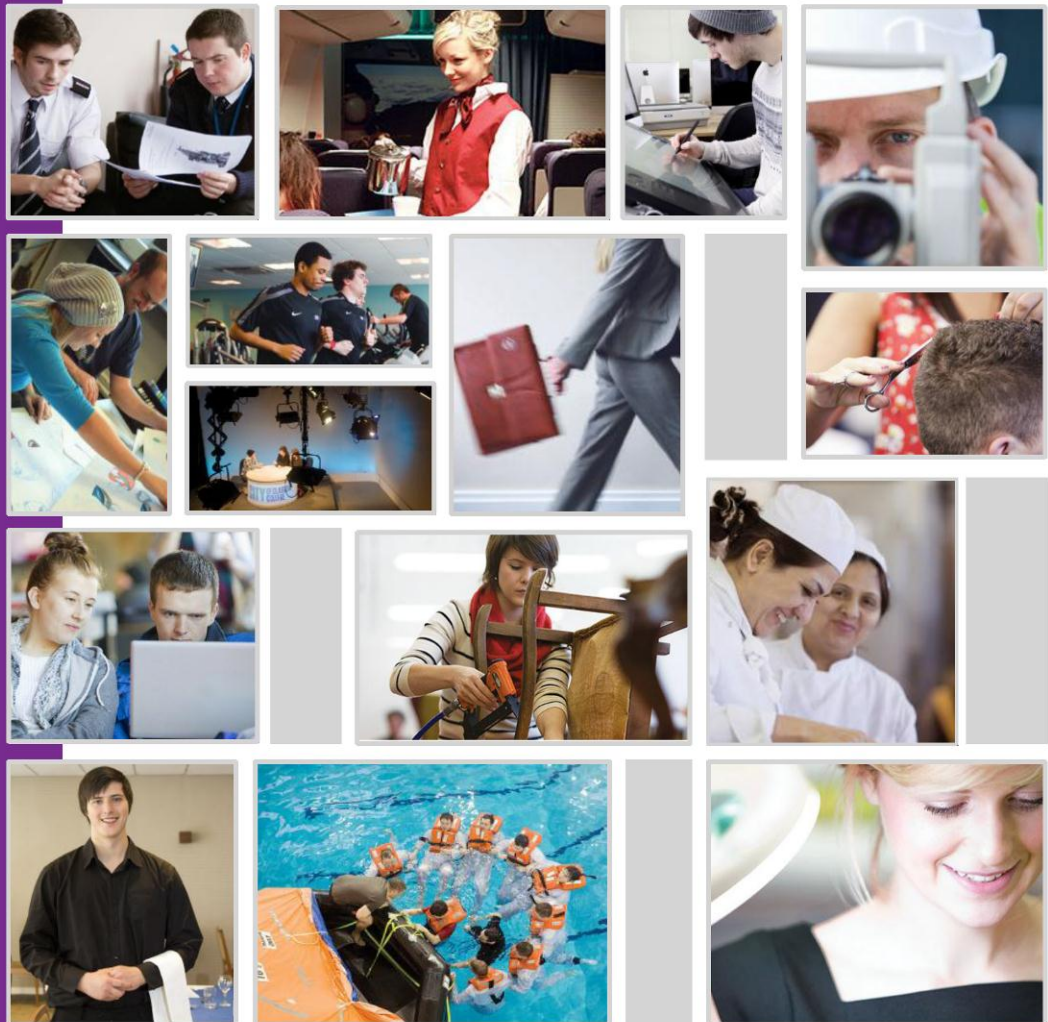


# CITY OF GLASGOW COLLEGE

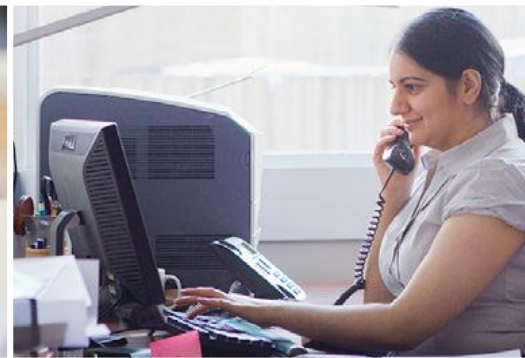
## Diversity & Equalities

## Good Practice Guide 2013



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# 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.

The purpose of this report is to detail the progress the College has made in mainstreaming and embedding Diversity & Equalities (D&E) across curriculum areas.



## 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 & Equality (D&E) 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. Mainstreaming



### 3. Mainstreaming

The College is required to respond to a range of initiatives, frameworks and legislation to improve equality of opportunity, process and outcomes. These include:

- The Public Sector Equality Duty (general duty) and Regulations (specific duties) of the Equality Act 2010, please refer to [Appendix A](#).
- The social justice case for D&E.
- The business case for D&E.
- Education Scotland Quality Framework.
- PDA, TQFE and Professional Standards for Lecturers.
- Curriculum for Excellence.
- Inclusion in education, including safeguarding and engagement.
- QELTM (Quality and Equality in Learning and Teaching Materials).

Following the recent inspection, in May 2012, the Education Scotland External Review Report 2012 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).*

To establish more effective mainstreaming and performance of the public sector equality duty (PSED) across College functions, in particular learning and teaching, a D&E mainstreaming vision and series of objectives were devised.

The progress in mainstreaming the PSED across functions is presented in the College’s Mainstreaming Report. Furthermore, mainstreaming of D&E across the curriculum was clearly identified and detailed in the College’s equality outcomes framework and progress plan. [Please visit the College's website for more information.](#)



## The College's Diversity & Equalities Mainstreaming Vision

To nurture an environment in which the diversity and equality of students and staff from all backgrounds is routinely anticipated, expertly accommodated and positively celebrated.

## The College's Diversity & Equalities Mainstreaming Objectives

- To involve and empower students and staff in planning for Diversity & Equalities, informing the College's decision making process at all levels.
- To develop student and staff related policies and practices, which eliminate unlawful discriminatory conduct, advance equality of opportunity, and foster good relations.
- To ensure student and staff profiles reflect the communities the College serves.
- To improve student and staff attitudes and behaviours towards equality, diversity and social justice through learning, development and awareness raising opportunities.

## Curriculum Diversity & Equalities Mainstreaming Spotlights

A number of case studies, presented as "spotlights", are provided in this report.

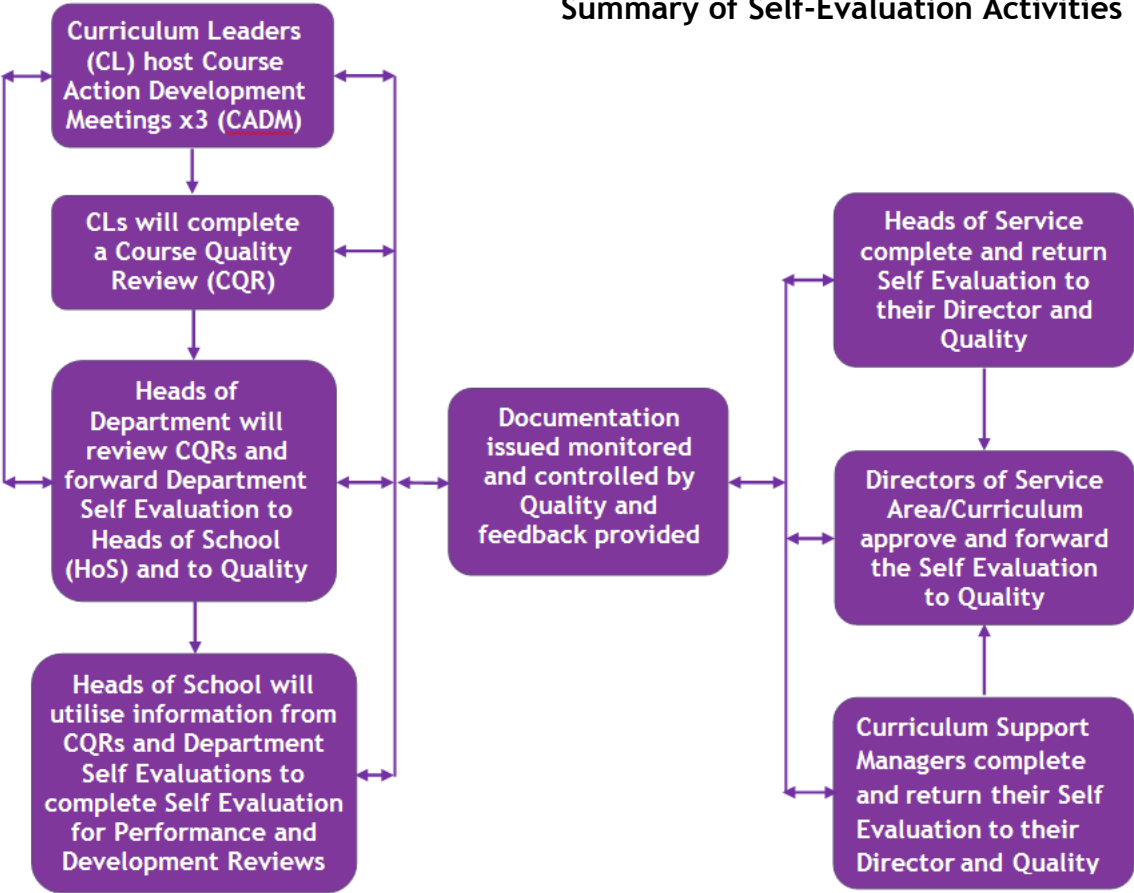
These, and other spotlights, have been uploaded to the D&E section on Connected for reference and other supporting resources are currently being developed.

These spotlights demonstrate the College's progress towards creating, embedding and mainstreaming a culture of D&E throughout the curriculum, showcasing examples of good practice across the different schools, whilst providing inspiration to those curriculum areas which find embedding D&E more challenging.

# Quality Systems in Relation to Diversity & Equalities

- D&E is an item in the self-evaluation process at every level in the College; please refer to diagram below.
- D&E is a topic on the CADM (Course Action and Development Meetings) agenda. These meetings take place 3 times per year for every course and they are attended by student class representatives and course staff.
- The Curriculum Leader (CL) then completes a self-evaluation, known as a Course Quality Review and reports on D&E as part of that report.
- The Head of Department and the Head of School likewise must report on D&E in the Department or School self-evaluation.
- All Heads of Service, in support areas, complete self-evaluations for their service area and D&E is reported upon as part of that process.
- All of the above staff members have undergone training in self-evaluation in which D&E is highlighted.

Summary of Self-Evaluation Activities



## Creating Accessible Learning Materials (CALM)

In 2012, the CALM Project was launched as part of the College's commitment to D&E and as a drive towards a comprehensive modernisation of all learning materials.



Creating Accessible Learning Materials

The CALM Project aims to meet accessibility and D&E needs by training staff to create and maintain accessible electronic resources and present them in the College house style.

The CALM Project has a number of objectives:

1. To ensure all materials meet accessibility and public duty requirements, across all protected characteristics, please refer to [Appendix A](#).
2. To raise awareness of equalities issues amongst staff.
3. To improve staff skills in relation to creating accessible materials.
4. To embed CALM principles into unit development and review processes.
5. To increase staff uptake of the College virtual learning environment.
6. To promote the College through branded templates.
7. To recognise the future need of working in a technology-rich, paper-free environment (which is of relevance to the College new build).

CALM is comprised of four 1-hour workshops:

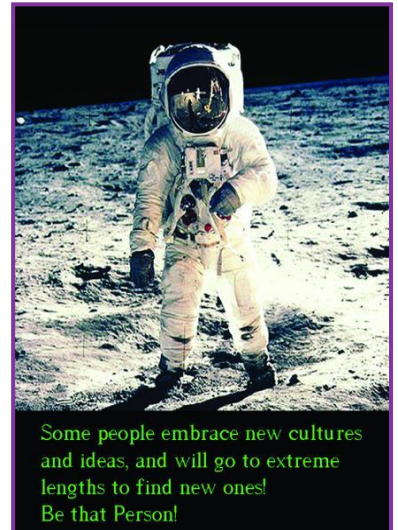
1. Understanding accessibility and equality in learning & teaching.
2. Accessible layout (in relation to Word and PowerPoint and available support).
3. Accessible content (in language, images, learning and teaching).
4. Accessible delivery (accounting for the diverse needs of learners).

A checklist, please refer to [Appendix B](#), has been developed to assist staff following their attendance at the four workshops in updating their materials and developing their learning practice.



## The Embracing Diversity Competition

- The inaugural college wide competition was launched in May 2012 to encourage students across the curriculum to creatively explore and express D&E and cultural differences in a format of their choice, e.g. photograph, poem, video, food, etc.
- The primary objective of the competition was to raise awareness of a complex concept and promote social-justice, legislative compliance and potential cultural change amongst both students and staff, as part of the learning and teaching experience, at grass-roots level in the classroom.
- The competition was coordinated and managed by the Diversity & Equalities Department; however engagement with students was managed by curriculum colleagues within the learning and teaching context. Final outputs of the competition were judged by representatives from user-led equality groups and key support staff.
- The competition provided a natural, practical and beneficial way to embed Curriculum for Excellence within the classroom through active student participation, resulting in successful learners who are responsible citizens, with values grounded on the principles of dignity and respect. At the same time, the competition provided a suitable contextual basis for teaching staff to discuss an otherwise potentially challenging topic.
- The work and talents of students were celebrated by a prestigious exhibition and awards ceremony hosted by senior college academic staff.
- This initiative was selected by Education Scotland, during the recent inspection as being sector-leading and innovative.
- [Please visit the College's website for more information.](#)





**FOOD, HOSPITALITY AND TOURISM..** Curriculum Director Sandra Gunn with the NQ Professional Cookery and Hospitality group



**CONSTRUCTION AND BUILT ENVIRONMENT..** Curriculum Director Peter Leitch with the NPA Painting and Decorating group



**CREATIVE INDUSTRIES..** Mark Baird, Creative Crafts with Photography

These are the winners of **CITY**'s first Embracing Diversity competition. The competition was set up to find the most effective expression of the "embracing diversity" theme. Entries were judged on the clarity and accessibility of message, level of effort shown, originality of concept, quality of work and the impact on the viewer/audience. School winners received £100 at advanced and non-advanced levels while the overall winners received a further £200.



**ART AND DESIGN..** Dylan McQueen, Foundation 3D Design



**ART AND DESIGN..** Alex Thomson, Foundation 3D Design



**LANGUAGES & ESOL..** Badraadeen Mohammed, ESOL Intermediate 2



**BUSINESS AND ENTERPRISE..** NC Advertising and PR group award



**HAIR AND BEAUTY..** NC Ladies Hairdressing group with Curriculum Director Peter Midgley



**INTRODUCTION..** Alex Craig, Vice Principal for Learning and Teaching

## NC Graphic Design: Advertising Brief Unit

**Overview:** The Diversity & Equalities Manager was invited to help brief the students on what “embracing diversity” in the college environment really means. This covered issues concerning race, gender, sexuality, age, religion, disabilities and much more. Students were also briefed on how advertising campaigns are created and shown examples incorporating clever and successful concepts. Advice was also given on how to research this project and generate ideas in their sketchbooks.

**Impact:** From the presentation delivered by the Diversity & Equalities Manager’s presentation, and from the research they carried out at the beginning of this project, all of the students discovered exactly what diversity is. Through this knowledge they then began to develop their own ideas. Some approached it by trying to cover as many aspects of diversity as possible, while others wanted to concentrate on certain aspects that were raised during the briefing and just work with those. All of these ideas were positive, illustrating serious effort, understanding and imagination.

**Supporting Media:** Please see examples of campaign images on the next page.

**Link to External Environment and National Agenda:** This project supports two aspects of Curriculum for Excellence by encouraging effective contributors and responsible citizens. This also promotes the public sector general equality duty.

**Future Development:** This project has been a very positive learning experience for both students and lecturer, David McCallum. Indeed, David plans to deliver this project every year from now on as part of the NC Graphics course.

**Contact:** Please email [David McCallum](mailto:David.McCallum@ncl.ac.uk), or call extension 4424 for more details.





## Product Design: Art & Design- Colour

**Overview:** The class group are studying the subject of Product Design. As part of this national qualification the students undertake the mandatory unit “Colour”. The brief for the project was to re-design the colours of an everyday object to create a striking transformation. This was developed using a variety of media in a sketchbook and the final outcome was the colour transformed 3D object. In order to integrate the subject of Diversity & Equalities, as part of the project, the students were required to research the areas covered by D&E as well as understand the issues surrounding them. Using the colour transformed objects, the students were asked to create a link using an image of their object that would encourage people to embrace diversity. The end goal was to apply an image of their design on a t-shirt along with a slogan that encourages equality and diversity. This project took place during block 3.

**Impact:** The evidenced impact cannot be measured until the project has been finished; however, student work has been entered into the Embracing Diversity Competition. The intended impact is: Greater awareness of alternative cultures and religious faiths; Design encompasses everyone regardless of age, sex, or physical ability; Understanding what a responsible citizen is; and To create a more open minded approach and challenge pre conceived perceptions.

**Supporting Media:** Images will be uploaded onto the D&E section on Connected. Please see an example on the adjacent page.

**Link to External Environment and National Agenda:** This project supports the core capacities of Curriculum for Excellence, together with advancing the PSED.

**Future Development:** New design projects will be delivered where D&E can be embedded more as part of the delivery of the qualification.

**Contact:** Please email [Keith Moir](mailto:Keith.Moir@glasgow.ac.uk), or call extension 4273 for more details.

Different?



We are all the same.



## HNC Applied Arts: Identity Project

**Overview:** Students are given the theme of “Identity” for a self-directed project across two units: Art and Design Project for which they have to make an Artist’s Book on the theme; and Developmental Drawing which allows them to explore the theme through direct observation from life, to then develop and clarify these ideas through a range of printing techniques.

**Impact:** Learners were able to share diverse views about what identity meant to themselves and others through: group discussion; mind-mapping; personally directed sketchbook projects and drawings; individualised research; and the completion of a final project embodying their understanding of an aspect of the concept of identity that they explored. Examples from this year’s cohort include: how traditional memorials might function in the Facebook age; how women are expected to conform to a ‘Look Book’; multicultural heritage (by a student with Filipino parents born in Libya, raised in Scotland); and how the life cycle and identity of animals is distant to us through remote butchery practices (by a student who grew up in Shetland as part of a community much closer to traditional farming). Staff gained a better insight into how individual students perceive the world and those around them. It also gave staff the chance to work through any issues, fears or prejudices that might hinder the learning process. Greater awareness by staff also improved the quality of guidance given for progression and portfolio development.

**Supporting Media:** Please contact Fiona Ferguson for DVD of students’ work. Images have been uploaded to the D&E section on Connected.

**Link to External Environment and National Agenda:** This project supports the core capacities of Curriculum for Excellence. The right to Freedom of Expression (Human Rights Act, 1998) is endorsed by the self-selective, personally directed nature of the thematic interpretation of this project.

**Future Development:** The activity will continue in the present format with opportunities to tie into current contemporary art practice as appropriate i.e. new exhibitions, art works, and other points of contemporary relevance.

**Contact:** Please email [Fiona Ferguson](#), or call extension 4559 for more details.

## NC Advertising and PR: Implementing a Public Relations Campaign

**Overview:** Students attended a live presentation and brief from the College's Diversity & Equalities Manager and a question and answer session followed. The class then split into 5 groups to research and design College based activities and events that could be implemented in order to promote Diversity & Equalities across the campus using newsworthy proposals that have PR support and communications outlined. Each group had to organise a folio of activities and this was pitched and presented to The Diversity & Equalities Manager. Following feedback, the students took on board suggestions and subsequently submitted their revised work for the college wide Embracing Diversity Competition and exhibition. This project was accredited in "Implementing a PR Campaign - FT8X 12". This work will also be displayed at the student's exhibition in the Exam Hall (LZ) on the 30th May 2013, where their friends and family are invited to see their course work.

**Impact:** Students gained valuable insight into issues and legislation aimed at the social justice of access to all for education & employment. 9 protected characteristics, including age, disability, gender reassignment, race and sexual orientation were clearly outlined and discussed.

**Supporting Media:** PowerPoint presentations, press releases, media contact lists, leaflets, posters and social media were generated and produced as part of course submissions.

**Link to External Environment and National Agenda:** This project supports Curriculum for Excellence and advances the public sector equality duty of the Equality Act 2010. Potential external partners were researched and evaluated, such as Glasgow International Film Festival, Glasgow Film Theatre, Glasgow City Council and Commonwealth Games, etc.

**Future Development:** This is the second year in which this accredited project has been successfully run. Discussions will take place between teaching staff and the the Diversity & Equalities Manager at the beginning of next session on how to incorporate D&E into future learning and teaching.

**Contact:** Please email [Jacquie Shaw](mailto:Jacquie.Shaw@glasgow.ac.uk), or call extension 2114 for more details.

## NCGA Beauty Care and Make-Up: Bridal and Evening Make-Up

**Overview:** Bridal and Evening Make-Up is a unit that is delivered as part of the NCGA Beauty Care and Make-Up course. It has been a focus of those delivering this unit to ensure that bridal make-up is examined in a global context, as opposed to focussing solely on a westernised “white wedding” viewpoint. As part of this initiative, students are working on a “Global Wedding Album”. Initially four students have been selected from various religious/cultural backgrounds - Muslim, Sikh, Chinese, and East Africa to put together information relating to wedding customs and make-up choices from their own heritage. This information will be put on “My City” and “City Vision” and will include photographic evidence to show bridal styles from these cultures.

**Impact:** This project is in its infancy, but when fully up and running should provide an excellent opportunity for students and staff to gain an insight into different bridal cultures and the make-up techniques which relate to these cultures. Students will gain greater experience in being able to use these techniques and therefore should be more employable as they will be able to offer a broader range of services.

**Supporting Media:** Photographs and supporting media are available on request.

**Link to External Environment and National Agenda:** This project supports Curriculum for Excellence, “Responsible Citizens”. Furthermore, students will gain greater experience in being able to use these techniques and therefore should be more employable as they will be able to offer a broader range of services

**Future Development:** Students will be able to add to the Global Wedding Album on an on-going basis as we investigate other traditions and cultures.

**Contact:** Please email [Alison Bell](mailto:Alison.Bell@nsga.gov.scot), or call extension 2120 for more details.

## Educational Support Programmes: Drama Production

**Overview:** The drama production this year was “The Tale of Tam O’ Shanter”. All students who have a diverse range of learning difficulties/mobility issues were involved. The production involved acting, singing, dancing, set design and creative writing. The students were inspired by Robert Burns and the story of Tam O’ Shanter to celebrate Scottish heritage. Furthermore, they were inspired by Robert Burns’ take on equality from the poem “A Mans a Man for a’ That”. Students worked on their own creative writing based on the theme of equality and included their work in the production.

**Impact:** Collaboration between groups promoted teamwork, inclusiveness and diversity with all students participating fully, despite a diverse range of learning difficulties/mobility issues. The production explored and encompassed Scottish culture and heritage, diversity and equality, which in turn promoted self-confidence, self-esteem and teamwork.

**Supporting Media:** Comments from students included quotes such as: “I am more confident”; “Dancing was fun”; and “I liked working with the Transitions group”. A DVD of the Drama Production is available and the production has been entered into the Embracing Diversity Competition.

**Link to External Environment and National Agenda:** This initiative covers the four capacities of Curriculum for Excellence: Successful Learners; Confident Individuals; Responsible Citizens; and Effective Contributors.

**Future Development:** Students will continue to learn about Scottish heritage, equality and diversity through drama classes and other modules on the curriculum. There is a drama production every year with a thematic approach.

Contact: Please email [Gillian Devine](mailto:Gillian.Devine@glasgow.gov.uk), or call extension 2813 for more details.



## Various ESOL Course Inductions: Loesje Workshop and Posters

**Overview:** Loesje is a youth-led, international network of creative groups across Europe and further afield. Loesje is best known for the collective poster-writing workshops which have been developed and delivered for over 25 years to thousands of people across the continent. The Loesje workshop is all about working together through creativity, sharing opinions and ideas and collaborating on self-expression. City of Glasgow College ESOL induction workshops were focused on the agreed topic of diversity and equality. The workshops were facilitated by 2 leaders who began by using some simple “mental warm-up games”. Various techniques were then used to explore the topics and access the creativity of the participants. The texts were written not by individuals, but by the entire group with each topic being passed several times to each participant. At the end, the best text was selected by the group, which later became a poster.

**Impact:** Students were highly engaged in the exercise and the project provided an excellent opportunity for them to improve their vocabulary. Furthermore it encouraged interaction and discussion amongst groups. Discussions over the topics dealt with allowed stereotypes to be challenged and encouraged students to engage with each other’s culture. Staff felt it was an excellent resource and value for money. An external stakeholder, Alan McLean, commented on the posters displayed in the College describing them as “excellent” and “thought provoking”. The posters were displayed on a loop on internal televisions, ensuring a wider impact to all College students, and not those exclusively to ESOL.

**Supporting Media:** See adjacent page for an example of a finished poster.

**Link to External Environment and National Agenda:** Participating in the project contributed to the four capacities of Curriculum for Excellence and advanced the Equality Act 2010 PSED.

**Future Development:** Budget permitting, the ESOL department would like to run again, but later in the academic year.

Contact: Please email [Emily Bryson](mailto:Emily.Bryson@glasgow.ac.uk), or call extension 1648.

**Don't look for  
differences,**

**look for  
similarities.**

This poster was created by students from the  
ESOL department of City of Glasgow College

With support from:

*Loesje*

**XCHANGE**  
**SCOTLAND**

**CITY** OF GLASGOW  
COLLEGE

## ESOL Intermediate 1/Stage 1: ESOL Student Collaborative Project with Supported Learning Students

**Overview:** Together the ESOL and Supported Learning (SL) students produced and then packaged their own soaps using fancy paper, ribbons and feathers. The SL students gave the soaps as gifts and the extra soaps were used to raise funds for the Mary's Meals charity. This initiative linked directly into the Personal Hygiene unit being undertaken by the SL students, so it helped them to understand how the soap was made and encouraged them to use it. This workshop also demonstrated the SL students' ability to focus, concentrate and use their motor skills. Furthermore, the ESOL students developed their English skills and other forms of communication in offer help and provided support to the SL students.

**Impact:** ESOL students demonstrated confidence, care and compassion together with real experiential learning, as recorded in their "Working with Others" unit. The confidence they gained in using their English skills with other native speaker was tangible. The compassion they showed towards the SL students was commendable. The SL students learned some key aspects about making soap, especially how the base is melted and then the soap can be then be designed. They used their communication skills to ask to do activities and chose ingredients for their soap. Their enthusiasm and enjoyment were infectious!

**Link to External Environment and National Agenda:** This initiative covers the four capacities of Curriculum for Excellence.

**Future Development:** It is hoped that this could develop into on-going support from ESOL students. Rather than simply making soaps, it is envisaged that the ESOL students could get involved in trips with the SL students or volunteer to help them in class.

**Contact:** Please email [Pam Turnbull](#) for more details.



## 4. Moving Forward





## 4. Moving Forward

This report has detailed College's strategic commitment and operational approach to mainstreaming and embedding D&E across College functions, and the curriculum in particular.

Of significance, the need to effectively embed D&E in the curriculum was explicitly identified and detailed in the College's equality outcomes framework and progress plan.

The progress made in embedding of D&E within curriculum areas is examined during CADMs and self-evaluations. To support effective curriculum mainstreaming, CALM training is being delivered to all curriculum staff and a series of complementary on-line resources is currently being developed to assist this.

Moving forward, the equality outcome progress plan will be updated on a quarterly basis and future mainstreaming reports will demonstrate further progress in embedding D&E.

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](mailto:diversity&equalities@cityofglasgowcollege.ac.uk)

# Appendices





## 5. Appendix A: 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 a 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**

<p><b>Components</b></p> <p>A public authority must, in the exercise of its functions, have <i>due regard</i> to the need to:</p>	<p><b>Due Regard</b></p> <p>Having due regard specifically involves taking steps to:</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>a) Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.</p> <p>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.</p> <p>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.</p>
<p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>	<p>a) Tackle prejudice.</p> <p>b) Promote understanding.</p>

**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.



## 6. Appendix B: CALM Checklist

Accessibility in Learning and Teaching	
• Teaching methods and materials are planned to take every opportunity to advance diversity and equality in the classroom.	
• Cultural and human differences are anticipated, accommodated and positively embraced in the classroom.	
• Content and resources are non-biased, non-discriminatory and non-offensive.	
Accessible Layout	
• Use the CALM <a href="#">Templates</a> .	
• Use: Font Trebuchet MS and size 12 and line spacing 1.5 line	
• Switch on the <a href="#">Navigation Pane</a> .	
• Make use of proper headings.	
• Add <a href="#">ALT Text</a> to pictures, tables and charts.	
• Run the built-in Accessibility Checker.	
• Materials are available electronically and on MyCity.	
Accessible Content	
• Avoid Jargon and Abbreviations - include a glossary of terms.	
• Use Plain English.	
• Use Harvard style of Referencing.	
• Content is inclusive and promotes equality.	
• Text, case studies, questions and assignments avoid making assumptions about or stereotype people or groups of people who may face discrimination.	
• Images are positive, realistic and reflect the diverse and changing nature of society and the population.	



