City of Glasgow College

Equality Outcomes Progress Report

April 2021

INSPIRATION | EXCELLENCE | INNOVATION

Contents

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 Equality outcomes were designed to align to the Glasgow Regional College Board Equality Outcomes set in 2017. In meeting with GRCB and assessing the impact of Covid 19, a decision was made to keep these themes unchanged. It was agreed that these themes are still relevant at this time and that they will be reviewed in 2022, for academic year 2022-23.

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 specificduties to prepare and publish a set of equality outcomes, to enable better performance of the general equality duty, no later than 30th April, 2021.

In preparing a series of outcomes we aim to:

- 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.

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 inthe design and delivery of Learning & Teaching.** **4.2**   **The diversity of staff identities, experiences and needs is accounted for in thedesign 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 to Regional Equality Outcome Themes

Glasgow Regional Equality Outcome Themes	City of Glasgow College's Equality Outcome
The diversity of students and staff reflects the communitiesthe College serves	1.1. Student representation of gender in courses characterised by significant imbalance is redressed.
All students and staff experience and contribute toa culture of dignity and respect.	2.1. Students and staff – across all protected characteristics - experience and contribute to a culture of dignity and respect.
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.
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.
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 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 2020;

- My Learning & Teaching Questionnaire 17/18 and 19/20*

- Staff Survey 2018/19.

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 statement: "This development session was inclusive". At the time of writing this report, the staff development review forms were being reviewed and therefore this question was not included. While this data was not available for reporting purposes in the current report, it is hoped that this will be included in future Equality Outcomes.

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. This provides 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 2021:

- 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 – 93%

According to the My Learning & Teaching Questionnaire 18/19 and 19/20*:

- I believe all college students at the College are treated equally and fairly by staff - 78% *

- 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 aware I have the right to be treated fairly by other students - 97%

According to the Staff Survey 2018/19:

- 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 in relation to E&D&I – 79%

- I am treated fairly by other staff – 78%

- I am comfortable challenging behaviours not in line with College values – 66%

Equality Outcome 1

1.1. Student representation of gender in courses currently characterised by imbalance of over 90% is redressed by 5% .

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 asoutreach 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

The City of Glasgow Gender Action Plan outlines our commitment to tackle gender imbalances in the super classes. Although the Colleges Gender Action Plan has been implemented it has not yet resulted in appropriate balance across all programmes. This work will be mainstreamed into delivering gender equality at the College. Our progress is outlined below:

Aim

By 2021, increase by five percentage points the minority gender share in each of the 14 largest and most imbalanced 'superclasses' among 16-24 year olds (DYW KPI).

Milestone

Table 1- Increase targets

1.2%	2016 - 2017
2.2%	2017 - 2018
3.2%	2018 - 2019
4.2%	2019 - 2020
5.0%	2020 - 2021

The Scottish Funding Council vision and ambition is to readdress persistent gender imbalance characteristics of the following subjects for Colleges.

Female Under representation	Male Under representation
Construction	Child Care Services
Building /Construction Operations	Hair and Personal Care
Building Services	Training teachers
Engineering /Technology (general)	Psychology
Mechanical Engineering	
Electrical Engineering	
IT: Computer Science/Programme /Systems	
Vehicle Maintenance/ Repair	

Superclasses Progress Table

Table 2 – Top 14 Superclasses with gender imbalance higher than 90% : 10%

No	Superclass	%M : %F imbalance 2015/16	%M : %F imbalance 2020/21	Progress for 2020/21	RAG[1]
1	YB: Oil and Gas Operations	100.0: 0.0	98.7: 0.0	Consistent with all previous years, there has been no progress in decreasing the imbalance in this superclass. Female representation is still 0.0%. The five year objective was not met by 5.0pp.	
2	QJ: Fire and Rescue Services	98.4: 1.6	88.0: 12.0	The five year objective was met and exceeded by 5.4pp.	*
3	XQ: Ship and Boat Building / Marine / Offshore Engineering and Maintenance	98.3: 1.7	95.1: 4.3	The five year objective was not met by 2.4pp but some progress was made.	
4	XJ: Electrical Engineering	96.9: 3.1	96.3: 3.3	The five year objective was not met by 4.8pp but small progress was made.	
5	ZS: Marine transport	96.8: 3.2	91.3: 8.5	The five year objective was met and exceeded by 0.3pp.	*
6	TH: Building Maintenance / Services	96: 4	94.4: 0.0	Despite exceeding the 2018/19 objective by 20.8pp, the imbalance in 2020/21 is worse than it was in 2015/16 with 0.0% female representation and does not meet the five year objective by 9.0pp.	
7	AG: Management Planning and Control Systems	95.5: 4.5	91.1: 9.9	The five year objective was met and exceeded by 0.4pp.	*

[1] RAG key: Red – No progress; Amber - Limited progress, below target; Green target achieved/exceeded.

8	XA: Engineering / Technology	94.6: 5.4	95.6: 4.4	The imbalance increased with 1.0pp since 2015/16, which resulted in missing the five year objective by 6.0pp.	■
9	XN: Mechanical Engineering	93.9: 6.1	91.4: 8.0	The five year objective was not met by 3.1pp but some progress was made.	■
10	RB: Mathematics	93.5: 6.5	73.7: 25.9	The five year objective was met and exceeded by 14.4pp.	*
11	XN: Electrical / Electronic Servicing	93.4: 6.6	91.3: 8.7	The five year objective was not met by 1.9pp but some progress was made.	■
12	XL: Electronic Engineering	91.9: 8.1	92.3: 7.7	The imbalance increased by 0.4%, leading to the 2020/21 objective being missed by 5.4pp.	■
13	JH: Decorative Metal Crafts / Jewellery	8.9: 91.1	18.3: 78.3	The five year objective was met and exceeded by 4.4pp.	*
14	HL: Hair / Personal Care Services	7.8: 92.2	11.6: 87.3	The five year objective was not met by 1.2pp but good progress was made.	■

* Denotes where we have exceeded our 5% target ahead of scheduled timescales.

Analysis Summary

Analysis suggests that of the 14 most gender imbalanced superclasses:

- four are still to make any significant progress

- five are progressing steadily

- five have not only achieved their targets but have exceeded the five-year objective of increasing the minority gender share by five percentage points by 2021.

Commentary

- This was achieved in a background of organisational change which saw the College's six Faculties merge into four. The data dashboard still reflects the original structure in order for comparative analysis to be conducted per class for reporting in 2021.

- The above analysis does not reflect the fluctuations that have taken place over the five-year period. This can be as a result of the reorganisation of the college and variations is promotion tools and partnership with various bodies.

- Where there are RED areas identified these are very much in line with Colleges and Universities across Scotland and with Industry norms.

- Work in ongoing in developing a new approach to tackling this across the Education Sector.

- Some of the activities are outlined below.

What we have done to date:

- Equate Championship Partnership
- Development of the College STEMM Girls
- Techfest Outreach – working with 40 schools attended.
- Insp-hire STEM event in Glasgow –supporting overseas placement student in STEMM.
- Engendering STEMM Conference
- SKY Studios reverse mentoring programme
- STEMM Ambassadors programme
- Young STEMM leaders Pilot
- Developed Marketing Materials that are gender balanced.
- Girls into Construction

What we will do next:

- Re-establish the Gender Action Leads in Faculties.
- Facilitate an Equalities working Group meeting focused on Gender.

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&ITraining.	🟧
Staff (and students) participate in the annual "One City" event whichincorporates 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 resourcesto encourage better engagement.	🟩
Deliver the Annual Embracing Diversity Competition to encourage widerparticipation of students across all Faculties.	🟩

Staff at all levels are encouraged and supported to become ED&IChampions.	
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 theCollege's ED&I working groups.	
Evaluate student and staff survey responses by protectedcharacteristics.	
Incorporate ED&I via "Fairness, Opportunity and Respect" into Facultyand Directorate Performance Reviews.	
Achieve Leaders in Diversity Accreditation by 2020.	

Progress Summary

- A range of ED&I training and initiatives have been delivered to staff, including:
  - ✓ Mandatory online ED&I training.
  - ✓ Working in Diverse Teams training.
  - ✓ Unconscious Bias Training.
  - ✓ Mental Health First Aid Training.
- A series of supports and guidance have been produced to support mainstreaming including the development of the online EQIA toolkit to support staff to take the lead in completing EQIA.
- The College's annual OneCity event features ED&I related talks and workshops embedding equality into training and development options for staff.
- Additional Equality training opportunities are being developed. Furthermore, the current ED&I training modules are being refreshed to ensure that they remain current and relevant to the as this area of work evolves to reflect new and affect ways of working and tackling discrimination.
- The ED&I badge has been established since 2015 engagement has been positive with staff and the badge is held in high regard. A relaunch of the initiative will be supported in 2021-22 session.
- A decision was taken not to pursue the Investors in Diversity award as it did not offer any additional value that in respect to the work that we deliver through our public sector duty requirements. This is an area that will be taken into consideration through different channels.
- The College Embracing Diversity competition is now a regular feature of the student calendar, the numbers competing increase annually demonstrating that staff and students are engaged. Staff are also encouraging their students to submit their work focused on ED&I. The ED&I competition has now moved on line for 2021to ensure continuity for staff and students.
- A staff survey was conducted in 2018/19 the result of which are detailed in our Equality Outcomes Progress report 2019, which also outlines a breakdown of the Student responses. The breakdown for protected characteristics for 2019/20 has yet to be analysed and the 2020/21 survey is ongoing. The results of these survey will be published in our update for 2023.

Equality themes are now integrated into faculty and Directorate reviews. This will continue to be monitored and supported by the ED&I team. The student survey results measure and impact in survey responses, filtered and examined by relevant protected characteristics, >85% students and >80% of staff strongly agree that:

"I believe City of Glasgow College is committed to improving ED&I" - Students (according to My Student Experience Questionnaire. September 2018)

Students' response was 95% which is well above the threshold. In the previous year's survey this was below the threshold for race and in particular

- Black, Black Scottish or Black British
- Female students responded most positively to this question.

"I believe City of Glasgow College is committed to improving ED&I" (Staff survey 2018)

The response to this statement was 80%. It is worth noting that female staff responded more positively as a whole, with 85% of females believing the College is committed to improving EDI. On the other hand, just 79% of male staff and less than 80% of BME staff believed the statement was true.

"I understand that I have a responsibility to treat others fairly and with respect" (My student Experience 2019)

College average was 97% which is an increase of one percent from the previous years survey, and saw BME, and female students respond most positively.

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 meetingreasonable adjustments of applicants, newand existing students and staff.	🟧
Embed Accessible guide links to buildings and services and embed Recite Me 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 tosupporting 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 student	🟩

Progress Summary

- A Disabled Network was established in 2017/18; this is being revisited considering the global pandemic with a view to assessing further support that may be required.
- Accessibility standards are available on the College intranet, and templates have been agreed to ensure that they meet accessibility standards. The College website site was also audited to ensure that the appropriate standards have been met.
- The College has met all accessibility standards audited by Accessible.
- During COVID 19 the College has ensured that access arrangements for students are not only health and safety compliant but also meet the accessibility standards.

Progress Summary

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

- Outcome 3.2 was completed to ensure that we are an inclusive and safe place for LGBTQ+ staff and students. In addition to progress made in 2019 our Trans and Gender Reassignment Guidance for staff supporting students and colleagues was refreshed in partnership with the regional colleges, who have developed similar policies.

- The LGBT Youth Charter was initially thought to be cost prohibitive however we will revisit this to negotiate a path to pursuing it. The College was named as Stonewall Top 100 Employers in the workplace, and the College will continue to work with Stonewall to ensure that we remain an inclusive employer and lead the sector in developing best practice in supporting LGBTQ+ staff and students.

- We also hosted a regional college allies' event as part of our commitment to LGBT History month in February 2020. We continue to support PRIDE and in summer 2019 we supported the Mardi Gla event. A City of Glasgow T shirt was designed to support our Pride events and students and student ambassadors wore them during Freshers' Week.

- The success of the launch of the T-shirts saw both staff and students requesting additional supplies. The sense of community was enhanced as it demonstrated a commitment for the College that we were living our values.

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 diversereligious 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 anddistribute 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

- The Spiritual Care team met in the autumn of 2019 to re-establish the purpose and the direction of the group. The group was developing an action plan for delivery over the academic year. This involved a development day and an agreement to re-design the spiritual care team materials for re-launch in Spring 2020. This work was redirected during the pandemic and students and staff were reminded of the support they could access from the team during that time. It is anticipated that this work will be refreshed for September 2021 in line with the new academic year.

- The quiet reflection rooms were refreshed with new literature reflecting the members of the Spiritual Care team. More recently provisions were put in place to ensure that spaces were available for prayers during the month of Ramadan.

- The College continued to support the Action of Churches Together in Scotland (ACTS) group, hosting regular meetings and supporting their conferences.

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

- Learning and Teaching resources were developed to accompany each of the themed months and are available on the new College Intranet.
- EDI good practice guides are shared in the curriculum areas of the College Intranet.
- Teaching staff liaise with the ED&I team to resolve any individual cases that may affect teaching.
- Student services team continue to ensure that the curriculum is accessible to all students.

This area of work will continue to be a priority leading on to the next set of outcomes to 2025.

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

- In addition to our 2019 report a review of the City Learning 4.0 led to the development of a series of principles and a new model is being developed to accompany the new approach in Learning and Development. This new approach will ensure that ED&I integral to this and an agreement is in place to ensure that ED&I informs the evaluation processes.

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 supportstudents at risk of not completely 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

(The Student experience survey for 2021 is currently on going; all responses will be analysed in relation to the protected characteristics).

Student Survey 2019/20

The 2019/20 Student survey revealed the following in response to these statements:

- I believe City of Glasgow is committed to improving ED&I;
  Student response - 95%

This represents an improvement of 1% from the previous year.

- I am aware that I have the right to be treated fairly and with respect.
  Student response - 97%

This represents an improvement of 2% in the previous year.

Whilst we see an improvement overall in the student survey data, we know from our 2018 survey that this is reliant on those students that respond; further analysis will be completed in the next reporting cycle.

Staff Survey 2018/2019

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

- I believe City of College is committed to improving ED&I - 80%
- I am treated fairly by other staff - 78%
- My needs are supported - 62%
- I feel confident in challenging behaviours that are not in line with the College's Values and Behaviours - 66%
- I am confident in fulfilling my responsibilities in relation to ED&I - 89%

As mentioned, progress is variable and these issues will be addressed in our Equality Outcomes.

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

- A comprehensive review of the PDR system has been undertaken and an alternative approach has been developed. The revised approach has not yet been fully implemented due to disruption caused by global pandemic. It is planned to introduce the revised system at the start of new academic term 2021/22.
- The Talent Management /Succession planning action has been revised, this initiative has been superseded by the introduction of a comprehensive workforce plan, which is integral to the revised People and Culture Strategy. Developing people to ensure continuity and succession arrangements are key to the success and impact of the workforce plan, and initiatives in support of the plan are currently being developed.
- The college is preparing a competitive tender for a Learning Platform which will improve current learning record management processes.
- The changes will be subject to Equality Impact assessment and consideration will be given specifically to Support staff and how these changes will impact on their experiences.
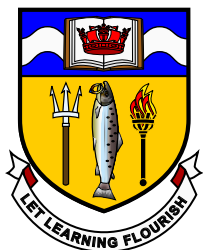
Report Conclusions

The Equality Outcomes from 2017 to 2021 were ambitious and challenging; however the progress made to date during a time of organisational change and a global pandemic has demonstrated that we are a College that is ready to take on any challenge that it faces and able to succeed.

The Equality Outcomes saw sixty-seven areas of activity identified to deliver a demonstrable change. From those sixty-seven areas we successfully delivered fully on forty-two actions with some areas exceeding expectation. We partially delivered on 22 with actions still in progress, and we suspended 3 areas of work on the LGBT Youth Charter, the Third-Party Reporting and Investors in Diversity.

The learning that we take from this will inform our next set of Equality outcomes, and where actions are in progress, they will be streamlined into the College Equality Action Plan and reported as part of our Mainstreaming requirements.

As mentioned previously, the College is aligned to the Glasgow Regional College Board Equality Outcomes which were set in 2017. It is our intention to review the Equality Outcomes in 2022 taking into consideration the new priorities from the Scottish Government and the Scottish Funding Council review.