# Table of Contents

- Introduction ............................................. 3
- City Learning and Mainstreaming .................. 4
- ED&I Mainstreaming Spotlights .................... 6
- Appendix 1: Accessibility Guidelines .............. 20
Introduction

In August 2015, the College launched a new and simplified Equality, Diversity & Inclusion (ED&I) Statement:

“Equality, Diversity & Inclusiveness for all:

- Fairness.
- Opportunity.
- Respect.”

The concepts of fairness, opportunity and respect were included within this new ED&I Statement and communications campaign to reflect both legislation and the College values.

Indeed, fairness, opportunity and respect form the foundations of the Equality Act 2010 Public Sector Equality Duty (PSED).

To raise awareness, all members of staff received an electronic and paper copy of the Equality, Diversity & Inclusion Personal Responsibilities Leaflet.

Looking forward, these concepts are becoming increasingly integrated within planning and performance processes to support ED&I mainstreaming.

Please refer to the Equality, Diversity & Inclusion Strategy, 2013-2017 for more details of the College’s approach to delivering its responsibilities for ED&I.

To support staff, this guide presents a range of good practice case studies across each Faculty which demonstrate how ED&I has been embedded and mainstreamed within the Curriculum.
City Learning and Mainstreaming

Equality, Diversity & Inclusion (ED&I) is a central component of City Learning, formerly “New Campus New Learning”.

This ensures that equality, diversity & inclusiveness for all are mainstreamed, i.e. embedded into Learning & Teaching materials and delivery through:

- **Fairness**, by being non-discriminatory and making reasonable adjustments.
- **Opportunity**, by removing disadvantages, meeting needs and increasing participation.
- **Respect**, by tackling prejudice and promoting understanding.

Please refer to Appendix 1 for a Summary of Accessibility Guideline to support reasonable adjustments.

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**Fairness**

This is about:

- Being non-discriminatory.
- Making reasonable adjustments.

**Examples include:**

- Conducting Equality Impact Assessments (EQIA) to ensure that policies, procedures and decision making are fair.
- Providing auxiliary aids, including creating accessible, inclusive documents in the College house style uploaded to MyCity/Connected in advance of delivery (see Accessibility Guidelines).
- Adapting the physical environment, where appropriate.
Opportunity

This is about:

- Removing disadvantages experienced by people who share a relevant protected characteristic.
- Meeting the particular and unique needs of people who share a relevant protected characteristic.
- Encouraging the participation of people who share a relevant protected characteristic in public life.

Examples include:

- Proactively considering and meeting the different needs of all students/staff.
- Reflecting a diverse and inclusive society in which all individuals from all relevant protected characteristics can make a positive contribution and have a full range of experiences.
- Introducing feeder/taster courses to target under-represented groups, e.g. “Women into Engineering”.

Respect

This is about:

- Tackling prejudice.
- Promoting understanding.

Examples include:

- Appropriately challenging stereotyping, assumptions and prejudices across all relevant protected characteristics.
- Portraying all individuals/groups having any of the relevant protected characteristics in a positive way.
- Promoting respect for others and being considerate of difference.
ED&I Mainstreaming Spotlights

The progress in mainstreaming the PSED across functions is presented in the College’s [Equality Mainstreaming Report 2015](#).

Furthermore, mainstreaming of ED&I across the curriculum was clearly identified and detailed in the College’s [Equality Outcomes 2013-2017](#) and [Progress in Achieving Equality Outcomes Report 2015](#).

To demonstrate key achievements in delivering our Equality Outcomes, Figure 1 presents a visual “infographic” of the interdependent relationships between each of the College’s strategic equality outcomes, together with key impact measures derived from positive student and staff survey responses.

The infographic presents 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.

The infographic highlights the considerable progress the College has made in achieving its equality outcomes as well as identifying areas requiring further action. 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%. Of interest, student satisfaction rates are higher than staff results. Further and more detailed impact measures are presented within the [Progress in Achieving Equality Outcomes Report 2015](#).

A number of good practice case studies will now be presented as “spotlights” to illustrate the College’s progress in mainstreaming ED&I across learning and teaching areas.
Figure 1: Equality Outcomes relationships and progress

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

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%

The College is committed to advancing D&E

- 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%

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

- Students' successful completion, regardless of protected characteristics, is increased.
  - 75.4% (2010-11), 79.1% (2011-12), 78.5% (2012-13), 81.8% (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%
- My colleagues treat me fairly
  - 96%
- My line manager treats me fairly
  - 79%
- Students treat me fairly
  - 79%
- Confident in rights/responsibilities
  - 84%
- My colleagues' treat me fairly
  - 79%
- Confident in rights/responsibilities
  - 79%

(Source: combined positive results from student and staff surveys 2014-15. In some areas cases, responses have been averaged across multiple surveys)
Building, Engineering & Energy: Gender Equality Programmes

Overview: The Faculty has been working with a range of partners to advance opportunities for women who are interested in pursuing a career in the construction and engineering sectors. Aligned with the College’s commitment to developing a curriculum that encourages individual learners to flourish, within an inclusive and diverse learning community, the “Women into” provisions have been well received by industry partners and have resulted in a significant increase in enrolments, work placements and public awareness of the related gender imbalance in each sector.

Impact: Faculty statistics show an increase in female participation in construction from 10.8% in 2014/15 to 14.9% in 2015/16. These also indicate an increase in female participation in engineering from 10.1% in 2014/15 to 12.6% in 2015/16. The initiative has demonstrated small, but very positive steps in the right direction. The initiative can act as blueprint to target similar areas of under-representation which are found elsewhere in the College.

Supporting Media: A variety of media are available on request, including a video recording from the Women into Engineering open event and series of quotes from female students in support of the events and the new initiatives.

Link to External Environment and National Agenda: This initiative is underpinned by the Equality Act 2010 PSED (through advancing opportunity and fostering respect) and supports the Scottish Government’s gender equality agenda and related “Developing Scotland’s Young Workforce” strategy.

Future Development: The aim of these programmes is to support and encourage women who are interested in exploring the possibility of working within the construction or engineering industry but have reservations about entering into a predominantly male environment. All women applying will be given the opportunity to choose between the bespoke women’s course and a mixed mainstream programme, with both options providing progression opportunities onto mainstream courses. All female students will be offered mentoring support by College Staff and/or College partners, such as EQUATE Scotland and CITB.

Contact: Please email Douglas Morrison, or call extension 6510 for more details.
Women into Engineering
FREE OPEN EVENT

9 / 10 / 12 March 15
9am - 4pm

Riverside Campus,
21 Thistle Street,
G5 9XB

A three day event dedicated to promoting opportunities for women interested in pursuing a career in the engineering sector

* Hear from professionals and educators working in the engineering sector
* Get hands-on experience, in a workshop environment, of mechanical, electrical and electronic engineering
* Register your interest in the HNC Engineering course aimed specifically at women
* Event open to female school pupils (S4 - S6), students and adult returners

* Flexible attendance available (9th is the key day)

Places on this open event are limited so please book early to avoid disappointment.

For enquiries or to book a place contact:
douglas.morrison@cityofglasgowcollege.ac.uk 0141 271 6510 or
linda.lightbody@cityofglasgowcollege.ac.uk 0141 565 2583

www.cityofglasgowcollege.ac.uk/women-engineering
Business: Marketing & Retail Nil By Mouth “Pitch Perfect”

Overview: Pitch Perfect is a creative marketing competition devised in collaboration with anti-sectarian charity Nil by Mouth (NBM).

Groups of HND Advertising and PR students were briefed by NBM and asked to research and design a campaign to tackle bigotry and promote tolerance. Students were graded by lecturers with five groups advancing to a final pitch at Glasgow’s Grand Central Hotel, where they were given a £200 budget to impress a panel of judges drawn from the worlds of Marketing, PR and Journalism. The panel selected “Kiss Bigotry Goodbye” (#KissBigotryGoodbye) as the winning entry, and NBM also asked to work with “Pause B4U Post”. Both have been adopted by NBM as official campaigns.

Impact: Dave Scott, Campaign Director of NBM, noted strong public participation, support from the Scottish Government, and widespread media interest which have all helped NBM to engage more people in their anti-sectarian message.

The format gives students real-world experience in entrepreneurial thinking, pitching and ‘client-ready’ work, and could help meet SQA outcomes for those involved in media, computing, employability, journalism or design courses.

Feedback via CADMs indicates that this brief has been motivating for students and staff. Knowledge and awareness of sectarianism has increased, as well as respect and an understanding of difference.

Supporting Media: See Pitch Perfect and #KissBigotryGoodbye on NBM’s website.

Link to External Environment and National Agenda: The 4 capacities of Curriculum for Excellence and the Equality Act 2010 PSED (through fostering respect) are directly supported.

Future Development: NBM will work with additional colleges in 2016, meaning that COGC students will compete against other pupils and students. The Scottish Government has asked NBM to submit a funding application for a 10 date tour of the Kiss Bigotry Goodbye campaign which would see it taken across the country to encourage further engagement.

Contact: Please email Jacquie Shaw, or call extension 2114 for more details.
#KissBigotryGoodbye

nilbymouth.org
Creative Industries: Product Design

Overview: The “Embracing Diversity” project was undertaken by students studying the mandatory unit “Design Activity” as part of Product Design. The brief for the project was to create a 2D or 3D piece which conveys the theme “Embracing Diversity”. This was developed using a variety of media in a sketchbook and the final outcome was a designed piece. In order to integrate ED&I as part of the project, students were required to research the areas covered by ED&I as well as to develop understanding of the issues surrounding them. Through the brief, students were asked to convey a message that would encourage people to embrace diversity.

Impact: The project has resulted in a greater awareness of and respect for “difference” e.g. alternative cultures and religious faiths, disabilities, sexual orientations etc., as well as improved understanding of what a responsible citizen is. Designs were inclusive of everyone regardless of protected characteristic, and aimed to challenge preconceived perceptions. One of the finished designs, “Time for Equality”, won the College-wide Embracing Diversity Competition in 2015.

Supporting Media: PowerPoint presentations, sketchbooks and finished products are available upon request. Please see the “Time for Equality” example on the adjacent page.

Link to External Environment and National Agenda: This project supports two aspects of Curriculum for Excellence by encouraging effective contributors and responsible citizens. This also supports the Equality Act 2010 PSED (through ensuring fairness, advancing opportunity and fostering respect).

Future Development: The introductory presentation is updated on an annual basis and previous year students could potentially be invited back to share their experiences with the new group of students.

Contact: Please email Keith Moir, or call extension 4422 for more details.
The “Time to be Equal” concept and finished design.
Education & Society: Various ESOL Programmes

Overview: As part of students’ naturalisation and integration into the UK, ED&I, in particular being responsible citizens, are integrated throughout course provision. Of importance, all students sign up to a “pledge” to respect all other students and ensure fairness.

To support this, a number of “ESOL Extras” have been devised to create opportunities for ESOL students to develop and practice their English skills outside of the classroom. These include study and singing groups, language cafes and mentor/interpreter opportunities.

The ESOL student magazine ‘Oasis’ is also published every two months and is written and produced by ESOL students with the help of classroom assistants. Students are invited to submit articles, poems, recipes or other features to the magazine, allowing them to discuss a wide range of topics and enhance their vocabulary accordingly.

Impact: Students become highly engaged in these initiatives, each of which provides an excellent opportunity for them to improve their vocabulary and learn about and subsequently respect difference.

Furthermore these initiatives encourage interaction and discussion amongst groups, as part of “peer education”. Discussions allow stereotypes to be challenged and encouraged students to engage with each other’s culture.

Supporting Media: “ESOL Extras” resources are available on request.

Link to External Environment and National Agenda: These various initiatives support the four capacities of Curriculum for Excellence, in particular by encouraging effective contributors and responsible citizens. These also support the Equality Act 2010 PSED (through ensuring fairness, advancing opportunity and fostering respect).

Future Development: Based upon staff and student feedback, the “ESOL Extras” will be further refined and expanded upon.

Contact: Please email Mary McManus, or call extension 2120 for more details.
Leisure & Lifestyle: The Beauty of Diversity Toolkit

Overview: “The Beauty of Diversity” is a practical, customer service toolkit to allow therapists to proactively and sensitively meet the needs of client groups across all protected characteristics. Students learn to provide client care to all clients, however some clients from the 9 protected characteristics require more understanding and support from their therapists. For example, pregnant clients need different pressure and support on the plinth, disabled clients can be vulnerable and need extra care, or deaf clients may need someone to sign.

The initiative supports teaching staff to widen their awareness of how to contextualise equality and diversity within the curriculum in a structured manner, thus in turn enhancing the skills, knowledge and behaviours of students.

Impact: A review of the toolkit by students who had used it showed that they felt more confident with ED&I, felt more knowledgeable and professional, and understood that everyone should be treated with respect and that some clients need more care.

“The Beauty of Diversity” received the commended award for Equality, Diversity and Inclusion during the College Development Network Awards 2014.

Students were asked to attend a good practice event, “Engage Me, Respect Me”, at the College Development Network on Friday, 27th March 2015, in which they devised and delivered a presentation to a range of staff, students and stakeholders from across the College network.

Supporting Media: Photographs and student quotes are available if requested.

Link to External Environment and National Agenda: This toolkit fully supports the four capacities of Curriculum for Excellence, in particular by encouraging effective contributors and responsible citizens. The toolkit also directly supports the Equality Act 2010 PSED (through ensuring fairness, advancing opportunity and fostering respect). Finally, the local community is supported through meeting the diverse needs of clients.

Future Development: We will continue to use the toolkit with students as a way to embed ED&I into the curriculum in a meaningful way.

Contact: Please email Alison Bell, or call extension 2120 for more details.
Nautical Studies: Marine Engineering Engine Room Ready Course

**Overview:** As Nautical Studies courses prepare graduates for work at sea, it is essential that students know how to deal with different ages, races, cultures, religions, beliefs, sexes and sexual orientations as they will be living in very close proximity with multi-national crews. For this reason, “real life” scenarios are re-created during the Bridge ready and Engine ready course, designed to challenge and encourage students to reflect on their own behaviours and attitudes.

For example, how do you deal with being an officer of the watch on a ship which has only limited English spoken on-board? How do you challenge a senior officer’s decision when you are confident they are making a mistake? How do you deal with a senior officer making inappropriate comments towards you? Students receive training in facing such challenges, whilst at the same time being required to run their watch and deal with simultaneous machinery malfunctions.

**Impact:** Although the course has only been introduced this year many companies - having seen the course plans and outline - indicate they are fully supportive of the programme and clearly understand how this will directly benefit the student and also the culture of the company. During a BP audit this year, representatives commended the College for its ‘industry leading’ delivery.

**Supporting Media:** At the moment, very little supporting media exist, due to provision being so new.

**Link to External Environment and National Agenda:** The Engine and Bridge ready courses are designed to co-exist with existing academic course provision through recreating a “real life” workplace context. This is helping to make the classroom learning more tangible and meaningful in a workplace environment. Such provision also supports the Equality Act 2010 PSED (through ensuring fairness, advancing opportunity and fostering respect).

**Future Development:** This course is going to be developed over the course of the next three years, in order to build up more complex examples of watch-keeping. These courses will better support staff in monitoring the responses of the cadets when they are facing challenges in difficult situations.

**Contact:** Please email Matthew Stewart, or call extension 8739 for more details.
Appendix 1: Accessibility Guidelines

### Accessibility Guidelines
(recommended by organisations including RNIB and JISC)

<table>
<thead>
<tr>
<th>Accessible Layout and Content</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the CALM Word and PowerPoint templates. Note: Prezi is <strong>not</strong> accessible.</td>
<td>Use readability and Plain English Checker <a href="https://readability-score.com/">https://readability-score.com/</a></td>
</tr>
<tr>
<td>Use a sans serif font.</td>
<td>Avoid using underlined text.</td>
</tr>
<tr>
<td>Use minimum font size 28pt on PowerPoint and 12pt on Word for standard text.</td>
<td>Avoid using italicised text.</td>
</tr>
<tr>
<td>Left align text.</td>
<td>Instead, for emphasis use <strong>bold</strong> text.</td>
</tr>
<tr>
<td>Use 1.5 line spacing.</td>
<td>Add ALT Text to pictures, tables and charts.</td>
</tr>
<tr>
<td>Make use of proper inbuilt heading styles.</td>
<td>Ensure that image contrast is clear in black and white.</td>
</tr>
<tr>
<td>Insert table of contents, using inbuilt facility for larger documents.</td>
<td>Use a dark font colour on a light background.</td>
</tr>
<tr>
<td>Avoid jargon and abbreviations in the absence of explanation; instead include a glossary of terms or provide clarification.</td>
<td>Use Harvard style of referencing.</td>
</tr>
<tr>
<td>Use bullet points, where appropriate to break down long paragraphs, or sections of text.</td>
<td>Run the inbuilt Accessibility Checker in Office 2010 and make necessary changes.</td>
</tr>
<tr>
<td>Use Plain English.</td>
<td>Upload materials to make them available electronically on MyCity / Connected <strong>in advance of delivery to students / staff.</strong></td>
</tr>
</tbody>
</table>