



Progress in Achieving Equality Outcomes (2017-2021)

Report 2019



Let Learning Flourish

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Foreword from the Principal

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 - 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.

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. City of Glasgow College's established Digital Badge Award Scheme, a City innovation, encourages staff to develop their understanding of ED&I issues, and to sign up as Equalities Champions.

There is also widespread external recognition of our progress in ED&I, underlining our inclusive approach and core corporate values. The LGBT rights charity Stonewall lists City of Glasgow College as one of the top 100 Employers in the UK for 2019. Not only are we one of only five Scottish employers to feature, we are also leading the way as the only Scottish educational institution on the list. I'm proud to see our team efforts to create an inclusive workplace for lesbian, gay, bisexual, and transgender employees and students acknowledged in this way.

Throughout 2018, our college also picked up further accolades, with wins at the Herald Gen Analytics Diversity Awards and Employers Network for Equality and Inclusion (UK). Awards for our inclusive procurement process and delivering impact through innovation, again recognised our college team's efforts in delivering genuine improvements in the work place.

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

Paul Little, Principal and CEO

April 2019



Introduction



Introduction

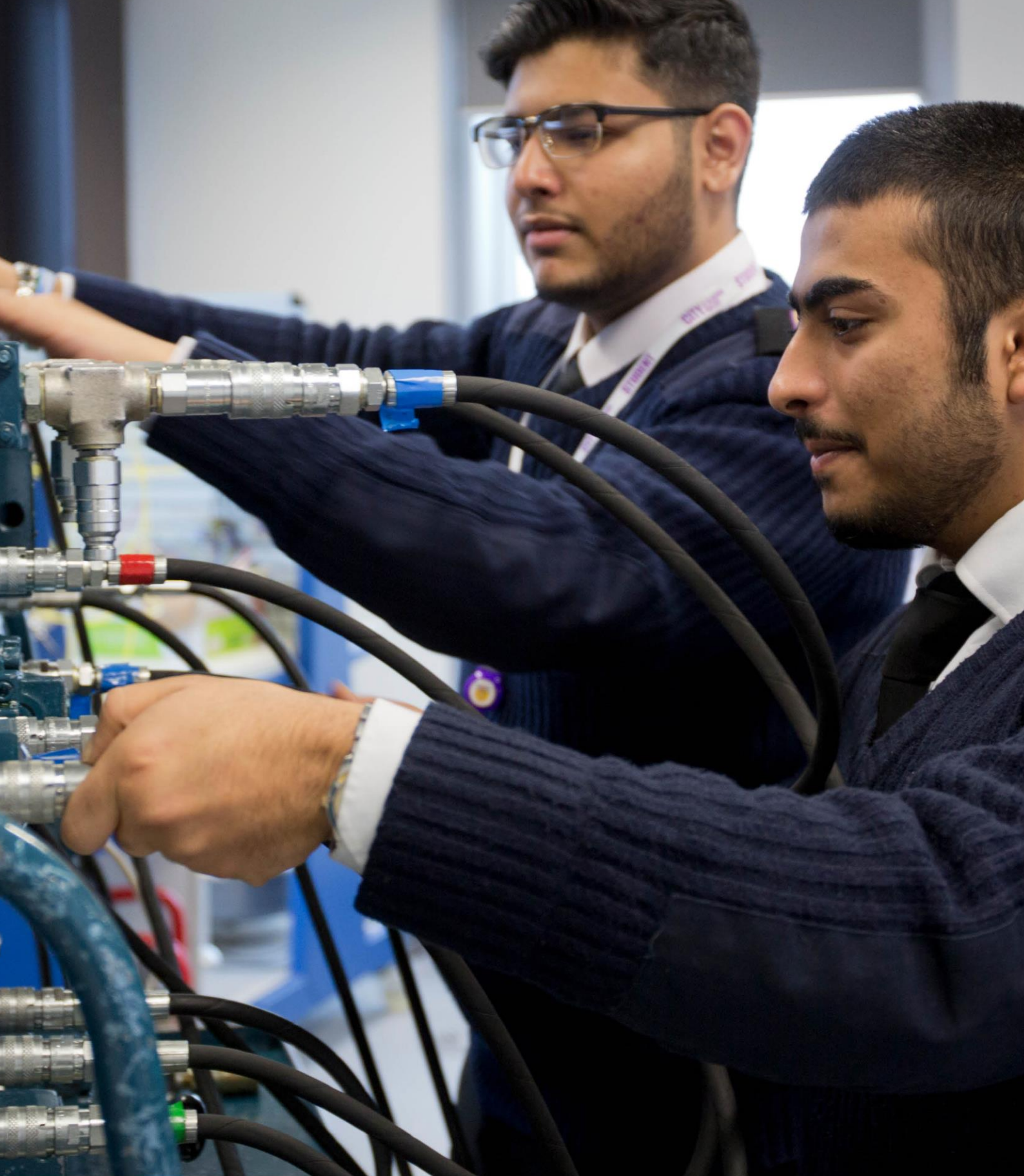
This report presents the College's progress on meeting Equality Outcomes as outlined in the [Equality Outcomes Framework 2017-2021](#). Based on evidence and the involvement of students, staff, and stakeholders, these outcomes represent our equality, diversity and inclusiveness priorities, through ensuring fairness, advancing opportunity, and fostering respect for all.

City of Glasgow College is the largest and most diverse tertiary education establishment in Scotland, and number one in the UK for WorldSkills.

The College offers over 2000 courses over four faculties encompassing a range of different ways to study including full time, part time, day, evening and weekend courses consisting of a wide variety of vocational, apprenticeship or leisure classes from access level to SVQ, HND or Diploma.

The College consists of a twin site super campus and is built to accommodate up to 40,000 students; it attracts one of the largest international student bodies in Scottish further education, with over 4,000 learners attending from around 130 countries world-wide.

This biennial report is part of a four-year plan and provides a snapshot of progress to date.



Purpose

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](#).

The purpose of this report is to outline progress in meeting the following specific duties to:

- Prepare and publish a set of equality outcomes, which is considered to enable better performance of the general equality duty, no later than 30th April, 2019.
- In preparing a series of outcomes:
 - Take reasonable steps to involve persons who share a relevant protected characteristic/those who represent the interest of those persons; and
 - Consider relevant evidence relating to persons who share a relevant protected characteristic.
- Publish reasons if equality outcomes do not cover every relevant protected characteristic in relation to furthering the general equality duty.

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.



Outcomes

Equality Outcomes 2017 - 2021

City of Glasgow College's Equality Outcomes 2017-2021	
1.1.	Student representation of gender in courses characterised by significant imbalance is redressed.
2.1.	Students and staff - across all protected characteristics - experience and contribute to a culture of dignity and respect.
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.	Students and staff with religious beliefs confidently access relevant facilities and support.
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.
4.3	The successful course completion of students - across targeted protected characteristics - is increased.
4.4	The completion of Learning & Development is increased for support staff, younger, older and pregnant staff.
5.1	The successful course completion of students - across targeted protected characteristics - is increased.
5.2	The completion of Learning & Development is increased for support staff, younger, older and pregnant staff.



Alignment

Alignment to Regional Equality Outcome Themes

City of Glasgow College's Equality Outcomes are aligned with the Glasgow Region Equality Outcome themes:

Glasgow Regional Equality Outcome Themes	City of Glasgow College's Equality Outcome
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 benefit 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. Students and staff with religious beliefs confidently access relevant facilities and support.
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. 4.3 The successful course completion of students - across targeted protected characteristics - is increased. 4.4 The completion of Learning & Development is increased for support staff, younger, older and pregnant staff.
5. Successful student and staff outcomes are increased irrespective of protected characteristics.	5.1 The successful course completion of students - across targeted protected characteristics - is increased. 5.2 The completion of Learning & Development is increased for support staff, younger, older and pregnant staff.



Notes

Notes on this Report

Leadership Reorganisation

The College undertook an extensive reorganisation of its leadership and management structure in 2018. The key drivers for change were to:

- Improve the Student Experience and increase student success.
- Improve Academic Management and Curriculum Leadership.
- Scale up the Industry Academy model supporting technical and professional education.
- Support better productivity with an agile and responsive curriculum.
- Support Scottish Government and Glasgow Region priorities within the context of diminishing public resources.
- Increase diversification of College Income through growth and development of income streams.
- Optimise organisational performance.
- Support financial sustainability through a leaner management structure.

The Board was fully supportive of this restructuring, which was successfully implemented through 2018 into the start of 2019. The restructure had an impact on the number of faculties - moving from six to four, and reshaped our staffing profile. The data presented reflects the new structure and the pay gap figure.

Outcome 3.3.

Between December 2017 and June 2018, the College reviewed existing Equality Outcome 3.3, “International students and staff from all ethnicities are supported and integrated into life in the College and Glasgow”. It was found that, although this outcome related to race, the majority of planned actions were focused on religion and belief. Subsequently, Equality Outcome 3.3 has now been updated as “Students and staff with religious beliefs confidently access relevant facilities and support”. Previously published actions under the former Equality Outcome 3.3, which related to race, have now been incorporated into Equality Outcome 2.1 and will be delivered as already planned. Furthermore, race will continue to be supported as part of Equality Outcomes 4.1 and 4.2.

Reading Notes on the Data in this Report

- This report refers to a series of surveys conducted internally by the College. These surveys run annually and are designed to access the opinions of staff and students on a range of topics. For a number of years, the ED&I team have worked closely with the College's Performance function in order to create space within these reports where ED&I queries can be raised. Survey data can then be analysed by protected characteristics. Annual surveys referenced in this report are:
 - My Student Experience Questionnaire - September 2018;
 - My Learning & Teaching Questionnaire 17/18;
 - Staff Survey 2018.
- At times throughout this report, an average of a group of percentages was taken to demonstrate impact. These averages are rounded to one decimal place (where relevant).
- Unless an exception is made clear, categories of fewer than 20 respondents are not included in data analysis sections of this report, in order to preserve statistical significance and participant anonymity. At times, a brief narrative is used in place of a comprehensive data overview.
- One of our impact measures as per Equality Outcomes Framework 2017-2021 was to analyse staff development review forms in terms of responses to the question, "This development session was inclusive". These forms are currently under review and at the time of writing this report, did not currently ask this question. While this data was not available for reporting purposes in the current report, it is hoped that this will be included in future publications.
- This report uses a Red, Amber, Green (RAG) status to indicate progress. Some actions are accompanied by a grey box - this indicates an alternative approach has been taken to that outlined by the action.
- Hyperlinks to further reading are highlighted [thus](#).
- Thresholds for success are identified as 80% and over for staff and 85% and over for students. These thresholds were historically established by the College for self-evaluation purposes, and have remained in place to provide a constant means by which to benchmark year-on-year progress.

ED&I Performance

In general, the College performs well in ED&I specific areas of staff and student surveys. Below are breakdowns of the averages of all respondents level of agreement with the statement within the respective questionnaires.

According to the My Student Experience Questionnaire - September 2018:

- I am aware of my right to be treated fairly and with respect - 95%
- I understand my responsibility to treat others fairly and with respect - 95%
- I believe City of Glasgow College is committed to improving ED&I - 94%

According to the My Learning & Teaching Questionnaire 17/18:

- I am satisfied with support available from Student Services - 82%
- Learning & Teaching at City of Glasgow College represents me, my background, and my experiences - 79%
- Learning at City of Glasgow College is accessible - 86%
- I am treated fairly by other students - 86%

According to the Staff Survey 2018:

- I believe City of Glasgow College is committed to improving ED&I - 80%
- My needs are supported - 62%
- I am confident in fulfilling my responsibilities in relation to ED&I - 89%
- I am confident in expressing/exercising my rights relation E&D&I - 79%
- I am treated fairly by other staff - 78%
- I am comfortable challenging behaviours not in line with College values - 66%

While this represents a satisfactory performance in most areas, we recognise there remains work to be done, especially around staff responses. This will be investigated further later in 2019.

Progress



Progress in Achieving Equality Outcomes 2017-2021

1.1. Student representation of gender in courses currently characterised by significant imbalance of over 90% is redressed by 5% between 2017 and 2021.

Actions & RAG Status	
Actions (as per Equality Outcomes Framework 2017-2021)	RAG Status
“Infrastructure” based actions, such as policies, CPD and resources.	
“Influencing the Influencer” based actions, such as those with educators, careers advisors and parents.	
“Raising awareness and aspirations” based actions, such as outreach activities, such as talks and visits.	
“Encouraging applications” based actions, such as ensuring equitable recruitment, marketing and course packaging.	
“Supporting success” based actions, such as creating gender inclusive environments and enhancing the student experience.	
“Stakeholder engagement” based actions, such as work with employers.	

Progress Summary

In July 2017, City of Glasgow College published its [Gender Action Plan 2017-2021](#) - see this report for discussion of the College's gender action planning framework.

Notes on specific actions:

- **“Infrastructure”** - progress has been made in terms of establishing staff resources (see below for discussion of gender Dashboard). However, policies and CPD are currently under review in light of the recent leadership reorganisation and national bargaining discussions.
- **“Raising awareness and aspirations”** - see below for discussion of outreach, talks and visits.
- **“Supporting success”** - see below for discussion of “Women into...” courses and “STEM Girls” society.
- **“Stakeholder engagement”** - see below for discussion of the College's work with employers.

Gender Representation in City of Glasgow College

While progress has been made in a number of areas regarding gender representation, the College recognises there is still work to be done. To this end, a number of key initiatives have been established:

Women in STEM:

The College has been:

- Playing a key role in [Engendering STEM](#), a pan-European collaborative development project which aims to find effective methods for improving gender equality with a target to increase women's participation by 10%.
- Creating bespoke dashboard detailing gender segregation (discussed below).
- Progressing the Establishment of “STEM Girls”, a (self-named) student society for women in science, technology, engineering and mathematics, which meets fortnightly at the College.

- Hosting events which serve to promote women and girls in STEM, such as the recent keynote from Lorna Bennet, Young Engineer of the Year 2018, (Feb 2019) and the Equate Scotland Conference, “Women in STEM: How to take Action” (April 2017).
- Creating a workplace inclusivity toolkit to be used within the UK construction sector in partnership with Sir Robert McAlpine, Equate Scotland and the Construction Scotland Innovation Centre.
- Running the 'Clever Cogs' badge day in partnership with the Brownies and BAE systems.
- Running bespoke 'Women Into' courses in Engineering and Construction as well as a 'Girls Into' Construction programme.
- Contributing to the 'Tapping All Our Talents' review of gender inclusivity in STEM in partnership with the Royal Society of Edinburgh.
- Contributing to the DEAR STEM event hosted in Paisley (December 2018).
- Appointed Scotland's first Female Visiting Fellow in partnership with the Royal Academy of Engineering (announcement due March 2019).

For more information on College initiatives encouraging women and girls' participation in STEM, see the Equality [Mainstreaming Report 2018](#).

Staff Access to Data:

- The College publishes data on the gender split of “Superclass” courses via the Gender Action Plan option on the VLE dashboard. This allows all staff to view not only the gender breakdown of specific courses, but moreover distance travelled since academic year 2012/13.
- In line with recommendations from the SFC (2012), these data are also filtered by specific superclasses - highlighted as key areas for concern for gender balance - via the KP18 tab on the VLE dashboard.

Measures and Impact: The proportion of enrolled students in under-represented gender is increased by 5%

The percentages in this section are taken from the College's Gender Action Plan Dashboard. This is a live table of Superclass gender breakdown which all staff can access via Connected:

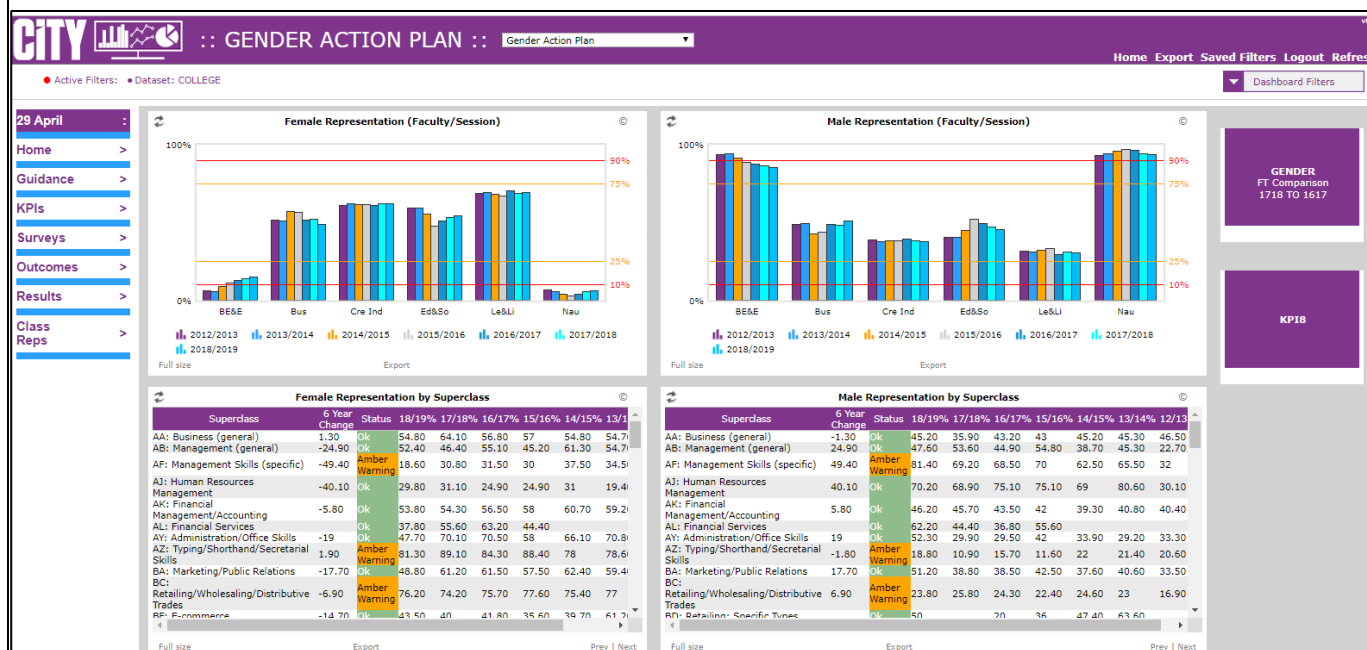


Illustration: Sample excerpt from College Dashboard

This data is live. Please note that figures for the current academic year were correct at the time of publication.

Female representation:

- **TE: Construction: Increase of 12.4%** since 12/13 (19.3% at the time of publication).
- **TH: Building Maintenance/Services: Increase of 16.7%** since 12/13 (17.9% at the time of publication).
- **XH: Mechanical Engineering: Increase of 4.1%** since 12/13 (8.4% at the time of publication).
- **CB: Computer Science: Decrease of 16.4%** since 12/13 (10.6% at the time of publication).
- **XJ: Electrical Engineering: Decrease of 2.3%** since 12/13 (2.5% at the time of publication).

Male representation:

- **HL: Hair/Personal Care Services:** Increase of 2.3% since 12/13 (8.9% at the time of publication).
- **PT: Caring Skills:** 0.8% decrease since 12/13 (2.3% at the time of publication).

We are pleased to see significant improvements in the gender balance across a number of key areas, including construction, engineering and hair/personal care services. However, we recognise that there remains work to be done, especially in areas where the gender imbalance has increased over time. That said, it is also important to recognise that some of the above imbalance increases may be due to factors such as changes in the curriculum, leading certain superclasses to be re-allocated / removed from courses. Looking to the future, the College will continue to investigate areas of significant gender imbalance and explore possible interventions.

N.B. All points in this section will be reviewed in summer 2019 in time for the next Gender Action Plan.

2.1. Students and staff - across all protected characteristics - experience and contribute to a culture of dignity and respect.

Actions & RAG Status	
Actions (as per Equality Outcomes Framework 2017-2021)	RAG Status
Student Executive and class reps complete ED&I training.	
Full time and ESOL students complete the Student ED&I Module.	
Staff complete ED&I training and managers complete additional ED&I Training.	
Staff (and students) participate in the annual “One City” event which incorporates ED&I specific sessions.	
Renew commitment to Third party Reporting Status via training, communications and reporting boxes.	
Plan and deliver annual ED&I themed events with supporting resources to encourage better engagement.	
Deliver the Annual Embracing Diversity Competition to encourage wider participation of students across all Faculties.	

Staff at all levels are encouraged and supported to become ED&I Champions.	
Deliver a student ED&I badge initiative and support achievement.	
Launch a staff and student ED&I champions digital newsletter.	
Ensure appropriate representation of staff and students on the College's ED&I working groups.	
Evaluate student and staff survey responses by protected characteristics.	
Incorporate ED&I via "Fairness, Opportunity and Respect" into Faculty and Directorate Performance Reviews.	
Achieve Leaders in Diversity Accreditation by 2020.	
Progress Summary	
<ul style="list-style-type: none"> • All members of the Student Association (CitySA) Executive have completed the student ED&I module, with Class Reps 2018/19 receiving bespoke ED&I training. • The Student Engagement Team received inclusive language training. • The Student ED&I Module is pointed out to ESOL learners during induction, and Student Engagement offer a workshop entitled "Respect" which is widely used by ESOL class groups. Moving forward, the ED&I team (in collaboration with ESOL and 	

Learning Technologies) are planning to create an introduction to Equality and Diversity in order that ESOL learners with English skills levels below National 4 are able to engage with the online ED&I module and related issues.

- A range of ED&I training and initiatives are delivered to staff, including:
 - Mandatory online ED&I training;
 - Achieving staff ED&I badge through equalities pledge;
 - Working in Diverse Teams training;
 - Managing Diverse Teams training;
 - Unconscious Bias training;
 - Informal support and guidance to staff regarding mainstreaming progress;
 - Mental Health First Aid Training.
- The College's annual OneCity event features ED&I-specific elements which contribute to a culture of dignity and respect. In 2018, OneCity included workshops from Dr. Anna James on student mental health and positive student behaviours, "Aamer Anwar in conversation Graeme Speirs" discussing human rights law, "Laugh Don't Leak!" evidence-based comedy show about pelvic floors, and a Workload Management workshop.
- Following the opening of the new City campus in 2016, it was recognised that a number of the College staff who had undertaken third party reporting training had left the organisation. It was also noted that uptake was very low in the previous years. Reporting boxes were therefore not installed in the new campus. This initiative will be revisited in 2019 and a decision will be made on whether to renew the College's membership.
- ED&I-themed months are celebrated throughout the academic year, including cross-college promotion of: Black History Month, Interfaith Month, Disability Awareness Month, Age Awareness Month, LGBT History Month and Gender Equality Month. Additionally, the College has a presence at Glasgow Pride and annually marks St Andrew's Day with flags and pipers across both campuses. Engagement in these

events is promoted via a range of media, including one-lan screens, table-top flyers, emails and social media activity.

- Now in its eighth year, the College's Embracing Diversity Competition continues to provide students and supporting staff with the opportunity to engage with the ED&I message in a meaningful way. In 2019, the Competition was streamlined to encourage deeper participation from Faculty Heads, who were made responsible for initial judging stages as a means by which to mainstream the ED&I function.
- An ED&I physical and digital badge initiative was launched in 2015 for all. In 2018, "gallery of fame" was introduced on Connected to celebrate badge achievers as ED&I Champions. While uptake of this initiative is steady, moving forward, the ED&I team will continue efforts to publicise the initiative and work towards improving staff uptake.
- Talks are currently taking place about the establishment of a student ED&I badge. Moving forward, the ED&I team will continue to work closely with CitySA on its development and launch.
- The staff ED&I newsletter - Diverse City - was launched in 2017 and is sent out regularly to all staff with updates on different aspects of the ED&I team's work.
- The ED&I team work closely with the Student Engagement team and CitySA, sharing relevant, student-focused news, events and initiatives for inclusion in their monthly newsletter, [Students' Association Update](#).
- Following recent restructure and significant changes to the ED&I team, it was decided that a review would be conducted of the current membership of the College's ED&I working groups. This is scheduled to take place summer 2019 and will consist of a scoping exercise to identify gaps in representation followed by a recruitment drive based on these findings.
- With support from the Quality & Performance team, both staff and student surveys were evaluated by protected characteristics. A range of relevant data are also made available via the VLE dashboard.

- The ED&I Team, in collaboration with the College Secretary, are in the process of retaining Investors in Diversity (IID) accreditation. IID surveys are currently being evaluated for college-appropriateness and a launch date will be considered for later in 2019.
- OD's ongoing Health and Wellbeing Programme has included a range of events which contribute to a culture of dignity and respect for staff and students with a range of protected characteristics, including:
 - "Menopause for Thought" interactive awareness sessions delivered by Laughology, an organisation which uses happiness and humour to help organisations reach their full potential.
 - Yoga sessions aimed at calming the mind and body.
 - Sessions from Dr. Anna James including Building Resilience in Learners, Teaching Students with Learning Gifts (including dyspraxia, dyscalculia, dyslexia, autism and Asperger's) and Helping Learners with Mental Health Problems.
- The College Board of Management participated in and hosted a diversity development day for Glasgow Region College Boards of Management in September 2018. The Board also signed up to the "50:50 by 2020" gender balance challenge for public sector Boards in Scotland. For more information on ED&I activities and the Board of Management, see the Equality Mainstreaming Report 2019.
- The Student's Association supports an African & Caribbean Society which meets every week at City campus and is open to all students.
- The Student's Association is currently looking into setting up a mature students' society to facilitate conversations and networks between the College's mature student community.

Measures and Impact: In survey responses, filtered and examined by relevant protected characteristics, > 85% of students and > 80% of staff agree/strongly agree that:

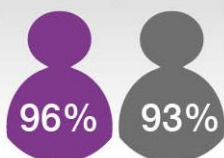
I believe City of Glasgow College is committed to improving ED&I - students (according to the My Student Experience Questionnaire - September 2018):

College Average: 94%

Race: The majority of ethnic groups responded positively to this question. Most categories were above the 85% threshold, with the exception of:

- Black, Black Scottish or Black British - 82% (12% below College average).

I believe City of Glasgow College is committed to improving ED&I, students (according to the My Student Experience Questionnaire - September 2018):

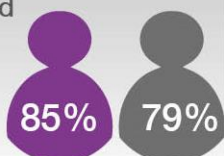


Gender: Female students responded more positively to this question (96%) than male students (93%).

I believe City of Glasgow College is committed to improving ED&I - staff (according to the Staff Survey 2018):

Race: The College average for this question was lower than the 80% threshold. It is therefore not surprising that the majority of ethnic groups responded as such to this query. It is also of note that the number of BME respondents was very low for this question.

I believe City of Glasgow College is committed to improving ED&I, staff (according to the Staff Survey 2018):



Gender: Female staff responded more positively to this question (85%) than male staff (79%).

Marriage and Civil Partnership: Married staff responded positively to this question (84%).

Age: As the College average for this question is lower than the 80% threshold, it is unsurprising that most age categories were also lower than 80%. Exceptions to this are: 35-39 (92%), 40-44 (81%), 45-49 (88%), while older and younger categories remained lower.

I understand I have a responsibility to treat others fairly and with respect - students (according to the My Student Experience Questionnaire - September 2018):

College Average: 96%

Race: The majority of ethnic groups responded positively to this question. Most categories were above the 85% threshold, with the exception of:

- Black, Black Scottish or Black British - 83% (13% below College average)

Gender: Female students responded more positively to this question (97%) than male students (94%).

I am confident in fulfilling my responsibilities in relation to ED&I - staff (according to the Staff Survey 2018):

Race: The College average for this question was higher than the 80% threshold. It is therefore not surprising that the majority of ethnic groups responded as such to this query. It is also of note that the number of BME respondents were very low for this question.

Gender: Female staff responded more positively to this question (90%) than male staff (88%).

Marriage and Civil Partnership: Married staff responded positively to this question (91%).

Age: All age groups responded above the 80% threshold for this question, with the exception of 25-29 (77%)

I was treated fairly throughout the application process - students (according to the My Student Experience Questionnaire - September 2018):

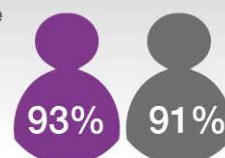
College Average: 92%

Race: The majority of ethnic groups responded positively to this question. Most categories were above the 85% threshold, with the exception of:

- Any Mixed Background - 84% (8% below College average).
- Black, Black Scottish or Black British - 83% (9% below College average).

Gender: Female students responded more positively to this question (93%). Than male students (91%).

I was treated fairly throughout the application process, students (according to the My Student Experience Questionnaire - September 2018):

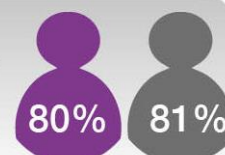


I am treated fairly by other staff - staff (according to the Staff Survey 2018):

Race: The College average for this question was lower than the 80% threshold. It is therefore not surprising that the majority of ethnic groups responded as such to this query. It is also of note that the number of BME respondents were very low for this question. It is perhaps noteworthy that the category to respond most positively to this question was White Other at 87%.

Gender: Male staff responded more positively to this question (81%) than female staff (80%).

I am treated fairly by other staff, staff (according to the Staff Survey 2018):



Marriage and Civil Partnership: Married staff responded slightly below the threshold (79%).

Age: Most categories were above the 80% threshold, with the exception of: 45-49 (76%), 50-54 (76%), 55-59 (74%).

I am satisfied with the support available from Student Services - students (according to the My Learning & Teaching Questionnaire 17/18):

College Average: 82%

Race: The College average for this question was lower than the 85% threshold. It is therefore not surprising that the majority of ethnic groups responded as such to this query. Exceptions to this are the following groups:

- Arab - 89% (7% above the College average);
- Indian, Indian Scottish or Indian British - 88% (6% above the College average);
- Irish - 90% (8% above the College average);
- Polish - 86% (4% above the College average).

Gender: Male students responded more positively to this question (82%) than female students (81%).

Learning and teaching represents me, my background and my experience - students (according to the My Learning & Teaching Questionnaire 17/18):

College Average: 79%

Race: The College average for this question was lower than the 85% threshold. It is therefore not surprising that the majority of ethnic groups responded as such to this query. Exceptions to this are the following groups:

- Arab - 89% (10% above the College average);
- Chinese, Chinese Scottish or Chinese British - 86% (7% above the College average);
- Indian, Indian Scottish or Indian British - 86% (7% above the College average);
- Irish - 100% (21% above the College average).

Gender: Male students responded slightly more positively to this question (79%) than female students (78%).

N.B. figures for each gender are inclusive of trans identities and questions were worded in such a way to reflect this, i.e. “woman including trans woman”.

N.B. Student data did not demonstrate statistically significant deviations.

N.B. Figures for Pregnancy and Maternity and Civil Partnership were too low to be included here.

- See Outcome 3.1 for Disability review.
- See Outcome 3.2 for LGBTQ+ review.
- See Outcome 3.3 for Religion and Belief review.
- See the Equality Mainstreaming Report 2019 for further discussion of the ethnic makeup of College staff.

3.1. Disabled students and staff confidently access relevant facilities and support.

Actions (as per Equality Outcomes Framework 2017-2021)	
Create a short life working group/collate experiences to identify and support the needs of disabled students and staff.	
Enhance systems to better support meeting reasonable adjustments of applicants, new and existing students and staff.	
Embed DisabledGo access guide links to buildings and services and embed BrowseAloud throughout College portals.	
Ensure that assistive technology is assigned to each student and staff profile.	
Conduct accessibility and ED&I audit of the College website and College commitment to supporting disabilities is communicated widely.	

Establish accessibility standards for documents and incorporate into policy/procedure approval and performance review processes.	
Ensure that the default Word, PowerPoint and email settings conform to accessibility standards.	
Incorporate Contact Scotland BSL into public facing services.	
Deliver disability awareness training to staff and students.	
Progress Summary	
<ul style="list-style-type: none"> • A Disabled Staff Network was established in the 2017/18 academic session - see Mainstreaming Report for more details. • In 2018 research into reasonable adjustments was undertaken by an HR postgraduate student from Glasgow Caledonian University. These findings are currently being examined and will form the basis for forthcoming reasonable adjustment procedures (currently in development). • Updated and bespoke AccessAble guides (formerly Disabled Go) were commissioned, providing detailed access guides for all College buildings and services. 	

- Plans are in place ensure that assistive technology is assigned to each student and staff profile. The ED&I team are working closely with key staff in IT Learning Support areas to progress this.
- An accessibility audit of the College website was commissioned by Glasgow Centre for Inclusive Living. This initiative is ongoing but has already informed some key changes (see next point).
- Following the above audit, BrowseAloud was replaced with ReciteMe, allowing for increased functionality and enhancing the College's web accessibility across its online platforms.
- In summer 2018, the Student Advice team increased the size of their mental health and wellbeing staff in recognition of growing concerns - both locally and nationally - about student mental health and wellbeing. The team now consists of 2 Student Counsellors and a Mental Health and Wellbeing Coordinator. The team have an active Twitter account and promote numerous events (alongside their one-to-one services). Recent events include: Understanding Self Injury workshop, Mindfulness training and Mindfulness taster sessions, "Stressbuster" sessions and "Beat the Blues" events.
- Disability Awareness Month - including World AIDS Day and International Day of Persons with Disabilities - comprises one of the College's themed months with College-wide communication and awareness raising.
- Accessibility standards for documents are currently available via Connected. However, it is noted that these resources require updating. To that end, the ED&I team are currently in talks with Glasgow regional colleges regarding the possibility of establishing an inter-college accessibility guide.
- Plans are in place to ensure that the default Word, PowerPoint and email settings conform to accessibility standards. This will be a key area of focus for the ED&I team for 2019.
- Cross-College talks are currently taking place regarding the incorporation of BSL into public-facing services.

- A range of relevant training is delivered to students and staff; see Outcome 2.1 for details.
- The Student's Association supports a British Sign Language (BSL) Learning Society which meets every week at City campus and is open to all students.

Measures and Impact: In survey responses > 85% of disabled students and > 80% of disabled staff agree/strongly agree that:

Students:

Judging by the positivity of responses from students who identified as disabled, the College has made significant progress in achieving this Outcome. Disabled students answered positively to:

- I believe City of Glasgow College is committed to improving ED&I (94%, equal to the College average);
- I was treated fairly throughout the application process (93%, 1% higher than the College average);
- Access to College buildings and facilities is easy, students (100%, 2% higher than the College average);
- Learning is accessible (89%, 3% higher than the College average).

Access to College buildings and facilities is easy, students (My Learning & Teaching Questionnaire 17/18):



Even in areas where the percentage slipped marginally below the 85% threshold, answers from disabled students remained higher than or equal to the College average:

I am satisfied with the support available from Student Services, students (according to the My Learning & Teaching Questionnaire 17/18):



- I am satisfied with the support available from Student Services (83%, 1% higher than the College average);
- Learning and teaching represents me, my background and my experience (79%, equal to the College average).

Staff:

Analysis of staff responses to key questions revealed that the College was making important progress in some areas, while some require more work:

My needs are supported,
staff (according to the
Staff Survey 2018):



- I believe City of Glasgow College is committed to improving ED&I - 81%;
- I am treated fairly by other staff - 75%;
- My needs are supported - 51%.

I am treated fairly by other
staff, staff (according to
the Staff Survey 2018):



In light of these findings, the ED&I team is planning a suite of engagement activities with disabled staff via the disabled staff network. It is hoped that this will give disabled staff space in which to discuss their experiences and direct action on ways in which the College can better support their needs. See the Mainstreaming Report 2019 for further discussion of the Disabled Staff Network.

3.2. LGBTQ+ students and staff confidently access relevant facilities and support.

Actions & RAG Status	
Actions (as per Equality Outcomes Framework 2017-2021)	RAG Status
Create a short life working group/collate experiences to identify and support the needs of LGBTQ+ students and staff.	
Support CitySA to ensure the continued success of the LGBTQ+ Society and work with Stonewall Scotland to further the LGBTQ+ staff network and representation at events, such as Pride Glasgow.	
Work with LGBT Youth Scotland to explore the potential for achieving silver charter status.	
Work with Stonewall Scotland as part of Employer Diversity Champion initiative to secure a place in the Top 100.	
Ensure student and staff gender reassignment procedures are easily accessible and clearly understood.	
College commitment to student and staff LGBTQ+ equality is communicated.	

Deliver “gender identity and expression” and “sexual orientation” awareness training for staff and students.

Progress Summary

- Work with the LGBTQ+ Staff Network is ongoing and a plan is in place to reinvigorate this network for later in 2019.
- The Student’s Association supports an LGBTQ+ Society which meets every week at City campus and is open to all LGBTQ+ students. The ED&I Team works closely with CitySA to support this society, encouraging staff-student partnership across a range of LGBTQ+ events.
- The college continues to support Glasgow Pride with staff and students managing a stall and taking part in the march every year.
- The College made the decision not to pursue LGBT Youth Scotland Silver Charter status as it was considered cost prohibitive. This work has been diverted into efforts to continue to improve the College’s Stonewall WEI performance.



- There was a significant number of staff in attendance at 2018’s Stonewall Conference, including key staff members who had been invited to give papers on the College’s excellent reputation in terms of embedding LGBTQ+ equality in procurement processes.
- In 2019 the College was named in Stonewall’s Top 100 Employers in the Workplace Equality Index, placing 81st in the UK. The only Scottish educational institution to be listed in the top 100.
- The Student Advice team established a named advisor as a point of contact LGBT students. The named student advisor was put in place in order that LGBT students did not have to repeat their support needs numerous times to different staff members and departments. This was considered to be of particular use to trans students, as the named advisor could support their journey of navigating student records procedures where names and/or genders needed changing. It was additionally found that the

named advisor provided a centralised support service for LGBT students experiencing mental health problems, it having been identified by internal and external sources that this group faces increased levels of mental health issues in education.

- Student and staff gender reassignment procedures have been drafted and are awaiting EqIA and final approval. This will be a key area of work in Summer 2019.
- LGBT History Month comprises one of the College's themed months, comprising College-wide communication and awareness raising.
- Due to staffing issues, "gender identity and expression" and "sexual orientation" awareness training has not been delivered consistently. However, there are a number of useful resources available to staff and students via Connected. It is planned that this training will be updated and re-launched later in 2019.

Measures and Impact: In survey responses > 85% of LGBTQ+ students and > 80% of LGBTQ+ staff agree/strongly agree that:

I believe City of Glasgow College is committed to improving ED&I - students (according to the My Student Experience Questionnaire - September 2018):

College Average: 94%

All LGBQ categories were above the 85% threshold for responding to this question positively, with a mean of 93.4% responding positively to this question.

Sexual Orientation:

- Gay Woman / Lesbian (96%, 2% higher than the college average);
- Gay Man (94%, equal to the College average);
- Bi (96%, 2% higher than the College average);
- Other (89%, 5% lower than the College average);
- Mean (93.4%, 0.6% lower than the College average).

It is interesting to note that students who identified as “Other” bring the average down here to a point slightly below the College average. here, whereas LGB respondents agreed at rates equal to or above the College average. This may indicate the need to support students who define as belonging to the LGBTQ+ community, but do not identify with the categories of LGB.

I was treated fairly throughout the application process - students (according to the My Student Experience Questionnaire - September 2018):

College Average: 92%

All LGBQ categories were above the 85% threshold for responding to this question positively, with a mean of 93.5% responding positively to this question.

Sexual Orientation:

- Gay Woman / Lesbian (95%, 3 % higher than the college average);
- Gay Man (93%, 1% higher than the College average);
- Bi (95%, 3% higher than the College average);
- Other (91%, 1% lower than the College average);
- Mean (93.5%, 1.5% higher than the College average).

As with the previous impact measure, students who define as “Other” bring the average down here.

I am satisfied with the support available from Student Services - students (according to the My Learning & Teaching Questionnaire 17/18):

College Average: 82%

Sexual Orientation:

All LGBTQ categories were below the 85% threshold for responding to this question positively, with a mean of 79% responding positively to this question. However, given the College average is 82%, this is not surprising. That said, responses for LG and B respondents were all lower than the College average.

- Gay Woman / Lesbian (76%, 6% lower than the College average);
- Gay Man (78%, 4% lower than the College average);
- Bi (80%, 2% lower than the College average);
- Other (82%, equal to the College average);
- Mean (79%, 3% lower than the College average).

Learning and teaching represents me, my background and my experience - students (My Learning & Teaching Questionnaire 17/18):

College Average: 79%

Sexual Orientation:

- Gay Woman / Lesbian 80% (1% higher than the College average);
- Gay Man, 76% (3% lower than the College average);
- Bi, 76% (3% lower than the College average);
- Other, 83% (4% higher than the College average);
- Mean, 78.8% (0.2% lower than the College average).

Gender Identity:

Students with a gender identity different from that which they were ascribed at birth answered positively to the majority of relevant questions:

I am satisfied with the support available from Student Services, students (according to the My Learning & Teaching Questionnaire 17/18):



- I believe City of Glasgow College is committed to improving ED&I (91%, 3% lower than the College average);
- I was treated fairly throughout the application process, students (95%, 3% higher than the College average);

Learning and teaching represents me, my background and my experience, students (My Learning & Teaching Questionnaire 17/18):



- I am satisfied with the support available from Student Services, students (86%, 4% higher than the College average);
- Learning and teaching represents me, my background and my experience (81%, 2% higher than the college average).

Staff

Staff responses for LGBTQ+ identities were too low to be included as a comprehensive data breakdown (see Mainstreaming Report 2019 for a full breakdown of staff sexual orientation and trans status). However, it is noteworthy that responses to:

- “I am treated fairly” was above the College average for Straight/Heterosexual staff members (80%).
- “The college is committed to improving ED&I” was above the College average for Straight/Heterosexual staff members (82%).

N.B.: LGB(Q+) students were defined as those who identified as bi, gay man, gay woman/lesbian and other.

3.3. Students and staff with religious beliefs confidently access relevant facilities and support.

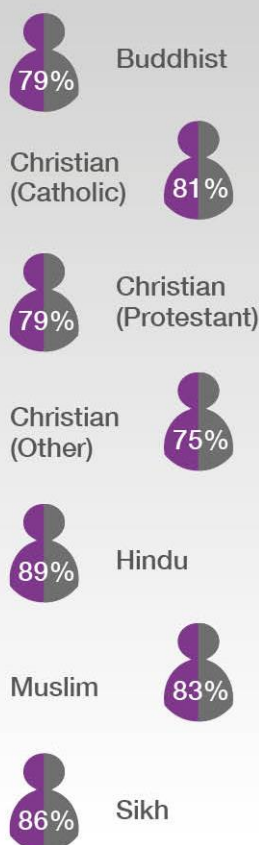
Actions & RAG Status	
Actions (as per Equality Outcomes Framework 2017-2021)	RAG Status
Conduct research to establish good practice around meeting diverse religious needs.	
Create religious observance guidance and summary documents.	
Where practical, religious observance is accounted for within the academic calendar and student funding.	
Enhance the existing Quiet Reflection Rooms to incorporate good practice.	
Celebrate key religious and cultural events across main faiths and distribute multi-faith calendar and e-books to students and staff.	
Actively support and communicate the Quiet Reflection Room provision.	
Actively support and communicate the Chaplaincy service provision.	

College commitment to student and staff religious equality is communicated.	
Deliver religious beliefs awareness training for staff and students.	
Progress Summary	
<ul style="list-style-type: none"> • In 2018 an extensive research project was carried out by the ED&I team which involved liaising with and visiting a number of public sector organisations to establish good practice around meeting the diverse needs of religious groups. • Religious observance guidance was drafted in 2018 and is awaiting review. It is planned that this guidance will be published Summer 2019. • Regarding Student Funding administered by the Student Funding Coordinator, students are given an authorised absence for any religious observance, with students' lecturers recording their absence as an authorised absence thus avoiding any attendance-related Bursary/EMA penalties or other absence-related negative consequences. The ED&I team are currently discussing ways in which to support academic staff to incorporate religious observance into the academic calendar. • Both the Quiet Reflection Room and Chaplaincy service are actively communicated via a range of methods, including the creation and circulation of marketing materials, campus events, various social media campaigns and a dedicated space on the College website. • In 2018/19 both of the College's dedicated quiet reflection rooms were renovated. Not only did this renovation serve to enhance the calm atmosphere of the space, but it also included a number of faith-specific changes, including installing gendered signs indicating male and female prayer spaces and arrows indicating the direction of the qibla. Rooms are designed to accommodate the spiritual needs of staff and students from all religions and none. The rooms are equipped with religious texts, prayer mats and an accessible wash room for ablutions. 	

- A diversity calendar detailing key religious and cultural events is circulated amongst key staff and external stakeholders on an annual basis.
- Where possible, the ED&I team work with the Digital Marketing team to communicate and celebrate key religious and cultural events.
- The ED&I Team works closely with the College’s chaplaincy team, which represents a number of faiths and spiritual beliefs (See [Appendix A](#) for an overview of the chaplaincy team). Along with the College Chaplains the College has established a number of events and initiatives, including regular “Taste of Faith” events held on the Riverside campus and a dedicated “Chaplaincy Hour” (currently in development) to provide a dedicated drop-in for students and staff to seek support from our chaplains in a confidential space.
- The Student’s Association supports a Christian Union which meets every week at City campus and is open to all students.
- Interfaith Month represents one of the College’s ED&I-themed months, comprising College-wide communication and awareness raising.
- The ED&I team have sourced an appropriate external trainer for religious beliefs training and early discussions have taken place on the design and delivery. Moving forward, the ED&I team will take the next steps to ensure effective delivery to key staff.
- The College continues to support the Action of Churches Together in Scotland (ACTS) group, hosting regular meetings and the 2018 conference.
- The College supports Roman Catholic religious observance on campus with a range of services supported for staff and students.

Measures and Impact: In survey responses, > 85% of students with religious beliefs and > 80% of staff with religious beliefs agree/strongly agree that:

Learning and teaching represents me, my background and my experience, students (My Learning & Teaching Questionnaire 17/18):



Students

All religion and beliefs answered positively above the 85% threshold for:

- I believe City of Glasgow College is committed to improving ED&I, students;
- I understand I have a responsibility to treat others fairly and with respect, students;
- I was treated fairly throughout the application process, students.

Mean averages for the above questions were all above 95%, suggesting the College is performing well for religion and belief in these areas. Through analysis of the data, areas requiring more attention were also uncovered.

Responses to “I am satisfied with the support available from Student Services” range from a low of 62% (Buddhist) to a high of 90% (Sikh). Similarly, “Learning and teaching represents me, my background and my experience” 75% (Christian, Other) to a high of 89% (Hindu).

Staff

Data disclosure returns for the religion and belief of staff were very low, with only “Christian” (226) and “None” (183) being above the threshold for inclusion in this report. However, it is of note that the College average for answering positively to “My Needs are Reported” was 62% (with most religion/belief categories hovering around this figure. Similarly, the College average for “I am treated fairly by other staff” was 78%, though the figure for “Christian” was slightly higher (80%).

4.1. The diversity of student identities, experiences and needs is accounted for in the design and delivery of Learning & Teaching.

Actions (as per Equality Outcomes Framework 2017-2021)	
Actions (as per Equality Outcomes Framework 2017-2021)	RAG Status
Create a short life “Accessible and Inclusive Materials and Delivery” working group to embed the principles of ED&I and accessibility into local curriculum planning, delivery and support.	
Deliver curriculum staff development around ED&I, including accessibility standards and how to mainstream ED&I in the curriculum.	
Create a short life “ED&I Themed Events” working group to develop and embed 7 ED&I themed campus wide monthly events into curriculum and support areas across both campuses.	
Ensure that all courses meet the City Learning 4.0 (CL) criteria through providing tailored training and support.	
Share good practice on how to mainstream ED&I in the curriculum.	
Ensure consistent completion rates of the student ED&I module for all full-time and ESOL students.	

Progress Summary

- See Outcome 3.1 for information on the development of inter-College accessibility standards.
- Teaching staff are provided with a range of training opportunities to support the learning and teaching needs of a diversity of student identities and experiences (for example, see Dr. Anna James training discussed in Outcome 2.1).
- In academic year 2017/18, a number of key staff were identified to support with the delivery of ED&I themed months across campuses. The ED&I team plan to enhance the ED&I themed months and will look into formalising a cross-College working group to support this goal.
- A number of initiatives were put in place or are ongoing to ensure that all courses meet City Learning 4.0 criteria:
 - Faculty heads have agreed to make all courses available to all curriculum staff on MyCity, making it easier to share best practice around course design.
 - Data on learner and staff use of systems are monitored to promote best practice.
 - The College offers an accessibility tool kit to support learners' access to all materials (plus Recite Me is compatible with all online College functions).
 - A team of two learning technologists available in each faculty to offer one-to-one and bespoke support.
 - A support help desk available within working hours for all staff and students.
 - Tailored on-line support available within MyCity, along with a dedicated programme of workshops and support available to all staff.
 - A continuous review process of the wider education landscape for approaches that will support the accessibility of learning materials.
- The Libraries and Learning Technology teams are working to ensure the best features of both Microsoft365 and GoogleApps for Education will be embedded in practice in the near future.

- Learning and Teaching resources were developed to accompany each of the themed months and are available to all staff via Connected.
- ED&I Good Practice guides for mainstreaming ED&I in the curriculum are shared on Connected.
- See Outcome 2.1 for an update on ESOL learners and the ED&I module.

Measures and Impact: In survey responses, filtered and examined by relevant protected characteristics, > 85% of students agree that:

- The College Average for answering positively to “Learning and teaching represents me, my background and my experience” was 79%.
- The College Average for answering positively to “Learning at City of Glasgow College is Accessible” was 86%.

For more information by protected characteristics:

- See Outcome 2.1 for Gender and Ethnicity review.
- See Outcome 3.1 for Disability review.
- See Outcome 3.2 for LGBTQ+ review.
- See Outcome 3.3 for Religion and Belief review.

4.2. The diversity of staff identities, experiences and needs is accounted for in the design and delivery of Learning & Development.

Actions & RAG Status	
Actions (as per Equality Outcomes Framework 2017-2021)	RAG Status
Create a checklist which details how learning must account for ED&I and accessibility by being inclusive and accessible - aligned to City Learning 4.0 criteria - and incorporate in learning and development agreements.	
Amend evaluation methods to check that all delivered learning accounts for both City Learning 4.0 and ED&I and accessibility requirements.	
Ensure staff integration and Personal Development Reviews (PDR) account for ED&I and accessibility and meets the City Learning 4.0 criteria.	
Progress Summary	
<ul style="list-style-type: none"> Increased awareness of ED&I and City Learning 4.0 principles is achieved through a multi-method approach to learning within the College. The College's Procurement processes also address this at contract award stage. OD forms and processes are currently being reviewed; this process will include considering adherence to both City Learning 4.0 and ED&I and accessibility requirements. A new (electronic) Staff Integration Guide was launched in March 2019 - CALM guidelines were followed, and feedback received, prior to its publication. Individual 	

users can switch on ‘accessibility’, which enables a text-only version of the document, which is easier to read and can be used with screen readers.

Measures and Impact: In survey responses, filtered and examined by relevant protected characteristics, > 85% of students and > 80% of staff agree/strongly agree that:

See Outcome 2.1 for Gender and Ethnicity review.

See Outcome 3.1 for Disability review.

See Outcome 3.2 for LGBTQ+ review.

See Outcome 3.3 for Religion and Belief review.

See the Equality Mainstreaming Report 2019 for further account of the demographic makeup of College staff.

5.1. The successful course completion of students - across targeted protected characteristics - is increased.

Actions & RAG Status	
Actions (as per Equality Outcomes Framework 2017-2021)	RAG Status
Staff participate in CPD sessions to raise awareness of the challenges faced by students across ED&I groups.	
Communicate student needs with relevant staff at appropriate points, whilst accounting for data protection.	
Ensure that students who are experiencing challenges are signposted to relevant support services.	
Enhance and consistently deliver an effective and person-centred guidance programme for all students.	
Create an effective early warning system to identify and support students at risk of not completing their course successfully.	
Refine Dashboard information to better present protected characteristic and SIMD student data across application, enrolment, early/further withdrawal and complete success at College, Faculty, curriculum and course levels.	

Ensure that ED&I is better planned for, delivered and evaluated across the College, through operational planning and self-evaluation.

Progress Summary

- There are a number of CPD opportunities for staff to raise awareness about challenges faced by some ED&I groups (e.g. see Outcome 2.1 for information on training delivered from Dr. Anna James). However, it is recognised that this provision could be enhanced and will be reviewed Summer 2019.
- The Student Experience team are currently planning a CPD project which will provide key staff with the demographic breakdowns of certain classes along with details of student needs. This project will be piloted in August 2019.
- Students are signposted to relevant support services during their regular academic guidance sessions.
- Staff are able to access a bespoke “tracker” system via the VLE Dashboard, which highlights students at risk of non-completion or early withdrawal.
- The present dashboard system is currently being examined by the ED&I team for potential ways to enhance it, for example by allowing users to drill down deeper into various protected characteristics.
- The latest College Strategic Plan makes explicit reference in its strategic aims to:
 - 2.3 Provide access and progression opportunities for all, through a broad, industry relevant curriculum for work and advanced study;
 - 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.
- The new Operational Planning guidance for managers (March 2019) includes a section on Equality Diversity and Inclusion, which states that "All staff are required to take

responsibility for mainstreaming equality, diversity and inclusion, i.e. planning for and delivering each part of the Public Sector Equality Duty (PSED)" and that "All Balanced Scorecards and Operational Plans should reflect this priority". Explanations of Fairness Opportunity and Respect are provided in the planning guidance.

Measures and Impact: Across relevant protected characteristics, the proportion of students:

- Successful outcome in Further Education meets the Glasgow Regional Outcome Agreement targets.
- Successful outcome in Higher Education meets the Glasgow Regional Outcome Agreement targets.

The College is currently exceeding three out of four regional targets for success:

- Full time further education success - Regional target: 67.5%; College: 67.8%.
- Part time further education success - Regional target: 80%; College: 86.8%.
- Part time higher education success - Regional target: 80.5%; 82.1%.

Specific Protected Characteristics

In the Equality Outcomes Framework 2017-2021, the below protected characteristics were identified as under-performing compared to the College average (based on 15-16 data):

Successful Completion lower than the College average of 80.0%:

- Under 16 (63.9%);
- 16-19 (74.1%);
- 20-24 (77.1%);
- Other Religion (73.9%);
- Female (79.8%);
- Bi (63.6%);
- Gay Man (72.0%);
- Gay Woman (76.6%);
- Other Sexual Orientation (77.4%).

Data for Academic year 2017/18 reveals improvement in all of the identified protected characteristics:

- Under 16 (79.9%);
- 16-19 (76.6%);
- 20-24 (83.1%);
- Other Religion (81.3%);
- Female (82.6%);
- Bi (71.6%);
- Gay Man (80.6%);
- Gay Woman (77.5%);
- Other Sexual Orientation (79%).

5.2. The completion of Learning & Development is increased for support staff, younger, older and pregnant staff.

Actions & RAG Status	
Actions (as per Equality Outcomes Framework 2017-2021)	RAG Status
Devise a series of competencies common to the College and specific to each role, together with clearly defined learning pathways, and incorporate into updated job descriptions.	
Ensure that flexible delivery modes of Learning & Development (L&D) are provided to suit all needs.	
Introduce the new Staff Development Records System to support consistent application and integrate into policies and procedures.	
Review and revise the Staff PDR (Personal Development Review) System to better meet organisational, departmental and individual needs.	
Devise and deliver a Talent Management/ Succession Plan in support of the College's People Strategy.	
Devise and launch a staff development programme for managers in support of the College's Leadership Reorganisation.	
Progress Summary	
<ul style="list-style-type: none"> The College has revised its approach to competencies; Learning Pathways are in development for 2019. A blended approach is taken for all learning and development activities - the essential modules are provided in e-learning format, but are supported by written materials and, 	

in the case of the Fire Safety and Health & Safety courses, by face to face workshops. All of the City Leadership Development Programme materials are accessible post-session, on My City.

- In terms of the new Staff Development Records System to support the above actions, iTrent (the College's new HR system) is not implemented fully yet; it is expected the L&D module will go live by the end of 2019.
- Following review and consultation, the PDR process is being replaced by 'Development Conversations', which are due to launch in May 2019.
- The College's Talent Management/ Succession Plan in support of the College's People Strategy is still in development.
- Leadership Development programme launched October 2018, aimed at all people managers (c. 160 staff). The second phase of the programme will commence May 2019.

Measures and Impact: The completion of Learning & Development is increased for support staff, younger, older and pregnant staff.

- Overall lower proportion of staff under 25 and older ranges 65 and over had undertaken development that compared to those in the intermediate age ranges.
- Overall a slightly lower proportion of disabled staff, 58.0% than non-disabled
- A higher proportion of BME staff 59.2% and UK white staff college staff, 51.8%, and BME staff, 57.1%, compared with other white college staff, 46.3%.
- There was no differential for development opportunities based on pregnancy status.

For further discussion of the above data, see the Equality Mainstreaming Report 2019.

Appendices

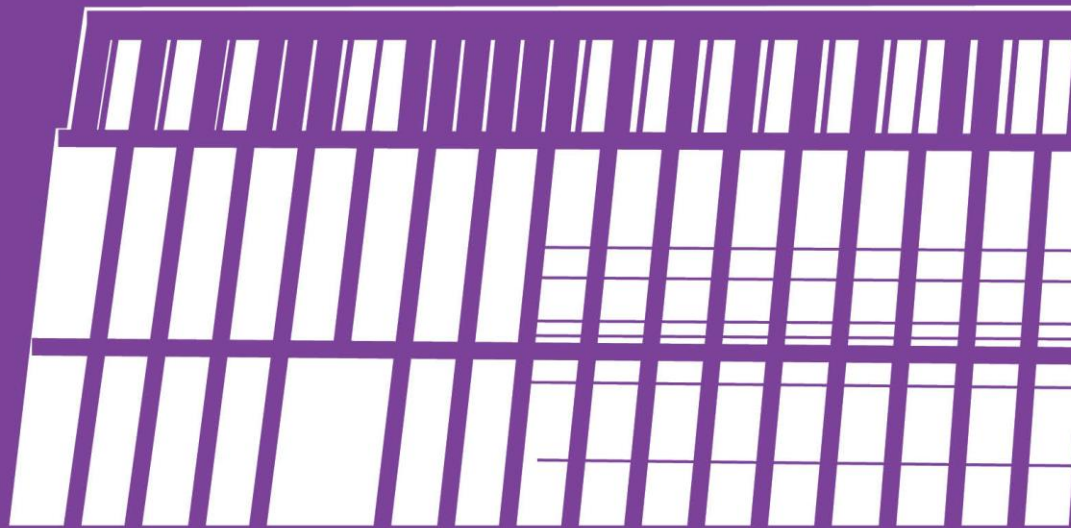
Appendix A: Chaplaincy Team

Religion/belief	Contact
Church of Scotland	Rev Alastair Duncan
Free Church	Rev Kenny Boyd
Hindu	Srihari Vallabhajousula
Jewish	Rabbi Yossi Bodenheim
Humanist	Claire Digance
Roman Catholic	Brother Antony Connelly CP
Sailors' Society	Rev. Stephen Prem
Sailors' Society	Becky Haldane
Sikh	Sukhcharan Kaur
Episcopal	Darren Jackson
Friends International	Douglas Humphries

The College is currently seeking a Muslim chaplain to join the team. For more information regarding spiritual care at City of Glasgow College, visit [the Religion and Belief](#) section of the College website.



CITY OF GLASGOW
COLLEGE



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