

Equality Outcomes 2013 - 2017



Scottish Charity number SC036198 • copyright City of Glasgow College

Contents

1	Introduction.....	2
2	Commitment.....	4
3	Purpose	6
4	Involvement.....	8
5	Evidence.....	10
6	Approach	14
7	Strategic Outcomes.....	16
8	Moving Forward	18
	Appendix A: Outcome Setting Framework.....	20
	Appendix B: The Equality Act 2010.....	37



1. Introduction



1 Introduction

City of Glasgow College is one of Scotland's major education providers, with an annual enrolment of over 30,000 students, of which 10,000 study on full-time further and higher education courses. Approximately 50% of our students are from Glasgow, while the rest mainly originate from other areas across Scotland.

The College offers a wide range of education and training opportunities, from foundation courses through to Higher National Diplomas, as well as a number of Degree courses with our Higher Education partners. Courses are delivered across the following schools:

- Art & Design.
- Business & Enterprise.
- Community, Care & Social Sciences.
- Computing.
- Construction, Engineering & Energy.
- Creative Industries.
- Food, Hospitality & Tourism.
- Hair, Beauty & Sport.
- Languages & ESOL.
- Nautical Studies.

The College also provides services for local businesses and employers that include professional and bespoke training courses. These external commercial courses are delivered by City Enterprises. More specialised support is also available through our specialist centres, such as the Centre for Paralegal Education and the Centre for Supply Chain Leadership.

The College employs over 1,000 staff across 11 locations in the city centre, at the riverside, and to the east of the city. Construction of the new campus buildings at the city centre and riverside locations begins in 2013, for completion by 2016.

To meet the requirements of the Equality Act 2010, this report will detail how the College has devised a set of equality outcomes, and how it will demonstrate progress in meeting these outcomes.

2. Commitment



2 Commitment

Equality, Diversity & Inclusiveness is a core value of the City of Glasgow College. As a College we value:



The Individual



Equality, Diversity & Inclusiveness



Integrity, Honesty & Transparency



Excellence & Achievement



Partnership



Innovation & Enterprise

The College devised its Diversity & Equalities Statement through active staff involvement:

We will positively promote equality, diversity and human rights for all.

In doing so, the College will:

- Foster good relations based on dignity and respect;
- Advance equality of opportunity for individuals; and
- Eliminate harassment, victimisation and discrimination.

3. Purpose



3 Purpose

The College welcomes the opportunity to report its progress, over the past year, in meeting the requirements of the specific duties under the Equality Act 2010, through its strategy, operations and culture. For a summary of the general and specific equality duties of the Equality Act 2010, please refer to [Appendix B](#). The purpose of this report is to outline progress in meeting the following specific duties:

- Prepare and publish a set of equality outcomes, which is considered to enable better performance of the general equality duty no later than 30th April, 2013.
- 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 duties to gather staff data and mainstream the equality duty, so as to better perform the equality duty, will be reported in the separate Equality Mainstreaming Report. The duties to conduct and publish gender pay gap information and statements on equal pay will also be reported separately.

The College will publish its Equality Mainstreaming Report, equality impact assessments, equal pay statement and information, together with this report on the College's website. This will be presented within the Diversity & Equalities section, accessed directly from the home page.

4. Involvement



4 Involvement

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

In June 2011, the Diversity and Equalities (D&E) Working Group, comprised of curriculum and support staff from across College functions, began to draft a series of equality outcomes.

The College's Equality Advisory & Engagement Group, comprised of senior staff and user-led equality groups representing protected characteristics, was directly involved throughout this process. The group provided guidance, support and feedback during the initial planning stage. The D&E Working Group further refined outcome setting and progress planning to account for this feedback. Two draft documents were subsequently devised; one for setting outcomes and the other for planning and detailing progress.

A period of student, staff and stakeholder engagement then followed, during early 2013. The Diversity & Equalities Manager presented the equality outcomes to managers at an All Managers' Meeting and encouraged teams to hold meetings to discuss outcomes further. Staff and students were emailed and asked to consider outcomes and provide feedback. This message was reinforced on: Facebook; MyCity, the student Virtual Learning Environment; and Connected, the staff Intranet. A series of focus groups were held with: the Student Executive; the LGBT Society; ESOL students; and students with additional support needs. The Senior Management Team discussed the outcomes and, at a local level, staff teams held discussion meetings. The Advisory & Engagement Group also provided further feedback.

Relevant and appropriate feedback was then incorporated into the final equality outcome setting framework and supporting equality outcome progress plan, prior to final approval.

5. Evidence



5 Evidence

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

The following group views and sources of information were considered.

Group Views

- **The Advisory & Engagement Group** comprised of user-led equality groups and senior staff.
- **The Diversity & Equalities Working Group** comprised of curriculum and support staff across college functions.
- **The College's Senior Management Team** comprised of senior curriculum and support staff across college functions.
- **Staff Feedback** provided through returned electronic and hard copy feedback forms, after managers were asked to meet with staff.
- **Student Feedback** provided through returned electronic feedback forms.
- **Student Class Representative Feedback** provided through returned feedback forms.
- **Student Executive Feedback** provided through returned feedback forms.
- **LGBT Society (Lesbian, Gay, Bisexual and Transgender) Focus Group Feedback**, provided through open and participative discussion.
- **Disabled Student Focus Group Feedback**, provided through open and participative discussion.
- **ESOL (English for Speakers of Other Languages) Student Focus Group Feedback**, provided through open and participative discussion.

Sources of Information

City of Glasgow College (2012a) Staff Engagement Survey, 2012 (Glasgow: CoGC).

City of Glasgow College (2012b) Student Exit Survey (Glasgow: CoGC).

City of Glasgow College (2012c) Student Learning & Teaching Survey (Glasgow: CoGC).

City of Glasgow College (2012d) Website Audit Research, December, 2012 (Glasgow: CoGC).

City of Glasgow College (2013a) Annual Equality Mainstreaming Report 2011-2012 (Glasgow: CoGC).

City of Glasgow College (2013b) Equality Impact Assessment: New Build and Decant (Glasgow: CoGC).

Equality Challenge Unit (2009a) Developing staff disclosure: A guide to collecting and using equality data (London: ECU). [Available online via this link.](#)

Equality Challenge Unit (2009b) Experience of lesbian, gay, bisexual and trans staff and students in higher education: research report (London: ECU).

[Available online via this link.](#)

Education Scotland (2012) A Report by HM Inspectors on Behalf of the Scottish Funding Council: City of Glasgow College, 24 August 2012 (Norwich: Crown Copyright).

IIP Scotland (2012) City of Glasgow College IIP Staff Survey (Glasgow: IIP).

OfCom (2012) The Communications Market Report: Scotland.

[Available online via this link.](#)

Scottish Government (2012) Evidence Finder (Edinburgh: Scottish Government).

[Available online via this link.](#)

Stonewall Scotland (2009) How Safe Are You? (Edinburgh: Stonewall Scotland).

[Available online via this link.](#)

Stonewall Scotland (2011) Making the Most of Monitoring (Edinburgh: Stonewall Scotland). [Available online via this link.](#)

Stonewall Scotland (2012) School Report (Edinburgh: Stonewall Scotland).

[Available online via this link.](#)

Stonewall Scotland (2013) City of Glasgow College Workplace Equality Index Results (Edinburgh: Stonewall Scotland).

6. Approach



6 Approach

D&E Outcome Setting Framework

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

- **Strategic Equality Outcomes**, which are long term and aspirational in nature.
- **Specific Equality Outcomes**, the changes, or results which support meeting each of these strategic outcomes. These are more short- and mid-term and operational in nature.
- **Relation to Protected Characteristics** which the specific outcome will target.
- **Link to Equality Duty**, detailing the specific part which will be progressed by each specific outcome.

D&E Outcome Progress Plan

The progress plan, which will be available online, comprises:

- **Strategic Equality Outcomes**, which are long term and aspirational in nature.
- **Specific Equality Outcomes**, the changes, or results which support meeting each of these strategic outcomes. These are more short- and mid-term and operational in nature. Hard outcomes can be quantified and measured numerically. Soft outcomes, whilst not counted, are still measurable.
- **Action to Target Staff or Students**, in support of achieving the specific outcome.
- **Intended Outputs**, the effect of the actions, which will support achieving the specific outcomes.
- **Responsibility**, the staff role or college functions tasked with implementing the action.
- **Timescale**, detailing the month and year, by which point the action, and resulting output, will be met.
- **Progress Review**, detailing the RAG (red, amber, green) status and summary of progress.

7. Strategic Outcomes



7 Strategic Outcomes

The following strategic equality outcomes have been set:

1. Students actively engage in learning & teaching that is accessible, supportive and representative of all.
2. Students and staff benefit from spaces and services which are accessible, supportive, and representative of all.
3. Where under-represented, the proportion of students across protected characteristics is increased.
4. Where under-represented, the proportion of staff across protected characteristics is increased.
5. Students' successful course completion, regardless of protected characteristics, is increased.
6. Staff needs are supported to promote equity and fairness in all stages of the career journey.
7. Students and staff are encouraged and empowered to exercise their rights and fulfil their responsibilities in relation to equality and social justice.

8. Moving Forward



8 Moving 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 general equality duty. Adopting this approach has provided confidence that the College's equality outcomes, and progress to achieve these outcomes, are grounded on local needs.

A plan has already been created, as outlined in Section 6 above, to enable the College to monitor progress. This will be undertaken by the Executive Leadership and Senior Management Teams and the Board of Management Staff, Students & Equalities Committee. This plan is available online and progress will be detailed in a subsequent report, published by April 2015. Revised outcomes will be devised and published in April 2017.

This document is available in an online PDF format. It can also be provided in standard print, large print, in electronic, or audio form on CD and in Braille upon request.

For more information, please call 0141 566 1587, or contact diversity&equalities@cityofglasgowcollege.ac.uk

Appendices



Appendix A: Outcome Setting Framework

1. Students actively engage in learning & teaching that is accessible, supportive and representative of all.

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
1.1. Students actively engage in learning, teaching and curriculum in which accessibility and Diversity & Equalities are embedded.	<p>D&E and accessibility is embedded in learning, teaching and curriculum in relation to all protected characteristics:</p> <ul style="list-style-type: none"> • Age. • Disability. • Gender Reassignment. • Pregnancy and Maternity. • Race. • Religion or Belief. • Sex. • Sexual orientation. 	<p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>
<p>1.2. Students believe they are being treated fairly, sensitively and equally*.</p> <p>*In terms of the accessibility and representativeness of the learning and support services students experience.</p>	<p>Student satisfaction rates are high across all protected characteristics:</p> <ul style="list-style-type: none"> • Age. • Disability. • Gender Reassignment. • Pregnancy and Maternity. • Race. • Religion or Belief. • Sex. • Sexual orientation. 	<p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
1.3. Students becoming responsible citizens with a heightened awareness of the appropriate values and behaviours associated with diversity and equalities.	<p>Learning & teaching and curriculum actively encourage students to become responsible citizens in relation to awareness of all protected characteristics:</p> <ul style="list-style-type: none"> • Age. • Disability. • Gender Reassignment. • Pregnancy and Maternity. • Race. • Religion or Belief. • Sex. • Sexual orientation. 	<p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

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

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
2.1. All students have access to Student Services resources and materials that are available in accessible formats, including electronic and hard copies.	<p>Students are able to access Student Services on or off campus, via the VLE*. This supports students across all protected characteristics, in particular:</p> <ul style="list-style-type: none"> • Disability. • Gender Reassignment. • Pregnancy and Maternity. • Religion or Belief. • Sex. <p>* Virtual Learning Environment.</p>	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p>
<p>2.2. ESOL* and International students are supported and integrated into life in Glasgow.</p> <p>*English for Speakers of Other Languages.</p>	<p>Student induction takes account of the language, cultural and religious differences and needs of students:</p> <ul style="list-style-type: none"> • Race. • Religion or Belief. 	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
2.3. The religious and non-religious beliefs of students and staff are supported.	<p>The religious and non-religious beliefs of students are supported throughout the curriculum timetable and College catering facilities:</p> <ul style="list-style-type: none"> • Race. • Religion or Belief. 	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>
<p>2.4. LGBT* students and staff have access to support networks and facilities.</p> <p>*Lesbian, Gay, Bisexual and Transgender.</p>	<p>Should they wish to Students are able to access an LGBT support network in the College and private uni-sex toilet facilities:</p> <ul style="list-style-type: none"> • Gender Reassignment. • Sexual Orientation. 	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
<p>2.5. Ensure, where possible, the needs of different groups are met by the new campus design (which follows through on those measures identified in the College's EQIA)*.</p> <p>* Relates to the design and layout of spaces in the new build. Consideration of information was actively informed by students, staff and user-led equality groups representing relevant protected characteristics, as part of Equality Impact Assessment (EQIA).</p>	<p>The new Campus buildings at Riverside and City Campus will be designed to provide 'access for all' in accordance with all applicable standards and relevant guidance, supporting in particular:</p> <ul style="list-style-type: none"> • Disability. • Gender Reassignment. • Pregnancy and maternity. • Race. • Religion or Belief. • Sex. • Sexual Orientation. 	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

3. Where under-represented, the proportion of students across protected characteristics is increased.

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
3.1. Prospective applicants across all protected characteristics are able to access on and off line information to enable them to make informed choices about college courses.	<p>On and off line information is accessible and supports all protected characteristics:</p> <ul style="list-style-type: none"> • Age. • Disability. • Gender Reassignment. • Pregnancy and Maternity. • Race. • Religion or Belief. • Sex. • Sexual Orientation. 	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>
3.2. Prospective applicants across all protected characteristics can readily perceive, from a range of on and off line marketing communication materials, that the College has a welcoming, supportive environment suitable to their needs and is a brand committed to diversity and equalities.	<p>On and off line communications represent all protected characteristics and support their needs:</p> <ul style="list-style-type: none"> • Age. • Disability. • Gender Reassignment. • Pregnancy and Maternity. • Race. • Religion or Belief. • Sex. • Sexual Orientation. 	<p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
3.3. Prospective applicants across all protected characteristics are provided with a range of stakeholder engagement activities.	<p>Through conducting research, the specific needs of prospective applicants are met via a range of stakeholder engagement activities across all protected characteristics:</p> <ul style="list-style-type: none"> • Age. • Disability. • Gender Reassignment. • Pregnancy and Maternity. • Race. • Religion or Belief. • Sex. • Sexual Orientation. 	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>
<p>3.4. Applicants and students are able and encouraged to self-declare across all protected characteristics*.</p> <p>*Allows the College to monitor analyse and action plan data for all protected characteristics at application, enrolment, withdrawal and outcome stages.</p>	<p>Self-declaration allows the College to extend data monitoring, analysis and action planning to cover:</p> <ul style="list-style-type: none"> • Gender Reassignment. • Pregnancy and Maternity. • Religion or Belief. • Sexual Orientation. 	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
3.5. Applicants and students understand the benefits and importance of self-declaration and the role that this has in ensuring that services meet individual needs.	<p>Through awareness raising initiatives and reassurances of anonymity and confidentiality, applicants and students are less likely to provide “prefer not to say” responses across all protected characteristics, in particular:</p> <ul style="list-style-type: none"> • Disability. • Religion or Belief. • Sexual Orientation. 	<p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>
3.6. Applicants and students self-declare personal protected characteristics.	<p>Through awareness raising initiatives and reassurances of anonymity and confidentiality, applicants and students self-declare data across all protected characteristics:</p> <ul style="list-style-type: none"> • Age. • Disability. • Gender Reassignment. • Pregnancy and Maternity. • Race. • Religion or Belief. • Sex. • Sexual Orientation. 	<p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

4. Where under-represented, the proportion of staff across protected characteristics is increased.

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
4.1. Prospective applicants across all protected characteristics can readily perceive, from a range of on and off line marketing communication materials, that the College has a welcoming, supportive environment suitable to their needs and is a brand committed to diversity and equalities.	<p>On and off line communications represent all protected characteristics and support their needs:</p> <ul style="list-style-type: none"> • Age. • Disability. • Gender Reassignment. • Pregnancy and Maternity. • Race. • Religion or Belief. • Sex. • Sexual Orientation. 	<p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
<p>4.2. Applicants and staff are able and encouraged to self-declare across all protected characteristics*.</p> <p>*Allows the College to monitor analyse and action plan data for all protected characteristics at application, recruitment, development and exit stages.</p>	<p>Amending the recruitment system ensures that data completion is mandatory for all protected characteristics at application stage*:</p> <ul style="list-style-type: none"> • Age. • Disability. • Gender Reassignment. • Marriage and Civil Partnership • Race. • Religion or Belief. • Sex. • Sexual Orientation. <p>*Applicants are unable to progress in their application without at least declaring “prefer not to say” for each relevant protected characteristic. However, it is hoped that through awareness raising initiatives and reassurances of anonymity and confidentiality self-declaration increases. Pregnancy will be incorporated as appropriate after seeking guidance from EHRC.</p>	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
4.3. Applicants and staff understand the benefits and importance of self-declaration and the role that this has in ensuring services meet individual needs.	<p>Through awareness raising initiatives and reassurances of anonymity and confidentiality, applicants and staff are less likely to provide “prefer not to say” responses across all protected characteristics, in particular:</p> <ul style="list-style-type: none"> • Disability. • Religion or Belief. • Sexual Orientation. 	<p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>
4.4. Applicants and staff self-declare personal protected characteristics.	<p>Through awareness raising initiatives and reassurances of anonymity and confidentiality, applicants and staff self-declare data across all protected characteristics:</p> <ul style="list-style-type: none"> • Age. • Disability. • Gender Reassignment. • Marriage and Civil Partnership • Pregnancy and Maternity. • Race. • Religion or Belief. • Sex. • Sexual Orientation. 	<p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

5. Students' successful course completion, regardless of protected characteristics, is increased.

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
<p>5.1. The withdrawal of students is decreased, regardless of protected characteristic*.</p> <p>* Overall 2013-14 targets:</p> <ul style="list-style-type: none"> • 10% for early withdrawal • 5% for further withdrawal <p>Future targets are currently being devised.</p>	<p>Extend data monitoring, analysis and action planning at appropriate levels to cover:</p> <ul style="list-style-type: none"> • Gender Reassignment. • Pregnancy and Maternity. • Religion or Belief. • Sexual Orientation. <p>Through monitoring, analysing and action planning, at appropriate levels, reduce early withdrawal for all students, in particular:</p> <ul style="list-style-type: none"> • Disability (Disabled students). • Race (BME students). • Sex (Female students). <p>Through monitoring, analysing and action planning, at appropriate levels, reduce late withdrawal for all students, in particular:</p> <ul style="list-style-type: none"> • Disability (disabled students). 	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
<p>5.2. The successful completion of students is increased, regardless of protected characteristic*.</p> <p>* Full-Time Further Education targets:</p> <ul style="list-style-type: none"> • 67% in 2013-14 • 69% in 2014-15 • 72% in 2015-16 <p>* Full-Time Higher Education targets:</p> <ul style="list-style-type: none"> • 70% in 2013-14 • 72% in 2014-15 • 74% in 2015-16 	<p>Extend data monitoring, analysis and action planning at appropriate levels to cover:</p> <ul style="list-style-type: none"> • Gender Reassignment. • Pregnancy and Maternity. • Religion or Belief. • Sexual Orientation. <p>Through monitoring, analysing and action planning, at appropriate levels, improve outcomes for all students, in particular:</p> <ul style="list-style-type: none"> • Age (20-24 year olds). • Race (BME students). • Sex (Male students). 	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

6. Staff needs are supported to promote equity and fairness in all stages of their career journey.

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
<p>6.1. Staff needs are supported to promote equity* and fairness in all stages of their career journey.</p> <p>*Equality of process and equality of outcome.</p>	<p>College Human Resources takes account of and records data across all protected characteristics*:</p> <ul style="list-style-type: none"> • Age. • Disability. • Gender Reassignment. • Marriage and Civil Partnership • Pregnancy and Maternity. • Race. • Religion or Belief. • Sex. • Sexual Orientation. <p>*In relation to information systems, requests for and approved assistance, formal surveys, reporting and external benchmarking.</p>	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
<p>6.2. Staff believe they are being treated fairly, sensitively and equally.</p>	<p>Through staff opinion surveys, common questions are asked and individuals are invited to make anonymous self-declaration against all protected characteristics:</p> <ul style="list-style-type: none"> • Age. • Disability. • Gender Reassignment. • Marriage and Civil Partnership • Pregnancy and Maternity. • Race. • Religion or Belief. • Sex. • Sexual Orientation. <p>*Staff will be able to provide their views at key stages of their employment journey (post induction/probationary periods, any annual surveys and at exit interviews) These results will be evaluated and reported on.</p>	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

7. Students and Staff are encouraged and empowered to exercise their rights and fulfil their responsibilities in relation to equality and social justice.

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
<p>7.1. Students are encouraged and empowered to exercise their rights and fulfil their responsibilities in relation to equality and social justice*.</p> <p>*Social values and moral responsibilities in relation to equality and human rights.</p>	<p>Students knowledge, attitudes and behaviours will be developed and supported across all protected characteristics*:</p> <ul style="list-style-type: none"> • Age. • Disability. • Gender Reassignment. • Marriage and Civil Partnership • Pregnancy and Maternity. • Race. • Religion or Belief. • Sex. • Sexual Orientation. <p>*Through: student induction; student executive and class representative training; learning & teaching; Course Action and Development Meetings (CADMs); Students' Association and Engagement; Diversity Fair; Student Embracing Diversity Competition; and Third Party Reporting.</p>	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
<p>7.2. Staff are encouraged and empowered to exercise their rights and fulfil their responsibilities in relation to equality and social justice*.</p> <p>*Social values and moral responsibilities in relation to equality and human rights.</p>	<p>Staff knowledge, attitudes and behaviours will be developed and supported across all protected characteristics*:</p> <ul style="list-style-type: none"> • Age. • Disability. • Gender Reassignment. • Marriage and Civil Partnership • Pregnancy and Maternity. • Race. • Religion or Belief. • Sex. • Sexual Orientation. <p>*Through: staff induction; Continuous Professional Development (CPD); Creating Accessible Learning Materials (CALM) Initiative; Course Action and Development Meetings (CADMs); Diversity Fair; Student Embracing Diversity Competition; and Third Party Reporting.</p>	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

Appendix B: The Equality Act 2010

The full Equality Act 2010 can be accessed through this link: [Equality Act 2010](#).

Introduction and Protected Characteristics

The purpose of the Equality Act is to streamline, strengthen and harmonise 40 years of equalities legislation. The Act establishes 9 protected characteristics. These are:

- Age.
- Disability.
- Gender Reassignment
- Marriage & Civil Partnership. *
- Pregnancy & Maternity.
- Race
- Religion or Belief.
- Sex.
- Sexual orientation.

Public Sector Equality Duty (General Duty)

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; *
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

* All protected characteristics (with the exception of marriage & civil partnership) are subject to the full duty. The duty also covers marriage & civil partnerships, with regard to section a) in employment.

The public sector equality duty; can be accessed through this link: [Equality Duty](#).

Refer to Figure 1 below for further information: Figure 1.

Public Sector Specific Equality Duties (Scotland)

The final regulations, which came into effect on 27th May 2012, can be accessed through this link: [Specific Duties \(Scotland\)](#).

Duty to Report Progress on Mainstreaming the Equality Duty

- Publish a mainstreaming report on the progress made to make the general equality duty integral to the exercise of its functions so as to better perform the duty:
 - No later than 30th April 2013; and
 - Subsequently at intervals of no more than 2 years, beginning with the date on which it last published a report.

Duty to Publish Equality Outcomes and Report Progress

- Prepare and publish a set of equality outcomes, which is considered to enable better performance of the general equality duty:
 - No later than 30th April 2013; and
 - Subsequently, at intervals of no more than 4 years, beginning with the date on which it last published a set of equality outcomes.
- In preparing a series of outcomes:
 - Take reasonable steps to involve persons who share a relevant protected characteristics/those who represent the interests 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 further the general equality duty.
- Publish a report on the progress made to achieve the published equality outcomes:
 - No later than 30th April 2015; and

- Subsequently, at intervals of no more than 2 years, beginning with the date on which it last published a report.

Duty to Assess and Review Policies and Practices

- Assess the impact of applying a proposed new or revised policy or practice against the needs of the general equality duty.
- In making the assessment, consider relevant evidence relating to persons who share a relevant protected characteristic (including any received from those persons).
- In developing a policy or practice, take account of these results.
- Publish, within a reasonable period, the results of any assessment made.
- Make arrangements to review and revise any policy or practice to ensure that it complies with the general equality duty.
- Any consideration as to whether or not it is necessary to assess the impact of applying a proposed new or revised policy or practice is not to be treated as an assessment of its impact.

Duty to Gather and use Employment Information

- Take steps to gather information on the number and relevant protected characteristics, in each year, of the:
 - Composition of the authority's employees; and
 - Recruitment, development and retention of employees.
- Use this information to better perform the general equality duty.
- Report progress within the mainstreaming report, including:
 - Annual breakdown of information gathered, which has not been previously published elsewhere; and
 - Details of the progress made in gathering and using that information to enable it to better perform the general equality duty.

Duty to Publish Gender Pay Gap Information

- Publish information on the percentage difference among staff between men's average hourly pay (excluding overtime) and women's average hourly pay (excluding overtime).
- Publish this information no later than 30th April 2013 and every second year thereafter.

Duty to Publish Statements on Equal Pay, etc

- Publish a statement containing the required information no later than 30th April 2013 and every fourth year thereafter.
- The statement must specify the policy on equal pay among its employees between:
 - Women and men;
 - Persons who are disabled and persons who are not; and
 - Persons who fall into a minority racial group and persons who do not.
- The statement must specify occupational segregation among its employees in relation to the concentration of:
 - Women and men;
 - Persons who are disabled and persons who are not; and
 - Persons who fall into a minority racial group and persons who do not.
- The first statement (therefore no later than 30st April 2013) must contain information on women and men.
- The second statement (therefore no later than 30st April 2017) and subsequent statements must contain information on gender, disability and race.

Duty to Consider Award Criteria and Conditions in Public Procurement

- When relevant and proportionate to the subject matter of an agreement for goods, works, or services, institutions should have due regard to whether the award criteria of the agreement and the contract conditions relating to the performance of the agreement should include considerations relevant to its performance of the general equality duty.

Duty to Publish in a Manner that is Accessible etc.

- When producing the mainstreaming report, outcomes and subsequent progress, gender pay gap information and equal pay statements, the authority must:
 - Publish in a manner that makes the information published accessible to the public; and
 - So far as practical, employ an existing means of public performance reporting.

Figure 1: The General Duty of the Equality Act 2010

Components	Due Regard
A public authority must, in the exercise of its functions, have <i>due regard</i> to the need to:	Having due regard specifically involves taking steps to:
a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.	
b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.	a) Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic. b) Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it. c) Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.	a) Tackle prejudice. b) Promote understanding.

Due regard comprises two linked elements: proportionality and relevance. The weight that public authorities give to equality should be proportionate to how relevant a particular function is to equality. In short, the greater the relevance of a function to equality, the greater the regard that should be paid.

