CITY OF GLASGOW COLLEGE

Equality, Diversity & Inclusion Initiative 2017-2021

Let Learning Flourish

Contents

1. Introduction and Commitment

1. Introduction and our Commitment

The purpose of this initiative is to set out our commitment and approach to delivering our corporate, moral and legal responsibilities for equality, diversity and inclusion (ED&I). In doing so, the College will communicate what we want to achieve through our equality outcomes and approach to embedding ED&I in all functions and activities, i.e. mainstreaming. This involves the local ownership and delivery of ED&I across the College, to make a positive difference to the lives of disadvantaged groups. Sections of underlined text in the electronic version of this initiative are active hyperlinks, often to additional resources. For example, for ease of understanding, definitions of terms used are detailed within an **ED&I Glossary**.

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.

1.1. Definitions

Equality

- Providing a level playing field for disadvantaged groups to ensure fairness and foster respect.
- The approach is centred on:
    - Equality of opportunity (access).
    - Equality of process (experience and treatment).
    - Equality of outcome (achievement).

Diversity

- Valuing everyone as a unique individual and celebrating this difference.
- Managing diversity successfully will help organisations to nurture creativity and innovation and thereby tap hidden capacity for growth and improved competitiveness. After all, people perform better when they can be themselves and their contributions are valued.

Inclusion

- Social exclusion is the outcome of multiple deprivation, which prevents individuals or groups from participating fully in the social, economic, and political life of the society in which they live.
- Inclusion in education is regarded as a process of addressing and responding to the diverse needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion.

(See references at end of document)

1.2. Commitment

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.
- IT Infrastructure and Support.

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.

2. Context

2. Context

Our strategic and operational approach to delivering ED&I within the College is grounded upon the following legislative, strategic policy and best practice requirements:

- The **Equality Act 2010** and the **Human Rights Act 1998**.

- The **social justice** and **business case** for ED&I.

- Scottish Government and related Scottish Funding Council (SFC), Skills Development Scotland (SDS) and Glasgow College's Regional Board (GCRB) priorities, including **Developing the Young Workforce**, **Commission for Widening Access**, **Gender Action Plan** and **Equalities Action Plan.**

- New **College Strategic Plan 2017-2025**, with related aims and supporting strategies, initiatives and plans.

2.1. Equality

The **Equality Act 2010** streamlined, strengthened, and harmonised 40 years of equality legislation and introduced a **Public Sector Equality Duty** (PSED) for all UK public authorities. This duty is grounded upon eliminating unlawful conduct, advancing equality of opportunity and fostering good relations across relevant protected characteristics.

Devolved Specific Duties were introduced to enable authorities to better perform the PSED. In Scotland, the **Specific Duties 2012** and subsequent **amendment 2016** place responsibilities upon the College to:

- Report progress on mainstreaming the PSED.

- Publish equality outcomes and report progress.

- Assess and review the impact of policies and practices.

- Gather and use employment information.

- Publish gender pay gap information and publish statements on equal pay.

- Consider award criteria and conditions in procurement.

2.2. Diversity

The need to account for diversity is implicit within the PSED. Indeed, having due regard to the need to advance equality of opportunity involves taking steps to meet the needs of students and staff from a range of protected characteristics. Furthermore, having due regard to the need to foster good relations involves promoting understanding.

The College recognises that persons who share a protected characteristic are not a homogenous group, but instead have different experiences, needs and identities. It is important for the College to embrace the fact that diversity will exist in many ways and strive to harness the benefits of this diversity positively. Given this, the College is committed to effectively managing, engaging with and celebrating the diversity of its student and staff communities.

2.3. Access & Inclusion

A key priority of the Scottish Government is to achieve sustainable economic growth. Within this context, delivering a high performing education and skills system is an essential part of building the workforce required to maintain economic competitiveness.

In **Developing the Young Workforce**, the Scottish Government makes the case for synergy between employment in fair work and social mobility within a fair society which supports a strong economy. The Scottish Government's commitment is to continue to focus action to reduce youth unemployment and in doing so to address the inequalities different groups of young people experience as they seek to move into the workforce.

In **the Final Report of the Commission for Widening Access**, the Scottish Government sets out its ambitions to remove the barriers preventing children born in areas of deprivation from having the same chances of entering further and higher education as a child born in one of our most affluent communities.

Scottish Education, a predominantly publicly funded asset, disproportionately benefits those in our most affluent communities, meaning that people from those most disadvantaged communities do not have an equal chance to realise their

potential. The Government argues that access is an issue of fairness and that Scotland has a moral, social and economic duty to tackle this inequality.

The College is committed to tackling and minimising barriers to education and employment, particularly for the most vulnerable groups. Furthermore, the relationship between the socioeconomic status and deprivation of student groups is examined using the Scottish Index of Multiple Deprivation, SIMD. This data is presented within the College's Annual Review. Please refer to Section 3.5 for more details.

2.4.   Equality, Diversity & Inclusion are Inter-related.

Whilst, to a large degree, "diversity" is a reality which exists without any intervention, "equality" and "inclusion" require conscious commitment to achieve.

Research demonstrates that there is a clear overlap between protected characteristic and Access & Inclusion groups. For example, people with certain protected characteristics are more likely to be residents of areas of multiple deprivation, e.g. disabled, BME groups and asylum seekers. (EHRC, 2011 and 2015; Riddell, 2009; Riddell, et al., 2010; and Topping, 2012).

According to the EHRC, young disabled people, care leaves and young people from black and ethnic minorities are significantly more likely to experience unemployment than their peers outwith these groups. (EHRC, 2015).

It is this interplay of factors which combine to affect the experience of particular groups and the reason why an integrated approach is required to remove disadvantage, meet needs and increase participation.

2.5. Benefits of ED&I

According to research, there are 7 main benefits of ED&I:

MORAL & ETHICAL	A commitment to ED&I is unashamedly the right thing to do.
LEGAL	There is a legal requirement to ensure fair treatment for all staff, students and visitors.
STAFF	Commitment to ED&I allows an organisation to recruit, develop, engage with and retain the best people for the job.
CUSTOMER	Organisations develop a proven track record for being able to meet diverse and ever-changing customer needs.
DECISION MAKING	Diversity of thought is often more important than sheer talent in making better decisions and creating better outcomes.
PRODUCTIVITY	People perform better when they can be themselves.
REPUTATION	Organisations develop a positive corporate reputation as champions for ED&I.

(Baker, et al., 2009; CIPD, 2017; Frost, 2014; UK Government, 2013)

These benefits are: Moral & Ethnical; Legal; Staff; Customer; Decision Making; Productivity; and Reputation.

In summary, an organisation which effectively commits to and manages ED&I results in: real people benefits; improved corporate performance; and an enhanced reputation.
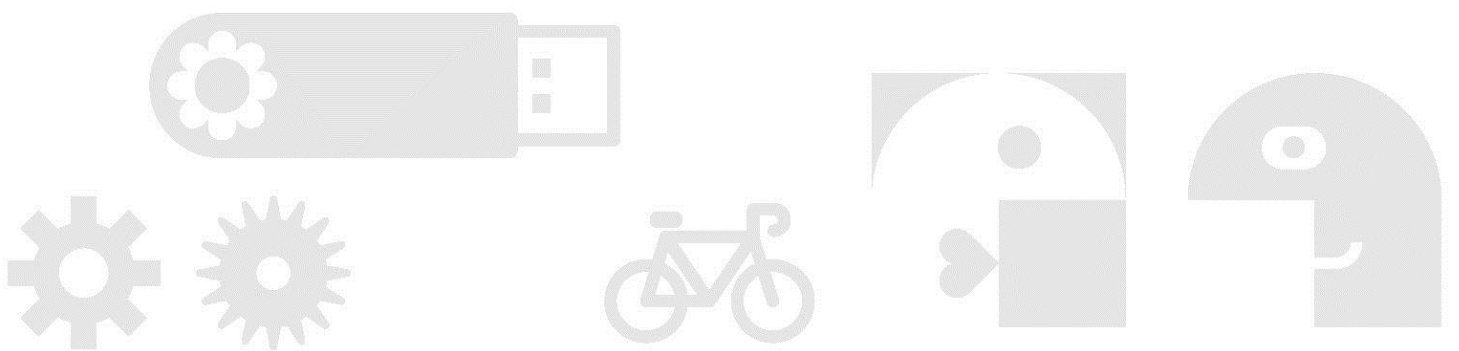
3. Alignment with Corporate Priorities

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This section will detail how the College has responded to meet its corporate responsibilities for ED&I. Please refer to the [College website](#) for more details.

3.1. Alignment with National and Regional Priorities

City of Glasgow College's ED&I activities are aligned with and support the priorities of the Scottish Government, Scottish Funding Council (SFC), Skills Development Scotland (SDS), and the Glasgow Colleges Regional Board (GCRB).

Developing the Young Workforce

Our College will work with the Glasgow Region Developing Scotland's Young Workforce lead to support delivery of the recommendations of the [Commission for Developing Scotland's Young Workforce](#), including actions to improve gender balance and increase the intersectional benefits for other protected groups.

Gender Action Plan

Each College in Scotland has been tasked by the [Scottish Funding Council](#) (SFC) with developing its own Gender Action Plan (GAP) to tackle those subjects with the greatest gender imbalance.

Positive actions to tackle gender under-representation were incorporated into the College's [Equality Outcome Framework 2017-2021](#) as Equality Outcome 1.1: "Student representation of gender in courses currently characterised by significant imbalance of over 90% is increased by 5% between 2017-2021".

To support achieving this outcomes, a specific [Gender Action Plan 2017 - 2021](#) has been devised. Key to planning, delivering and evaluating an effective and robust framework are: leadership; governance; and planning and performance. Progress will be presented within the Progress in Achieving Equality Outcomes Report (next due in 2019 and 2021).

Equality Action Plan

Each training provider in Scotland, including the College, has been tasked by <u>Skills Development Scotland</u> (SDS) with developing its own Equality Action Plan (EAP). The purpose of the EAP is to improve the participation of disabled, Black Minority Ethnic (BME) groups and care-leavers in Modern Apprenticeships, as well as addressing gender imbalance within the uptake of occupational frameworks.

To support achieving this, an annual Equality Outcome Plan has been produced by the Workforce Development Team, with support from the ED&I Team.

Education Scotland Quality Framework

The new Education Scotland Quality Framework, <u>How Good is Your College?</u>, provides a structure for evaluation and enhancement which colleges, together with their stakeholders, can use to identify what is working well and what needs to be improved. The framework, designed to ensure the best possible outcomes for all learners, includes two quality indicators supported by this ED&I Initiative:

Wellbeing, Equality and Inclusion.

This indicator examines the following themes:

- Statutory duties.

- Inclusion and equality.

Equity, Attainment and Achievement for all Learners.

This indicator examines the following themes:

- Learner success over time.

- Essential skills, including skills for life and work.

- Equity for learners.

Glasgow Regional Equality Outcome Themes

Under the direction of Glasgow Colleges Regional Board (GCRB), the 3 Glasgow Colleges are committed to serving a regional College student population which reflects the diversity of the region and demonstrates regional commitment to widening access through the delivery of a coherent regional curriculum.

To support a coherent regional approach, the colleges have jointly developed 5 shared regional equality outcome themes, as outlined in the Glasgow Regional Outcome Agreements. Our College has developed an Equality Outcome Framework 2017-2021, with specific actions and measures, to support the achievement of these regional outcome themes. Please refer to Section 4.2 for more details.

3.2. Alignment with College Strategic Aims 2017-2025

The ED&I Working Group identified that ED&I activity supports achieving the following strategic priorities and aims:

Theme: Students

1. To be an inspirational place of learning.

1.1. Ensure that the student experience of the College is inspirational.

1.3. Foster excellence and innovation in learning and teaching.

2. To enable individuals to excel and realise their full potential.

2.2. Realise sector leading levels of student satisfaction with learning and teaching.

2.3. Provide access and progression opportunities for all, through a broad, industry relevant curriculum for work and advanced study.

2.4. Support and develop student engagement in all aspects of the student experience.

Theme: Growth and Development

3. To live our values, value our people, and innovate in partnership.

3.1. Match staff turnover and recruitment to meet strategic needs.

3.2. Achieve a healthy, supportive, and collaborative working environment.

3.3. Ensure staff support and promote the College Purpose, Values and Behaviours.

3.4. Advance Fairness, Opportunity and respect for all.

Theme: Performance and Processes

5. To deliver excellence in performance.

5.2. Achieve excellent Education Scotland reportage annually.

5.4. Ensure the achievement of globally recognised benchmarks for College processes.

3.3. Alignment with College People & Culture Strategy

The College's People & Culture Strategy was informed by staff engagement and feedback. The Strategy presents how the College is committed to leading, supporting and managing staff to achieve excellent service and sustainable results.

Aim 4 of the strategy, "Retain", states the importance creating an inclusive environment - through fairness, opportunity and respect - to achieve employee retention.

3.4. Alignment with College Student Experience Strategy

The College's Student Experience Strategy sets out a commitment to be a College where "Individual needs are anticipated at every step of the student journey and are met in a proactive and meaningful way".

Aim 6 of the strategy, "Access, Inclusion and Wellbeing", emphasises the importance of creating an inclusive environment – throughout the student journey

- that anticipates and supports students' needs through excellent advice guidance and support.

3.5. Alignment with College Access & Inclusion Strategy

Following the findings of the [Commission for Widening Access](#), the College devised its [Access & Inclusion Strategy 2016-2020](#), presenting our ambition and approach to access and inclusion. The strategy states the College's aim to "anticipate individual need, identify barriers to participation and eliminate or mitigate these to ensure that everyone gets a fair and equal opportunity to an outstanding student experience".

The ambition of the strategy is to create a learning environment which:

- Advances access for all.

- Provides a positive, engaging student experience and fosters good relations between students and staff.

- Enhances retention and success through inclusive practices.

- Presents progression to further study or employment.

The strategy presents an "Access and Inclusion" map to illustrate how access and inclusion permeates across all College functions. In doing so, the initiative recognises the College's ED&I responsibilities for students and staff and alignment with access and inclusion activities.

4. Response to Statutory Equality Duties

4. Response to Statutory Equality Duties

Statutory Equality Reports are published on the **College website**, together with a **summary of the Equality Act 2010 duties.**

4.1. Equality Mainstreaming

The College regards mainstreaming as the local ownership and delivery of equality, diversity and inclusion across all College functions and activities.

To enable this, the College devised a mainstreaming vision to support embedding ED&I across its strategy and operations. This 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."

In response to the Specific Duties, the College will publish a full equality mainstreaming report every two years (next due 2019 and 2021) on the progress made to make the PSED integral to its functions. In addition, the College will detail the steps taken to collect and use equality data, together with its approach to mainstreaming the PSED across functions, within an interim report, published every other year (next due in 2018 and 2020). Together, the **Equality Mainstreaming Report** and **Interim Equality Mainstreaming Report** are designed to enable the College to better progress the PSED year on year.

4.2. Equality Outcomes

Where mainstreaming can provide a vision and model for delivery, equality outcomes can provide a measure of change. In this context, equality outcomes can be regarded as the strategic and operational expression of the improvements and positive changes associated with equality mainstreaming. These describe what we want to see at City of Glasgow College. The Specific Duties place a responsibility on the College to prepare and publish a set of equality outcomes every four years (next due in 2021). In addition, a published report detailing progress in achieving these outcomes is required every two years (next due in 2019 and 2021).

To present and deliver these outcomes, an Equality Outcome Framework 2017-2021 and an Equality Outcome Progress Plan have been developed. To ensure that outcomes are delivered as intended, the outcome progress plan will be regularly reviewed, updated and published on the College website.

Our College's equality outcomes are aligned with the Glasgow regional equality outcome themes, as detailed in Table 1.

4.3. Staff and Board of Management Information

In Scotland, the Equality Act 2010 Specific Duties place a responsibility on the College to: take steps to gather information on the number and relevant protected characteristics of staff by composition, recruitment, development and retention; and use this information to better perform the PSED. The gender breakdown of board members is also required, together with how this information is used to better perform the PSED and increase the diversity of board members.

The breakdown of equality data collected, details of progress made in gathering data and how that information has been used to better perform the PSED are to be presented within the equality mainstreaming report.

The College will publish a full equality mainstreaming report, including steps taken to collect and use equality data, every two years (next due 2019 and 2021). In addition, the College will detail the steps taken to collect and use equality data, together with its approach to mainstreaming the PSED across functions, within an interim report, published every other year (next due in 2018 and 2020).

Together, the Equality Mainstreaming Report and Interim Equality Mainstreaming Report allow staff equality data to be presented annually so as to enable the College to better progress the PSED year on year.

4.4. Assessing Impact

In meeting the Specific Duties, the College will assess the impact of applying a proposed new or revised policy or practice, make any revisions to ensure compliance with the PSED and publish results within a reasonable time period. To meet these requirements, the College has agreed and devised:

- A policy protocol document which includes guidelines and responsibilities for conducting an Equality Impact Assessment (EQIA).

- Guidance to teams responsible for policies and procedures.

- An electronic procedure for undertaking an EQIA.

- A quality flow system to ensure EQIAs are undertaken are required.

- A system to audit a selection of EQIAs to ensure consistency in approach.

- A section on the College website for publishing completed assessments.

4.5. Equal Pay Statement and Information

In meeting the Specific Duties, the College will publish gender pay gap information in relation to the difference in salaries between men and women every two years (next due in 2019 and 2021).

This analysis will present the percentage difference among staff between men's average hourly pay and women's average hourly pay. Subsequently, these data will be used to inform the equal pay statement in relation to men and women.

The College will prepare and publish an equal pay statement every four years (next due in 2021). This statement will specific the College's equal pay policy in relation to sex, disability and race and include information on occupational segregation, again in relation to sex, disability and race. The latest statement and information is published within the Equal Pay Statement and Information Report 2017.

4.6. Procurement

The specific duties also place specific responsibilities on the College in relation to procurement. This states that, when relevant and proportionate to the subject matter of an agreement for goods, works, or services, the College should have due regard to whether the award criteria of the agreement, and the contract conditions should include considerations relevant to its performance of the PSED.

The College's procurement strategy, policy and procedure have been developed to explicitly account for this requirement.

Table 1: Alignment with Regional Equality Outcome Themes

A series of actions, outputs, impact measures and targets have been identified for each outcome. Please refer to the Equality Outcome Framework 2017-2021 for more details.

Glasgow Regional Equality Outcome Themes	City of Glasgow College's Equality Outcomes
1. The diversity of students and staff reflects the communities the College serves.	1.1. Student representation of gender in courses characterised by significant imbalance is redressed.
2. All students and staff experience and contribute to a culture of dignity and respect.	2.1. Students and staff – across all protected characteristics - experience and contribute to a culture of dignity and respect.
3. All students and staff benefits from inclusive and accessible spaces, environments and services.	3.1. Disabled students and staff confidently access relevant facilities and support. 3.2. LGBTQ+ students and staff confidently access relevant facilities and support. 3.3. International students and staff from all ethnicities are supported and integrated into life in the College and Glasgow.
4. All students and staff actively engage in fully inclusive and accessible learning.	4.1. The diversity of student identities, experiences and needs is accounted for in the design and delivery of Learning & Teaching. 4.2. The diversity of staff identities, experiences and needs is accounted for in the design and delivery of Learning & Development.
5. Successful student and staff outcomes are increased irrespective of protected characteristics.	5.1. The successful course completion of students – across all protected characteristics - is increased. 5.2. The completion of Learning & Development is increased for support staff, younger, older and pregnant staff.
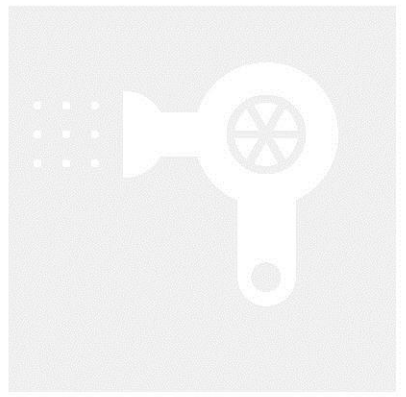
5. Response to Other Statutory Duties

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In addition to equality legislation, other related statutory duties place responsibilities on the College which support access and inclusion.

5.1. Corporate Parenting Plan

The College is a Corporate Parent as defined by the Children and Young People (Scotland) Act 2014. As a Corporate Parent, the College has specific responsibilities for care-experienced young people who are attending College to ensure that the support and opportunities provided by any parent to their child are offered to them.

As a group, care-experienced young people do not have the same life chances as their peers and studies have shown that this group are more likely to become vulnerable to a range of socioeconomic disadvantages including offending behaviour and health problems.

Our Corporate Parenting Plan sets out how we aim to achieve this for our care-experienced young people from Glasgow and beyond.

5.2. British Sign Language (BSL) Plan

The British Sign Language (Scotland) Act 2015 places a duty on Scottish Ministers to promote the use and understanding of British Sign Language (BSL) and requires Scottish Ministers to prepare and publish BSL national plans.

The first national plan was published by 22nd October 2017 and is published in BSL and in English. National plans have to be published every six years.

Other public bodies, including colleges and universities, local councils and health boards, will then have to publish their "authority" plans by October 2018. These plans should follow the lead taken by the Scottish Government on the National Plan and use a similar template.

The College has already begun developing its authority plan, informed through student and staff engagement.

6. Delivery of ED&I

6. Delivery of ED&I

The ED&I Team Operational Plan details objectives, with specific actions and targets. Central to the effective mainstreaming of ED&I and achievement of equality outcomes across College functions are:

- **Strategic management and operations.** To fulfil the College's moral, legal and corporate requirements for ED&I across its strategy and operations, various structures and staff groups have been established.

- **Data and evidence consideration.** In support of meeting the PSED, the College is required to consider evidence in relation to groups who share a relevant protected characteristic when:

  1. Publishing equality outcomes and reporting on progress.

  2. Developing, assessing and reviewing policies and practices.

  3. Gathering and using information on the composition, recruitment, development and retention of employees.

- **Student, staff and community engagement and involvement.** The College involves individuals and groups representing a range of protected characteristics in discussions and decision making procedures across its operations and services.

6.1. Strategic Management and Operations

- **Students, Staff and Equalities Committee of the Board of Management:** provides strategic direction and a structure for the governance of ED&I.

- **Equality, Diversity & Inclusion Advisory and Engagement Group:** comprised of representatives of external equality groups, key senior teaching and support staff, together with student representation. This group informs and supports College ED&I Initiative and related operations and provides advice on legislative compliance and best practice.

- **Equality, Diversity & Inclusion Working Group:** comprised of teaching and support staff, together with student representation. This group supports the

development of the College's ED&I Initiative and related operations, mainstreaming efforts and equality outcomes.

- **Equality, Diversity & Inclusion Team:** comprised of the ED&I Manager and ED&I Officer. This Team provides leadership, support and advice for the College's ED&I Initiative and related and operations. Internally, the Team produces a Balanced Scorecard to set priorities and an annual Operational Plan and self-evaluation, addressing these priorities, with periodic progress reports on actions, measures of success and Key Performance Indicators (KPIs). Externally, the Team produces statutory reports which detail the College's progress in meeting its legislative duties.

- **College and local strategy and operations:** at a local level, managers devise Operational Plans to deliver on ED&I mainstreaming initiatives and progressing equality outcomes.

6.2. Data and Evidence Consideration

- **Staff surveys and focus groups,** are undertaken with specific ED&I questions.

- **Course Action and Improvement Meetings (CAIMs) and student surveys** are conducted. These examine fairness and equality in admissions, services, learning, support and guidance. CAIMs incorporate student class representative participation to examine how ED&I has been embedded within learning and teaching.

- **The staff recruitment & HR software system** will be updated in 2018 to further enhance data collection across all protected characteristics in relation to the composition, recruitment, development and retention of staff.

- **The student application and enrolment system**, in accordance with SFC requirements, collects and examines data across: age; disability; gender identity and reassignment; race (ethnicity and nationality); religion; sex; and sexual orientation.

- **Formal student complaint and staff grievance investigations** are conducted, some of which have a particular equality focus in relation to specific protected characteristics.

6.3. Student, Staffing and Community Involvement and Engagement

The College involves individuals and groups representing a range of protected characteristics during discussions and decision making procedures across its operations and services. These include the following internal and external sources:

- **Students, Staff and Equalities Committee of the Board of Management:** provides strategic direction and a structure for the governance of ED&I.

- **Equality, Diversity & Inclusion Advisory and Engagement Group** informs and supports College ED&I Initiative and related operations and provides advice on legislative compliance and best practice.

- **Staff with responsibilities for ED&I** attend various committees, working groups, Senior Management Team and support staff meetings to share good practice.

- **The Student Executive, Equalities Officers and class representatives** are elected by students to serve and meet the diverse needs of students.

- **Staff surveys and focus groups** are undertaken including specific questions on ED&I.

- **Student Surveys and Course Action and Improvement Meetings (CAIMs)** are undertaken, with representation from students which examine fairness, opportunity and respect in relation to the student experience.

- **Involvement from groups representing protected characteristics**, and reference to equality data, are central to conducting EQIAs.

- **Student needs assessments are conducted by Student Development staff** in conjunction with students who have an additional support need (ASN) to determine reasonable adjustments and identify support required. Personal Learning Support plans (PLSPs) are then created to record and deliver these adjustments.

7. Key ED&I Activities

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This section presents a brief overview of some of the key activities delivered in support of this ED&I initiative. **Further information is available on the ED&I section of our College website.**

7.1.   Accreditations and Support Services

The College demonstrates its commitment to ED&I through a range of accreditation standards. In the Equal Pay Statement & Information Report, the College pledged to becoming a **Disability Confident Employer** by April 2019 and **Disability Confident Leader** by April 2021. The College is an **Investors in Diversity** accredited organisation and, in future, will be aiming for **Leaders in Diversity**. We are **Stonewall Diversity Champion** and take part in the annual **Workplace Equality Index**, which benchmarks our progress in relation LGBT inclusion in the workplace. In 2018, the College came 110th in the UK, out of 434 participation organisations.

Our engagement with best practice support services aid our mainstreaming duties and assist in equalities of outcomes for all. For example, a range of enabling assistive technologies are provided to students and staff, including screen reader and mind mapping software. **Browealoud** is available throughout the College website, staff intranet and student Virtual Learning Environment. **DisabledGo** Access Guides, embedded throughout our website, provide summary information on how to access the College buildings and internal services. Furthermore, we are a member of **Tommy's Pregnancy at Work Scheme**, equipping us with the tools to provide the best level of support for pregnant employees and their managers. Our **Chaplaincy Team and Quiet Reflection Room** support the diverse spiritual needs of the College's students and staff and help celebrate various dates throughout the year. We have representatives from a range of faith communities, including the Humanist Society. The Team plans to have a consistent engagement with student and staff populations via a presence at the Freshers' Fayre, an Interfaith Roadshow, a presence at Student Services events and monthly Taste of Faith events. Additionally, each year the College supplies staff with a **Diversiton** diversity calendar, which highlights key faith dates throughout the year, and supporting religious e-books.

## 7.2. Staff and Student Development and Engagement with ED&I

All staff at the College undergo ED&I Learning & Development when they start in their role. This involves an online ED&I module and a complementary face-to-face ED&I session. There is an equivalent module for students to complete. Once staff have completed their module, staff are invited to complete their equalities monitoring information and pledge not to be a bystander, which awards them with our ED&I Digital Badge. Over a third of staff have achieved their ED&I badge and, in doing so, have contributed to greatly improving our equality monitoring declaration rates.

To supplement learning, staff receive 3 copies of Diverse City, our ED&I newsletter, each academic session. This presents features covering a range of ED&I related issues.

Other staff development opportunities include Managing/Working with Diverse Teams, Scottish Mental Health First Aid and development around specific protected characteristics. Additionally, development is offered around our CALM (Creating Accessible Learning Materials) project, which empowers staff to create and maintain accessible and inclusive electronic "CALM Compliant" materials and approaches. CALM is aligned to City Learning 4.0 and the Student Experience Strategy.

Staff and students are given the opportunity to engage with ED&I through our Cross-College Themed Events. From October to April, activities are arranged around specific protected characteristics, which also tie into national events, such as Black History Month and LGBT History Month. Activities include library collections, panel discussions, quizzes, stalls, workshops and events organised with external partners. Staff are encouraged to embed activities locally.

Further, the college holds the annual Embracing Diversity Competition, which encourages students to creatively explore ED&I within the range of courses offered throughout the curriculum, and to express this in a format of their choice. This encourages grass-roots level engagement with 'Fairness, Opportunity and Respect' and the number of entries has increased annually.
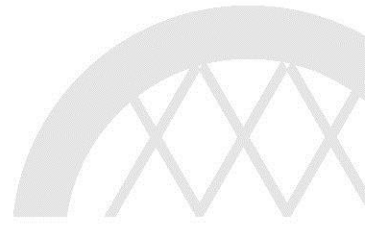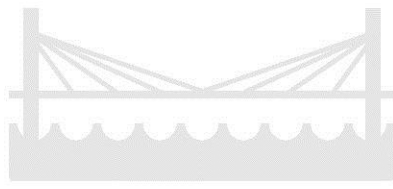
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