



(Updated July 2018)

## Let Learning Flourish

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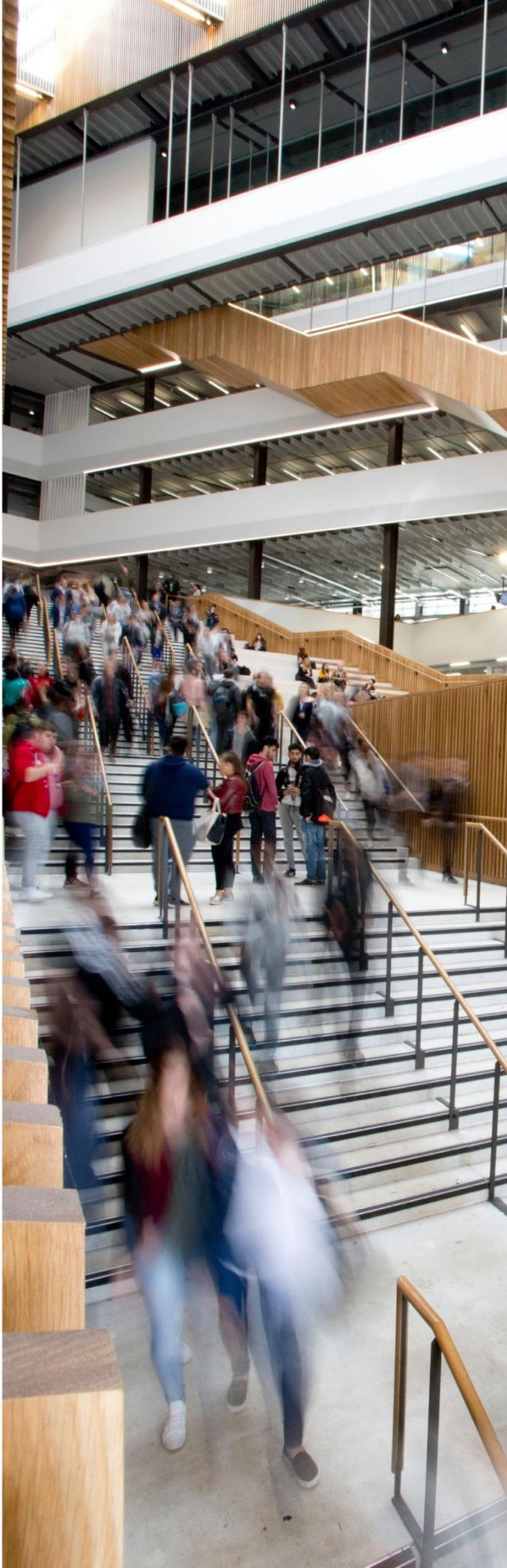
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# Foreword from the Principal



## 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 - who are our greatest asset - have the best possible opportunities available to them to realise their full potential, improve their life chances and reach their educational and career goals.

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

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

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

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

Paul Little

Principal and CEO





# 1. Introduction

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

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

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

- Building, Engineering & Energy.
- Business.
- Creative Industries.
- Education & Society.
- Leisure & Lifestyle.
- Nautical Studies.

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

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





## 2. Commitment

## 2. Commitment

### College Values

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

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

### College Behaviours

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

### 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.

## College Strategic Priorities 2017-2025

Equality, diversity and inclusiveness are addressed within the following strategic priorities:

1. To be an inspirational place of learning.
2. To enable individuals to excel and realise their full potential.
3. To live our values, value our people and innovate in partnership.
5. To deliver excellence in performance.

## Access, Inclusion & Wellbeing

As detailed in the Student Experience Strategy and Access & Inclusion Initiative, the College encourages 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.





### 3. Purpose



### 3. Purpose

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

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 30<sup>th</sup> April, 2017.
- 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.





## 4. Approach and Alignment



## 4. Approach and Alignment

To support developing our equality outcomes, the College adopted the following three stage process as recommended by Equality Challenge Unit (ECU, 2016):

1. **Investigate Equality Issues:** Review previous outcomes; involve people; and gather and consider evidence.
2. **Identify Equality Outcomes:** Prioritise; formulate; assign; and gain approval.
3. **Disseminate Equality Outcomes:** Publish; and promote.

### Equality Outcomes Framework

Please refer to [Appendix A](#). This framework presents:

- **College Equality Outcomes**, the desired changes or results. These are more short- and mid-term and operational in nature. **This is the change which we want to achieve.**
- **Context**, the contextual basis for the **outcome with reference to evidence sources. This is the reason for the outcome.**
- **Action to Target Staff or Students**, in support of achieving the specific outcome. **This is what we want to do, or deliver.**
- **Intended Outputs**, the effect of the actions, which will support achieving the specific outcomes. **This is what we want to see to demonstrate we are on track.**
- **Alignment to College Strategy**, detailing the College strategic aims which will be progressed by each specific outcome. **This demonstrates how the outcome supports College Strategic Aims.**
- **Alignment to Public Sector Equality Duty**, detailing the specific part/s of the PSED which will be progressed by each specific outcome. **This demonstrates how the outcome supports the Equality Act 2010 PSED.**
- **Relation to Protected Characteristics**, which the specific outcome will support. **This presents which groups will be supported.**



## Alignment with Glasgow Regional Equality Outcome Themes

Our College's equality outcomes are aligned with the Glasgow regional equality outcome themes, as shown below.

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 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. 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.
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.

## Alignment with College Strategic Aims 2017-2025

College equality outcomes are aligned with the following strategic aims:

### 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.

### 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.

### 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.

## Alignment with Public Sector Equality Duty (PSED)

Outcomes must enable better performance of the PSED which states that a public authority must, in the exercise of its functions, have due regard to the need to:

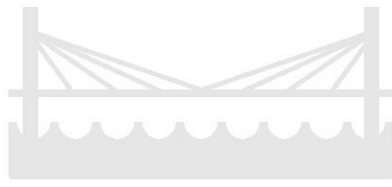
- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act, i.e. **ensure fairness**;
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it, i.e. **advance opportunity**; and
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it, i.e. **foster respect**.

## Equality Outcomes Progress Plan

A report detailing progress in achieving the outcomes will be published in 2019 and 2021, a draft of which is already in place. In addition to the sections contained within the Equality Outcomes Framework, this plan will also present:

- **Progress**, detailing the actions delivered and progress made. **This summarises what has been done/delivered.**
- **Impact Measures and Targets**, detailing the impact mechanisms and measures to demonstrate change for each outcome, together with specific targets. **This is how we measure progress and success.**
- **Actions to Target Staff or Students**, in support of achieving the specific outcome. **This is what we want to do, or deliver.**
- **Intended Outputs**, the effect of the actions, which will support achieving the outcomes. **This is what we want to see to demonstrate we are on track.**
- **Responsibility**, the staff role or College functions tasked with implementing the action. **This presents who is responsible for delivering the action and outputs.**
- **Timescale and RAG Status**, detailing the month and year, by which point the action, and output, will be met. **This presents specific deadlines and uses a traffic light system of “red, amber and green” to track progress.**







## 5. Review and Involvement

## 5. Review and Involvement

The process of devising equality outcomes was grounded upon the involvement of groups who share a protected characteristic, or their representatives.

In March 2015, the 3 Glasgow Colleges - City of Glasgow College, Glasgow Clyde College and Glasgow Kelvin College - in conjunction with the Glasgow Colleges Regional Board (GCRB), devised 5 shared Glasgow Regional Equality Outcome themes. These were devised from mapping each of the College's Equality Outcomes 2013-2017 with Scottish Funding Council (SFC), Education Scotland and GCRB priorities. Looking forward, to support local needs, each College will continue to devise its own unique equality outcomes.

### Initial Review: 1<sup>st</sup> June 2016 to 30<sup>th</sup> September 2016

During this period, the ED&I Team considered and drafted a series of potential equality outcomes. This preliminary work was based upon reviewing:

- Progress in achieving Equality Outcomes 2013-2017 and related or outstanding issues, actions and outputs.
- Evidence Sources, derived from internal College systems - including staff and student feedback - together with external sources, such as those from our equality charity partners, Scottish Government Equality Unit and EHRC.
- Glasgow Region Equality Outcomes Themes, taking account of SFC, Education Scotland and GCRB priorities.

### Involvement and Prioritising: 1<sup>st</sup> October 2016 to Mid-March 2017

During this period, the following groups provided direction, guidance and support in order to consider and prioritise evidence and formulate outcomes:

- The Advisory & Engagement Group, comprised of user-led equality groups and senior staff representation.
- The Equality, Diversity & Inclusion Working Group, comprised of curriculum and support staff across College functions, together with student representation.
- The College's Senior Management Team, comprised of senior curriculum and support staff across College functions.



Subsequently, the draft outcomes and respective actions and outputs were developed and refined and impact measures were identified. Two draft documents were then devised:

- Equality Outcome Framework one for setting outcomes (published in 2017).
- Equality Outcome Plan for detailing and measuring progress (published in 2019 and 2021).

### **Wider Involvement and Formulation: Mid-March 2017 to Mid-April 2017**

During this period, through a range of on and off line communications, wider staff, Board of Management, student and stakeholder engagement took place.

The following groups of people were encouraged to complete an online survey, with responses received from over 300 respondents:

- Individual members of staff and Board of Management (118 survey responses).
- Groups of staff (86 survey responses).
- Individual students (76 survey responses).
- Groups of students and the Student Executive (12 survey responses).
- External stakeholders (9 survey responses).

The following groups participated in a tailored and interactive focus group, framed as “Equality Conversations”:

- The Student LGBTQ+ Society (Lesbian, Gay, Bisexual and Transgender).
- The Student Women’s Group.
- Students identifying as being disabled.
- ESOL (English for Speakers of Other Languages) students.

### **Approval and Publishing: Mid-April 2017 to 30<sup>th</sup> April 2017**

The College’s Senior Management Team, ED&I Working Group and the Advisory & Engagement Group also provided further feedback. Relevant and appropriate feedback was then incorporated into the final equality outcome setting framework, prior to approval from the Board of Management. Please refer to [Appendix A](#).

## Reflections and Revisions: December 2017 to June 2018

The College is committed better meeting the PSED through ensuring our Equality Outcomes are based upon valid sources of evidence and involvement. As such, we have taken the opportunity to reflect upon and revise our Equality Outcomes.

Since publishing this report in April 2017, the College has conducted a review of our Chaplaincy service and Quiet Reflection Room. At the same time, the ED&I Team has continued to engage with students and staff and respond to feedback. In doing so, new evidence sources and involvement platforms - including a review of best practice provision by other organisations together with student, staff and Chaplaincy team feedback - have been examined.

This analysis has informed the further development of the Quiet Reflection Room, and support of religious observance within the College, to better meet the diverse needs of all staff and service users

At the same time, the College reviewed our 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](#).

Looking forward, the College will continue to reflect upon and revise our Equality Outcomes to ensure that our priorities are grounded upon making the biggest difference to improving to the lives of all our staff and service users.



## 6. Evidence



## 6. Evidence

The setting of equality outcomes was explicitly informed and shaped by considering evidence relating to persons who share a relevant protected characteristic.

In devising our Equality Outcomes, the following primary and secondary sources of information were considered.

### Primary Sources: Individual and Group Feedback

- The Advisory & Engagement Group comprised of user-led equality groups and senior staff representation.
- The Equality, Diversity & Inclusion Working Group comprised of curriculum and support staff across College functions, together with student representation.
- The College's Senior Management Team comprised of senior curriculum and support staff across College functions.
- Staff and Board of Management feedback provided through completing an online survey examining outcomes.
- Student - including Student Executive and Class Representatives -feedback provided through completing an online survey examining outcomes.
- External stakeholder feedback provided through completing an online survey examining outcomes.
- Student LGBTQ+ Society (Lesbian, Gay, Bisexual and Transgender) focus group feedback.
- Student Women's Group focus group feedback.
- Students with additional support needs focus group feedback.
- ESOL (English for Speakers of Other Languages) student focus group feedback.

### Secondary Sources: Internal and External Research and Reports

A variety of internal and external secondary sources of evidence were examined and analysed in support of devising our equality outcomes.

Sources include evidence produced by the Scottish Government, Scottish Funding Council, Education Scotland, Equality and Human Rights Commission and National Records of Scotland. These are detailed in the [References](#) section of this report.

## Contextual Basis of Outcomes

As recommended by ECU (2016), evidence sources were examined, considered and prioritised according to:

- **Scale** - Consider the size of the problem, how many people it affects and the scale of impact that could be achieved.
- **Severity** - Does the issue lead to substantial inequality even though the number affected by it may be low? Benchmarking can help identify how severe the equality issue is in the institution through making comparisons to the wider sector.
- **Concern** - Do stakeholders, students or staff see it as a serious issue?
- **Impact** - Is there potential for action by the institution to make a significant impact?
- **Furthering the PSED** - An equality outcome must further one or more of the following: eliminate discrimination, advance equality of opportunity, and foster good relations.
- **Covering all protected characteristics** - A set of equality outcomes must cover the full range of protected characteristics. If a particular characteristic is not covered across the entire set of outcomes, you must publish reasons for this.
- **Regional Context** - For colleges in particular, identifying issues that are relevant across several partner institutions may be a consideration in prioritisation.

Subsequently, the contextual basis for each of our equality outcome is detailed in the Equality Outcome Framework. Please refer to [Appendix A](#).







## 7. Equality Outcomes Summary

## 7. Equality Outcomes Summary

This table presents a summary of our equality outcomes, under each regional equality outcome theme, together with how we will measure and demonstrate progress.

What We Want (Our ED&I Vision)	What We'll See (Regional Equality Outcome Themes and Our Equality Outcomes)
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.	<div data-bbox="384 573 451 790">Access</div> <div data-bbox="451 573 1508 790"> <p>1. <b>The diversity of students and staff reflects the communities the College serves.</b></p> <p>1.1. Student representation of gender in courses characterised by significant imbalance is redressed.</p> </div>
	<div data-bbox="384 801 451 1697">Experience</div> <div data-bbox="451 801 1508 1697"> <p>2. <b>All students and staff experience and contribute to a culture of dignity and respect.</b></p> <p>2.1. Students and staff - across all protected characteristics - experience and contribute to a culture of dignity and respect.</p> <p>3. <b>All students and staff benefit from inclusive and accessible spaces, environments and services.</b></p> <p>3.1. Disabled students and staff confidently access relevant facilities and support.</p> <p>3.2. LGBTQ+ students and staff confidently access relevant facilities and support.</p> <p>3.3. Students and staff with religious beliefs confidently access relevant facilities and support.</p> <p>4. <b>All students and staff actively engage in fully inclusive and accessible learning.</b></p> <p>4.1. The diversity of student identities, experiences and needs is accounted for in the design and delivery of Learning &amp; Teaching.</p> <p>4.2. The diversity of staff identities, experiences and needs is accounted for in the design and delivery of Learning &amp; Development.</p> </div>
	<div data-bbox="384 1709 451 2045">Achievement</div> <div data-bbox="451 1709 1508 2045"> <p>5. <b>Successful student and staff outcomes are increased irrespective of protected characteristics.</b></p> <p>5.1. The successful course completion of students - across targeted protected characteristics - is increased.</p> <p>5.2. The completion of Learning &amp; Development is increased for support staff, younger, older and pregnant staff.</p> </div>

## How We'll Know We Are Making Progress

(Our Impact Measures and Targets)

### At relevant course level:

- The proportion of enrolled students in under-represented gender is increased by 5%.

### 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 and staff).
- I understand I have a responsibility to treat others fairly and with respect (students and staff).
- I am treated fairly (students and staff).
- I am satisfied with the support available from Student Services (students).
- Access to College buildings and facilities is easy (students).
- My needs are supported (staff).
- Learning and teaching represents me, my background and my experience (students).
- Learning is accessible (students).
- My needs are supported (staff).

### In staff Learning & Development evaluation forms, 80% of staff agree/strong agree that:

- This development session was inclusive (staff).

### Across relevant protected characteristics, the proportion of student:

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

### Across relevant protected characteristics, all staff participate in Learning & Development:

- Appropriate to specific staff roles, unless prior learning can be evidenced.

### In survey responses, filtered and examined by relevant protected characteristics, > 80% of staff agree/strongly agree that "I am satisfied with the development opportunities available to me".









## 8. Looking Forward



## 8. Looking Forward

This report demonstrates how individuals, groups and representatives across protected characteristics were involved, and relevant evidence considered, in preparing a set of equality outcomes considered to enable better performance of the Public Sector Equality Duty. Adopting this approach means that the College is confident our equality outcomes are grounded on evidence and local needs. The College will take active steps to engage staff and students with our new outcomes to raise awareness and support achievement.

As detailed in Section 4, a draft progress plan has already been created to enable the College to monitor progress in achieving its equality outcomes. Progress in achieving the outcomes will continue to be undertaken by the following groups:

- ED&I Working Group.
- Advisory & Engagement Group.
- Senior Management Team.
- Board of Management Students, Staff & Equalities Committee.

These groups will examine data trends for respective student and staff impact measures against appropriate targets across:

- Relevant protected characteristics and respective sub-groups.
- Student faculties and curriculum areas.
- Staff type (teaching/support) and level (staff/manager).

Subsequently, the progress plan will be updated accordingly to support meeting these targets and demonstrate achievement of the equality outcomes. The progress plan will be updated twice a year and made available on the College's website for review.

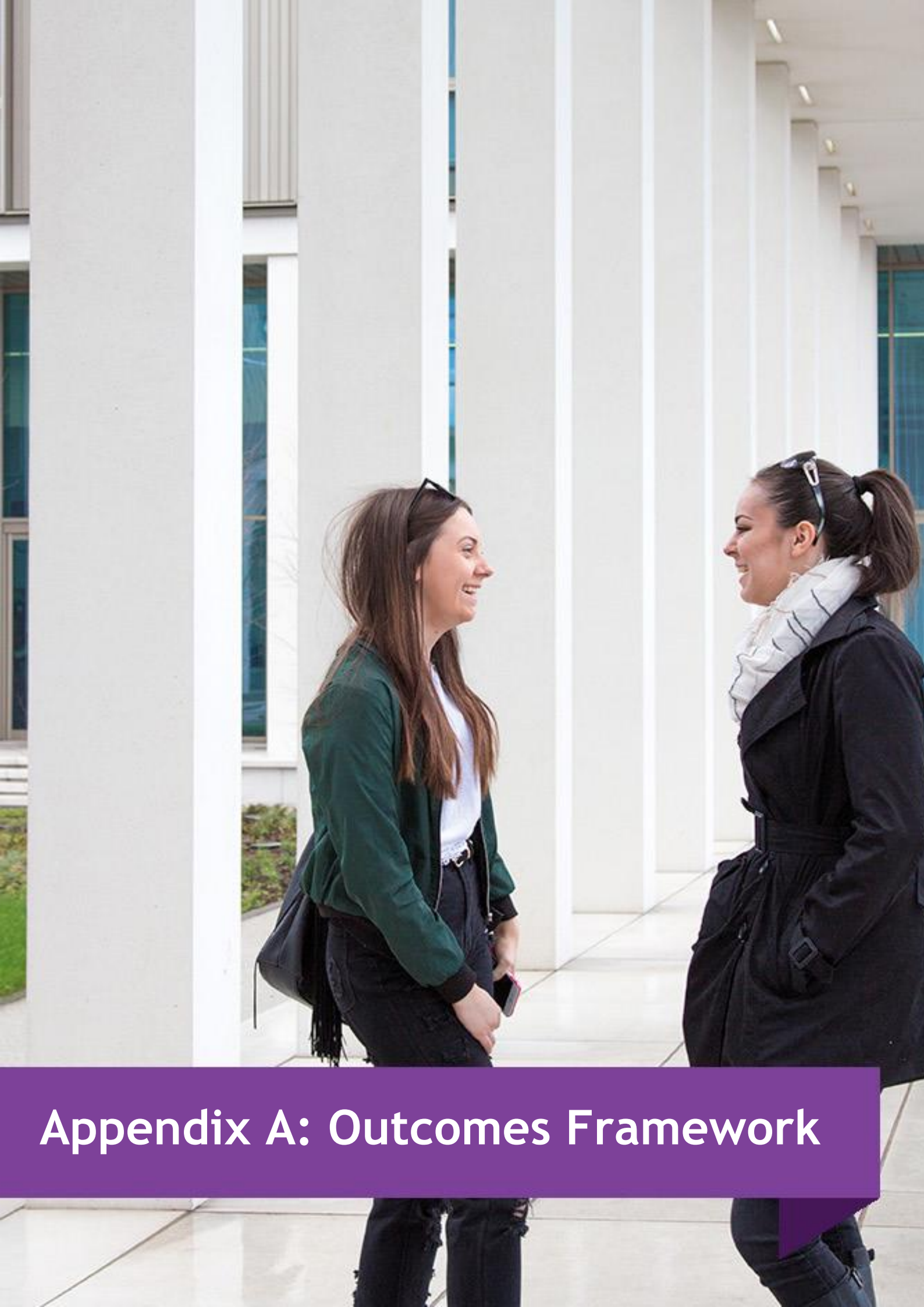
Progress will be detailed in a subsequent report published by April 2019 and again in April 2021. Revised outcomes will be devised and published in April 2021.

This document is available alternative formats upon request.

For more information, please call 0141 375 5401/5402, or contact

[edi@cityofglasgowCollege.ac.uk](mailto:edi@cityofglasgowCollege.ac.uk)





## Appendix A: Outcomes Framework

### 1.1. Student representation of gender in courses currently characterised by significant imbalance is redressed.

#### Context

There is a need to redress gender under-representation in key subject course areas through providing tailored activity based on evidence and specific needs. In delivering this outcome, an overall College Gender Action Plan will be supported by individual faculty level action plans to tackle gender imbalance specific to that faculty, with progress measured against a series of internal and SFC milestones.

#### External and Internal

The Scottish Funding Council's, [Gender Action Plan, \(SFC, 2016a: 7\)](#) has tasked Colleges with tackling persistent gender imbalance characteristics of specific subject areas experienced in Scottish Colleges, including City of Glasgow College.

Colleges	Universities
Female under-representation	
Construction (general)	Architecture, Building and Planning
Building/Construction Operations	Engineering
Building Services	Technologies
Engineering/Technology (general)	Computer Sciences
Mechanical Engineering	
Electrical Engineering	
IT: Comp Science/Programming/Systems	
Vehicle Maintenance/Repair	
Male under-representation	
Child Care Services	Social Studies
Hair/Personal Care Services	Nursing
Training teachers	
Psychology	

In preparing the GAP, research was conducted on SFC's behalf by the Higher Education Academy, [Whose Job is it Anyway? \(HEA, 2016\)](#). This research mapped approaches to tackling gender imbalances across Scottish Colleges and Universities, presenting findings across five broad themes, as detailed below in the actions. Through its own activities, the College identified an additional sixth component, "Stakeholder Engagement".

Actions	Intended Outputs	Strategic Aims, PSED and Protected Characteristics Supported
<ul style="list-style-type: none"> <li>• “Infrastructure” based actions, such as policies, CPD and resources.</li> <li>• “Influencing the Influencer” based actions, such as those with educators, careers advisors and parents.</li> <li>• “Raising awareness and aspirations” based actions, such as outreach activities, such as talks and visits.</li> <li>• “Encouraging applications” based actions, such as ensuring equitable recruitment, marketing and course packaging.</li> <li>• “Supporting success” based actions, such as creating gender inclusive environments and enhancing the student experience.</li> <li>• “Stakeholder engagement” based actions, such as work with employers.</li> </ul> <p>Once the Gender Action Plan has been published, we will include more specific actions within this framework.</p>	<p>Through targeted positive action initiatives, based on evidence and in support of minimising disadvantage, meetings needs and increasing participation specific to local faculties:</p> <ul style="list-style-type: none"> <li>• Awareness of issues and aspirations are raised.</li> <li>• Gender under representation is redressed.</li> <li>• Student success is supported and delivered.</li> </ul>	<p><b>Strategic Aims</b></p> <ul style="list-style-type: none"> <li>1.1. Inspirational student experience.</li> <li>1.3. Excellence and innovation in learning.</li> <li>2.2. Sector leading student satisfaction.</li> <li>2.3. Access and progression opportunities.</li> <li>2.4. Support student engagement.</li> <li>3.2. Achieve a healthy working environment.</li> <li>3.3. Support purpose, values and behaviours.</li> <li>3.4. Fairness, opportunity and respect.</li> <li>5.2. Excellent Education Scotland Reportage.</li> <li>5.4. Globally recognised benchmarks.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>a) Eliminate unlawful conduct.</li> <li>b) Advance equality of opportunity.</li> <li>c) Foster good relations.</li> </ul> <p><b>Protected Characteristic/s</b></p> <p>Sex.</p>



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

### Context

From the evidence analysed, it is apparent that hate crime related to protected characteristics, along with prejudice against certain groups of people, is still a significant issue in Scottish society. We recognise the need to ensure all students and staff feel that they are fairly treated during their time at the College and note that education and training is key for this. This demonstrates that there continues to be a need to develop and support a culture based on dignity and respect for students and staff across all protected characteristics.

### External

In Scotland during 2015-16, racial crime remained the most commonly reported hate crime with 3,712 charges reported. Sexual orientation aggravated crime was the second most common type of hate crime during 2015-16, with a 20% increase in reported charges from the previous year to 1,020 cases. Religiously aggravated charges increased by 3% to 581. 201 disability charges were reported, an increase of more than 14% from the previous year. In 2015-16, 30 gender identity charges were reported; the highest level since recording was introduced (COPFS, 2014; 2015; and 2016). We also note the problem of significant under-reporting with hate crimes (COPFS, 2014; 2015; and 2016).

The Scottish Social Attitudes Survey 2015 found that 3 in 10 people did not agree that “Scotland should do everything it can to get rid of all kinds of prejudice”. In 2015 22% of people felt that “sometimes there is good reason for people to be prejudiced against certain people” (Scottish Government, 2016). Attitudes remain more negative towards certain groups including people from Eastern Europe, Gypsy/Traveller, someone who has undergone gender reassignment, and bisexual, gay and lesbian individuals. It has been evidenced that education is key to eradicating such attitudes (Scottish Government, 2016).

### Internal

Although response rates were overwhelmingly positive, the Student Exit Questionnaire 2016 found that 13% of students did not agree/strongly agreed that they had been treated fairly by fellow students and 18% did not agree/strongly agree that they had been treated fairly by staff (CoGC, 2016c). Similarly, although responses were very favourable, the Staff Engagement Survey 2016 found that 17% of staff did not feel that they were treated fairly by students, 10% did not feel that they had been treated fairly by colleagues 16% felt that they had not been treated fairly by their line managers (COGC, 2016a).

Feedback from the Student Engagement team demonstrates that there is a demand to deliver respect workshops to students, particularly in the ESOL department where cultural differences have created challenges in the learning environment.

Further, feedback demonstrates that ESOL and International students, across all faculties, can feel isolated in a new city and, despite significant progress, language, cultural and religious differences and respective needs are not always fully accounted for in service provision.

Actions	Intended Outputs	Strategic Aims, PSED and Protected Characteristics Supported
<ul style="list-style-type: none"> <li>• Student Executive and class reps complete ED&amp;I training.</li> <li>• Full time and ESOL students complete the Student ED&amp;I Module.</li> <li>• Staff complete ED&amp;I training and managers complete additional ED&amp;I Training.</li> <li>• Staff (and students) participate in the annual “One City” event which incorporates ED&amp;I specific sessions.</li> <li>• Renew commitment to Third party Reporting Status through training, communications and reporting boxes.</li> <li>• Plan and deliver annual ED&amp;I themed events with supporting resources to encourage better engagement.</li> <li>• Deliver the Annual Embracing Diversity Competition to encourage wider participation of students across all Faculties.</li> <li>• Staff at all levels are encouraged and supported to become ED&amp;I Champions.</li> <li>• Deliver a student ED&amp;I badge initiative and support achievement.</li> <li>• Launch a staff ED&amp;I newsletter.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Executive and Class Reps receive training as part of induction.</li> <li>• Students receive training as part of induction.</li> <li>• Staff are equipped with appropriate skills, knowledge and behaviours in relation to ED&amp;I. This will be monitored through Probationary Reviews and Personal Development Reviews.</li> <li>• Staff (and students) receive appropriate training.</li> <li>• Increased awareness of the College as a reporting centre.</li> <li>• Staff share good practice of ED&amp;I and enhanced engagement is achieved through a variety of communication.</li> <li>• Staff and students are aware of the competition. Staff share good practice to encourage buy-in.</li> <li>• “Fairness, Opportunity and Respect for all” is advanced across the College at all levels and people feel empowered to challenge and report inappropriate behaviour.</li> </ul>	<p><b>Strategic Aims</b></p> <ul style="list-style-type: none"> <li>1.1. Inspirational student experience.</li> <li>1.3. Excellence and innovation in learning.</li> <li>2.2. Sector leading student satisfaction.</li> <li>2.4. Support student engagement.</li> <li>3.2. Achieve a healthy working environment.</li> <li>3.3. Support purpose, values and behaviours.</li> <li>3.4. Fairness, opportunity and respect.</li> <li>5.2. Excellent Education Scotland Reportage.</li> <li>5.4. Globally recognised benchmarks.</li> <li>5.4. Globally recognised benchmarks.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>a) Eliminate unlawful conduct.</li> <li>b) Advance equality of opportunity.</li> <li>c) Foster good relations.</li> </ul> <p><b>Protected Characteristic/s</b></p> <p>Age, Disability, Gender Reassignment, Marriage &amp; Civil Partnership, Pregnancy &amp; Maternity, Race, Religion or Belief, Sex and Sexual Orientation.</p>

Actions	Intended Outputs	Strategic Aims, PSED and Protected Characteristics Supported
<ul style="list-style-type: none"> <li>• Ensure appropriate representation of staff and students on the College's ED&amp;I working groups.</li> <li>• Evaluate student and staff survey responses by protected characteristics.</li> <li>• Incorporate ED&amp;I through "Fairness, Opportunity and Respect" into Faculty and Directorate Performance Reviews</li> <li>• Achieve Leaders in Diversity Accreditation by 2020.</li> <li>• Provide a clear induction programme for all new ESOL and international students, across all faculties, which encourages and supports them to participate in Students' Association and engagement activities.</li> <li>• Staff from Student facing services to attend relevant cultural and language diversity training.</li> <li>• Provide key staff with training on immigration and residency status issues.</li> <li>• College commitment to student and staff racial equality is communicated.</li> <li>• Deliver racial awareness training and webinars for staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Cross College representation at ED&amp;I groups supports buy in and appropriate decision making.</li> <li>• Survey responses are examined by protected characteristics to support action planning and intervention based on need.</li> <li>• Appropriate checks and balances are in place across the College at all levels.</li> <li>• Embedded delivery and evaluation of ED&amp;I across College.</li> <li>• 100% of ESOL and international students undertake induction programme and are better able to participate in Students' Association and engagement activities.</li> <li>• Staff are better able to meet the cultural and language diversity of students.</li> <li>• Increased awareness of the challenges faced by ESOL and international students.</li> <li>• Student and staff confidence and reassurance is increased.</li> <li>• Through increased awareness of issues, ethnic minorities are better supported.</li> </ul>	





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

#### Context

Our analysis of the evidence demonstrates that disabled people are still prevented from contributing fully to society through various mutually reinforcing issues. Our College recognises that we could make improvements to ensure the disabled staff and students feel better supported in their work and study environments. We want to better understand these issues and improve our current support systems. As such, there is a continued need to support disabled students and staff to confidently access relevant facilities and support in order to better meet our duty to make reasonable adjustments.

#### External

In Glasgow, 22.7% of residents are disabled and in Scotland as a whole 19.6% of residents are disabled (Scottish Government, 2017a).

In “Fairer Scotland for Disabled People”, the Scottish Government states that: “so many (disabled) people are still unable to make their contribution or live their lives as they would want because of the barriers in their way... Inaccessible communication, negative attitudes, low expectations, discrimination and inequality impact in ways which interact and affect the chances of disabled people” (Scottish Government, 2017a:1).

Half of all disabled young people are in further education 9 months after leaving school. However, by the time they are 26 they are four times as likely to be unemployed as their non-disabled peers (DW&P, 2016). Ambitions to increase the employment rate are supported through ensuring successful outcome in Further Education (Scottish Government 2014). In pursuit of this, one of the intended outcomes of the Scottish Funding Council’s Extended Learning Support Review is to “better evidence the support to given students”, including those who identify as being disabled or having an impairment (SFC, 2016b). Similarly, the new Education Scotland Quality Indicators (2016b) require Colleges to better support the diverse needs of students from protected characteristic backgrounds and improve positive outcomes.

#### Internal

9.3% of students identify as being disabled (COGC, 2017a) and 5.8% of staff identify as being disabled (CoGC, 2017b).

Feedback from disabled students, through Learning Support staff, demonstrate that some disabled students have experienced access issues in to the physical environment, implementation of policy and the provision of auxiliary aids/information in accessible formats. Additional feedback from disabled students, through a focus group, demonstrates a need to communicate access information in relation to College buildings and services. Electronic, accessible documents are often not uploaded to MyCity, in advance of teaching sessions, or made available in advance for staff. Disabled students are less likely than non-disabled students to respond favourably to the following questions within the Learning & Teaching Questionnaire: “MyCity has supported me on my course” (CoGC, 2016c). Disabled staff are less likely than non-disabled staff to respond favourably to the following question on the Staff Engagement Survey: “My needs are supported” (CoGC, 2016a).

Actions	Intended Outputs	Strategic Aims, PSED and Protected Characteristics Supported
<ul style="list-style-type: none"> <li>• Create a short life working group/collate experiences to identify and support the needs of disabled students and staff.</li> <li>• Enhance systems to better support meeting reasonable adjustments of applicants, new and existing students and staff.</li> <li>• Embed DisabledGo access guide links to buildings and services and embed BrowseAloud throughout College portals.</li> <li>• Ensure that assistive technology is assigned to each student and staff profile.</li> <li>• Conduct accessibility and ED&amp;I audit of the College website and College commitment to supporting disabilities is communicated widely.</li> <li>• Establish accessibility standards for documents and incorporate into policy/procedure approval and performance review processes.</li> <li>• Ensure that the default Word, PowerPoint and email settings conform to accessibility standards.</li> <li>• Incorporate Contact Scotland BSL into public facing services.</li> <li>• Deliver disability awareness training to staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback is integrated into policies and procedures and the potential for a disabled staff network is explored.</li> <li>• Applicants, new and existing students and staff are empowered and supported to perform better.</li> <li>• Access guides ensure positive experiences when accessing our College's services. BrowseAloud enables participation for those with a wide range of needs.</li> <li>• Disabled students and staff can and do use assistive technologies.</li> <li>• Being accessible improves the users' experience and improves the College's reputation.</li> <li>• See Intended Outputs for Equality Outcome 4.1.</li> <li>• See Intended Outputs for Equality Outcome 4.1.</li> <li>• BSL using individuals are able to access services in person, or over the phone.</li> <li>• Through increased awareness of issues, disabled people are better supported.</li> </ul>	<p><b>Strategic Aims</b></p> <ul style="list-style-type: none"> <li>1.1. Inspirational student experience.</li> <li>1.3. Excellence and innovation in learning.</li> <li>2.2. Sector leading student satisfaction.</li> <li>2.3. Access and progression opportunities.</li> <li>2.4. Support student engagement.</li> <li>3.1. Staff turnover and recruitment.</li> <li>3.2. Achieve a healthy working environment.</li> <li>3.3. Support purpose, values and behaviours.</li> <li>3.4. Fairness, opportunity and respect.</li> <li>5.2. Excellent Education Scotland Reportage.</li> <li>5.4. Globally recognised benchmarks.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>a) Eliminate unlawful conduct.</li> <li>b) Advance equality of opportunity.</li> <li>c) Foster good relations.</li> </ul> <p><b>Protected Characteristic/s</b></p> <p>Disability.</p>



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

#### Context

Several evidence sources demonstrate that there are ongoing negative attitudes experienced by LGBTQ+ individuals (a more inclusive term for LGBT people), together with a lack of support, which translates into bullying towards students and a negative impact on mental health. Our LGBTQ+ students and staff feel the College is less inclusive than those who are not LGBTQ+. As such, there is a continued need to better develop our staff and students knowledge and behaviours around LGBTQ+ issues and needs and support LGBTQ+ students and staff to confidently access relevant facilities and support.

#### External

The Scottish Social Attitudes Survey 2015 found that 18% of people believed that ‘sexual relations between two adults of the same sex’ was wrong (Scottish Government, 2016). In the last six years, one in six Lesbian, Gay, or Bisexual (LGB) people being the victim of a hate crime or incident. However, more than three in four LGB people did not report the incident to the police (Stonewall Scotland, 2016c).

Research conducted by Time for Inclusive Education with young Lesbian, Gay, Bisexual, or Trans (LGBT) respondents (2016) found that: 90% experienced LGBT related bullying at School; 86% reported that LGBT issues were never discussed or taught progressively at their school; 27% reported that they had subsequently attempted to take their own life at least once and 13% had self-harmed; and 95% believed that bullying had had a long lasting negative effect on them. Supporting evidence from the Stonewall School Report (2012) and Teachers Report (2014) demonstrates that LGBT young people are a higher risk of suicide, self-harm and depression than non LGBT young people and that bullying is endemic within many secondary schools. Looking forward to tertiary education, almost 25% of LGBT people believe they would be discriminated against by other students if they were a student at College or university (Stonewall Scotland, 2013) and more recent research highlights the importance of providing specific services for LGBT students (Stonewall Scotland, 2016b).

#### Internal

A focus group with LGBTQ+ students identified a lack of staff understanding about LGBTQ+ issues. According to Student Services, a number of trans students have experienced prejudice from other College students. The ED&I Team has also supported curriculum teams following LGBTQ+ related incidents with students. The College participates in the Stonewall Workplace Equality Index, which includes an independent staff survey in which responses are benchmarked against national and sector average participating organisations. The latest results found that fewer LGBT staff than non LGBT staff believe that: “The workplace culture in my organisation is inclusive of LGBT people”; “I feel able to be myself in the workplace” and “the workplace culture in my organisation is inclusive of LGBT people”. Compared to LGB staff in other organisations, fewer LGB College staff: “feel able to be completely out in the workplace” and “have not experienced barriers to career progression in my workplace due to my sexual orientation” (Stonewall, 2017).

Actions	Intended Outputs	Strategic Aims, PSED and Protected Characteristics Supported
<ul style="list-style-type: none"> <li>• Create a short life working group/collate experiences to identify and support the needs of LGBTQ+ students and staff.</li> <li>• 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.</li> <li>• Work with LGBT Youth Scotland to explore the potential for achieving silver charter status.</li> <li>• Work with Stonewall Scotland as part of Employer Diversity Champion initiative to secure a place in the Top 100.</li> <li>• Ensure student and staff gender reassignment procedures are easily accessible and clearly understood.</li> <li>• College commitment to student and staff LGBTQ+ equality is communicated.</li> <li>• Deliver “gender identity and expression” and “sexual orientation” awareness training for staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback is communicated to relevant parts of the College and integrated into policies and procedures.</li> <li>• Students, staff and allies are better aware of and able to access support networks and influence relevant College decisions.</li> <li>• Students are able to access appropriate and quality accredited internal self-directed support networks and influence College decision on relevant LGBT issues.</li> <li>• The College will demonstrate year on year improvements in Workplace Equality Index, providing reassurance to staff, students and stakeholders.</li> <li>• Staff receive appropriate training and students and staff are able to access appropriate support procedures.</li> <li>• Student and staff confidence and reassurance is increased.</li> <li>• Understanding of “gender identity and expression” and “sexual orientation” definitions is developed.</li> <li>• Through increased awareness of issues, LGBTQ+ people are better supported.</li> </ul>	<p><b>Strategic Aims</b></p> <ul style="list-style-type: none"> <li>1.1. Inspirational student experience.</li> <li>1.3. Excellence and innovation in learning.</li> <li>2.2. Sector leading student satisfaction.</li> <li>2.3. Access and progression opportunities.</li> <li>2.4. Support student engagement.</li> <li>3.1. Staff turnover and recruitment.</li> <li>3.2. Achieve a healthy working environment.</li> <li>3.3. Support purpose, values and behaviours.</li> <li>3.4. Fairness, opportunity and respect.</li> <li>5.2. Excellent Education Scotland Reportage.</li> <li>5.4. Globally recognised benchmarks.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>a) Eliminate unlawful conduct.</li> <li>b) Advance equality of opportunity.</li> <li>c) Foster good relations.</li> </ul> <p><b>Protected Characteristic/s</b></p> <p>Gender Reassignment and Sexual Orientation.</p>

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

#### Context

Based on a variety of sources, we recognise the need to better accommodate needs linked to religion and belief and foster relations between individuals from different faiths or none. Our evidence demonstrates that our College could better account for religious needs within the curriculum, student services and staff support mechanisms.

#### External

It is noted at the outset that those who declare to have no religion have increased from 28% to 37% from 2001 to 2011 (Scottish Census, 2018). That said, this should not mask the ongoing religious need in our community. In 2011, nearly a third of the Scottish population state that they identify with the Church of Scotland, while the number of Muslims increased from 0.8% to 1.4% over this period (Scottish Census, 2018).

Evidence shows that religious hate crime is still an issue. In 2016-17, 673 charges of religious aggravation were reported to the Crown Office and Procurator Fiscal Service of Scotland. Of these, Roman Catholicism was the subject of 57% of abuse claims and 30% of all religious hate crime occurred in Glasgow (Scottish Government, 2017c). According to the Scottish Social Attitudes Survey 2015, negative perceptions connected to particular religions is ongoing. 24% of people would be unhappy if a close relative married a Muslim in 2006, which remained at 20% in 2015 (Scottish Government, 2016). Further, research of workers and HR managers in 2017 demonstrates that employers may struggle to meet religious need and there is a disparity in the perception of accommodations made by HR and the uptake by staff. When asked if someone came to you with a concern about diversity and inclusion in the workplace, only 38% of HR staff were very confident in responding effectively to concerns connected to religion and belief. This was lower than those very confident concerning disability, 45%, age, 52%, sex, 40%, and race, 49% (ComRes, 2017).

#### Internal

In 2015-16, 19.3% of students enrolled at the College were from a BME Background and 6.8% identified as “other white”, a significant proportion of whom identified as having a religious belief.

Despite significant progress, religious differences and respective needs are not always fully accounted for in service provision. For example, there have been some isolated occasions where students have experienced conflicts with enrolments, assessments, class timetables, etc. during religious holidays.

Furthermore, student, staff and chaplaincy feedback demonstrates the College could better support religious observance. Historically, a lack of engagement also illustrates that awareness of the College’s Chaplaincy Team and Quiet Reflection Rooms is low.



Actions	Intended Outputs	Strategic Aims, PSED and Protected Characteristics Supported
<ul style="list-style-type: none"> <li>• Conduct research to establish good practice around meeting diverse religious needs.</li> <li>• Create religious observance guidance and summary documents.</li> <li>• Where practical, religious observance is accounted for within the academic calendar and student funding.</li> <li>• Enhance the existing Quiet Reflection Rooms to incorporate good practice.</li> <li>• Celebrate key religious and cultural events across main faiths and distribute multi-faith calendar and e-books to students and staff.</li> <li>• Actively support and communicate the Quiet Reflection Room provision.</li> <li>• Actively support and communicate the Chaplaincy service provision.</li> <li>• College commitment to student and staff religious equality is communicated.</li> <li>• Deliver religious beliefs awareness training for staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>• The College's approach to adopting good practice is based upon needs and evidence.</li> <li>• Good practice guidance is available to and understood by students and staff.</li> <li>• Flexible attendance and timetabling supports religious observance.</li> <li>• Provision better meets the diverse needs of students and staff.</li> <li>• Activities ensure that students and staff are aware of main faiths and none, as well as cultural and religious dates.</li> <li>• Activities ensure that students and staff are aware of and use the Quiet Reflection Rooms, as required.</li> <li>• Activities ensure that students and staff are aware of and use the Chaplaincy Service, as required.</li> <li>• Student and staff confidence and reassurance is increased.</li> <li>• Understanding of the diverse characteristics and needs of religious beliefs is developed.</li> <li>• Through increased awareness of issues, students and staff with religious beliefs are better supported.</li> </ul>	<p><b>Strategic Aims</b></p> <ul style="list-style-type: none"> <li>1.1. Inspirational student experience.</li> <li>1.3. Excellence and innovation in learning.</li> <li>2.2. Sector leading student satisfaction.</li> <li>2.3. Access and progression opportunities.</li> <li>2.4. Support student engagement.</li> <li>3.1. Staff turnover and recruitment.</li> <li>3.2. Achieve a healthy working environment.</li> <li>3.3. Support purpose, values and behaviours.</li> <li>3.4. Fairness, opportunity and respect.</li> <li>5.2. Excellent Education Scotland Reportage.</li> <li>5.4. Globally recognised benchmarks.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>a) Eliminate unlawful conduct.</li> <li>b) Advance equality of opportunity.</li> <li>c) Foster good relations.</li> </ul> <p><b>Protected Characteristic/s</b></p> <p>Religion or Belief.</p>

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

##### Context

The College recognises the need to further embed ED&I within Learning & Teaching to advance equality of opportunity, by minimising disadvantage and meeting needs, and foster good relations, though promoting understanding and tackling prejudice. Evidence demonstrates that the diversity of student identities, experiences and needs are not always accounted for in the design of materials or the delivery of classes. Doing so will better support City Learning 4.0, the College's innovative Learning & Teaching pedagogy. Tailored actions will be delivered to support specific protected characteristics.

##### External

The new Education Scotland Quality Standards (2016b) require Colleges to embed “Wellbeing, Equality and Inclusion” throughout Learning & Teaching, e.g. promote and celebrate diversity and support an ethos and culture and inclusion (Education Scotland, 2016b: 24).

##### Internal

The College has made substantial progress since the Education External Review in 2012. At that time, it was found that “currently only a few teaching staff actively promote equality and diversity in teaching sessions” and “most staff do not make sufficient reference in their planning to key aspects of Curriculum for Excellence, to equality and diversity, or to sustainability” (Education Scotland, 2012: 8).

In 2016 it was found that “The College has a strong track record for its approach to supporting equality, diversity, and inclusion. Equality and diversity is embedded across College functions, promoted well, and celebrated through a diverse range of activities, including an annual Embracing Diversity competition (Education Scotland, 2016a: 6). However, it was also found that “In a few classes, teaching staff miss opportunities to promote equality and diversity when naturally occurring opportunities arise” (Education Scotland, 2016a: 5).

This outcome addresses issues around accessibility, such as creating accessible and correctly formatted electronic materials, as seen in Outcome 3.1. Yet, this is also about inclusion in its widest sense, e.g. in assumptions and use of images, case studies, cultural references, inclusive language, plain English and engagement with all student groups. Feedback - in particular from older, disabled, BME, LGBTQ+ students and where men and women are under-represented in particular areas, for example men in child care and women in engineering - demonstrates that the diversity of student identities, experiences and needs are not always accounted for and reflected in the design of materials or the delivery of classes. Doing so would better advance equality of opportunity and foster good relations.

Actions	Intended Outputs	Strategic Aims, PSED and Protected Characteristics Supported
<ul style="list-style-type: none"> <li>• Create a short life “Accessible and Inclusive Materials and Delivery” working group to embed the principles of ED&amp;I and accessibility into local curriculum planning, delivery and support.</li> <li>• Deliver curriculum staff development around ED&amp;I, including accessibility standards and how to mainstreaming ED&amp;I in the curriculum.</li> <li>• Create a short life “ED&amp;I Themed Events” working group to develop and embed 7 ED&amp;I themed campus wide monthly events into curriculum and support areas across both campuses.</li> <li>• Ensure that all courses meet the City Learning 4.0* (CL) criteria through providing tailored training and support.</li> <li>• Share good practice on how to mainstream ED&amp;I in the curriculum.</li> <li>• Ensure consistent completion rates of the student ED&amp;I module for all full-time and ESOL students.</li> </ul> <p>* City Learning 4.0 is the College’s innovative Learning &amp; Teaching pedagogy.</p>	<ul style="list-style-type: none"> <li>• All supporting resources and delivery methods proactively take account of ED&amp;I and accessibility, in relation to identity, experience and need.</li> <li>• All staff are equipped with skills to deliver an inclusive environment.</li> <li>• Staff and student awareness of ED&amp;I is raised through cross-College themed delivery of learning and they are empowered to exercise their rights and fulfil their responsibilities for ED&amp;I.</li> <li>• CL is embedded across the College in all Faculty &amp; Curriculum Team Operational Plans.</li> <li>• Staff take responsibility for ED&amp;I mainstreaming.</li> <li>• Students are provided with an induction which demonstrates the College’s commitment to ED&amp;I and their related rights and responsibilities.</li> </ul>	<p><b>Strategic Aims</b></p> <ul style="list-style-type: none"> <li>1.1. Inspirational student experience.</li> <li>1.3. Excellence and innovation in learning.</li> <li>2.2. Sector leading student satisfaction.</li> <li>2.3. Access and progression opportunities.</li> <li>2.4. Support student engagement.</li> <li>3.2. Achieve a healthy working environment.</li> <li>3.3. Support purpose, values and behaviours.</li> <li>3.4. Fairness, opportunity and respect.</li> <li>5.2. Excellent Education Scotland Reportage.</li> <li>5.4. Globally recognised benchmarks.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>a) Eliminate unlawful conduct.</li> <li>b) Advance equality of opportunity.</li> <li>c) Foster good relations.</li> </ul> <p><b>Protected Characteristic/s</b></p> <p>Age, Disability, Gender Reassignment, Pregnancy &amp; Maternity, Race, Religion or Belief, Sex and Sexual Orientation.</p>



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

### Context

The College recognises the need to further embed ED&I within Learning & Development design and delivery. Evidence demonstrates that the diversity of staff identities, experiences and needs could be better accounted for and reflected in the design of materials or delivery of sessions. Addressing this will take account of diverse staff needs and support alignment with City Learning 4.0, the College's innovative Learning & Teaching pedagogy. Tailored actions will be delivered to support specific protected characteristics.

### External

The PSED requires fairness, opportunity and respect to be embedded across all functions. As such, equitable design, delivery and evaluation of Learning & Development (L&D) is required.

### Internal

The rationale relates to issues experienced around CALM, as seen in Outcome 3.1, in relation to training and development materials not being fully accessible and available in advance of delivery.

Similar to outcome 4.1, this is about inclusion in its widest sense, e.g. in assumptions and use of images, case studies, cultural references, inclusive language, plain English and engagement with all staff groups.

For example, it has been identified that, in some cases, L&D design and delivery are not inclusive and accessible, including:

- Training start and end times often not taking account of caring responsibilities.
- Training often not including comfort breaks to account for health conditions, or pregnancy needs.
- Training materials not being made available in advance in an electronic and accessible format.
- Training delivery often not being inclusive, e.g. comments about all people as being “he”, or “him”, assuming that staff are in heterosexual relationships and not taking account of the range staff and student identities and experiences.

Actions	Intended Outputs	Strategic Aims, PSED and Protected Characteristics Supported
<ul style="list-style-type: none"> <li>• Create a checklist which details how learning must account for ED&amp;I and accessibility by being inclusive and accessible - aligned to City Learning 4.0* criteria - and incorporate in learning and development agreements.</li> <li>• Amend evaluation methods to check that all delivered learning accounts for both City Learning 4.0 and ED&amp;I and accessibility requirements.</li> <li>• Ensure staff integration and Personal Development Reviews (PDR) account for ED&amp;I and accessibility and meets the City Learning 4.0 criteria.</li> </ul> <p>* City Learning 4.0 is the College's innovative Learning &amp; Teaching pedagogy.</p>	<ul style="list-style-type: none"> <li>• All supporting resources and delivery methods proactively take account of ED&amp;I and accessibility - in relation to identity, experience and needs - in the design and delivery of Learning &amp; Development.</li> <li>• Evaluations demonstrate that staff experience fully representative, inclusive and accessible learning and development, in relation to identity, experience and needs.</li> <li>• Staff fully participate in an inclusive and accessible integration, and subsequent PDR, which demonstrate the College's commitment to ED&amp;I and accessibility.</li> <li>• Integration explains how staff are expected to exercise their rights and fulfil their responsibilities.</li> </ul>	<p><b>Strategic Aims</b></p> <ul style="list-style-type: none"> <li>3.1. Staff turnover and recruitment.</li> <li>3.2. Achieve a healthy working environment.</li> <li>3.3. Support purpose, values and behaviours.</li> <li>3.4. Fairness, opportunity and respect.</li> <li>5.4. Globally recognised benchmarks.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>a) Eliminate unlawful conduct.</li> <li>b) Advance equality of opportunity.</li> <li>c) Foster good relations.</li> </ul> <p><b>Protected Characteristic/s</b></p> <p>Age, Disability, Gender Reassignment, Marriage &amp; Civil Partnership, Pregnancy &amp; Maternity, Race, Religion or Belief, Sex and Sexual Orientation.</p>

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

### Context

The College is committed to ensuring the equity of success for students across all protected characteristics. However, based on evidence some groups are slightly more likely to withdraw from their course and are slightly less likely to successfully complete their course. As such, it is recognised that to better enable students across all protected characteristics to succeed, there is a continued need to embed ED&I within the entire student experience, including guidance, support and Learning & Teaching.

### External

The Developing Young Workforce and Access & Inclusion agendas require Colleges to better support the diverse needs of students from protected characteristic backgrounds and improve positive outcomes.

In addition, the new Education Scotland Quality Standards (2016b) require Colleges to support “Equity, Attainment and Achievement of All Learners” throughout Learning & Teaching, e.g. ensuring equity of success and achievement (Education Scotland, 2016b: 24).

### Internal (Part Time/Full Time and Further Education/Higher Education Combined SFC Courses)

Some protected characteristic groups under-perform, compared to the College average.

In 2015-16, the early withdrawal of the following groups was higher than the College average of 2.3%:

- Under 16 (5.7%); 16-19 (2.4%); 20-24 (2.4%); 25-29 (2.7%); 30-34 (2.6%); Listed Religious Belief (2.4%); Other Religion (2.8%); Female (2.7%); Bisexual (5.7%); Gay Women/Lesbian (3.3%); and Other Sexual Orientation (2.8%).

In 2015-16, the further withdrawal of the following groups was higher than the College average of 8.7%:

- Under 16 (9.8%); 16-19 (11.6%); 20-24 (10.2%); Other Religion (10.4%); Female (9.4%); Bisexual (15.0%); Gay Man (13.6%); Gay Women/Lesbian (9.1%); and Other Sexual Orientation (10.4%).

In 2015-16, the complete success of the following groups was 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%); Bisexual (63.6%); and Gay Man (72.0%); Gay Woman (76.6%) and Other Sexual Orientation (77.4%).



Actions	Intended Outputs	Strategic Aims, PSED and Protected Characteristics Supported
<ul style="list-style-type: none"> <li>• Staff participate in CPD sessions to raise awareness of the challenges faced by students across ED&amp;I groups.</li> <li>• Communicate student needs with relevant staff at appropriate points, whilst accounting for data protection.</li> <li>• Ensure that students who are experiencing challenges are signposted to relevant support services.</li> <li>• Enhance and consistently deliver an effective and person centred guidance programme for all students.</li> <li>• Create an effective early warning system to identify and support students at risk of not completing their course successfully.</li> <li>• 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.</li> <li>• Ensure that ED&amp;I is better planned for, delivered and evaluated across the College, through operational planning and self-evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased staff knowledge around ED&amp;I groups, improved support mechanisms for identified vulnerable students and increased retention of students.</li> <li>• Students are better supported through inter-team communications.</li> <li>• Guidance tutors engage with the online referral procedure and students receive appropriate support.</li> <li>• Improved guidance for all students, in particular the priority ED&amp;I groups identified, supports affiliation, retention and successful outcome.</li> <li>• Reduce early/further withdrawal and partial success and improve complete success.</li> <li>• Curriculum teams are better supported to and reduce early and further withdrawal and improve complete success for all students, in particular the priority ED&amp;I groups identified by Dashboard.</li> <li>• The needs of students are better supported, resulting in improved equity of success for students across all protected characteristics.</li> </ul>	<p><b>Strategic Aims</b></p> <ul style="list-style-type: none"> <li>1.1. Inspirational student experience.</li> <li>1.3. Excellence and innovation in learning.</li> <li>2.2. Sector leading student satisfaction.</li> <li>2.3. Access and progression opportunities.</li> <li>2.4. Support student engagement.</li> <li>3.3. Support purpose, values and behaviours.</li> <li>3.4. Fairness, opportunity and respect.</li> <li>5.2. Excellent Education Scotland Reportage.</li> <li>5.4. Globally recognised benchmarks.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>a) Eliminate unlawful conduct.</li> <li>b) Advance equality of opportunity.</li> <li>c) Foster good relations.</li> </ul> <p><b>Protected Characteristic/s</b></p> <p>All characteristics, but in particular: Age, Religion or Belief, Sex and Sexual Orientation.</p>

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

### Context

Our evidence demonstrates that there is a need to redress the imbalance in staff training participation - particularly for younger, older and pregnant staff - and increase participation for support staff in general.

### External

The new Education Scotland Quality Indicators (2016b), in support of the Developing Young Workforce and Access & Inclusion agendas, require Colleges to better support the diverse needs of students from protected characteristic backgrounds and improve positive outcomes. As such, ED&I specific L&D is key to supporting these.

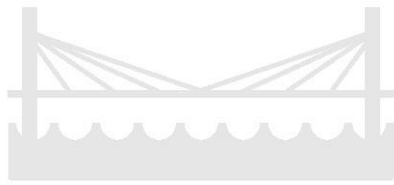
However, evidence demonstrates that BME groups, women and older staff often miss out on career opportunities due to number of factors including perceived/real lack of skills and knowledge and participation in relevant training and mentoring would support this (Close the Gap, 2015; and 2016; and CRER, 2016a; and 2016b).

### Internal

Equality Mainstreaming Reports (data for years 2015-16, 2014-15 and 2013-14) demonstrate that:

- A higher proportion of curriculum than support staff had undertaken development which has potential implications for support staff with protected characteristics, e.g. a higher proportion of support than teaching staff are women.
- A lower proportion of staff in younger, under 25, and older age ranges, 65 and over, had undertaken development than compared to those in intermediate age ranges (This is likely to cause challenges as: our staffing population continues to age; and more staff work beyond the traditional retirement ages).
- A lower proportion of pregnant female staff than non-pregnant female staff had undertaken development.

Actions	Intended Outputs	Strategic Aims, PSED and Protected Characteristics Supported
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Ensure that flexible delivery modes of Learning &amp; Development (L&amp;D) are provided to suit all needs.</li> <li>• Introduce the new Staff Development Records System to support consistent application and integrate into policies and procedures.</li> <li>• Review and revise the Staff PDR (Personal Development Review) System to better meet organisational, departmental and individual needs.</li> <li>• Devise and deliver a Talent Management/Succession Plan in support of the College's People Strategy.</li> <li>• Devise and launch a staff development programme for managers in support of the College's Leadership Reorganisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Job descriptions, incorporating competencies, do not discriminate on the basis of qualifications or characteristics.</li> <li>• Accessible, inclusive and flexible L&amp;D is undertaken, supporting varied staff needs, such as those on flexible hours/on phased return to work.</li> <li>• L&amp;D is delivered to meet organisational, departmental and individual needs. Staff are empowered to self-manage their own L&amp;D appropriately to meet their own needs, including through flexible delivery.</li> <li>• There is increased dialogue between managers and staff in relation to identifying and agreeing learning needs.</li> <li>• The College identifies the right people for roles and under-representation of staff with protected characteristics is redressed through positive action initiatives.</li> <li>• Younger, older and female staff are better supported into promoted positions through targeted L&amp;D.</li> </ul>	<p><b>Strategic Aims</b></p> <ul style="list-style-type: none"> <li>3.1. Staff turnover and recruitment.</li> <li>3.2. Achieve a healthy working environment.</li> <li>3.3. Support purpose, values and behaviours.</li> <li>3.4. Fairness, opportunity and respect.</li> <li>5.4. Globally recognised benchmarks.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>a) Eliminate unlawful conduct.</li> <li>b) Advance equality of opportunity.</li> <li>c) Foster good relations.</li> </ul> <p><b>Protected Characteristics</b></p> <p>All PCs, in particular Age, Sex and Pregnancy &amp; Maternity.</p>







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Scottish Charity No SC036198