity" accreditation logos, together with high profile DisabledGo links to relevant detailed access guides positioned throughout the new College website.

100% As an applicant, the College was committed to ED&I

100% I was treated fairly at application stage

- The ED&I content of the new College website has been enhanced and now incorporates links to relevant equalities organisations for staff, information about each protected characteristic, including College wide ED&I events across each of the College's 7 themed months, including Black History Month, and increased awareness of the College's new Quiet Reflection rooms and Chaplaincy Team.

- The ED&I Team, in conjunction with external organisations represented on the College's ED&I Advisory and Engagement Group, has conducted research into relevant externally organised events, representing relevant protected characteristics the College could attend.

- Subsequently, since 2012, the College has had a presence at Pride Glasgow (on the march, via a Community Expo stall, and by placing an advert in the event guide).

- The College is currently examining the best way to record the origin of applications, e.g. whether applicants read an online advert, prospectively looked at the College website for job opportunities, etc., to increase equality of opportunity.

- The College is represented on a Steering Group, led by Equality Challenge Unit, which is building on previous efforts of the College to devise agreed staff and student equality monitoring questions and data fields across all protected characteristics for use by all Scottish Colleges.

- The recruitment and selection procedures, and staff HR self-service portal, will continue to be updated to reflect these agreed questions and fields.

- Since late 2011, the College has been collecting and monitoring equality data across all protected characteristics, at recruitment, composition, development and retention stages and presenting results annually in the Equality Mainstreaming Report and Interim Equality Mainstreaming Report.

- Supported by on and offline communications, and completed by 33% of staff, the introduction and adoption of the College's new ED&I Digital Badge initiative has resulted in a decrease in "Unknown" and "Prefer not to Say" responses across protected characteristics, in particular for gender reassignment, religion or belief and sexual orientation.

- Staff recruitment, composition, development and retention data continues to be examined and presented annually in the Equality Mainstreaming Report and Interim Equality Mainstreaming Report.

- The Performance & Improvement Directorate is working with ED&I and HR to produce a dashboard system, presenting live staff data which can be compared to previous years and external regional and national benchmark data.

- A range of on and off-line materials were launched in August 2015 to explain the reasons for and benefits of students and staff equalities data collection and declaration, whilst emphasising anonymity and confidentiality.

Equality Outcome 5: Students' successful course completion, regardless of protected characteristics, is increased.

Please refer to Equality Outcome 5 Progress Plan

- The Performance & Improvement Directorate, in conjunction with ED&I, developed an online ED&I test site in December 2014 which allowed KPI live data (enrolment, early withdrawal, further withdrawal and successful outcome) to be presented and filtered according to: age range; disability status; ethnicity; religious status; and sexual orientation. From 2015-2016, gender reassignment data has been included.

- Following testing, the College incorporated the ED&I data toolkit into its online Dashboard from August.

Students' successful completion, regardless of protected characteristics, is increased.

68.6% 74.6% 76.0% 80.0%

2012-13   2013-14   2014-15   2015-16

- Looking forward, the College will further refine the presentation of ED&I data in order to better support strategic and operational planning.

- At the same time, action planning and self-evaluation processes have been enhanced to support minimising early and late withdrawal, together with partial success to support improved successful outcome across all protected characteristics.

- During 2015/16, College results for Scottish Funding Council publically funded courses at early and further withdrawal stages were consistently lower than the sector average (for Full Time/Part Time modes and Further Education/Higher Education levels).

- During 2015/16, College successful completion results for Scottish Funding Council publically funded courses consistently exceeded the sector average (for Full Time/Part Time modes and Further Education/Higher Education levels).
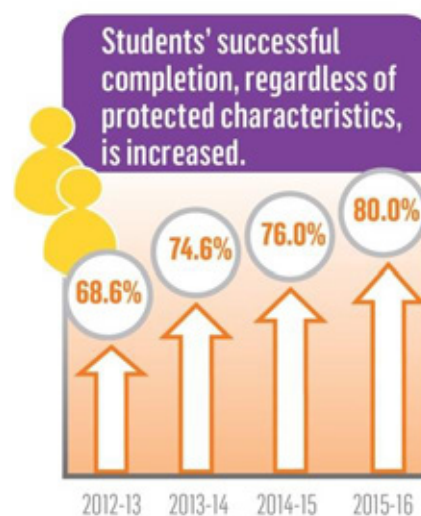
Equality Outcome 6: Staff needs are supported to promote equity and fairness in all stages of the career journey

Please refer to Equality Outcome 6 Progress Plan
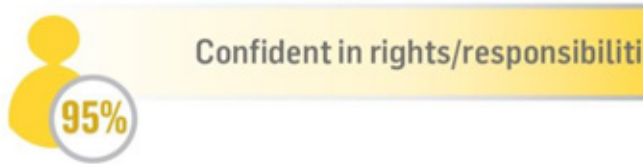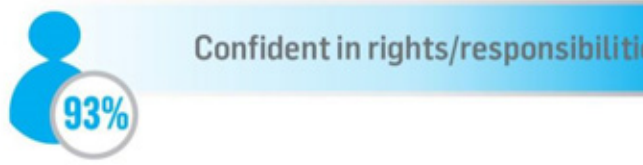
- Staff continue to undertake ED&I training and awareness raising resources at a level appropriate to their role, including a face to face induction, essential online modules, Managing Diverse Teams training and Creating Accessible Learning (& Support) Materials.

79% — My needs are supported

57% — The College cares about my wellbeing
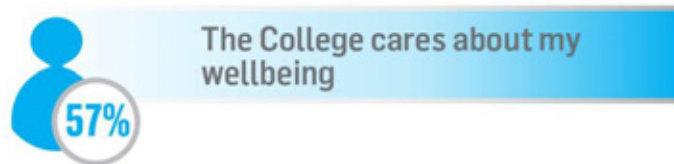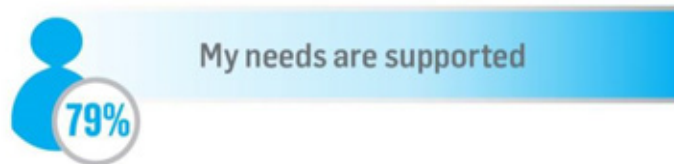
- All staff continue to receive a copy of the ED&I Staff Information Booklet; Personal Responsibilities for ED&I Leaflet; and Our Behaviours Booklet.

- ED&I sessions continued to be delivered during the "OneCity" all staff and student annual development event.

- ED&I Appreciative Inquiry (reflective) sessions with staff have been delivered with the ED&I Working Group to gauge: personal understanding; College strengths; College opportunities; and required actions and responsibilities in support of future action planning.

- To inform ED&I strategy and operations, in particular delivering the Equality Outcomes, specific ED&I questions have been incorporated into the Annual Staff Survey, since 2014, with the questionnaire design allowing responses to be filtered by protected characteristics.

- Annual Staff Survey 2016 responses, completed by over 50% of staff, were presented to the ED&I Working Group to demonstrate a consistent staff response, and little disparity across protected characteristics.

Equality Outcome 7: Students and staff are encouraged and empowered to exercise their rights and fulfil their responsibilities in relation to equality and social justice

Please refer to **Equality Outcome 7 Progress Plan**

- All unpaid members of the Student Executive now complete the new Student ED&I Induction.

  95% — Confident in rights/responsibilities

- All paid members of the Student Executive now complete the new Staff ED&I Induction, and face to face session on ED&I.

  93% — Confident in rights/responsibilities

- A new Vice President with a Diversity and Wellbeing remit was introduced in 2016-2017.

- All employed members of the Student Executive now complete the online essential staff ED&I module and CALM training.

- The student class representative training, attended by 42% of class representatives in 2016-2017, included a dedicated section on ED&I.

- The new online Student ED&I module, launched in August 2014, continues to be delivered to Full-Time and ESOL students. Topics covered include: the College's commitment to EDI; student rights; student responsibilities; discrimination, bullying and harassment; and student employability.

- In its 6th year, the Embracing Diversity Competition is again planned for June 2017. Over the years, entries have been received from all faculties over a variety of curriculum areas.

- Expected staff and student behaviours have been devised, following extensive staff and student involvement, to support ED&I and the other College Values and awareness sessions have been delivered to staff.

- A new ED&I statement has been produced. This was launched in August 2015, supported by College wide communications to raise awareness, e.g. posters, pull up stands, postcards, leaflets and a screen saver.

- To date, 33% of staff have achieved their new ED&I Digital Badge; see Equality Mainstreaming Report 2017 for more details.

- In addition, since its launch on 18th December 2015, 42% of staff have completed the new essential ED&I online module: 35% (484) before 31st July 2016 and 7% (95 staff) since 1st August 2016.

- Flexible modes of CALM delivery have been provided to curriculum and support staff teams.

- "Managing Diverse Teams" and "Working in Diverse Teams" training has been introduced and delivered to staff.

- The need to mainstream ED&I has been further incorporated into both the Operational Planning and Self Evaluation processes and supporting guidance.

6. Key Achievements

6. Key Achievements

[Table 1](#) presents a comparison of impact measure results between 2014-15 and 2015-16. The vast majority of impact measure results, both in the infographic and detailed within the full progress plan, are 75% and over with many results being over 85%.

In general, student satisfaction rates are higher than that for staff. However, in relation to the responses to two newly introduced questions, student satisfaction decreased significantly. To support future action planning, the responses to these questions will be closely examined.

In contrast, staff satisfaction increased across all questions. To better support staff needs, support engagement, and help achieve Strategic Equality Outcome 6, the College committed to working towards achieving Investors in Diversity status in spring 2015. Following the delivery of a specific action plan, the College successfully achieved Investors in Diversity accreditation in June 2016, the efforts of which are likely to have contributed to improved staff satisfaction.

To demonstrate progress and achievements, **[Figure 1](#)** presents a visual infographic of the interdependent relationships between each strategic equality outcome and key impact measure results during 2015. **[Figure 2](#)** presents the updated infographic during 2017. Of note, the Diversity & Equalities (D&E) function was renamed as Equality, Diversity & Inclusion (ED&I) in August 2015.

The infographics reorder and present the outcomes as a supported journey beginning with increased student and staff representation across protected characteristics. Students then benefit from inclusive learning and teaching as staff needs are supported. At the same time, students and staff benefit from inclusive spaces and services and are encouraged to exercise their rights and fulfil their responsibilities in relation to equality. Ultimately, students' successful course completion, regardless of protected characteristic, is increased.

These infographics demonstrate the considerable progress the College has made in achieving its equality outcomes as well as identifying areas requiring further action. Please refer to the full progress plan, in **[Appendix A](#)**, for further details.

Table 1: Comparison of Key Impact Measure Results

Impact Measures Derived from Student and Staff Surveys	2014-15	2015-16
Student Survey Questions and Combined Positive Responses (Strongly Agree/Agree)		
Student Services provides relevant support.	87%	87%
Learning Support provides relevant support.	87%	87%
City of Glasgow College is committed to advancing ED&I.	96%	95%
I was treated fairly at application stage.	95%	94%
Learning & Teaching takes account of ED&I.	91%	91%
My course material is available on MyCity (VLE).	84%	87%
MyCity (VLE) has supported me on my course.	80%	85%
Students treat me fairly.	96%	
All students are treated fairly and equally by fellow students. *		87%
My lecturer treats me fairly.	95%	
All students are treated fairly and equally by staff. **		82%
I am confident in fulfilling my responsibilities in relation to ED&I.	97%	95%
I am confident in expressing my rights in relation to ED&I.	96%	95%
Staff Survey Questions and Combined Positive Responses (Strongly Agree/Agree)		
The College cares about my wellbeing.	45%	57%
I work in an organisation where my views count.	36%	49%
City of Glasgow College is committed to advancing ED&I.	86%	89%
My needs are supported.	66%	79%
I am treated fairly by Students.	79%	88%
I am treated fairly by my line manager.	79%	85%
I am treated fairly by my colleagues.	84%	91%
I am confident in fulfilling my responsibilities in relation to ED&I.	79%	96%
I am confident in expressing my rights in relation to ED&I.	79%	90%
Individual behaviours are consistent with behaviours you would expect from a diverse and inclusive organisation.	N/A	79%
The College does not tolerate inappropriate behaviour, bullying or harassment.	N/A	74%

* Question changed to ensure alignment with the Scottish Funding Council National Student Survey 2016.
** Question phrasing changed to ensure consistency with the above question.

Figure 1: Equality Outcomes relationships and progress 2015

Students **Staff**

Students and staff benefit from spaces and services which are accessible, supportive and representative of all.

Student Services provides relevant support — 87%

Learning Support provides relevant support — 87%

The College is committed to advancing D&E — 96%

The College is committed to advancing D&E — 86%

Students actively engaged in learning and teaching that is accessible, supportive and representative of all.

Learning and Teaching takes account of D&E — 91%

My course material is available on MyCity (VLE) — 84%

MyCity (VLE) has supported me on my course — 80%

Where under-represented, the proportion of students across protected characteristics is increased.

I was treated fairly at application stage — 95%

Where under-represented, the proportion of staff across protected characteristics is increased.

As an applicant, the College was committed to D&E — 100%

I was treated fairly at application stage — 100%

Staff needs are supported to promote equality and fairness in all stages of the career journey.

My needs are supported — 66%

The College cares about my wellbeing — 45%

I believe my views count — 37%

Students' successful completion, regardless of protected characteristics, is increased.

71.1% 2010-11
72.1% 2011-12
68.6% 2012-13
74.6% 2013-14

Students and staff are encouraged and empowered to exercise rights and fulfil their responsibilities in relation to equality and social justice.

Students treat me fairly — 96%

My lecturer treats me fairly — 95%

Confident in rights/responsibilities — 96%

My colleagues treat me fairly — 84%

My line manager treats me fairly — 79%

Students treat me fairly — 79%

Confident in rights/responsibilities — 79%

(Source: combined positive results from student and staff surveys 2014-15. In some cases responses have been averaged across multiple questions and surveys)

Figure 2 : Equality Outcomes relationships and progress 2017

Students Staff

Students and staff benefit from spaces and services which are accessible, supportive and representative of all.

Student Services provides relevant support — 87%

Learning Support provides relevant support — 87%

The College is committed to advancing ED&I — 95%

The College is committed to advancing ED&I — 89%

Where under-represented, the proportion of students across protected characteristics is increased.

I was treated fairly at application stage — 94%

Students actively engaged in learning and teaching that is accessible, supportive and representative of all.

Learning and Teaching takes account of ED&I — 91%

My course material is available on MyCity (VLE) — 87%

MyCity (VLE) has supported me on my course — 85%

Students' successful completion, regardless of protected characteristics, is increased.

2012-13 — 68.6%
2013-14 — 74.6%
2014-15 — 76.0%
2015-16 — 80.0%

Where under-represented, the proportion of staff across protected characteristics is increased.

As an applicant, the College was committed to ED&I — 100%

I was treated fairly at application stage — 100%

Staff needs are supported to promote equality and fairness in all stages of the career journey.

My needs are supported — 79%

The College cares about my wellbeing — 57%

I believe my views count — 49%

Students and staff are encouraged and empowered to exercise rights and fulfil their responsibilities in relation to equality and social justice.

Students treat me fairly and equally — 87%

Staff treat me fairly and equally — 82%

Confident in rights/responsibilities — 95%

My colleagues treat me fairly — 91%

My line manager treats me fairly — 85%

Students treat me fairly — 88%

Confident in rights/responsibilities — 93%

(Source: combined positive results from student and staff surveys 2015-16. In some cases responses have been averaged across multiple questions and surveys)

7. Looking Forward

7. Looking Forward

In March 2015, the 3 Glasgow colleges - City of Glasgow College, Glasgow Clyde College and Glasgow Kelvin College - in conjunction with Glasgow Colleges Regional Board, devised 5 shared Glasgow Regional Equality Outcome themes. These were developed by mapping each of the Colleges Equality Outcomes 2013-2017 with Scottish Funding Council, Education Scotland and Glasgow Colleges Regional Board Priorities. Please refer to **Figure 3** detailing how City of Glasgow College's Strategic Equality Outcomes 2013-2017 were are mapped against these shared Glasgow Regional Equality Outcome themes.

Through engagement with the other colleges in the Glasgow Region, approaches to devising equality outcomes and reporting on progress have been aligned. To enable this, the three Colleges have adopted the flexible, yet robust, method devised by City of Glasgow College.

Drawing to a close, this report has demonstrated the College's approach to planning, presenting and evaluating progress in achieving our Equality Outcomes 2013-2017, which are considered to enable better performance of the Public Sector Equality Duty.

Since 1st June 2016, the College has been developing our new series of Equality Outcomes and supporting framework. This process has, in part, been based on reviewing the respective outcomes, actions, outputs and achievements presented in this report, together with the examining the continued disadvantage experienced by individuals and groups who share protected characteristics.
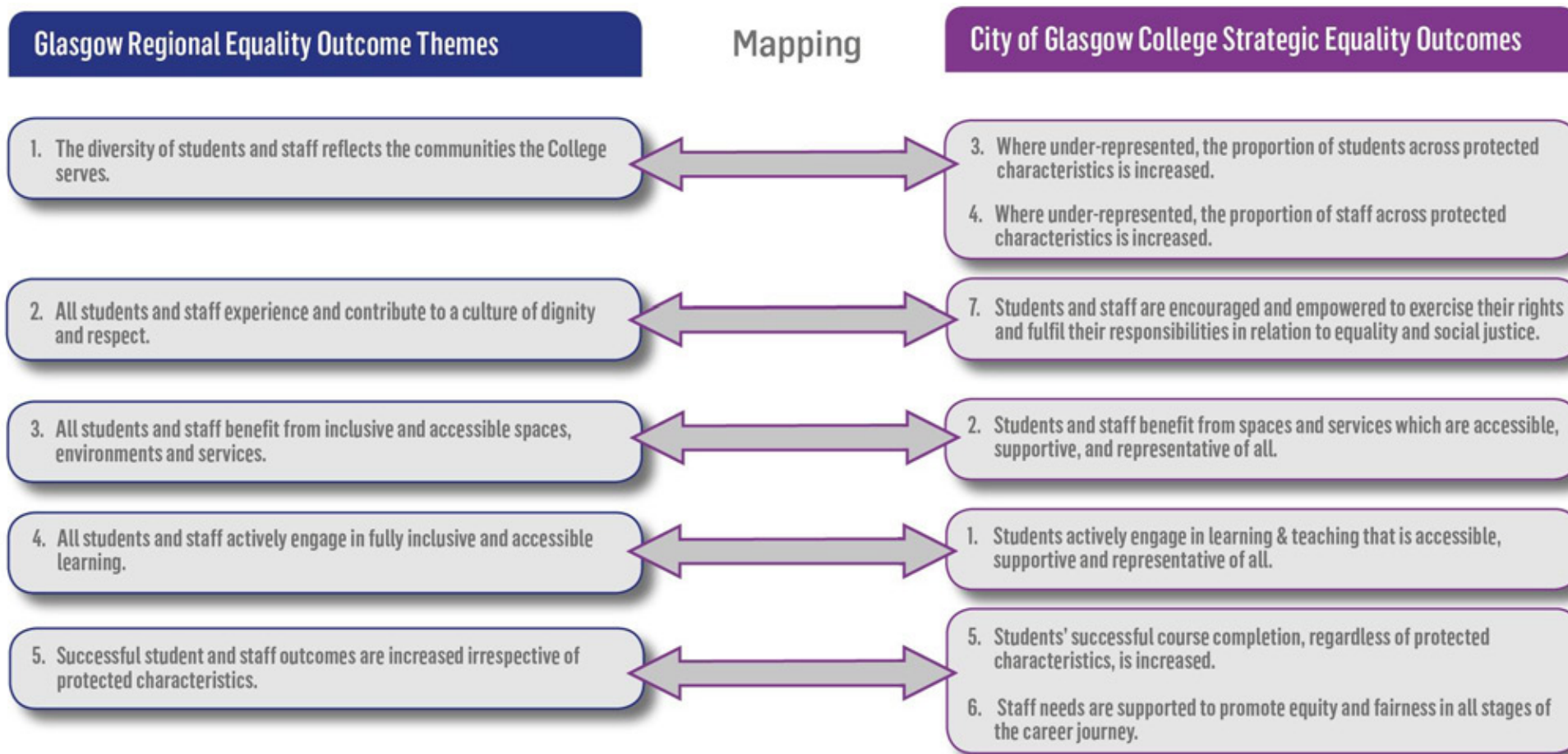
Through analysing current evidence sources and involving our students, staff and external stakeholders, a new series of Equality Outcomes has been devised. Please refer to our Equality Outcomes Framework 2017-2021 for further details.
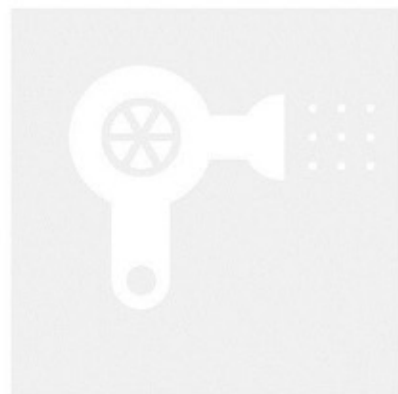

This document is available in alternative formats upon request.

For more information, please call 0141 375 5401/5402, or contact **edi@cityofglasgowcollege.ac.uk**

Figure 3 : Mapping of Glasgow Regional Equality Outcome Themes and City of Glasgow College Strategic Equality Outcomes

Glasgow Regional Equality Outcome Themes	Mapping	City of Glasgow College Strategic Equality Outcomes
1. The diversity of students and staff reflects the communities the College serves.	⟷	3. Where under-represented, the proportion of students across protected characteristics is increased. 4. Where under-represented, the proportion of staff across protected characteristics is increased.
2. All students and staff experience and contribute to a culture of dignity and respect.	⟷	7. Students and staff are encouraged and empowered to exercise their rights and fulfil their responsibilities in relation to equality and social justice.
3. All students and staff benefit from inclusive and accessible spaces, environments and services.	⟷	2. Students and staff benefit from spaces and services which are accessible, supportive, and representative of all.
4. All students and staff actively engage in fully inclusive and accessible learning.	⟷	1. Students actively engage in learning & teaching that is accessible, supportive and representative of all.
5. Successful student and staff outcomes are increased irrespective of protected characteristics.	⟷	5. Students' successful course completion, regardless of protected characteristics, is increased. 6. Staff needs are supported to promote equity and fairness in all stages of the career journey.

Appendices

Appendix A: Outcome Progress Plan

RAG Status	Status Description
Red	Seriously behind schedule. The action(s) requires remedial action to achieve objectives. The timeline/costs/objectives are at risk.
Amber	Problems affecting the completion of the action(s) have been identified. Action is being taken to resolve this. OR a potential problem has been identified and no action may be taken at this time but the position is being carefully monitored. The timeline/cost/objectives may be at risk.
Green	The initiative/project is on target to succeed. The timeline/cost/objectives are within plan.

Staff and students survey positive results are presented as numeric impact measures throughout the plan.

These impact measures have been calculated by combining strongly agree and agree responses after discounting "not applicable", or "not answered" responses (CoGC 2016b, 2016c, 2016d, and 2016e).

Revised Date: this indicates that a date was revised to take account of the implications of an organisational restructure and the migration to the new College campuses.

1: Students actively engaged in learning & teaching that is accessible, supportive and representative of all.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1. Students actively engage in learning, teaching and curriculum in which accessibility, ED&I are embedded. (Continued Over)	1.1.1 Ensure that all courses meet the City Learning criteria (formerly NCNL*). City Learning is a college wide initiative to ensure that learning and teaching is appropriate for delivery in the state-of-the-art facilities of the new campus in which ED&I and accessibility are fully embedded.	City Learning is embedded across the College in all Faculty & Curriculum Team Operational Plans.	To be fully integrated by August 2016 (Riverside campus) and August 2017 (City campus).	Faculty Directors.	Annually from June 2014.
* NCNL , "New Campus New Learning", has been replaced by "City Learning". Looking forward, this will be incorporated within the Student Experience Strategy.	1.1.2. Collate feedback from curriculum self-evaluation reports to disseminate: • Good practice examples of ED&I mainstreaming within learning and teaching and support areas. • A "personal responsibilities" toolkit and checklist for mainstreaming ED&I, supported by College wide communications and awareness raising activities.	Increased staff awareness of expectations and responsibilities for mainstreaming ED&I within the curriculum and teaching all main curriculum areas.	Collate examples by end of April 2015 to demonstrate mainstreaming. Toolkit launched in August 2015. Two separate Good Practice Guides (L&T and Support areas) launched by September 2015.	Faculty Directors. ED&I Manager.	Annually from June 2015

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1. Students actively engage in learning, teaching and curriculum in which accessibility, ED&I are embedded. (Continued)	1.1.3. Create cross-college events sub-group to develop stimulating ED&I themed campus wide campaigns: • 2014-2015: disability, LGBT and race. • 2015-2016: As above, but also age, sex, religion or belief and poverty.	Staff and student awareness of ED&I is raised through themed cross-college campaigns. Catering facilities and halls of residence incorporate College wide cultural celebrations.	2014-15: 1 cross-college campaign per block (3 blocks). 2015-2016: 2 cross-college campaigns per block (3 blocks).	Outcome 1 Faculty Director. ED&I Manager. ED&I Working Group. Supported by Academic Guidance.	At end of each block from June 2014.
	1.1.4. Review and revise student induction to take better account of ED&I for all Full-Time and ESOL students: • Commission externally produced bespoke ED&I online Student Induction module. • Work with Faculty Directors to commit to student completion (Within 6 weeks). • Work with Learning Technologies to report completion.	Students are provided with an induction which details: • The College's commitment and responsibilities in relation to how ED&I are embedded within learning & teaching materials, approaches and support services. • Their rights and responsibilities in relation to ED&I.	To be completed by August 2014.	ED&I Manager. Faculty Directors. Libraries & Learning Technologies.	Annually from August 2014.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status

1.1. Rationale

At the time of devising the equality outcomes, the Education Scotland External Review Report 2012 found that "currently only a few teaching staff actively promote equality and diversity in teaching sessions" and "most staff do not make sufficient reference in their planning to key aspects of Curriculum for Excellence, to equality and diversity, or to sustainability" (Education Scotland, 2012: 8).

1.1. Progress

- Progress has been made with making courses City Learning (which includes mainstreaming ED&I in the curriculum) ready. Faculty and Curriculum Team operational plans continue to be reviewed to ensure progress.
- Good practice examples have been collated and published in the Good Practice Guide 2015 (Learning & Teaching) and Good Practice Guide 2015 (Support Areas) reports, which have been shared with staff.
- The College's ED&I Statement and related ED&I Personal Responsibilities Leaflet, incorporating an accessibility checklist, continues to be shared to existing and new staff, integrated within ED&I Induction and related training. These are supported by College wide communications to raise awareness, e.g. pull up stands, postcards, leaflets and digital adverts.
- ED&I themed awareness months were extended during 2015-2016 to include: Black History Month (October 2015); Interfaith Month (November 2015); Disability Awareness Month (December 2015); Age Awareness Month (January 2016); LGBT History Month (February 2016); Gender Equality Month (March 2015) and Poverty Awareness Month (April 2016).
- Following extensive staff and student involvement, the student ED&I Module was launched in August 2014, receiving positive feedback from staff and students, and subsequently winning the College Development Network's Advancing Equality Award in November 2015.

1.1. Impact Measures

Faculty and Executive Performance Reviews, together with self-evaluations demonstrate progress towards implementation of City Learning, Formerly New Campus New Learning (NCNL). According to the Learning & Teaching Questionnaire 2015-16, students strongly agreed/agreed that:

- City of Glasgow College is committed to advancing Equality, Diversity & Inclusion; 95%.
- Course activity and the learning and teaching materials I use take account of Equality, Diversity & Inclusion; 91%.
- My course material is available on MyCity (Web Based Virtual Learning Environment); 87%.
- MyCity (Web Based Virtual Learning Environment) has supported me on my course; 85%.

2: Students and staff benefit from spaces and services which are accessible, supportive and representative of all.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
2.1. All students have access to Student Services resources and materials that are available in accessible formats, including electronic and hard copies.	2.1.1. All Learning Support staff to undergo training in CALM* training. * Creating Accessible Learning Materials.	100% of staff have undergone CALM training and have necessary skills and knowledge to ensure accessibility of resources.	Revised Date. By June 2017.	Student Experience Director. CALM Team.	Annually from June 2018.
	2.1.2. All Student Experience support staff to undergo CALM training. * Creating Accessible Learning Materials.	100% of staff have undergone CALM training and have necessary skills and knowledge to ensure accessibility of resources.	Revised Date. By August 2017.	Student Experience Director. CALM Team.	Annually from June 2018.
	2.1.3. All relevant materials are available in a CALM compliant format on the College website; Student VLE** (MyCity); and Staff Intranet (Connected).	Students and staff are able to access electronic resources, which account for and reflect ED&I across protected characteristics.	Revised Date. By December 2017.	Student Experience Director. Local Teams.	Annually from June 2018.
	2.1.4. Incorporate BrowseAloud into the College website, VLE** Intranet and new College website. ** Virtual Learning Environment	BrowseAloud adds speech, reading and translation support, facilitating access and participation for those people with print disabilities, dyslexia, low literacy, mild visual impairments and those with English as a second language.	By February 2015. On new website by June 2016	Vice Principal Infrastructure. ED&I Manager.	Annually from March 2015

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status

2.1. Rationale

At the time of devising the Equality Outcomes, disabled students with a range of impairments may experience challenges in accessing some resources produced by Student Services. This includes the Student Diary, employability resources and Extended Learning Support resources which were neither in an accessible format, nor available on the College VLE. In addition, resources did not fully reflect or account for the range of experiences of students across protected characteristics.

2.1. Progress

- BrowseAloud continues to be fully integrated into the former/new College website, student VLE and staff intranet, supporting the needs of disabled and international users, as well as those with literacy support needs.
- Many Student Experience Staff (Student Advice & Funding and Learning Support staff) have attended and completed CALM training modules, with the remainder scheduled to attend before August 2017.
- Accessible Student Services learning and support materials are being formatted, for uploading to the Website and student VLE by the end of December 2017.

2.1. Impact Measures

According to the First Impressions Questionnaire 2015-16, students strongly agreed/agreed that:

- Student Services has provided useful additional assistance and support relevant to my circumstances; 87%.
- Learning Support has provided useful additional assistance and support relevant to my circumstances; 87%.
- City of Glasgow College is committed to advancing Equality, Diversity & Inclusion; 95%.

According to the Learning & Teaching Questionnaire 2015-16, students strongly agreed/agreed that:

- My course material is available on My City (Web Based Virtual Learning Environment); 87%.
- MyCity (Web Based Virtual Learning Environment) has supported me on my course; 85%.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
2.2. ESOL* and international students are supported and integrated into life in Glasgow. *English for Speakers of Other Languages.	2.2.1. Provide a clear orientation programme for all new ESOL and international students to include cultural awareness, personal safety, 'living in Glasgow' etc.	100% of ESOL and international students undertake an orientation programme covering all relevant topics.	December and January (Delivered within one month of students arriving in Glasgow).	ESOL Staff. Head of Student Development. Halls of Residence.	Annually from June 2014.
	2.2.2. ESOL and international students are encouraged and supported to participate in student engagement activities.	After attending sessions, ESOL and international students are better able to participate in the student representation system.	Once every teaching block on an annual basis.	ESOL Staff. Head of Student Development.	Annually from August.
	2.2.3. Student facing support services (including Finance, Advice & Funding, Student Engagement, Library, Reception, Estates and Catering) to support cultural and language diversity.	After attending developmental sessions, staff are better able to meet the cultural and language diversity of students.	On-going from March 2015.	Faculty/Support Directors. Head of Organisational Development (OD). ED&I Manager.	Annually from August 2015.
	2.2.4 Following dedicated staff training, promote Third Party Reporting in website, Learning Support and Student Diary and through police visits.	Increased awareness of the College as a reporting centre. Visits from Police Scotland provide a forum to break down concerns students have about the police.	On-going.	ED&I Manager.	Annually from August 2014.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status

2.2. Rationale

At the time of devising the equality outcomes, evidence and feedback indicated that some ESOL and International students can feel isolated in a new city.

Despite significant progress, language, cultural and religious differences and needs are not always fully accounted for.

2.2. Progress

- ESOL students and international students continue to receive a dedicated, tailored student orientation and induction programme.
- A dedicated Student Engagement Officer provides support to encourage and support international students to participate in student engagement activities.
- A "Guide for Students New to Glasgow" has been developed to meet the needs of international and ESOL students as well as those from the rest of Scotland and the UK. This guide covers topics such as: welcome, cultural awareness, personal safety, information on important services and signposting to external organisations.
- Relevant student facing staff continue to receive dedicated cultural awareness training and Third Party Reporting Centre training. Related awareness raising activities have been delivered through on and off-line communications.

2.2. Impact Measures

In relation to dedicated inductions:

- 100% of ESOL students receive a bespoke induction; and 100% of International students receive a bespoke induction and welcome lunch.

According to the First Impressions Questionnaire 2015-16, students strongly agreed/agreed that:

- Student Services provides useful support relevant to my circumstances.
  All, 87%; UK White, 94%; Non UK White, 83%; and BME, 89%.

According to the Reflections Questionnaire 2015-16, students strongly agreed/agreed that:

- I feel safe at college.
  All, 91%; UK White, 88%; Non UK White, 96%; and BME, 93%.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
2.3 The religious and non-religious beliefs of students and staff are supported.	2.3.1. Liaise with key students/staff groups to consider and account for those religious events of relevance to students and incorporate, where possible, religious dates within the academic calendar.	Key religious dates are incorporated into the academic calendar providing students with flexibility for religious observance.	August to January from 2013, 2014, 2015 and 2016. Academic calendar launched March 2013.	Depute Principal. ED&I Manager.	Annually from August 2013. Annually from November 2013.
	2.3.2. Develop and launch a "Quiet Reflection Room" in existing city (2014) and new Riverside (2015) and City (2016) campuses.	The City Campus and Riverside Sanctuary spaces provide quiet spaces for prayer and contemplation.	Sep' 2014. Sep' 2015. Sep' 2016.	ED&I Manager.	Annually from September 2014.
	2.3.3. Upload and distribute multi-faith calendar and e-books to students and staff via a variety of media.	Students and staff are aware of multi-faith events and celebrations.	On-going from September 2013.	ED&I Manager	Annually from August 2013.
	2.3.4. Liaise with the designated catering provider, together with student and staff groups to consider and account for religious and non-religious catering requirements.	Catering facilities and the halls of residence routinely cater for special diets, together with meal provision for fasting students outside of daylight hours during Ramadan.	On-going from September 2013.	Catering Staff. Head of Student Accommodation and Services. ED&I Working Group.	Quarterly from September 2013.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status

2.3. Rationale

At the time of devising the equality outcomes, 15.3% of students enrolled at the College were from a BME background (CoGC, 2013a). A significant number of students are from a Muslim background. There have some been occasions where students have experienced conflicts with enrolment, assessments, class timetables and graduation scheduled during religious holidays/holy days (Student Services Student Interviews, on-going).

When the College merged, there was no space for spiritual reflection in the City Campus and from July, 2013 the Riverside Sanctuary was no longer available.

Due different catering provision in the legacy Colleges, religious dietary requirements (including halal meat, implications of fasting, etc) and non-religious dietary requirements (including vegetarianism, pescatarianism and veganism) of students and staff were not equally met across catering facilities.

2.3. Progress

- Relevant religious events and dates, where possible, continue to be accounted for when devising the academic calendar.
- A dedicated "Quiet Reflection" room is provided in the new City and Riverside campuses. A supportive multi-faith chaplaincy service, representing the main faith groups, also provides support for students and staff.
- The College subscribes to an annual diversity calendar, with paper and electronic copies being distributed to staff teams, supported by updated multi-faith e-books uploaded to the staff Intranet.
- Baxter Storey provides a College wide catering service, proactively meeting religious and non-religious dietary requirements.

2.3. Impact Measures

According to the results of the First Impressions Questionnaire 2015-16, students strongly agreed/agreed that:

- I am satisfied with the College catering facilities.
  All, 73%; Christian combined, 76%; other listed religion, 72%; another religion, 62%; and no religion, 73%.

According to the results of the Reflections Questionnaire 2015-16, students strongly agreed/agreed that:

- I am satisfied that my religious faith or beliefs are accounted for.
  All, 91%; Christian combined, 91%; other listed religion, 92; another religion, 92%; and no religion, 91%.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
2.4. LGBT* students and staff have access to support networks and facilities. * Lesbian, Gay, Bisexual and Transgender. (Continued Over)	2.4.1. The College will redefine specific existing toilets as being "Accessible Gender Neutral Toilets" to be used by any staff, or student, regardless of protected characteristics. This provision will also be incorporated into the new design for both campuses.	All users, in particular, transgender and disabled individuals, are able to access private toilet facilities without radar locks, should they wish.	By April 2013 for existing campuses. By August 2015 for new Riverside. By August 2016 for new City.	Head of Estates.	Annually from December 2013 for existing campus. Annually from August 2018 for new campuses.
	2.4.2. The Students' Association will support the creation and management of an LGBTQ+ student society and support regular meetings.	Students are aware of and able to access appropriate internal self-directed support networks and influence college decision on issues affecting LGBT individuals.	By December 2014.	Student Engagement Manager. Students' Association Executive.	Annually from June 2015.
	2.4.3. Students' Association, Student Engagement Team and ED&I Team to work with LGBT Youth to gain silver charter status.	Students are able to access appropriate and quality accredited internal self-directed support networks and influence college decision on issues affecting LGBT individuals.	Revised Date. By April 2021.	Student Experience Director. Local Teams. ED&I Manager.	Annually from June 2019.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
2.4. LGBT* students and staff have access to support networks and facilities. * Lesbian, Gay, Bisexual and Transgender. (Continued)	2.4.4. Work with Stonewall Scotland as part of Employer Diversity Champion/Workplace Equality Index (WEI) initiative.	Demonstrate year on year improvements in Workplace Equality Index/Employer Diversity Champion Initiatives.	On-going from August 2014.	Vice Principal Finance and HR. Head of HR/OD/Marketing/ Corporate Comms'. Procurement Manager. Student Advice & Guidance Manager. ED&I Manager.	Every 6 months from May 2014.
	2.4.5. Work with Stonewall Scotland and key staff to create internal LGBT staff network.	Staff are aware of and able to access appropriate internal self-directed support networks and influence college decision on issues affecting LGBT individuals.	By June 2015.	Executive Director People & Culture. ED&I Manager.	Every 6 months from December 2014.
	2.4.6. College to promote LGBT student and staff support on the website, intranet, VLE, prospectus and student diary.	Students and staff are aware of and able to access appropriate internal self-directed support networks and influence college decision on issues affecting LGBT individuals.	By December 2014.	Head of Marketing. ED&I Manager.	Every 6 months from June 2015.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status

2.4. Rationale

At the time of devising the equality outcomes, according to research: 52% of LGB pupils had experienced direct bullying in High School; and gay people who are bullied are at a higher risk of suicide, self-harm and depression, than heterosexual/straight pupils, with 26% attempting to take their own life and 54% deliberately harm themselves (Stonewall Scotland, 2012). Research also indicated that people who can be open about their sexual orientation at work are more productive, creative and loyal (Stonewall, 2009 and 2013). At the time of merger:

- LGBT students and staff did not have access to an internal support network in the College.
- Students reported feeling isolated and unaware of where they could access support.
- Neither City nor Riverside campus locations had separate and private toilet facilities, which some transgender users prefer to use.

2.4. Progress

- The majority of toilets in the new Riverside and City campuses are gender neutral, with a number of accessible neutral toilets also being provided.
- The Students' Association LGBTQ+ Society, with 41 members and on average 12 attending every weekly meeting, continues to thrive.
- The Students Experience Directorate and ED&I Team are working towards LGBT Youth Silver Charter status.
- A staff LGBT Network has been launched, with 12 staff members and on average 4 attending each meeting.
- The College's performance in the Workplace Equality Index was ranked 133rd out of 439 participating organisations in 2017. This index examines the impact of strategy and operations on Lesbian, Gay and Bisexual (LGB) staff, students and stakeholders. The College aims to secure a place in the top 100 by 2021.

2.4. Impact Measures

According to the First Impressions Questionnaire 2015-16, students strongly agreed/agreed that:

- Student Services provides useful support relevant to my circumstances.
  All, 87%; Heterosexual/Straight, 87%; Gay Man, 93%; Gay Woman/Lesbian, 91%; Bisexual, 88%; and Other Sexual Orientation, 92%.

According to the Reflections Questionnaire 2015-16, students strongly agreed/agreed that:

- I feel safe at college.
  All, 91%; Heterosexual/Straight, 92%; Gay Man, 93%; Gay Woman/Lesbian, 90%; Bisexual, 86%; and Other Sexual Orientation, 86%.

According to the Staff Survey 2016, staff strongly agreed/agreed that:

- My needs are supported.
  All, 73.9%; Heterosexual/Straight, 80%; Gay Man, 89%; Gay Woman/Lesbian, 100%; Bisexual, 75%; and Other Sexual Orientation, 100%.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
2.5. Ensure, where possible, the needs of different groups are met by the new campus design (which follows through on those measures identified in the College's EQIA) *. * Relates to the design and layout of spaces in the new build. Consideration of information was actively informed by students, staff and user-led equality groups representing relevant protected characteristics, as part of Equality Impact Assessment (EQIA). (Continued Over)	2.5.1. The design of new buildings considers the requirements of those with a disability in accordance with legislation (The Equality Act 2010; The Building (Scotland) Regulations 2004; BS 8300:2009, VS5588: 1999; The Human Rights Act 1998 and the local planning requirements.) Action: to ensure that the specified measures to address the needs of disabled groups/individuals are followed through.	The design and execution of the buildings consider ease of access and egress; accessible navigation through circulation space, staff and teaching spaces; consideration of accessible physical attributes of the building (e.g. accessible lifts, tactile controls, support rails, visible alarm calls, accessible toilet facilities, induction loop systems, inclusive signage); sufficient disabled car parking spaces; the use of technology to facilitate accessibility; and consideration of personal emergency evacuation planning.	Design to be reviewed prior to financial close June 2013. Review of buildings to be complete prior to signoff in 2015 Riverside and 2016 City.	Vice Principal (New Campus & Estates Development). Property Director Project Director.	On-going until handover to College.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
2.5. Ensure, where possible, the needs of different groups are met by the new campus design (which follows through on those measures identified in the College's EQIA)*. * Relates to the design and layout of spaces in the new build. Consideration of information was actively informed by students, staff and user-led equality groups representing relevant protected characteristics, as part of Equality Impact Assessment (EQIA). (Continued Over)	2.5.2. To ensure that the new campus buildings are inclusive by design in relation to protected characteristic 'gender reassignment'. Action: to ensure that the specified measure to address the needs of groups/individuals are followed through.	Gender neutral toilets and changing facilities offer privacy.	Design to be reviewed prior to financial close June 2013. Review of buildings to be complete prior to signoff in 2015 Riverside and 2016 City.	Vice Principal (New Campus & Estates Development). Property Director Project Director.	On-going until handover to College.
	2.5.3. The buildings are inclusive by design and take account of diversity of race, religion or belief. Action: to ensure that the specified measure to address the needs groups/individuals are followed through.	Quiet reflection room as specified, separate changing and washing for male/female. Infrastructure for foot washing facilities.	Design to be reviewed prior to financial close June 2013. Review of buildings to be complete prior to signoff in 2015 Riverside and 2016 City.	Vice Principal (New Campus & Estates Development). Property Director Project Director.	On-going until handover to College.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
2.5. Ensure, where possible, the needs of different groups are met by the new campus design (which follows through on those measures identified in the College's EQIA) *. * Relates to the design and layout of spaces in the new build. Consideration of information was actively informed by students, staff and user-led equality groups representing relevant protected characteristics, as part of Equality Impact Assessment (EQIA). (Continued)	2.5.4. Buildings that are inclusive by design take account of the needs of diverse groups in relation to gender or sexual orientation. Action: to ensure that the specified measure to address the needs groups/individuals are followed through.	Privacy in changing/toilet facilities. Safe and secure environment external and internal. Access and security arrangements are well considered.	Design to be reviewed prior to financial close June 2013. Review of buildings to be complete prior to signoff in 2015 Riverside and 2016 City.	Vice Principal (New Campus & Estates Development). Property Director Project Director.	On-going until handover to College.
	2.5.5. Buildings that are inclusive by design take account of the needs of diverse groups including those within the characteristic grouping, 'pregnancy and maternity'.	Baby changing and accessible toilets provided in high traffic areas. First Aid rooms will be available as baby/parent rooms with refrigeration available for storage of milk, food and equipment.	Design to be reviewed prior to financial close June 2013. Review of buildings to be complete prior to signoff in 2015 Riverside and 2016 City.	Vice Principal (New Campus & Estates Development). Property Director Project Director.	On-going until handover to College.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
2.5. Rationale					
At the time of devising the equality outcomes, the College's current estate had limitations in addressing some accessibility criteria. Following a robust equality impact assessment involving a number of student groups and non-government organisational representing protected characteristics, the new Campus buildings at Riverside and City Campus have been designed to provide 'access for all' in accordance with all applicable standards and relevant guidance.					
2.5. Progress					
• The new campus buildings have been specified to be inclusive, accessible and welcoming to all members of the College community, neighbourhood and society irrespective of gender, religion, race, culture, background, ability or additional needs (as specified in the College's construction requirements to bidders Volume 2 Schedule 6, Section 3(2), Paragraph 2.5.5.2 Access for All. The College will continue to ensure that these requirements translate into the finished design (CoGC, 2013b). • Through examining contractor proposals and room data sheets, an independent tester will verifier that these requirements are fully met in the finished design and build and issue a completion certificate. • The Riverside Campus was completed on schedule and opened in August 2015. • The City Campus was completed on scheduled and opened in August 2016.					
2.5. Impact Measures					
• Sign-Off completion documents will be utilised at all stages of build and at end before handover to the College.					

3: Where under-represented, the proportion of students across protected characteristics is increased.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
3.1. Prospective applicants across all protected characteristics are able to access on and off-line information to enable them to make informed choices about college courses.	3.1.1. Incorporate internal formatting and enhance navigation on all formats of the online prospectus.	All formats of the on line prospectuses are easier to navigate (especially for those with impairments).	June 2015.	Head of Marketing.	Annually from June 2016.
	3.1.2. Ensure assistive technologies, including speech converters read in sequence with what's on screen to redress a few issues experienced at the beginning of the online Full-Time (FT) Prospectus.	Information on website is fully accessible.	Revised date. June 2017 as part of website audit.	Head of Marketing.	Annually from September 2016.
	3.1.3. Incorporate accessibility into new website development process and delivery.	Information on website is accessible.	Revised Date. April 2016.	Head of Marketing.	Revised Date Annual From April 2017.
	3.1.4. Equality impact assess decision to reduce pagination of 2013-14 FT Prospectus.	Sufficient information to make informed choices is available to those who don't have web access.	May 2013.	Head of Marketing. ED&I Manager.	A one off task completed.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status

3.1. Rationale

At the time of devising the equality outcomes, not all formats of online prospectuses were fully accessible. There was a need to incorporate internal formatting and navigation, making it easier for prospective students to navigate content. At the beginning of the online Full-Time (FT) Prospectus, speech converters read out of sequence compared to what is on screen. The Website was not regularly audited and monitored for accessibility. Going forward, a Part Time (PT) Prospectus will not be produced. This decision was made on market evidence, namely the increase in the number of customers accessing information from the website, as well as booking their place on line, combined with the year on year declining number of PT Prospectuses needed to be printed to meet declining demand.

The reduced size 2013-14 FT Prospectus (from 176pp to 80pp) no longer worked as a stand-alone publication; it instead worked in conjunction with the website which may exclude a number of groups. For example, at that time in Glasgow, only 50% of adults had fixed broadband access against a national average of 76% (OfCom, 2012).

3.1. Progress

- Following the EQIA on the decision to reduce pagination of the 2013-2014 FT Prospectus, hard copies of the FT Prospectus, together with paper PT Prospectus leaflets continue to be produced.
- Accessibility was a requirement and component of the new website specification, which was launched in April 2016. Looking forward, the College has commissioned the Equality Academy to conduct an Equality Impact Assessment on the new website, the results of which will inform local mainstreaming. This is scheduled to take place during summer 2017.
- Internal formatting, including bookmarks, has been incorporated into the online prospectus.

3.1. Impact Measures

According to the First Impression Questionnaire 2015-16, students strongly agreed/agreed that:

- I was able to access sufficient information about the College and its courses before I applied; 92%.
- I was able to access sufficient information about student finance and funding before I applied; 81%.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
3.2. Prospective applicants across all protected characteristics can readily perceive from a range of on and off-line Marketing communication materials that the college has a welcoming, supportive environment suitable to their needs and is a brand committed to diversity and equalities.

(Continued Over) | 3.2.1. Redress the insufficient number and range of student profiles and images represented across all protected characteristics within both on and off-line marketing communications, e.g. adverts, prospectuses, newsletters & website, to maintain an appropriate representation of diversity. | Reassurance and inspiration is offered to all prospective students on reading past and current student personal accounts.

Images visually represent the college in the most inclusive way to all potential students. | On-going from June 2013. | Head of Marketing.

Teaching Faculties (formerly Schools)

ED&I Manager. | Annually from June 2014. |
| | 3.2.2. Rewrite and relocate the ED&I page from the back to the front of the Full-Time (FT) Prospectus. | ED&I, and available support, has a higher profile in the FT Prospectus and hence highlighted as a College priority to relevant groups across all characteristics. | April 2013. | Head of Marketing.

ED&I Manager. | A one off task completed. |
| | 3.2.3. Revise the content of the ED&I website landing page and make web links to relevant organisations. | ED&I page has focus, is far more visually striking, informative and useful. | March 2013. | Head of Marketing.

ED&I Manager. | Annually from March 2014. |
| | 3.2.4. Incorporate a page early in the FT prospectus welcoming people to study (especially mature applicants returning to study). | Concerns prospective students from a range of backgrounds may have about studying at college are addressed. | March 2013. | Head of Marketing. | A one off task completed. |

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
3.2. Prospective applicants across all protected characteristics can readily perceive from a range of on and off-line Marketing communication materials that the college has a welcoming, supportive environment suitable to their needs and is a brand committed to diversity and equalities. (Continued Over)	3.2.5. Relocate information regarding physical accessibility of campuses to a higher level of navigation on the new website and pro-actively use Disabled Go links and updated for new Riverside and City campuses.	Information on the website regarding physical access to campuses is easier to find.	April 2017 for new campuses.	Head of Marketing.	On-going. Annually From November 2017.
	3.2.6. Highlight alternative entry routes for those with fewer/older qualifications.	Higher visibility and status is accorded to alternative entry routes.	March 2013.	Student Experience Director. Head of Marketing.	A one off task completed.
	3.2.7. Raise awareness of the Quiet Reflection rooms and chaplaincy service within the College's on and off-line marketing communications.	Prospective and existing students are made more aware of College's supportive culture.	December 2013.	Student Experience Director. Head of Marketing.	Completed, but requires on-going review.
	3.2.8. Conduct student focus groups more regularly to review the College's on and off-line marketing communications.	Regular focus group outcomes inform and improve all college on and off-line marketing communications.	On-going from October 2013.	Head of Marketing.	On-going. Annually from August 2014.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
3.2. Rationale					

At the time of devising the equality outcomes, based on Marketing Department observation and formal research (CoGC, 2012d):

- The visual representation of the range of students at the college was too narrow and unrealistic.

- There was an insufficient number and range of student profiles across all protected characteristics within both on and off-line marketing communications.

- The ED&I page was placed at the back of the FT Prospectus and hence not highlighted as being a College priority.

- While ED&I had a strong presence on the home page, the content on the landing page needed to be expanded and improved with links to all the relevant organisations.

- There was no page early in the FT prospectus welcoming people to study (especially those mature applicants who have been away from study for some time).

- Information on the website about physical accessibility was not sufficiently prominent and did not make use of Disabled Go links.

- Alternative entry routes for those with fewer/older qualifications were not sufficiently highlighted or attributed equal status.

- Entry requirements did not reflect the full range of equivalences, i.e. integration of ESOL and SQA English qualification equivalences, so cannot be communicated accordingly.

- There was limited reference to the College chaplaincy within the College's marketing communications.

- There was no LGBT presence on the College's on and off-line marketing communications.

- Student focus groups, to review the College's on and off-line marketing communications, were not conducted on a sufficiently regular basis and were not sampled across all relevant protected characteristics.

- Ethnicity was depicted in relation to international and ESOL students only and needed to be presented more holistically.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
3.2. Progress					

- Progress has been made in redressing the insufficient number and range of student profiles and images, across relevant protected characteristics, within both on and off-line communications. Looking forward, the College has commissioned the Equality Academy to conduct an Equality Impact Assessment on the new website, the results of which will inform local mainstreaming. This is scheduled to take place during summer 2017.

- ED&I continues to be presented at the front of the FT Prospectus, highlighting "Investors in Diversity" and "Stonewall Diversity Champion" status.

- Located within the header and footer, the Browsealoud toolbar, accessibility information and the ED&I section are accessible from all pages on the new website.

- The ED&I content of the new website has been further enhanced and now also incorporates links to relevant equalities organisations for students, information about each protected characteristic, including College wide ED&I events and increased awareness of the College Quiet Reflection rooms and chaplaincy service.

- The welcome page of the FT prospectus encourages applications from students with diverse backgrounds and aspirations, emphasising available support.

- High profile DisabledGo links to relevant detailed access guides are being incorporated into the new website, and delivery is on schedule for launch in May 2017.

- Alternative entry routes for those with fewer/older qualifications continue to be highlighted in the Full-Time Prospectus.

- Awareness of the College Quiet Reflection rooms and chaplaincy service has been raised through on and off-line communications.

- Student based research, where possible examining a range of people across relevant protected characteristics, is now being conducted to review the content of on and off-line communications.

| **3.2. Impact Measures** | | | | | |

According to the First Impressions Questionnaire 2015-16, students strongly agreed/agreed that:

- City of Glasgow College is committed to advancing Equality, Diversity & Inclusion; 95%.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
3.3. Prospective applicants across all protected characteristics are provided with a range of stakeholder engagement activities.	3.3.1. Conduct proactive research into what externally organised student focused events the college could corporately attend across all the protected characteristics.	Increased College attendance at externally organised events across all the protected characteristics.	December 2013.	Head of Marketing. ED&I Manager.	On-going. Annually from January 2014.
	3.3.2. Incorporate less of a 'one size fits all' approach to internally organised events and consider more customised events for under-represented groups across all the protected characteristics.	Events encompass and engage all under-represented groups across protected characteristics in terms of targeting, promotion and format. National agendas such as the Gender Action Plan and Access & Inclusion are better supported.	December 2015.	Head of Marketing.	On-going. Annually from January 2016.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status

3.3. Rationale

At the time of devising the equality outcomes, little proactive research was conducted into what externally organised events the College should corporately attend across all protected characteristics.

There was too much of a 'one size fits all' approach to internally organised events rather than customised events for under-represented groups across all the protected characteristics.

3.3. Progress

- The ED&I Team, in conjunction with external organisations represented on the College's ED&I Advisory and Engagement Group, regularly identifies appropriate externally organised student focused events, representing relevant protected characteristics the College could attend.

- Subsequently, since 2012, the College continues to attend Pride Glasgow (on the march, via a Community Expo stall, and by placing an advert in the event guide). The College intends to attend Glasgow Mela and Ability Fest from 2017.

- College wide ED&I events across each of the College's 7 themed months, including Black History Month and LGBT History Month are delivered.

3.3. Impact Measures

According to the First Impressions Questionnaire 2015-16, students strongly agreed/agreed that:

- City of Glasgow College is committed to advancing Equality, Diversity & Inclusion; 95%.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
3.4. Applicants and students are able to self-declare across all protected characteristics.	3.4.1. Liaise with College Development Network, College Liaison Group and Scottish Funding Council (SFC) to agree standard data selection criteria, across all protected characteristics, for Scottish colleges.	Valid and robust data are captured based on agreed data selection criteria across all student groups with protected characteristics. The College is able to track application, enrolment, retention, attainment and progression of students across all characteristics to examine differential impact.	On-going from June 2013.	ED&I Manager.	Following confirmation of SFC data fields and thereafter annually from June 2014.
	3.4.2. Revise the enrolment form and MIS for 2013/14, 2014/15 and 2015/16 to incorporate revised/new fields for the measurement of the existing and remaining protected characteristics (PCs), together with a statement encouraging declaration.	Students are able to self-declare across valid data fields for existing protected characteristics at enrolment stage.	On-going from June 2013.	Student Experience Director. Head of Student Data & Research. Information Systems Manager.	Annually from June 2014.
	3.4.3. Revise the application form and MIS for 2014/15, 2015/16 and 2016/17 to incorporate revised/new fields for the measurement of the all PCs, together with statement encouraging declaration.	Students are able to self-declare across valid data fields for the remaining protected characteristics at application stage.	On-going from June 2013.	Student Experience Director. Head of Student Data & Research. Info' Syst' Mgr.	Annually from June 2014.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status

3.4. Rationale

At the time of devising the equality outcomes, it was impossible to determine the application, enrolment, or outcome of groups within the College: whilst collected, applicant data compared to enrolment data, was neither analysed nor presented in the Equality Mainstreaming Report; data field ranges for age were too narrow; data fields were out of date for disability and race (ethnicity); data fields referred to gender, not sex; and application, enrolment and outcome data were neither collected nor analysed for gender reassignment, pregnancy and maternity, religion or belief and sexual orientation.

3.4. Progress

- In conjunction with the College Development Network, the College led the sector in devising proposed data fields across all protected characteristics for use by all Scottish Colleges. These were presented in a report to the SFC, and the majority of recommendations have been implemented.

- The application and enrolment forms have been updated annually to incorporate revised and new fields across all relevant protected characteristics, including sexual orientation (from 2015/2016) and gender identity (from 2016-2017).

- The application and enrolment data of students across relevant protected characteristics were examined and presented in the College's Equality Mainstreaming Report 2015. Since 2016, student data across relevant protected characteristics is presented within the College's Annual Review.

3.4. Impact Measures

Year on year application and enrolment trend data has been examined and presented in the Equality Mainstreaming Report, demonstrating:

- Improved monitoring of equalities data across PCs.

- Increased declaration across all PCs.

- Continued slight decrease in "prefer not to say" responses across all PCs.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
3.5. Applicants and students understand the benefits and importance of self-declaration and the role that this has in ensuring services meet individual needs.	3.5.1. Encourage students to provide data at application and enrolment stage, explaining the rationale and benefits, whilst emphasising anonymity and confidentiality.	Through awareness raising activities at application, keeping warm and enrolment stages, students understand the rationale for data collection and are reassured by the secure, confidential and anonymous nature of MIS and data protection systems.	On-going.	Student Experience Director. Head of Student Data and Research. Faculty Directors. ED&I Manager.	Annually from June 2014.
	3.5.2. Examine access rights to equalities data to ensure that only relevant staff have access to such sensitive student data, as necessary for job functions, or to meet reasonable adjustments.	Through restricting access of equality data to key staff, students understand the rationale for data collection and are reassured by the secure, confidential and anonymous nature of MIS and data protection systems.	July 2014.	Head of Student Development. Information Systems Manager. ED&I Manager.	Annually from June 2014.
	3.5.3. Remove ED&I self-declaration section of student questionnaires and electronically link responses to equalities data held on student records system.	The relative satisfaction of the students at all stages can be filtered and examined by relevant protected characteristics.	June 2013. June 2014.	Head of Student Data and Research. Performance & Improvement Director. ED&I Manager.	Annually from June 2014.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status

3.5. Rationale

At the time of devising the equality outcomes, feedback from internal and external stakeholders (ECU, 2009a & b; Stonewall Scotland, 2011) indicated that some individuals had concerns with: data protection/security; rationale for data collection; how data will be used; and anonymity in reporting. This evidence indicated that, when students' concerns are allayed, self-declaration rates will increase over time.

Awareness raising initiatives were required.

3.5. Progress

- A range of on and off-line communications are delivered, explaining the rationale and benefits of equalities data declaration, whilst emphasising anonymity and confidentiality. This information has been integrated into the student application and enrolment systems, together with an article featured within the award winning "Keeping Warm" student e-magazine, "In the City".

- Access rights to equalities data have been restricted to key staff, to reassure students of data confidentiality and anonymity.

- The ED&I declaration section in each of the 3 student surveys has been removed. Instead, results are linked to Student Records systems so that the relative satisfaction of students at all stages can be filtered and examined by relevant protected characteristics.

3.5. Impact Measures

According to the First Impressions Questionnaire 2015-16, students strongly agreed/agreed that:
- City of Glasgow College is committed to advancing Equality, Diversity & Inclusion; 95%.
- I am confident in expressing/exercising my rights; 95%, and fulfilling my responsibilities in relation to Equality, Diversity & Inclusion; 95%.

Year on year application and enrolment trend data has been examined and presented in the Equality Mainstreaming Report, demonstrating:
- Improved monitoring of equalities data across PCs.
- Increased declaration across all PCs.
- Continued slight decrease in "prefer not to say" responses across all PCs.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
3.6. Applicants and students self-declare personal protected characteristics.	3.6.1. Review and evaluate equalities data at appropriate times of the academic year and produce action plans as appropriate.	ED&I team is able to identify College areas with low declaration rates and inform marketing communication and recruitment initiatives to increase declaration rates.	October and April in every year between 2013 and 2017.	ED&I Manager.	Annually from April and October 2013.
	3.6.2. ED&I Team will produce an Annual Mainstreaming Report, made available in an accessible format, available to all departments, until 2015.	The College is able to promote and raise awareness of ED&I related issues and highlight the benefits of developing a diverse student community.	Annually by end of academic year.	ED&I Manager.	Annually from August 2013 until August 2016.
	3.6.3. From 2016, student equality data, across relevant protected characteristics will be presented within the College's Annual Review, made available in an accessible format.	The College is able to promote and raise awareness of ED&I related issues and highlight the benefits of developing a diverse student community.	Annually by end of academic year.	College Secretary. Student Experience Director. ED&I Manager.	Annually from August 2017.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
3.6. Rationale					
At the time of devising the equality outcomes, feedback from internal and external stakeholders (ECU, 2009a & b; Stonewall Scotland, 2011) indicated that some individuals had concerns with: data protection/security; rationale for data collection; how data will be used; and anonymity in reporting. This evidence indicated that, when students' concerns are allayed, self-declaration rates will increase over time. Awareness raising initiatives were required.					
3.6. Progress					
• Until 2015, student application, enrolment, withdrawal and outcome data was examined and presented in the Equality Mainstreaming Report and Interim Equality Mainstreaming Report. Since 2016, Student equality data, across relevant protected characteristics has been presented within the College's Annual Review. • Performance continues to work with ED&I to deliver a dashboard system, presenting live enrolment, withdrawal and outcome data which can be filtered by relevant protected characteristic, presented at College/Faculty/Curriculum Team levels and compared to previous years • The ED&I Team produced a video explaining the rationale for and benefits of students and staff equalities data collection and declaration.					
3.6. Impact Measures					
Year on year application and enrolment trend data have been examined and presented in the Equality Mainstreaming Report, demonstrating: • Improved monitoring of equalities data across PCs. • Increased declaration across all PCs. • Continued slight decrease in "prefer not to say" responses across all PCs.					

4: Where under-represented, the proportion of staff across protected characteristics is increased.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
4.1. Applicants across all protected characteristics can readily perceive, from a range of on and off-line marketing communication materials, that the College has a welcoming, supportive environment suitable to their needs and is a brand committed to diversity and equalities.	4.1.1. Adapt recruitment and selection procedures to target under-represented groups with protected characteristics, making use of branding logos on the recruitment portal and advertising staff benefits.	Revised recruitment and selection procedures advance the College's profile as an organisation committed to ED&I, in particular to under-represented groups.	On-going from September 2013.	HR Director.	Annually from January 2014.
	4.1.2. Update the job application form to include ED&I Statement on front page.	Revised recruitment and selection procedures advance the College's profile as an organisation committed to ED&I, in particular to under-represented groups.	May 2014.	HR Director.	Completed.
	4.1.3. Conduct proactive research into what externally organised staff-focused events the college could corporately attend across all the protected characteristics.	Increased College attendance at externally organised events across all the protected characteristics.	December 2013.	Head of Marketing. ED&I Manager.	Annually From January 2014.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status

4.1. Rationale

At the time of devising equality outcomes, external on and off-line recruitment advertisements and materials did not promote College branding and accreditation in relation to ED&I, including "Stonewall Diversity Champion", "Positive about Disability", "Tommy's", etc.
Little proactive research was conducted into what external on and off-line marketing communication materials were used by prospective applicants across particular protected characteristics.
External on and off-line recruitment communication materials did not actively target particular protected characteristics.
Instead, a 'one size fits all' approach, rather than a customised approach was adopted.

4.1. Progress

- The College's application and selection procedures were updated to target under-represented groups, through incorporating the "Stonewall Diversity Champions", "Positive about Disability", "Tommy's" and "Investors In Diversity" accreditation logos, together with high profile DisabledGo links to relevant detailed access guides positioned throughout the new College website.
- The ED&I content of the new College website has been enhanced and now incorporates links to relevant equalities organisations for staff, information about each protected characteristic, including College wide ED&I events across each of the College's 7 themed months, including Black History Month, and increased awareness of the College's new Quiet Reflection rooms and Chaplaincy Team.
- The ED&I Team, in conjunction with external organisations represented on the College's ED&I Advisory and Engagement Group, has conducted research into relevant externally organised events, representing relevant protected characteristics the College could attend.
- Subsequently, since 2012, the College has had a presence at Pride Glasgow (on the march, via a Community Expo stall, and by placing an advert in the event guide). The College is committed to attending the Glasgow Mela and Ability Fest from 2017.
- The College is currently examining the best way to record the origin of applications, e.g. whether applicants read an online advert, prospectively looked at the College website for job opportunities, etc., to increase equality of opportunity.

4.1. Impact Measures

According to the responses of new starts (less than 12 months of service) asked at ED&I Induction, staff strongly agreed/agreed that:

- As an applicant, it was obvious that City of Glasgow College is committed to advancing Equality, Diversity & Inclusion; 100%.
- I was treated fairly throughout the application process; 100%.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
4.2. Applicants and staff are able to self-declare across all protected characteristics.	4.2.1. Liaise with College Development Network, College Liaison Group and SFC to agree standard data selection criteria, across all protected characteristics, for Scottish colleges.	Valid and robust data are captured based on agreed data selection criteria across all staff groups with protected characteristics. The College is able to track application, induction, retention, attainment and progression of staff across all characteristics to examine differential impact.	On-going from June 2013.	ED&I Manager.	Following confirmation of SFC data fields and thereafter annually from June 2014.
	4.2.2. Amend external/internal recruitment and selection procedures to reflect agreed data selection criteria.	Applicants and staff are able to self-declare across valid data fields for existing protected characteristics at application stage. Existing staff are able to update their personal details at any time, both on and off campus.	By end of May 2014	HR Director.	Task completed.
	4.2.3. Amend internal recruitment and selection procedures to ensure that updates on individual declared protected characteristics are automatically transferred to the HR system at the point in time of any promotion/transfer of role.	Any revisions to equalities data at the time of application are captured and the HR system is updated at that time.	August 2013.	HR Director.	Annually from June 2014.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status

4.2. Rationale

At the time of devising equality outcomes, due to difficulties experienced in migrating data from three legacy HR databases, not all protected characteristics were mandatory fields in the application process.

As of March 2013, although the College does not monitor pregnancy and maternity for applicants, the then current data across characteristics illustrated that:

- A high proportion of staff had not provided data and responses are left as "No Response" (age, gender reassignment, marriage and civil partnership, pregnancy and maternity and ethnicity).
- In other areas, a high proportion of staff had stated "prefer not to say" (religion or belief and sexual orientation).

In combination, this resulted in difficulties in evaluating performance.

As of March 2013, sector wide fields had not been agreed, aligned to Scottish census data. This prevented regional and national benchmarking from being conducted.

4.2. Progress

- The College is represented on a Steering Group, led by Equality Challenge Unit, which is building on previous efforts of the College to devise agreed staff and student equality monitoring questions and data fields across all protected characteristics for use by all Scottish Colleges.
- The recruitment and selection procedures, and staff HR self-service portal, will continue to be updated to reflect these agreed questions and fields.
- Since late 2011, the College has been collecting and monitoring equality data across all protected characteristics, at recruitment, composition, development and retention stages.

4.2. Impact Measures

Year on year recruitment, composition, development and retention trend data has been examined and presented in the Equality Mainstreaming Report, demonstrating:
- Improved monitoring of equalities data across PCs.
- Increased declaration across all PCs.
- Continued slight decrease in "prefer not to say" responses across all PCs.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
4.3. Applicants and staff understand the benefits and importance of self-declaration and the role that this has in ensuring services meet individual needs. * "MyHR" is an online HR portal which allows staff to request annual leave, record absences, update CPD records and change personal details, including equalities data.	4.3.1. Launch "MyHR"* college wide and encourage staff declaration of equalities data across all protected characteristics.	Staff understand the rationale for data collection and believe in the secure, confidential and anonymous nature of MIS and data protection systems.	December 2013.	HR Director.	Annually from April and October 2014.
	4.3.2. Amend system messages to highlight security of processing of confidential data.	Staff have confidence in the confidentiality and security of how their information is stored and used.	April 2013.	HR Director.	Incorporate question within Staff Engagement Survey, 2014.
	4.3.3. Examine potential to restrict equality data access rights to specific staff to facilitate anonymous reporting on protected characteristics within the HR system (supplemented by Plain English paper copies to be made available to staff).	Staff have confidence in the confidentiality and security of how their information is stored and used.	June 2013.	HR Director. ED&I Manager.	October 2013.
	4.3.4. Develop and launch periodic campaigns to encourage existing staff to self-declare against PCs, explaining the rationale and benefits, whilst emphasising anonymity and confidentiality.	Staff understand the rationale for data collection and believe in the secure, confidential and anonymous nature of MIS and data protection systems.	October and April in every year between 2013 and 2017.	ED&I Manager.	Annually from April and October 2014.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status

4.3. Rationale

At the time of devising the equality outcomes, feedback from internal and external stakeholders (ECU, 2009a & b; Stonewall Scotland, 2011) indicated that some individuals had concerns with: data protection/security; rationale for data collection; how data will be used; and anonymity in reporting. This evidence indicated that, when staff concerns are allayed, self-declaration rates will increase over time. According to data available as of March 2013:

- A high proportion of staff had not completed equalities data and responses were left as "No Response" (age, gender reassignment, marriage and civil partnership, pregnancy and maternity and ethnicity).
- In other areas, a high proportion of staff stated "prefer not to say" (Religion or belief and sexual orientation).

Awareness raising initiatives were required.

4.3. Progress

- Supported by on and offline communications, and completed by 33% of staff, the introduction and adoption of the College's new ED&I Digital Badge initiative has resulted in a decrease in "Unknown" and "Prefer not to Say" responses across protected characteristics, in particular for gender reassignment, religion or belief and sexual orientation.
- Access rights to equalities data have been restricted to the Head of HR and HR Business Partners, to reassure staff of data confidentiality and anonymity.

4.3. Impact Measures

Year on year recruitment, composition, development and retention trend data has been examined and presented in the Equality Mainstreaming Report, demonstrating:

- Improved monitoring of equalities data across protected characteristics (PCs).
- Increased declaration across all PCs.
- Continued slight decrease in "prefer not to say" responses across all PCs.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
4.4. Applicants and staff self-declare personal protected characteristics.	4.4.1. Review and evaluate equalities data at appropriate times of the academic year and produce action plans as appropriate.	ED&I team is able to identify College areas with low declaration rates and provide support for these areas to increase declaration rates.	October and April in every year between 2013 and 2017.	ED&I Manager.	Annually from April and October 2014.
	4.4.2. ED&I team will produce annual Equality Mainstreaming Report, made available in accessible format, available to all departments.	The College is able to promote and raise awareness of ED&I related issues and highlight the benefits of developing a diverse workforce.	Annually by end of year.	ED&I Manager.	Annually from August 2013.
	4.4.3. Ensure all leavers are provided with the opportunity for an exit interview.	College is able to evaluate data, by staff type, length of service; reasons for leaving and protected characteristics to identify and act on trends.	June 2013.	HR Director.	Quarterly from October 2013.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
4.4. Rationale					
At the time of devising the equality outcomes, feedback from internal and external stakeholders (ECU, 2009a & b; Stonewall Scotland, 2011) indicated that some individuals had concerns with: data protection/security; rationale for data collection; how data will be used; and anonymity in reporting. This evidence indicated that, when staff concerns are allayed, self-declaration rates will increase over time. According to data available as of March 2013: • A high proportion of staff had not completed equalities data and responses were left as "No Response" (age, gender reassignment, marriage and civil partnership, pregnancy and maternity and ethnicity). • In other areas, a high proportion of staff stated "prefer not to say" (religion or belief and sexual orientation). Awareness raising initiatives were required.					
4.4. Progress					
• Staff recruitment, composition, development and retention data continues to be examined and presented annually in the Equality Mainstreaming Report and Interim Equality Mainstreaming Report. The Performance & Improvement Directorate is working with ED&I and HR to produce a dashboard system, presenting live staff data which can be compared to previous years and external regional and national benchmark data. • Summary communications have been devised for staff and students to demonstrate progress in meeting responsibilities. • The College is represented on a Steering Group, led by Equality Challenge Unit, which is building on previous efforts of the College to devise agreed staff and student equality monitoring questions and data fields across all protected characteristics for use by all Scottish Colleges. • In addition, a range of on and off-line materials were launched in December 2016, as part of the ED&I Digital Badge Initiative, to explain the reasons for and benefits of students and staff equalities data collection and declaration.					
4.4. Impact Measures					
Year on year recruitment, composition, development and retention trend data has been examined and presented in the Equality Mainstreaming Report, demonstrating: • Improved monitoring of equalities data across PCs. • Increased declaration across all PCs. • Continued slight decrease in "prefer not to say" responses across all PCs.					

5: Students' successful course completion, regardless of protected characteristics, is increased.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
5.1. The withdrawal of students is decreased, regardless of protected characteristic. * Protected Characteristics (PC) and Scottish Index of Multiple Deprivation (SIMD) data are periodically reviewed and incorporated into action planning and self-evaluation Key Performance Indicators (KPI) targets.	5.1.1. Using a bespoke toolkit, KPIs by PC and SIMD* are analysed and evaluated, at appropriate levels and through specific plans, to identify action to improve the representation of students across all protected characteristics at early and late withdrawal stages: • At course level, through Course Action and Development Meetings (CADMs). • At Curriculum Team level, through performance review. • At Faculty level through Faculty Director Performance Review. • At College level, through Faculty Performance Review and Directors Meetings. • At Board level, through the Student, Staffing and Equalities Committee.	• Learning and teaching materials, and delivery, are accessible and advance diversity and equalities. • To reduce withdrawal within individual courses. • To reduce withdrawal across a given Faculty. • To reduce withdrawal College wide. • To reduce withdrawal College wide.	Online toolkit test site developed by December 2014. Online "Dashboard" launched by August 2015.	Lecturers. Senior Lecturers. Curriculum Heads. Faculty Directors. Depute Principal. ED&I Manager. Performance & Improvement Director.	Three times per academic year from August 2013.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
5.1. Rationale					

At the time of devising the equality outcomes, in many cases the broad College wide retention statistics were generally comparable to those for disability, race, sex and SIMD. However, during 2011/2012:

- The early retention of disabled, BME, female and SIMD Q1 (most deprived quintile) students was very slightly lower than the College average as a whole (CoGC, 2013a).

- The retention of BME, female and SIMD Q1 students was slightly lower than the College average as a whole (CoGC, 2013a).

As the College only collected and monitored data for age, disability, race and sex, at that time, performance indicator data was not available for remaining PCs.

Given this, it was impossible to determine the retention of these remaining groups within the College.

| **5.1. Progress** | | | | | |

- Performance, in conjunction with ED&I, developed an online ED&I test site in December 2014 which allowed KPI live data (enrolment, early withdrawal, further withdrawal and successful outcome) to be presented and filtered according to: age range; disability status; ethnicity; religious status; and sexual orientation. From 2015-2016, gender reassignment data has been included.

- Following testing, the College incorporated the ED&I data toolkit into its online Dashboard from August 2016.

- At the same time, action planning and self-evaluation processes have been enhanced to support improving the representation of students across all protected characteristics at early and late withdrawal stages.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status

5.1. Impact Measures

The following table presents the Scottish Sector average for SFC courses (Scottish Funding Council publically funded courses) and City of Glasgow College SFC courses between 2013/14 and 2015/16.

As can be seen, during 2015/16, College results for early and further withdrawal were consistently lower than the sector average.

Year, Status and Mode	Scottish Sector Average Results			City of Glasgow College Results		
2013/14	EW	FW	SC	EW	FW	SC
Further Education Full-Time	7.7%	15.0%	65.9%	4.9%	14.9%	70.0%
Higher Education Full-Time	4.5%	11.3%	71.4%	3.0%	10.9%	75.1%
Further Education Part-Time	3.2%	5.8%	78.0%	7.5%	9.8%	73.8%
Higher Education Part-Time	2.5%	5.9%	77.5%	1.8%	3.6%	85.5%
Combined Average	4.5%	9.1%	73.8%	4.5%	10.8%	74.6%
2014/15	EW	FW	SC	EW	FW	SC
Further Education Full-Time	8.6%	16.8%	64.0%	4.8%	15.5%	71.6%
Higher Education Full-Time	4.4%	12.9%	71.3%	2.0%	12.4%	76.2%
Further Education Part-Time	2.5%	5.7%	75.9%	4.5%	10.2%	76.8%
Higher Education Part-Time	2.6%	5.2%	78.3%	3.7%	4.6%	83.1%
Combined Average	4.3%	9.6%	72.4%	3.3%	11.8%	76.0%
2015/16	EW	FW	SC	EW	FW	SC
Further Education Full-Time	9.0%	16.5%	65.5%	4.3%	15.3%	71.7%
Higher Education Full-Time	4.6%	12.6%	72.2%	2.0%	10.1%	76.2%
Further Education Part-Time	3.1%	6.1%	74.3%	1.9%	5.3%	87.0%
Higher Education Part-Time	2.9%	6.2%	78.7%	2.2%	4.7%	80.8%
Combined Average	4.9%	9.9%	72.0%	2.3%	8.7%	80.0%

EW: Early Withdrawal; FW: Further Withdrawal; SC: Successful Completion

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
5.2. The successful completion of students is increased, regardless of protected characteristic. * Protected Characteristics (PC) and Scottish Index of Multiple Deprivation (SIMD) data are periodically reviewed and incorporated into action planning and self-evaluation.	5.2.1. Using a bespoke toolkit, KPIs by PC and SIMD* are analysed and evaluated, at appropriate levels and through specific plans, to identify action to improve the representation of students across all protected characteristics at partial and successful completion stages: • At course level, through Course Action and Development Meeting (CADMs). • At Curriculum Team level, through Performance Review. • At Faculty level through Faculty Director Performance Review. • At College level, through Faculty Performance Review and Directors Meetings. • At Board level through the Student, Staffing and Equalities Committee.	• Learning and teaching materials, and delivery, are accessible and advance diversity and equalities. • To reduce withdrawal within individual courses. • To reduce withdrawal across a given Faculty. • To reduce withdrawal College wide. • To reduce withdrawal College wide.	Online toolkit test site developed by December 2014. Online "Dashboard" launched by August 2015.	Lecturers. Senior Lecturers. Curriculum Heads. Faculty Directors. Depute Principal. ED&I Manager. Performance & Improvement Director.	Three times per academic year from August 2013.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
5.2. Rationale					

At the time of devising the equality outcomes, in many cases the broad college wide attainment statistics were generally comparable to those for disability, race and sex. However, during 2011/2012 the attainment of:

- Disabled students was marginally higher than the College average as a whole (CoGC, 2013a).
- BME students was lower than the College average as a whole (CoGC, 2013a).
- Male students was lower than the College average. (CoGC, 2013a).

As the College only collected and monitored data for age disability, race and sex, at that time, performance indicator data was not available for remaining PCs.

Given this, it was impossible to determine the attainment of these remaining groups within the College.

| **5.2. Progress** | | | | | |

- The Performance & Improvement Directorate, in conjunction with ED&I, developed an online ED&I test site in December 2014 which allowed KPI live data (enrolment, early withdrawal, further withdrawal and successful outcome) to be presented and filtered according to: age range; disability status; ethnicity; religious status; and sexual orientation. From 2015-2016, gender reassignment data has been included.
- Following testing, the College incorporated the ED&I data toolkit into its online Dashboard from August 2016.
- At the same time, action planning and self-evaluation processes have been enhanced to support improving the representation of students across all protected characteristics at early and late withdrawal stages.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status

5.2. Impact Measures

The following table presents the Scottish Sector average for SFC courses (Scottish Funding Council publically funded courses) and City of Glasgow College SFC courses between 2013/14 and 2015/16.

As can be seen, during 2015/16, College results for successful completion consistently exceed the sector average.

Year, Status and Mode	Scottish Sector Average Results			City of Glasgow College Results		
2013/14	EW	FW	SC	EW	FW	SC
Further Education Full-Time	7.7%	15.0%	65.9%	4.9%	14.9%	70.0%
Higher Education Full-Time	4.5%	11.3%	71.4%	3.0%	10.9%	75.1%
Further Education Part-Time	3.2%	5.8%	78.0%	7.5%	9.8%	73.8%
Higher Education Part-Time	2.5%	5.9%	77.5%	1.8%	3.6%	85.5%
Combined Average	4.5%	9.1%	73.8%	4.5%	10.8%	74.6%
2014/15	EW	FW	SC	EW	FW	SC
Further Education Full-Time	8.6%	16.8%	64.0%	4.8%	15.5%	71.6%
Higher Education Full-Time	4.4%	12.9%	71.3%	2.0%	12.4%	76.2%
Further Education Part-Time	2.5%	5.7%	75.9%	4.5%	10.2%	76.8%
Higher Education Part-Time	2.6%	5.2%	78.3%	3.7%	4.6%	83.1%
Combined Average	4.3%	9.6%	72.4%	3.3%	11.8%	76.0%
2015/16	EW	FW	SC	EW	FW	SC
Further Education Full-Time	9.0%	16.5%	65.5%	4.3%	15.3%	71.7%
Higher Education Full-Time	4.6%	12.6%	72.2%	2.0%	10.1%	76.2%
Further Education Part-Time	3.1%	6.1%	74.3%	1.9%	5.3%	87.0%
Higher Education Part-Time	2.9%	6.2%	78.7%	2.2%	4.7%	80.8%
Combined Average	4.9%	9.9%	72.0%	2.3%	8.7%	80.0%

EW: Early Withdrawal; FW: Further Withdrawal; SC: Successful Completion

6: Staff needs are supported to promote equity and fairness in all stages of the career journey.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status

6.1. Staff needs are supported to promote equity and fairness in all stages of their career journey*.
 	
(Continued Over)
 	
* Supports Investors in People (IIP) People Management Strategy Evidence Requirements 3.1, 3.2, 3.3, 3.4, 3.7, 3.12, 3.15, 3.20, 3.23 and 3.28.
 	
Also supports Investors in Diversity (IID) framework.
	6.1.1. Top Managers and Managers undergo the following essential development activity:
	
	• Annual Personal Development Review (PDR).
	• Conducting Equality Impact Assessments (EQIAs).
	• CALM Sessions 1-3.
	• New online ED&I module, replacing existing modules in Aug' 15.
	• The ED&I Business Case:
	  ○ Embedding ED&I within Operational Planning and Balanced Scorecards.
	  ○ Embedding ED&I within selection interviews.
	  ○ Embedding ED&I within complaints/ grievance investigations.
	  ○ Managing Diverse Teams.
		Top managers and managers recognise the different needs of people and can describe strategies and operations they have in place to ensure, promote and value:
		• Appropriate and fair access to required support for all.
		• Equality of opportunity for all people to learn and develop.
		• People's differences and managing diversity for all.
		
		People believe that managers recognise the different needs of people and can describe strategies and operations they have in place to ensure, promote and value:
		• Appropriate and fair access to required support for all.
		• Equality of opportunity for all people to learn and develop.
		• People's differences and managing diversity for all.
		
		People believe that everyone values diversity.
			On-going.	Performance & Improvement Director.
				
				HR Director.
				
				Head of OD.
				
				Head of HR.
				
				ED&I Manager.
					Annually from June 2013.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
6.1. Staff needs are supported to promote equity and fairness in all stages of their career journey*. (Continued Over) * Supports Investors in People (IIP) People Management Strategy Evidence Requirements 3.1, 3.2, 3.3, 3.4, 3.7, 3.12, 3.15, 3.20, 3.23 and 3.28. Also supports Investors in Diversity (IID) framework.	6.1.2. Top Managers and Managers to ensure that: • All new staff receive an integration in which ED&I is fully embedded. • All new staff receive a face to face ED&I integration. • All new/existing staff are encouraged to declare their equalities data via MyHR. • All new/existing staff complete the new online ED&I module, to replace existing modules in Aug' 15. • All new/existing staff receive an annual Personal Development Review (PDR). • All new/existing staff complete CALM modules 1-4 (curriculum) or 1-3 (support). (See 7.2.1.)	Top managers and managers recognise the different needs of people and can describe strategies and operations they have in place to ensure, promote and value: • Appropriate and fair access to required support for all. • Equality of opportunity for all people to learn and develop. • People's differences and managing diversity for all. People believe that managers recognise the different needs of people and can describe strategies and operations they have in place to ensure, promote and value: • Appropriate and fair access to required support for all. • Equality of opportunity for all people to learn and develop. • People's differences and managing diversity for all. • People believe that everyone values diversity.	On-going.	Performance & Improvement Director. HR Director. Head of OD. Head of HR. ED&I Manager.	Annually from June 2013.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
6.1. Staff needs are supported to promote equity and fairness in all stages of their career journey*. (Continued Over) * Supports Investors in People (IIP) People Management Strategy Evidence Requirements 3.1, 3.2, 3.3, 3.4, 3.7, 3.12, 3.15, 3.20, 3.23 and 3.28. Also support Investors in Diversity (IID) framework.	6.1.3. Top Managers, Managers and Staff receive a copy of the: • ED&I Staff Info' Booklet. • Personal Responsibilities for ED&I Leaflet. • Our Behaviours booklet.	As above.	New and existing staff on-going from: • Aug' 2012. • Jan' 2015. • Jan' 2015.	Performance & Improvement Director. HR Director. Head of OD. Head of HR. ED&I Manager.	Annually from January 2013.
	6.1.4. Embed and deliver ED&I as a central theme within the "OneCity" all staff and student annual development event in June to communication ED&I commitment (Equality, Diversity & Inclusiveness is a College value) through sessions specific to ED&I.	Feedback from participants and speakers demonstrate: • The College's commitment to ED&I is authentic and delivered. • The College's commitment to ED&I is visible. • The needs of participants are supported to promote fairness.	Annual participation in planning: • Students from Nov 2014. • Staff from Dec 2014.	Performance & Improvement Director. Head of OD. ED&I Manager.	Annually from July 2014.
	6.1.5. Conduct appreciative inquiry sessions with ED&I Working Group, based on IID survey results, to gauge: • Personal understanding. • College strengths. • College opportunities. • Required actions. (See 6.2.3.)	As above, and in addition: • Further required actions and responsibilities are identified and planned for.	June 2015, 2016, and 2017.	HR Director. Head of OD. ED&I Manager.	Annually from July 2015.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
6.1. Staff needs are supported to promote equity and fairness in all stages of their career journey*. (Continued) * Supports Investors in People (IIP) People Management Strategy Evidence Requirements 3.1, 3.2, 3.3, 3.4, 3.7, 3.12, 3.15, 3.20, 3.23 and 3.28. Also supports Investors in Diversity (IID) framework.	6.1.6. Reasonable adjustments are implemented for staff by line managers in liaison with HR to support staff with impairments to enable them to better perform in their role.	The College is able to demonstrate its commitment to proactively supporting staff to enable them to better perform in their role. Staff needs are supported to promote equity and fairness in all stages of the career journey.	On-going	HR Director. Head of HR. ED&I Manager.	Annually from September 2014.
	6.1.7. Carers, parents and prospective parents are supported by HR and line managers to enable them to balance their work/life priorities.	The College is able to demonstrate its commitment to proactively supporting staff to enable them to better perform in their role. Staff needs are supported to promote equity and fairness in all stages of the career journey.	On-going	HR Director. Head of HR. ED&I Manager.	Annually from September 2014.
	6.1.8. HR and Safety & Wellbeing to develop MIS to record and report on requests for assistance compared to approved assistance. Incorporate within new HR and Self Service System Tender from spring 2017.	The College is able to demonstrate its commitment to proactively supporting staff to enable them to better perform in their role. Staff needs are supported to promote equity and fairness in all stages of the career journey.	Revised Date. By August 2018.	Vice Principal Infrastructure. HR Director.	Annually from September 2014.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
6.1. Rationale					
At the time of devising the equality outcomes, as a new organisation, the College was focused on ensuring equality compliance, rather than the benefits of managing diversity for students, staff and stakeholders. Arguably, there was too much of a 'one size fits all' approach to managing ED&I, rather than a customised approach tailored to meet the specific needs of relevant protected characteristics. Indeed, according to research, "considering the diversity of your workforce and fostering an inclusive working environment can bring business benefits and provide a market advantage" (Department for Business Innovation and Skills, Government Equalities Office, 2013: v)					
6.1. Progress					
- Staff continue to undertake ED&I training and awareness raising resources at a level appropriate to their role, including a face to face integration ED&I integration, essential online modules, Managing Diverse Teams training and Creating Accessible Learning (& Support) Materials. Working in Diverse Teams training has been delivered to general staff. - All staff continue to receive a copy of the ED&I Staff Information Booklet; Personal Responsibilities for ED&I Leaflet; and Our Behaviours Booklet. - ED&I sessions continue to be fully embedded into the "OneCity" all staff and student annual development event, with increased sessions each year. - ED&I Appreciative Inquiry (reflective) sessions with staff have been delivered with the ED&I Working Group to gauge: personal understanding; College strengths; College opportunities; and required actions and responsibilities in support of future action planning. - Reasonable adjustments are being implemented for staff by line managers in liaison with HR.					
6.1. Impact Measures					
According to the Staff Survey 2015-16, staff strongly agreed/agreed that: - City of Glasgow College is committed to advancing Equality, Diversity & Inclusion; 89%. - My needs are supported; 79%. - I am treated fairly and respectfully: - By students; 88%. - My line manager; 85%. - My colleagues; 91%.					

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
6.2. Staff believe they are being treated fairly and respectfully*. * Supports Investors in People (IIP) People Management Strategy Evidence Requirements 3.1, 3.2, 3.3, 3.4, 3.7, 3.12, 3.15, 3.20, 3.23 and 3.28. Also supports Investors in Diversity (IID) framework.	6.2.1. Specific questions are incorporated within an overall staff survey, which filters responses by protected characteristics, to empower staff to provide feedback on whether they are being treated fairly and respectfully at all stages of the career journey.	HR and ED&I are able to evaluate staff responses. In addition to identifying strengths and areas for development, this will be used to demonstrate that: People believe managers are genuinely committed to making sure everyone has appropriate and fair access to the support they need and that there is equality of opportunity for people to learn and develop.	September 2014, 2015 and 2016.	HR Director. ED&I Manager.	Each survey cycle.
	6.2.2. Evaluate the survey results, produce a summary report and communicate results to staff, ensuring openness and transparency.	As above.	January 2015, June 2016 and June 2017.	HR Director. ED&I Manager.	Each survey cycle.
	6.2.3. Continue to support the Stonewall Scotland Workplace Equality Index.	The College is able to demonstrate year-on-year improvements.	August, 2013, 2014, 2015 and 2016.	ED&I Manager.	Annually from February 2014.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status

6.2. Rationale

At the time of devising the equality outcomes, as a new organisation, the College was focused on ensuring equality compliance, rather than the benefits of managing diversity for students, staff and stakeholders. Arguably, there was too much of a 'one size fits all' approach to managing ED&I, rather than a customised approach tailored to meet the specific needs of relevant protected characteristics. Indeed, according to research, "considering the diversity of your workforce and fostering an inclusive working environment can bring business benefits and provide a market advantage" (Department for Business Innovation and Skills, Government Equalities Office, 2013: v)

In addition, staff surveys did not ask specific questions in relation to ED&I and it was not possible to filter responses by protected characteristics (CoGC, 2012a; and IIP Scotland, 2012).

6.2. Progress

- To inform ED&I strategy and operations, in particular delivering the Equality Outcomes, specific ED&I questions have been incorporated into the Annual Staff Survey, since 2014, with the questionnaire design allowing responses to be filtered by protected characteristics.
- Annual Staff Survey 2015-2016 responses, completed by over 50% of staff, were presented to the ED&I Working Group to demonstrate a consistent staff response, and little disparity across protected characteristics.
- The College's performance in the Workplace Equality Index was ranked 133rd out of 439 participating organisations in 2017. This index examines the impact of strategy and operations on Lesbian, Gay and Bisexual (LGB) staff, students and stakeholders. The College aims to secure a place in the top 100 by 2025.

6.2. Impact Measures

According to the Staff Survey 2015-16, staff strongly agreed/agreed that:

- City of Glasgow College is committed to advancing Equality, Diversity & Inclusion; 89%.
- My needs are supported; 79%.
- I am treated fairly and respectfully:
  - By students; 88%.
  - My line manager; 85%.
  - My colleagues; 91%.

7: Students and Staff are encouraged and empowered to exercise their rights and fulfil their responsibilities in relation to equality and social justice.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
7.1. Students are encouraged and empowered to exercise their rights and fulfil their responsibilities in relation to equality and social justice*. * Social values and moral responsibilities in relation to equality and human rights. (Continued Over)	7.1.1. Deliver Student Executive training, incorporating ED&I: • ED&I Student Induction. • CALM 1-3. • New online ED&I module, to replace existing modules in Aug' 15. • Personal Responsibilities.	Student Executive receive appropriate training annually and are equipped with relevant knowledge and behaviours in relation to ED&I: • Training target (and actuals) - ○ 2013-14: N/A (80%). ○ 2014-15: 80% (100%). ○ 2015-16: 100% (100%).	On-going.	Head of Student Development. Student Engagement Manager. ED&I Manager.	Review after 2013/14 session; adapt and improve for next session.
	7.1.2. Deliver Class Representative training, incorporating ED&I and CADM. (This includes a 10 minute slot on ED&I) No of Reps: • 2013-14: 766. • 2014-15: 786. • 2015-16: 1002. ** To be confirmed.	Class Reps receive appropriate training annually and are equipped with relevant knowledge and behaviours in relation to ED&I and CADMs*. • Training target (and actuals) - ○ 2013-14: 35% (37.7%). ○ 2015-16: 40% (40%). ○ 2015-16: 45% (45%). *Course Action and Development Meetings.	From October 2013.	Head of Student Development. Student Engagement Manager. ED&I Manager.	Review after 2013/14 session; adapt and improve for next session.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
7.1. Students are encouraged and empowered to exercise their rights and fulfil their responsibilities in relation to equality and social justice*. * Social values and moral responsibilities in relation to equality and human rights. (Continued)	7.1.3. To communicate both students' rights and responsibilities in relation to ED&I, deliver online ED&I student module, for full-time and ESOL students, incorporated into new online Student Induction.	Students receive appropriate training annually and are equipped with relevant knowledge and expectations of behaviours in relation to ED&I.	Delivered Annually by October. Reviewed annually in May.	Faculty Directors. Student Experience Director. ED&I Manager.	Annually from May 2015. Adapt and improve for next session.
	7.1.4. Plan, communicate and hold the Embracing Diversity Competition and awards ceremony annually in in May to encourage wider participation of students across all Faculties, courses and levels.	The knowledge and awareness of students, in relation to ED&I are increased. Students are able to creatively express and communicate their understanding of ED&I through competition entries. The College is able to share good practice and showcase student talent.	Launched annually in August, with event in May.	ED&I Working Group. Faculty Directors. Head of Marketing. ED&I Manager.	Annually after each event from May 2013.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status

7.1. Rationale

At the time of devising the equality outcomes, the student induction, Student Executive training, of Class Representative training did not contain a dedicated section on ED&I, with the exception of highlighting the College's commitment and raising awareness of the ED&I Statement. The outcome group in conjunction with ED&I recognised that for students to be encouraged and empowered to exercise their rights and fulfil their responsibilities in relation to equality and social justice more work needed to be done.

7.1. Progress

- All unpaid members of the Student Executive now complete the new Student ED&I Induction.
- All paid members of the Student Executive now complete the new Staff ED&I Induction, and face to face session on ED&I.
- All employed members of the Student Executive now complete the online essential staff ED&I module and CALM training.
- The student class representative training, attended by 45% of class representatives in 2015-2016, included a dedicated section on ED&I. To date, during 2016-2017, 42% of class representatives have attended training.
- The new online Student ED&I module, launched in August 2014, continues to be delivered to Full-Time and ESOL students. Topics covered include: the College's commitment to EDI; student rights; student responsibilities; discrimination, bullying and harassment; and student employability.
- In its 6th year, the Embracing Diversity Competition is again planned for June 2017. Over the years, entries have been received from all Faculties over a variety of curriculum areas.

7.1. Impact Measures

According to the First Impressions Questionnaire, 2015-16 students strongly agreed/agreed that:

- City of Glasgow is committed to advancing Equality, Diversity & Inclusion; 95%.
- I am confident in expressing/exercising my rights in relation to Equality, Diversity & Inclusion; 95%
- I am confident in fulfilling my responsibilities in relation to Equality, Diversity & Inclusion; 95%.

According to the Learning & Teaching Questionnaire 2015-16, students strongly agreed/agreed that:

- All students are treated fairly and equally by staff; 82%.
- All students are treated fairly and equally by fellow students; 87%.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
7.2. Staff are encouraged and empowered to exercise their rights and fulfil their responsibilities in relation to equality and social justice*. * Social values and moral responsibilities in relation to equality and human rights. ** For appropriate members of curriculum staff. *** For Top managers and managers. (Continued Over)	7.2.1. Design and deliver staff appropriate ED&I training: • All new staff receive an induction in which ED&I is fully embedded. • All new staff receive a face to face ED&I induction. • All new/existing staff are encouraged to declare their equalities data via MyHR. • All new/existing staff complete the new online ED&I module, to replace existing modules in Aug' 15. • All new/existing staff receive an annual Personal Development Review (PDR). • All new/existing staff complete CALM modules 1-4 (curriculum) or 1-3 (support). (See 6.1.2.)	Staff receive appropriate training and are equipped with relevant knowledge and expectations of behaviours in relation to ED&I: ED&I Induction KPIs; targets- • 2014-15, 70%. • 2015-16, 75%. • 2016-17, 80%. Online Module KPIs; targets- • 2014-15, 45% • 2015-16, 50%. • 2016-17, 30%. (new module introduced) PDR KPIs; targets- • 2014-15, 70%. • 2015-16, 75%. • 2015-16, 80%. Policy Leads/Teams complete EQIA training; targets: • 2014-15, 90%. • 2015-16, 100%. • 2016-17, 100%.	From September 2013.	HR Director. Head of OD. ED&I Manager.	Reviewed annually from January and June 2014.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
7.2. Staff are encouraged and empowered to exercise their rights and fulfil their responsibilities in relation to equality and social justice*. * Social values and moral responsibilities in relation to equality and human rights. (Continued Over)	7.2.2. Design and deliver manager appropriate ED&I training, incorporating responsibilities for managing ED&I. (See 6.1.1).	Managers receive appropriate training and are equipped with knowledge and expectations of behaviours in relation to ED&I.	From Sep 2014.	Head of OD. ED&I Manager.	Annually from September 2015.
	7.2.3. Populate the VLE, Intranet and Internet sites with ED&I resources, links and feedback routes (from questions, to concerns and formal complaints) **. ** Subsequently plan, populate and update sites as required.	MyCity: Students and staff are able to access electronic learning & teaching resources off-campus, in advance of classes. This improves the accessibility of self-management of learning. Connected and College website: Staff are able to access electronic resources, statutory reporting documents, useful contacts and links to other relevant ED&I websites to support their development and promotion of ED&I.	On-going from February 2013.	ED&I Working Group. Head of Marketing. ED&I Manager.	Annually from June 2013.
	7.2.4. Plan, communicate and hold the Embracing Diversity Competition and awards ceremony annually in in May to encourage wider participation of students across all Faculties.	The knowledge and awareness of staff, in relation to ED&I are increased. Staff are able to highlight where ED&I is being embedded in the Curriculum and share good practice.	Launched annually in August, with event in May.	Faculty Directors. Head of Marketing. ED&I Manager.	Annually after each event in May 2013, 2014, 2015 and 2016.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
7.2. Staff are encouraged and empowered to exercise their rights and fulfil their responsibilities in relation to equality and social justice*. (Continued Over) * Social values and moral responsibilities in relation to equality and human rights.	7.2.5. Student facing support services (including Finance, Advice & Funding, Library, Reception, Estates and Catering) to support cultural and language diversity.	After attending developmental sessions, staff are better able to meet the cultural and language and diversity of students.	On-going From March 2015.	Faculty and Support Directors. Head of OD. ED&I Manager.	Annually from August 2015.
	7.2.6. Develop, incorporate and deliver ED&I workshops, and relevant Learning & Teaching resources, within the in-house delivery schedule of the: • PDA Advanced Diploma Teaching in FE. • TQFE, for those who have not undertaken the PDA.	Staff receive appropriate training and are equipped with relevant knowledge and expectations of behaviours in relation to ED&I. 100% of the PDA group (approx. 16 staff per session) receive training over next academic 3 sessions.	Annually from Oct 2013.	HR Director. Head of OD. PDA Delivery Team. ED&I Manager.	Annually from July 2014, 2015 and 2016.
	7.2.7. Identify and train additional staff to facilitate Third Party Reporting.	The College becomes a Third Party Reporting centre. Students and staff are able to report hate crimes in an environment where they feel safe and anonymous.	On-going from August 2013.	Head of OD. ED&I Manager. Police Service.	Annually from August 2013. Procedure, training and support to be reviewed following migration to new campus.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
7.2. Staff are encouraged and empowered to exercise their rights and fulfil their responsibilities in relation to equality and social justice*.	7.2.8. On-going delivery of online module 'Good Practice in Student Recruitment & Selection', training**. **To be used by curriculum staff in student selection procedures, to prevent discrimination and account for unconscious bias.	Senior Lecturers, Curriculum Heads and Faculty Directors, receive appropriate training and are equipped with relevant knowledge and expectations of behaviours in relation to ED&I; targets: • 2014-15, 75%. • 2015-16, 85%. • 2016-15, 100%.	From Feb 2013.	Head of OD. Head of Student Information & Funding. Faculty Directors.	Revision of module on an annual basis for any changes to the process from November 2013, 2014, 2015 and 2016.
(Continued Over) * Social values and moral responsibilities in relation to equality and human rights.	7.2.9. Flexible modes of CALM training delivery and supporting resources are provided to develop and empower staff (both curriculum and support) to update materials to ensure CALM compliance.	Staff receive appropriate training and are equipped with relevant skills, knowledge and expected behaviours in relation to City Learning and CALM. Faculty Directors are subsequently able to audit materials to ensure they are City Learning and CALM compliant.	From May 2013.	CALM project team in conjunction with Faculty Directors.	Review Oct 2013, Feb 2014 and June 2014. Annually from September 2014.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
7.2. Staff are encouraged and empowered to exercise their rights and fulfil their responsibilities in relation to equality and social justice*. (Continued Over) * Social values and moral responsibilities in relation to equality and human rights.	7.2.10. Devise and communicate the College's commitment, as well as staff rights and responsibilities in relation to ED&I at all stages of the career journey through a variety of on and off-line communications*. *Recruitment, selection, induction, PDR, strategic and operational planning, self-evaluation, development and exit interviews.	Staff understand their rights and responsibilities in relation to ED&I and College policies, procedures and service standards to support this. To support this, all staff receive: • ED&I Staff Info' Booklet. • Personal Responsibilities for ED&I Leaflet. • Our Behaviours booklet.	December 2014 for August 2015 launch.	ED&I Working Group. ED&I Manager. Head of Marketing.	Annually in June.

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status

7.2. Rationale

At the time of devising the equality outcomes, only a relatively small proportion of staff had completed the 3 online essential ED&I modules. Similarly, there were lower than expected subscription rates for ED&I workshops and training events.

In addition, the Education Scotland External Review Report 2012 found that "currently only a few teaching staff actively promote equality and diversity in teaching sessions" and "most staff do not make sufficient reference in their planning to key aspects of Curriculum for Excellence, to equality and diversity, or to sustainability" (Education Scotland, 2012: 8).

The Scottish Stonewall School Report 2012 illustrated that that homophobic bullying and language is endemic within schools with language and behaviour going unchecked and unchallenged by staff. This indicated that staff and students are unaware of their rights and responsibilities in relation to equality and social justice. This presented the College with the challenge to combat this by promoting positive behaviour and language in classrooms and the college environment (Stonewall Scotland, 2012).

In combination, the outcome group in conjunction with ED&I recognised that for staff to be encouraged and empowered to exercise their rights and fulfil their responsibilities in relation to equality and social justice more work needed to be done.

7.2. Progress

- Expected staff and student behaviours have been devised, following extensive staff and student involvement, to support ED&I and the other College Values and awareness sessions have been delivered to staff.
- A new ED&I statement was produced and launched in August 2015, supported by College wide communications to raise awareness, e.g. posters, pull up stands, postcards, leaflets and a screen saver.
- To date, 33% of staff have achieved their new ED&I Digital Badge; see Equality Mainstreaming Report 2017 for more details.
- In addition, since its launch on 18th December 2015, 42% of staff have completed the new essential ED&I online module: 35% (484) before 31st July 2016 and 7% (95 staff) since 1st August 2016.
- Flexible modes of CALM delivery have been provided to curriculum and support staff teams.
- "Managing Diverse Teams" and "Working in Diverse Teams" training has been introduced and delivered to staff.
- The need to mainstream ED&I has been further incorporated into both the Operational Planning and Self Evaluation processes and supporting guidance.

| Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
7.2. Impact Measures					

According to the Staff Survey 2015-2016, staff strongly agreed/agreed that:

- My needs are supported; 79%.

- I am treated fairly by:

  - Students; 88%.

  - My line manager; 85%.

  - My colleagues; 91%.

- I am confident in fulfilling my responsibilities in relation to Equality, Diversity & Inclusion; 95%.

- I am confident in expressing by rights in relation to Equality, Diversity & Inclusion; 87%.

Year on year recruitment, composition, development and retention trend data has been examined and presented in the Equality Mainstreaming Report, demonstrating:

- Improved monitoring of equalities data across PCs.

- Increased declaration across all PCs.

- Continued slight decrease in "prefer not to say" responses across all PCs.
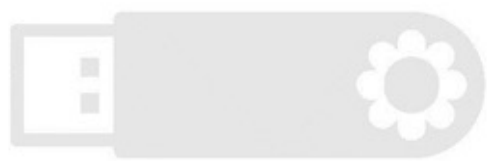
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