Foreword from the Principal & Chief Executive, Jon Vincent –

Glasgow Clyde College is unique in our relentless drive to support our communities to achieve their potential and change lives. Our members of staff are exceptionally committed and inspirational individuals who always put our students first and help them realise their potential. Throughout the College we have an unrelenting commitment to provide an inclusive environment, valuing and respecting diversity and ensuring equality of opportunity for all in every aspect of our work. This commitment is encapsulated in our College value of being 'people-centred'.

We work tirelessly in partnership with staff, students, employers and agencies to identify and break down barriers to opportunity and attainment in order to empower our students to improve their life chances. By challenging stereotypes and confronting prejudice we successfully fostered good relations between those who share a protected characteristic and those who do not and have advanced the mainstreaming of equality, diversity and inclusion within College practices and procedures.

Glasgow Clyde College is proud to have made significant progress in achieving our College Equality Outcomes and we have been working with our sister colleges within Glasgow Region towards shared Equality Outcome Themes. We are confident that our vision for equality, diversity and inclusion will act as a catalyst to deliver the requirements of the Equality Duty while acknowledging that we will always strive to further improve the service we offer.

Thank you for taking the time to read this report. The College staff, Board of Management and I will continue to work to nurture a culture where everybody feels able to be themselves in an environment that is welcoming, safe, respectful and ambitious.

Jon Vincent

Principal & Chief Executive Glasgow Clyde College

1) <u>Introduction</u>

ABOUT
GLASGOW CLYDE COLLEGE

GLASGOW CLYDE COLLEGE

Glasgow Clyde College is one of Scotland's largest colleges, employing more than 1,000 staff and with 17,000 enrolled students. We span a large geographical area with our main campuses located in the north west and south of the city in Anniesland, Cardonald and Langside.
We work closely with a number of local authorities including Glasgow, East Renfrewshire, East Dunbartonshire, North Lanarkshire and Renfrewshire.

MISSION: INSPIRATIONAL LEARNING; CHANGING LIVES
By 2025 Glasgow Clyde College will be celebrated as a socially progressive college which is relentlessly focused on improving the prosperity of the communities it serves.
The College will be acknowledged for its unrivalled 'career ready' students, employment focused curriculum, pioneering approaches, financial resilience and members of staff who are passionate in their pursuit of excellence.
Glasgow Clyde College will be the partner of choice for employers, the employer of choice for members of staff and the College of choice for our communities.

Attainment data for 2019-20

OVER
10,500 students successfully completed their qualifications in 2019-20

79% of **HE LEARNERS** successfully completed their course

75% of **FE LEARNERS** successfully completed their course

77% of **HE FULL-TIME LEARNERS** successfully completed their course **OVER 2,200 STUDENTS**

FE Course Success

Course	%
Media	85%
Language and ESOL	82%
Performing Arts	82%
Engineering	79%
Construction	78%

HE Course Success

Course	%
Performing Arts	90%
Art and Design	84%
Hairdressing and Beauty	83%
Construction	80%
Care	79%

734 school pupils study at college
900 Modern Apprentices

OVER 1,300 students successfully completed qualifications in **CARE** subjects

OVER 880 students successfully completed qualifications in **Engineering** subjects

OVER 1,000 students successfully completed **ESOL** qualifications

73% of students from the **20% most deprived postcodes** successfully completed their qualifications – **5,907** students

74% of students from **Ethnic Minority groups** successfully completed their qualifications – **1,747** students

College Values

We seek to promote and embed the principles of equity in all College services and in every aspect of College life. We will also ensure equality of opportunity and freedom from harassment for all students, staff and visitors by opposing and countering all forms of discrimination outlined in the Equality Act 2010.

As part of the review and refresh of the strategic framework of the College, the College revisited it's values. Through consultation with staff, students and external stakeholders, a new set of core values were established that reflect the behaviours and aspirations of the College community. Embedded within the 4 values, are key principles of Equality, Diversity and Inclusion that act as a standard for our staff and students.

our college values | Glasgow Clyde College

The Pacific Institute – Leading a High Performance Culture

The College engaged The Pacific Institute to support development of new Vision, Mission and Values which will support the development of new culture within Glasgow Clyde College. Facilitated sessions targeted the College Management Team and this has been supplemented by College run workshops which have provided a blueprint for new Mission, Vision and Values and Strategic development.

2) Report Context

What is Mainstreaming?

Equality and Human Rights Commission | Scotland

"Mainstreaming the equality simply means integrating equality into the day-to-day working"

In Scotland, there is a specific duty for institutions to mainstream equality across their functions. Mainstreaming is an effective way to ensure that the whole institution is delivering on its public sector equality duty.

To better perform the Public Sector Equality Duties (PSED), Glasgow Clyde College's Equality Mainstreaming Report will detail our

- Progress on mainstreaming the general duty (to eliminate discrimination; to advance equality of opportunity; and to foster good relations) into all functions and
- Progress made in gathering and using information on the protected characteristics of staff

COVID-19 context

The pandemic has affected everyone in many different ways. It has increased the disparity across already existing inequalities for too many in our society.

At the time of writing Glasgow Clyde College is supporting staff and students off campus/working from home. There have been many challenges for our staff, students and communities. Alongside these difficulties, however, we have seen wonderful examples of people coming together, responding and helping each other.

Glasgow Clyde College is proud to have supported staff, students and the communities we serve and is committed to continuing a pro-active approach to tackling inequalities and working towards a fairer society.

Indeed, the majority of support provided highlighted our ongoing work to meet the general duties of the Equality Act 2010 by fostering good relations and advancing equality of opportunity where relevant.

The coronavirus pandemic has affected all of our lives, so as a College we needed to adapt to new ways of managing and nurturing relationships, as they are massively important for getting us through this difficult time.

The Scottish Government's advice around social visits to other households and continuing to work from home where you can, brought many challenges that impacted our contact with relatives and friends and access to our usual support systems.

Self-isolation, social distancing and other personal anxieties added to the pressures we would normally handle differently.

We have communicated with staff in a number of different ways including:

- Weekly emails from the Principal
- HR Bulletins – which provided staff with current information
- FAQ's were updated on the GCC webpages to keep staff and student abreast of any updates
- Working from home hints and tips
- Advice on using technology to keep in regular contact with your manager and colleagues.
- The importance of work life balance
- The pressures of home schooling
- Furlough
- Agile Working pilot – this is a tool in preparation to returning to campus considering a blended approach to working hours – tool kit attached.

The pandemic has presented immense challenges for staff, students and partners as the world has attempted to manoeuvre a safe path through unprecedented, and uncharted waters. The College officially closed its doors on 23rd March 2020 but work had begun prior to that date to reduce on campus activity and ensure the health, safety and wellbeing of staff and students was our priority. Over the subsequent 12 months, the College has promoted working where possible for home for all staff and where furlough was identified as appropriate, our Principal ensured all staff, often in some of the lowest paid posts, maintained 100% salary at all times. The Colleges Values become increasingly important has as working practices were developed to reflect new modes of delivery of both learning and teaching and support services. Sector leading delivery of learning and teaching and the adoption of virtual support became the norm for all staff and students. Pioneering approaches spread from Dance to Hair & Beauty whilst supporting some of the most vulnerable learners became a priority.

A strong leadership message was exemplified by the Principal's regular and personalised communication to support the wide spectrum of staff and students engaged in the College community. ICT was provided to staff to support remote working and all staff were asked to provide home working risk assessments to highlight any concerns and opportunities for support ranging from HR interventions to OH and Pam Assist appointments provided staff with a welcome support mechanism.

Our staff worked from home, reassured that College management prioritised health & wellbeing of staff, and recognised the challenges of the new modes of delivery. The need for flexible working became essential and has supported ongoing investigations into a more systematic approach to agile working that could be adopted in key areas of the College.

Mental Health and Wellbeing

The College continues to proactively address issues around anxiety, stress and depression and offers a range of Health and Wellbeing events aimed at supporting staff, including the provision of a free confidential counselling service 'PAM Assist' which runs 24 hours per day 7 days per week.

In addition, and in partnership with the Charlie Waller Trust and the Scottish Association for Mental Health (SAMH), the College offer staff and students access to a wide range of mental health initiatives comprising workshops, support videos and a helpline manned by four qualified part time counsellors and three volunteer counsellors. Records show that since August 2020, 15 CPD sessions via Zoom have been delivered to 227 members of staff covering mindfulness, working from home, Mental Health awareness in the workplace, dealing with change and developing confidence to have difficult conversations.   The Mental Health Helpline was put in place when the College closed in March 2020 and it is anticipated it will remain in place until the end of the Academic Year 2021.   Records show that it is predominantly students who are calling the helpline, seeking one-to-one appointments with counsellors on issues of isolation and loneliness.

An additional initiative aimed at proactively identifying and minimising stress was the set-up of a Stress Risk Working Group comprising staff and Trade Unions. This group has been working on a Stress Risk Assessment Form which includes risk ratings and identification of further actions required. A Stress Risk Assessment Mitigating Action Plan is currently being developed following the production of a report on key HR statistics in relation to stress related absences and will be available for publication in the coming weeks.

The HR team continues to provide absence monitoring data and advice to line managers in order to improve attendance and identify appropriate support for employees.   Furthermore, the introduction of the new ITrent system provides managers with the ability to access their own department's absence statistics. For example, they will be able to monitor attendance levels, run a wide variety of reports showing number of days lost, costs, key reasons etc; all of which should help in the proactive management and monitoring of absence levels resulting in a reduction in overall costs and improved attendance rates.

Student Support

All student support services quickly moved to a remote offering to ensure that students had access to the advice, guidance and support required. This was supplemented by a range of government initiatives including hardship funding, digital inclusion funding and mental health support. The College quickly identified priority areas and worked with Glasgow Clyde College Education Foundation to provide support for resources.

Our Learning Inclusion team supported the most vulnerable learners virtually and were able to redesign the process of needs assessments and support to ensure that

all students registered with Learning Inclusion could access the required support and assistance.

Our Student Advice team has provided 1-2-1 and group support to learners and have prioritised support for vulnerable groups including care experienced learners, carers and veterans. The Student Funding team have been able to access additional funds to support students in hardship and have provided online and telephone based support to ensure that no student has been financially disadvantaged through the pandemic.

The student counselling service has been extended to offer up to 60 hours of support per week and this has been supplemented by the implementation of a mental health helpline available each afternoon of the College week. Additional self-help resources have been made available to students at key points of the year including initial lockdown, induction and as ongoing support and we have continued to offer access to all students and staff to the online mental health community TogetherAll and the excellent resources and support that provides. The addition of a team of mental health first aiders has recently been mobilised to provide an additional layer of support for our learners and staff.

Our safeguarding team have worked throughout the pandemic to ensure students are safe from harm. They have been able to respond to any emergent issue and have maintained links to external services. Regular participation in national for a has continued and targeted interventions with Prevent cases have been maintained through online activity.

Our Care Experienced learners have continued to be supported by our Named Contacts throughout the pandemic. Continued participation with The Glasgow Colleges Corporate Parenting Forum has maintained our close partnership working with key agencies and has allowed us to support care experienced learning from pre-entry, through their course experience ad provide the necessary support and advice to plan their progression and destination. This has been heavily supported by our Student Funding Team who have promoted and administered care experienced bursaries and have prioritised care experienced learners through application and intervened to alleviate hardship where possible.

The College works in partnership with Action For Children who work exclusively with care experienced learners and our key worker provides specialist support to some of the learners who are faced by the most complex and challenging circumstances. This allows 1-2-1 support, mentoring and advocacy and crucially, access to the wider portfolio of services offered by Action For Children. In addition, we have a key worker from Action For Children who works in partnership with Glasgow City Council to track and support vulnerable pupils as they have transitioned from school to College in the current session.

<u>Digital accessibility and inclusion</u>

Glasgow Clyde College has undertaken a major drive to tackle digital exclusion.

Since the start of lockdown, the college has been supplying its students with IT supplies to help them progress with their studies from home.

Thanks to recent funding made available by the Scottish Government and the Glasgow Clyde Education Foundation, the college is on target to distribute 500 laptops, 300 Chromebooks and 250 internet dongles to over 800 students.

This will bring the total number of essential IT equipment distributed since March 2020 to over 2,000 items – including over 1,600 laptops and netbooks.

https://www.glasgowclyde.ac.uk/news/826-college-supports-fight-against-digital-poverty

<u>DELTA Project</u>

The College has been funded by Glasgow Clyde Education Foundation to deliver a project which will increase the digital confidence and competency of staff. This has primarily focused upon the development of e-learning approaches to learning and teaching, but has also allowed for the enhancement of support services. Using our new VLE Canvas as a lever, we have significantly increased the digital confidence and competence of staff during phase 1.

Canvas is the new, more accessible and reliable VLE platform, with better mobile access – improving accessibility for all. Since February 2020, the eLearning team have been co-working with both the GCCSA and Learning Inclusion to promote access for all to student support and build internal expertise in relation to digital accessibility. They held multiple webinars over the last year to over 2000 attendees and delivered bespoke training for over 450 staff to support the new platform and feedback from staff has been very positive.

<u>Student Association</u>

Glasgow Clyde College Student Association (GCCSA) have continued over the past academic year to improve engagement with students even though we could not be on campus. The global pandemic has meant that we have all had to work and learn from home but student engagement has occurred through a variety of online events, campaigns and activities with a key aim as always placed on equality to link in with our overall goal of being an open and diverse student association for all.

Student Election Campaign

Lockdown hit Scotland right in the middle of our election to find out who the new team for the 2020/21 academic year was going to be. This meant that candidates

only had two days on campus and then had to turn to online methods for the rest of their campaign. GCCSA were lucky that despite this set back we had four fantastic student officers elected into post who have represented GCCSA to a high standard.

Class Rep Engagement

This academic year we have taken a different approach and have been linking in with the curriculum areas to run class rep meetings with all the reps from one curricular area at a time. The new approach has been very effective in most areas and we will work with them going forward to continue this.

Class rep training took place online:

295 have accessed the online training module on canvas.

87 students have taken part in an online training session with sparqs trainers.

In addition to the above, GCCSA carried out light training in a meeting based format with the ESOL reps and ASL reps as online options were not available this year from sparqs. However, the staff from GCCSA were involved in an interview with sparqs and Lead Scotland about the development of online materials for ASL and ESOL.

Events and campaigns

The aim for GCCSA is to be able to engage with a wide range of students and provide opportunities for them to get involved and have their voices heard by the college.

Events include; Virtual Fresher's, Online Festive Market, Winter Wonderland Competitions (with other institutions), Photo Competition, Fitness Sessions for ASL students ran by sports students, Mindfulness Sessions, Introduction to BSL session, Easter Egg Hunt, Easter Creative Competition, Spring Comedy and more.

Campaigns include; Hate Crime Awareness, Black History Month, Clear Your Head, Mental Health Awareness, Smile Day, LGBT History Month, Purple Friday, White Ribbon, International Women's Day, Sign Language Week and more.

In relation the LGBT History month, we also announced our involvement in the LGBT Youth Scotland Charter. This is a longer-term project and we will be aiming for achieving the LGBT Silver Charter by working closely with students and staff.

All of our campaigns and events focus on raising awareness, fostering good relations and bringing students together. It is key that we ensure that everyone involved is able to participate and that all our activities are as inclusive as possible, we are always working to have something for everyone and to encourage students to tell us what they want.

Throughout the year, we have worked closely with the College's Equality & Diversity Lead on all our activities to ensure that they are as open and accessible as possible.

Clubs and Societies

GCCSA knew that clubs and societies would be challenging this year however, we have had a few great examples. We have a student led Film Club running weekly and a Language Exchange Club running weekly. Both of these clubs allow likeminded students to get together and help with isolation.

We are also in discussions with a student re a Woman in STEM Club and a Climate Change Club and we are hopeful we can get these going in the future.

Heathy Body Healthy Mind

GCCSA took part in HBHM previously and achieved two stars in our first year and then three stars in our second year. The project has recently been changed to include a new format which is more progressive. Now we are working towards bronze and beyond.

We have a HBHM working group made up of the GCCSA team and other staff to support, this is to ensure that we are having an impact around the whole college. The goals of HBHM is in relation to student wellbeing in particular, physical activity, mental health and smoking therefore link into other campaigns we are linked with.

Social Media engagement

Social media has played a huge role for us this year. Given that we have had to work from home and that students have been learning from home, it has meant that our main channels of communication has been social media and email for campaigns and for letting students know about any events or activities that they can join.

Please find further examples of the College's work that has taken place during the pandemic in ***Appendix A***

## 3) Staff Summary

Glasgow Clyde College Staff Equality Data

Disability
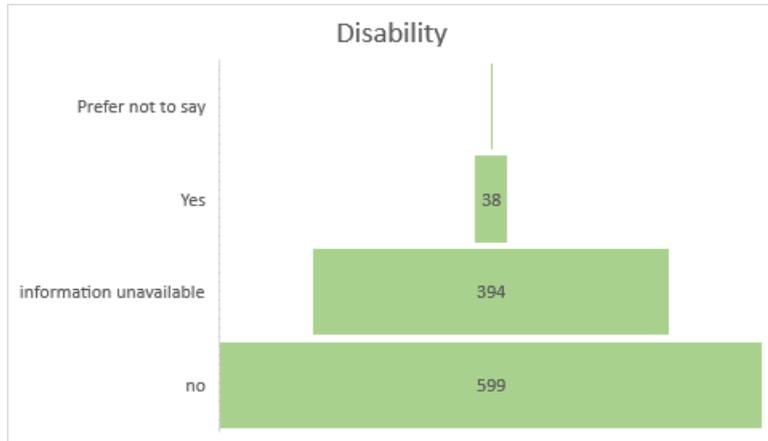
This represents 4% of the overall staff total. For the College, although this disability profile is an increase in our previously published figures, it continues to be low in terms of the Scottish Governments figures estimating that 19% of those within the working age population in Scotland are disabled.

The College remains committed to supporting staff with disabilities and staff who require support in managing the impact of a long-term condition. This is delivered through partnership working between HR, occupational health, line managers and the employees themselves.

Religious Belief
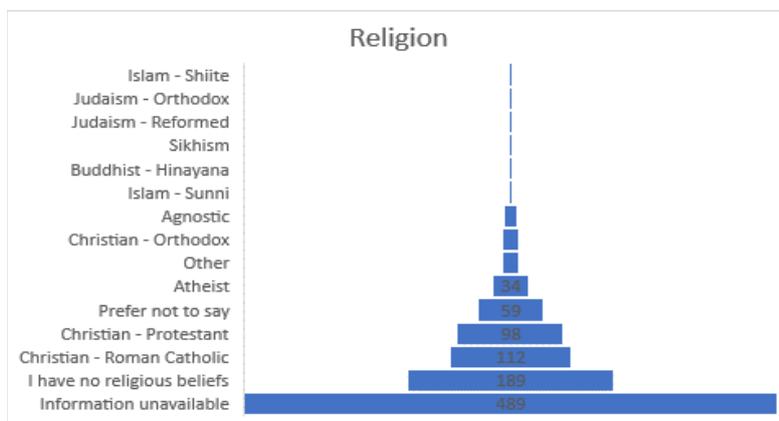
Glasgow Clyde College recognise, acknowledge and respect the religious diversity of our employees. As shown, the largest population of staff fall within the category of Christian at 22% followed by 18% of staff who stated they have no religious beliefs.
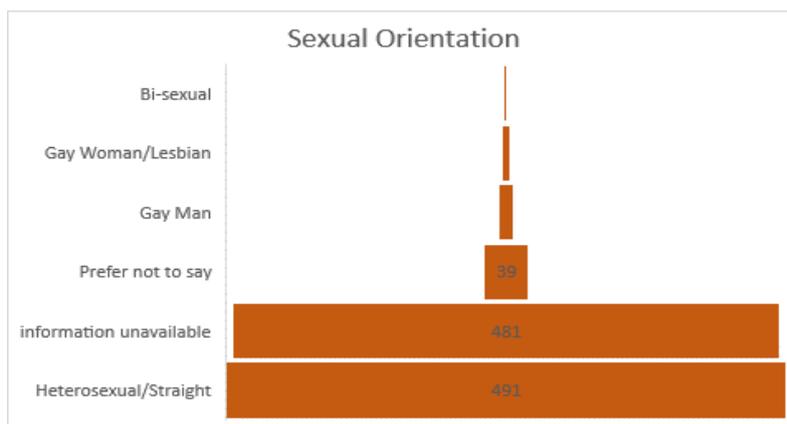
Ethnic Origin
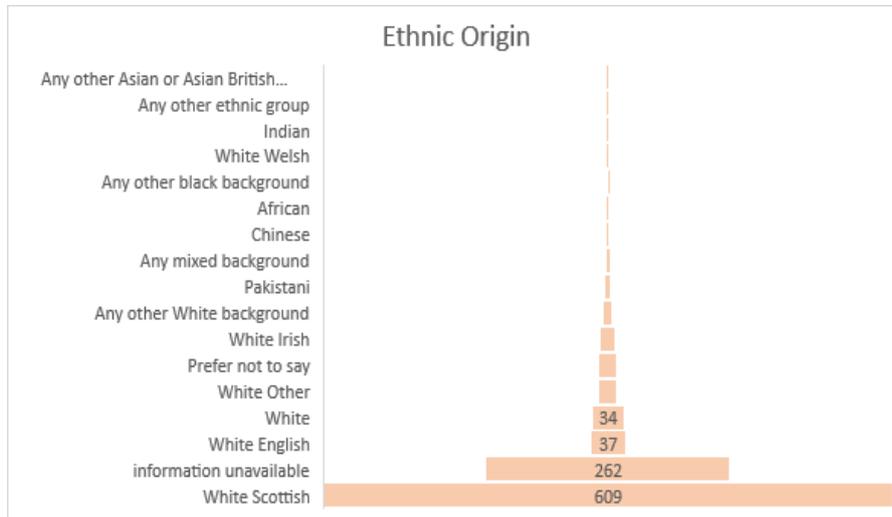
The percentage of our workforce from a BME group has increased from our previously reported figures of 1.6% with a current figure of 2.3%.

The majority of our employees still identify themselves as White Scottish (59%), which has not changed significantly in the past year.

Sexual Orientation

As detailed, 47% of staff have not disclose information on their sexual orientation. A further 4% have stated that they prefer not to say. The College will continue to work with staff to encourage self – disclosure and raise awareness around the importance of the College having this information in order to implement suitable, supportive measures.

Organisational Development

OD have been working to ensure that EDI is embedded into College provision for staff and have undertaken a number of initiatives to mainstream activity:
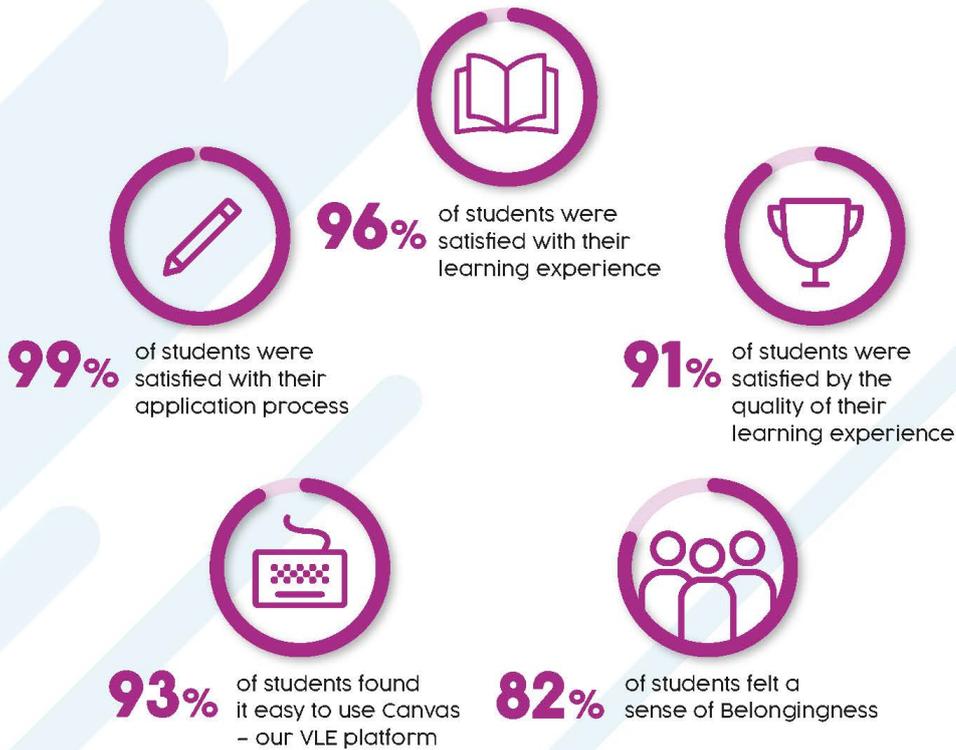
1. The Staff Learning Days in June and August 2020 had a focus on Equality, Diversity and Inclusion. We offered training on Racism at Work and provided a range of EDI online training courses. We also set up Equality, Diversity & Inclusion Surgeries for staff to be provided with one to one advice and guidance from the College EDI Officer.

2. All new staff are required to complete an online Equalities course within the first week of employment and also attend a Welcome Day induction where they receive a presentation from our EDI Officer.

3. The College have purchased an additional online training license from Skill boosters and have 21 courses covering various EDI topics which all staff can access at any time.

4. Removed barriers to learning by providing BSL interpretation for our staff on various development events, including a 12 week teacher development course for 2 staff members.

5. The online staff induction has been updated to include transcripts and videos now have subtitles.

6. Provided a wide range of online mental health training courses, aimed to provide support and awareness for all staff.

4) <u>Student summary</u>

Satisfaction Data
from Early Impressions Survey October 2020
Carried out in COVID conditions with
most students learning remotely.

GLASGOW CLYDE
COLLEGE

96% of students were
satisfied with their
learning experience

99% of students were
satisfied with their
application process

91% of students were
satisfied by the
quality of their
learning experience

93% of students found
it easy to use Canvas
– our VLE platform

82% of students felt a
sense of Belongingness

Disability
28% ↗ **32%**

17.7% STUDENTS DECLARED A DISABILITY
Increased declaration rates from students
declaring 'a mental health condition'
from 28% to 32% over the last 2 years.

BSL
57.1% ↗ **71.4%**

Success for BSL users has seen a
substantial improvement rising from
57.1% to 71.4% over the last two years
with the same number of learners
in 2018-2019 and 2019-2020.
**IN 2019-20 THERE WERE
NO WITHDRAWALS**

*All comparative figures are from 2018-2019 to 2019-2020. The most current figures
are from 2019-2020.*

Sex

54% of enrolled students were female and 46% were male with increased success rates for both female and male students from previous year.

Female success in 2018-2019 74.2% rising to 77.9% in 2019-2020

Male success in 2018-2019 73% rising to 76.1% in 2019-2020

Age

For learners in the 16 to 19 year old age group, success has increased from 70% to 74.8% the following year. Success rates on average have improved across all ages from under 16 year olds to over 50s from 73.6% to 77.1%

Ethnicity

BAME students made up 27% of enrolments in 2019-2020.

In 2019-2020, the five largest BAME groups within the College were from the following groups in descending order- African (includes African, African Scottish, African British and Other African) overall 74% success, Chinese and other Asian background (including Chinese, Scottish Chinese and British Chinese) overall 83% success, Pakistani overall 74% success, Arab (includes Arab Scottish, Arab British) 79% overall success and Polish 85% overall success.

Sexual Orientation

There has been an overall rise in success rates across LGBTQI students over the last two years, but attainment of Gay Men, Gay Woman/Lesbian and Bi/Bisexual remains on average at least 5% less than Heterosexual/Straight students.

Bi/Bisexual learners have seen a rise in attainment from 66.6% in 18-19 to 72% in 19-18.

There has, however, been increase to 11% in 'Prefer not to say' across sexual orientation question.

Gender Reassignment

There has been a rise from 5.6% to 7% in the number of learners stating their 'gender identity does not match sex registered at birth' with success rates making a slight improvement from 64.6% to 67.7%

'Prefer not to say' remains around 10%

Disability

17.7% students declared a disability with overall success rates increasing from 69.9% to 72%, however this figure is 6% lower than students with no disability.

42% of disabled learners have a specific learning disability with success rate remaining at 71%

19.7%, almost a fifth of disabled learners declared 'a social/communication impairment such as Asperger's syndrome/other Autistic spectrum disorder' and there has been a significant improvement in success from 70.7% to 75.1%

Increased declaration rates from students declaring 'a mental health condition' from 28% to 32% over the last 2 years.

There has been a continual rise in success rates for students with a declared mental health condition from 62.1% to 64.1%

Religion, Belief or None

There has been a significant rise of 6% in students declaring religion or belief.

54% Christian (Protestant, Catholic and Other Christian), 29% Muslim with 'Another religion or body', Hindu, Sikh, Buddhist and Jewish the following most declared religions in descending order. 7.4% 'Prefer not to say'

Socio Economic Background

Students from the lowest 20% SIMD areas saw an increase of 4.2% across success rates. Despite a slight increase in early withdrawal from 6.8%-7.2%, overall further withdrawals fell 3.5% from the previous year.

BSL

Success for BSL users has seen a substantial improvement rising from 57.1% to 71.4% over the last two years with the same number of learners in 2018-2019 and 2019-2020. There were no withdrawals in 2019-20.

Care Experienced

Over the last two years, the numbers of care experienced student has risen from 151 enrolled in 2018-19 to 742 enrolled in 2019-20. Success rates have also greatly improved from 55.6% to 71.6%.

5) **External Influencers**

External Influencers

The Public Sector Equality Duty (PSED) consists of a general duty (Equality Act 2010) and specific duties (The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 amended by The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016).

The general duty consists of three needs which are underpinned by several specific duties. The specific duties are intended to assist public bodies in Scotland to meet the general duty.

General duty

The general duty requires colleges, in the exercise of their functions, to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between people from different protected characteristic groups
- foster good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups.

These three duties are considered and embedded at every stage of planning and implementing changes in the College. Equality impact assessments keeps the needs of those with protected characteristics at the forefront of planning and execution of changes. The further impact of this is that staff and learners engage with Equality, Diversity & Inclusion (EDI) for guidance and support with related issues focusing dialogue and awareness into everyday conversation and thus mainstreaming EDI across the college.

Scottish Funding Council (SFC) & Equality & Human Rights Commision (EHRC) Memorandum of Understanding and Joint Action Plan

The Scottish Government committed to undertake a review of the Scottish Specific Equality Duties to ensure they remain an effective vehicle to deliver the PSED. The SFC and EHRC have agreed a Memorandum of Understand (MOU*)* and action plan to *"maximise the potential of the PSED and improve equality of outcomes for those experiencing unlawful discrimination and inequality in the HE/ FE sector.*

Nationally, and at a local level, we want to help focus efforts and resources on taking action over the next PSED reporting cycle (2021-2025) to tackle the most pressing inequalities, which the evidence suggest are relevant to the sector. This approach is

aligned with the Scottish Government's National Performance Framework and their expectations and ambitions for SFC Outcome Agreements with colleges and universities."

[The SFC & Memo of Understanding](#)

"The main purpose of this Memorandum of Understanding (MoU) is to advance equality for college and university students and staff by strengthening joint working between EHRC and SFC."

Glasgow Clyde College, as part of the Glasgow Region, incorporates the development of these strategies and drivers within the Regional Outcome agreement collaboratively with our fellow Glasgow Colleges, City of Glasgow & Kelvin College.

The Scottish Funding Council (SFC), as the main funding body for the College, commits institutions to develop individual outcome agreements.

"Outcome Agreements are a mechanism for engagement between SFC and institutions and provide colleges and universities with an opportunity to describe how they contribute towards this mission."

The [guidance](#) provided by the SFC, details specific drivers and priorities including how institutions will tackle persistent inequalities as per the above MoU.

[Scottish Funding Council](#)

6) **Glasgow Clyde College's Commitment & Progress**

Glasgow Clyde College is committed to mainstreaming with due regard to the three general duties and this commitment is evidenced within many documents including the Regional Outcome Agreement as mentioned previously.

Links to further relevant key strategies and drivers are included below-

Access and Inclusion Strategy

Funding for extended learning inclusion has been encapsulated in the new Access and Inclusion Strategy which will be updated for the new session alongside an action plan for the college to demonstrate how underrepresented groups, those with protected characteristics, care leavers, student carers and those with mental health issues are supported to attain, achieve and progress.

Our Access and Inclusion Strategy ensures we are strengthening support for students without requiring the learner to provide medical evidence of a need.

This has contributed to an increase in learners who have registered with our Learning Inclusion services over the past 4 years.

Year	2015/16	2016/17	2017/18	2018/19	2019/20
Registered Learners	820	1010	1187	1337	1368

The increase has coincided with increasingly challenging cases where learners present with multiple, complex needs. Work to support learners with well-established conditions such as dyslexia continue and additional training is being provided to support and teaching staff to ensure learner needs can be fully met. However, complex cases including personality disorders, suicide ideation and autism/ADHD have seen frontline staff develop new support mechanisms for learners and staff alike.

Mental Health

Glasgow Clyde College is committed to supporting the positive mental health and wellbeing of the college community. The highly successful and commended partnership with SAMH has been followed by a Glasgow Colleges Regional Board funded initiative in partnership with the Charlie Waller Memorial Trust. This has focused heavily upon building staff capacity and has seen the delivery of CPD to both staff and student cohorts. A mental health audit was carried out to identify the strengths and areas for development within the College.

Curriculum specific guides have been developed and a dedicated resource of mental health information, self-help techniques and signposting information has been developed to promote positive mental health.

The counselling service, mental health helpline and a new team of mental health first aiders have been linked into the safeguarding team to provide a joined service for students.

Corporate Parenting Plan

Care Experienced students

A total of 742 learners were identified as Care Experienced in 2019-2020 and overall attainment for this group has increased slightly from 70% in 2018-2019 to 71.6% in 2019-2020. Work continues to support and increase attainment for this group. A new Corporate Parenting Plan is being finalised.

Our partnership with Action for Children has seen targeted support provided for some of our most vulnerable learners and our overall support package has contributed to improvements in recruitment, retention and attainment levels for care experienced learners over the past 3 years.

British Sign Language (BSL)

Glasgow Clyde's progress towards the Strategic BSL Action Plan was provided to the Scottish Government in August 2020 and can be found in **Appendix B**

STEM Strategy

Glasgow Clyde's STEM Strategy

A FOCUS ON STEM

One area of exceptional learning at Glasgow Clyde College is our commitment to promoting STEM (Science, Technology, Engineering and Maths) opportunities. We want more young people progressing to STEM subjects. Recognising that STEM skills are integral to preparing young people for future careers, the College has developed a long-term strategy to engage them in STEM subjects and the extensive job opportunities available. The college has 'STEM Assured' accreditation by NEF (The Innovation Institute) which has helped to reshape the school-college portfolio, address gender imbalances and contribute to the regional STEM strategy.

Social Impact Pledge

The College has committed to the Scottish Government Social Impact pledge and fully supports the initiative to tackle inequalities and reform how public services deliver services, and to ensure that participation and empowerment are at the centre of everything the public sector does.

Social Impact Pledge | About Us | Glasgow Clyde College

Glasgow Clyde's External Engagement

Scottish Race Equality Network

The College has hosted and is represented at the Scottish Race Equality Network led by Advance HE. Glasgow has far greater ethnic diversity than the rest of the country with over 22% of its population from BAME communities.

The college delivers proportionately more education to local BAME/Other White community – a total of 27%. Attainment for these learners is increasing for both full time and part time learners.

#callitracism

A focus on the college's anti-racism work is detailed later in this report with involvement in Advance HE's Anti- Racism Project

Scottish Equality Forum

Glasgow Clyde college is an active member of the Advance HE's Scottish Equality Forum, the collective voice for equality and diversity practitioners and leads in colleges and universities in Scotland:
- actively contributing to and informing Scottish Funding Council policy development.
- informing sector equality priorities.
- influencing statutory and sectoral bodies.

Equally Safe Project

All staff members within the College have been provided with an Equally Safe card to support any conversations that may arise with learners or members of staff. The College is working in partnership with local support agencies including Violence Against Women, ASSIST and the Rape Crisis Centre to ensure that appropriate support and advice is available to students and staff.

https://www2.gov.scot/Resource/0049/00498256.pdf

http://emilytest.co.uk/the-campaign/

Fearless Glasgow

Glasgow Clyde College is a member of Fearless Glasgow, a regional consortium of Glasgow Colleges and Universities which was officially launched in November 2019. This partnership group is united in tackling gender based violence (GBV) together with other public and voluntary sector partners.

Information regarding the College's specific progress is detailed later in this report.

[Fearless Glasgow: Erase the Grey campaign | Glasgow Clyde College](#)

EmilyTest

EmilyTest have chosen 2 x colleges and 2 x universities to test the implementation of their GBV Charter. We are delighted that after a rigorous application procedure, Glasgow Clyde have been chosen to participate in the pilot which begins in May and last 6 months.

The work will build on GBV initiatives that the College has been undertaking as part of the Fearless Glasgow Group and is complemented by the fantastic work led by GCCSA in partnership with White Ribbon.

Glasgow Clyde College look forward to working with EmilyTest and are committed to improving the prevention, intervention and support concerning GBV. The work will form part of wider work we are undertaking in relation to wider Equality, Diversity and Inclusion challenges including anti-racism promotion and the development of trans guidance for staff and students.

Trans Community of Practice

Glasgow Clyde College is a member of transEDU Community of Practice which *"brings together staff from colleges and universities across Scotland to share expertise, build knowledge, develop practice, and gain peer support in advancing trans and non-binary equality - and improving experiences of trans and non-binary students and staff - in their institutions."* Through proactive involvement with this group, the college is developing new guidance for staff and students, has promoted the relevant resources and provided training across the organisation.

Regional Collaboration

The three Glasgow colleges continue to work together as the Glasgow Regional Equality Group (GREG) which meets throughout the year to work collaboratively, share practice and develop events across the region for staff and learners.

This group created the set of Regional Equality Outcome themes in 2017 and planned to update these themes for 2021. After meeting with GRCB, however and assessing the impact of Covid-19, a decision was made to keep these themes unchanged. It was agreed that the themes are still relevant at this time and that they will be reviewed next year, for academic year 2022-23.

Over the last two years, the colleges have collaborated on EDI work including the development of new trans guidance for staff and students plus a free webinar in October 2020 during Black History Month.

Glasgow Clyde's Internal Engagement

Equality, Diversity & Inclusion Committee

The refreshed EDI committee included within the new structure, reports directly to the College's Senior Leadership Team and supports its work. The Committee's structure and remit were developed with support from Advance HE.

The EDI Committee acts as an advocate for the equality agenda within Glasgow Clyde College and the wider community. It promotes strategic development and supports College staff in developing and implementing best policy and practice across College services and delivery.

The EDI Committee oversees compliance with the equality, diversity and inclusion obligations and duties set out within the Equality Act 2010 and other relevant legislation and government guidance.

The IDEAs (Inclusion, Diversity, Equality and Access) group is well established and meets to resolve and action issues for any potentially disadvantaged groups including the nine protected characteristics identified in the Equality Act 2010. The membership consists of learners and staff who have either a personal interest in related issues or who are supportive and wish to be involved in solution-focused action.

During the pandemic the group continued online and is well attended with a mix of both staff and students.

IDEA Groups have continued to successfully progress and develop many aspects of EDI work across the college.

Examples of work progressed include-

- Digital accessibility and literacy issues
- Covid-19 communications
- Health and Safety concerns
- PSED development and advancement of the duties
- Relevant training opportunities
- LGBTQI awareness and undergoing development of Trans guidance for staff
- Advice on accessible and inclusive documents

The existing IDEAS Groups supports the work of the Equality, Diversity and Inclusion Committee as a standing agenda item.

Healthy College Group

Glasgow Clyde College are very proud of our Gold Award status and the group work hard to maintain this standard. The Group have continued their work in health promotion with information campaigns throughout the year about fitness, nutrition and general health related matters.

We have a Healthy College Day every June which is a great way for our staff to get together and share in some activities which are organised to promote both physical and mental health. Our activities on the Healthy College Day include free holistic treatments, mindfulness sessions, healthy recipe competitions and a 5K wheel/walk/run. During the Covid-19 pandemic, to keep our staff engaged in healthy activities, we moved our sessions online in 2020 and staff posted in their videos and pictures of their activities.

A new event to our Health College calendar is our Santa 5K wheel/walk/run. As well as promoting physical health our event is a fun way for our staff to take time out from their working day promoting the importance of their mental wellbeing.

Glasgow Clyde's Progress

In order to underline our progress in mainstreaming, please see following specific examples from across the College. These examples include a key to highlight the relevant PSED General Duties.

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act

Advance equality of opportunity between people who share a relevant protected characteristic and those who do not

Foster good relations between people who share a protected characteristic and those who do not.

New updated EDI Policy   **E, A**, **F**

HR Aging workforce plan   **E, A**

HR to offer a new Pre Retirement programme to support any retiring members of staff to plan for the next chapter of their lives from June 2019 – from previous report in 2019

Menopause policy   **E, A**

Collaborative working against gender based violence: Fearless Glasgow and White Ribbon **E, F**

One of the key priorities identified by Fearless Glasgow was that sharing practice on data gathering and supporting online and anonymous reporting should form part of the consortium's joint programme of work. Culture Shift, was identified as the best provider of an innovative and robust Report and Support tool. This tool supports online and anonymous reporting and response in respect of GBV and racial harassment but can also be used to report and support complaints in respect of all forms of unacceptable behaviour across all protected characteristics. Further details re pilot involvement can be found in the Looking Forward section of this report.

White Ribbon

GCCSA become involved in the campaign in 2019/20. This has led to the creation of 'White Ribbon Working Group' made up of staff and students from across the college. The student officers, GCCSA staff and the Equality & Diversity Lead have all received Speaker training and work is taking place to achieve full organisational White Ribbon status with possibility of the Principal becoming a White Ribbon Scotland Ambassador to support our long-term commitment.

"*Most men do not commit violence against women. But all men have a role in ending it. If we all start by making a pledge to never commit, condone or remain silent about gender based violence in all it's forms, that will make a huge difference*".

Our GCCSA team have signed the White Ribbon Scotland pledge and throughout the 16 Days of Action provided students and staff with the opportunity to sign the pledge online and support our Glasgow Clyde College campaign.

LGBT Youth Scotland Charter   E, A, F

PRINCIPAL JON VINCENT SAYS...

"I am delighted that Glasgow Clyde College Student Association is undertaking the Silver LGBT Charter. At Glasgow Clyde College we are committed to ensuring that each student feels safe, supported and included and undertaking the charter demonstrates the importance that we place on equality and diversity"

This is part of our commitment to the equality and diversity work at Glasgow Clyde.

[GCCSA sign up to undertake the LGBT Charter | Glasgow Clyde College](#)

Anti-Racism Project   **E**, **A**, **F**

[Tackling racism on campus: Raising awareness and creating the conditions for confident conversations | Advance HE (advance-he.ac.uk)](#)

"We stand united against racism"

Following a landmark commitment from Scotland's universities and colleges to support a declaration against racism, endorsed by the Scottish Funding Council (SFC) and Richard Lochhead, Minister for Further Education, Higher Education and Science, a new Advance HE Project funded by SFC **Tackling racism on campus: Raising awareness and creating conditions for confident conversations** was launched.

Glasgow Clyde College was included as one of 6 colleges and universities chosen to take part in race equality training and piloting new anti-racism project resources. Five members of staff from Glasgow Clyde attended the training including three assistant principals, the EDI Lead and senior HR advisor.

The intensive training and support programme, running in early 2021 enabled the college to implement and localise the relevant resources from the project toolkit, evaluate and provide feedback on resource application to the Steering Group. It provided valuable training and experience piloting the resources and offering feedback to the larger project.

Glasgow Clyde College's Anti-Racism Working Group

Following our participation in the pilot and building on lessons learnt from the training, Glasgow Clyde has formed a diverse working group consisting of staff from across the college to establish our approach to race equality training, identify actions that complement the college's direction and priorities on racial harassment, and how best to start using the project resources. The group will continue to influence our anti-racism work at all levels moving forward.

Chaplaincy Service

A member of staff within the College has provided a Chaplaincy service for students and staff. The Chaplaincy supports the diverse spiritual needs of all the GCC students and staff and participation is offered and encouraged to members of all faith communities.

7) <u>Staff Data Measurement & Summary</u>

<u>EMPLOYMENT MONITORING DATA AND ANALYSIS</u>
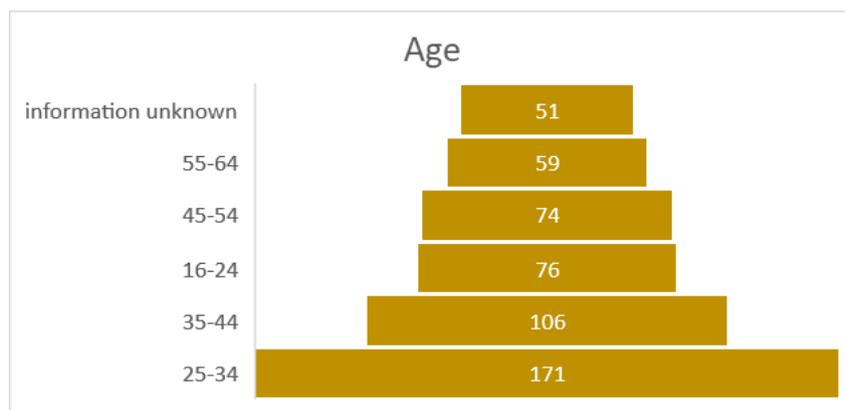
Recruitment Equality and Diversity Statistics

Equality, diversity and inclusion remain at the forefront of our recruitment plans. The recruitment process within the College ensures that unconscious bias is removed and supports a fair and equitable process for all candidates.

Glasgow Clyde College monitors the composition of job applicants on a regular basis with a view to ensuring equality of opportunity and promoting equality and diversity. This involves seeking equality monitoring information from all job applicants through to appointment and beyond.
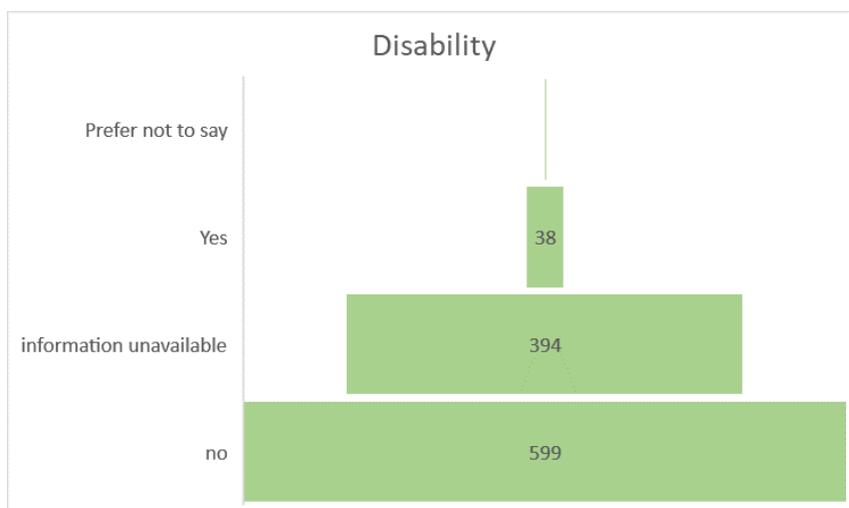
External candidates are asked to complete an equality monitoring form as part of the application for employment process. The form is removed prior to any short listing process. All monitoring forms are retained by the HR department and are not seen by anyone involved in the recruitment process other than members of the OD Department.

The equality monitoring data below relates to both internal and external recruitment carried out by the College since September 2019 until August 2020. During this period a total of 44 positions were advertised. Of a total of 569 applications received, the sensitive data is broken down by protected characteristic below:
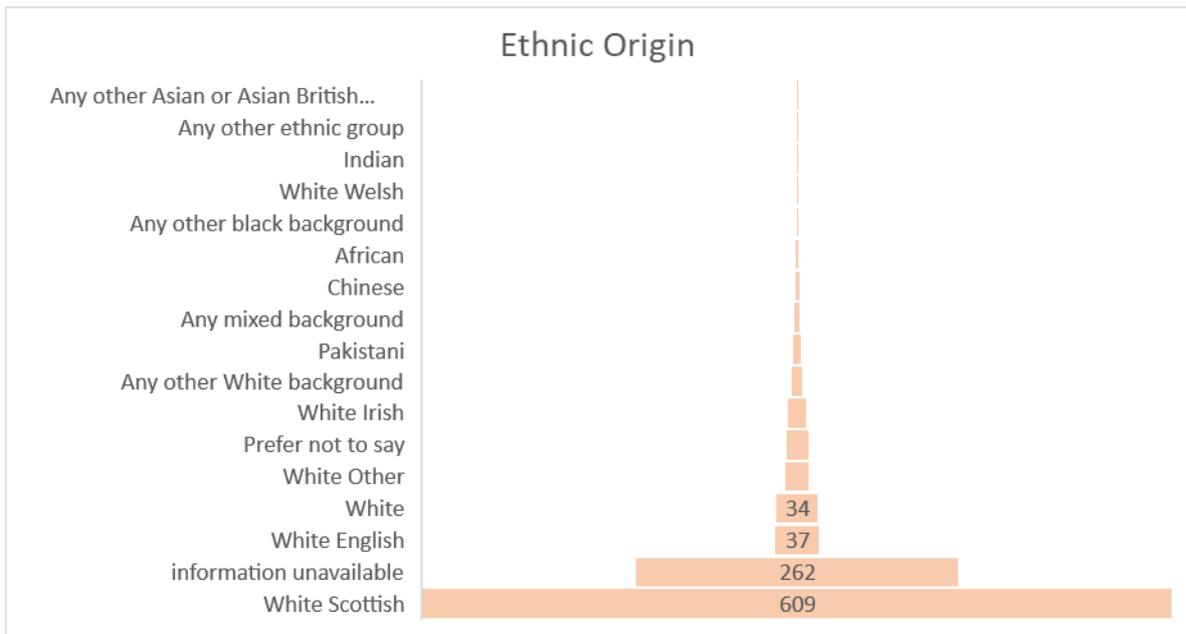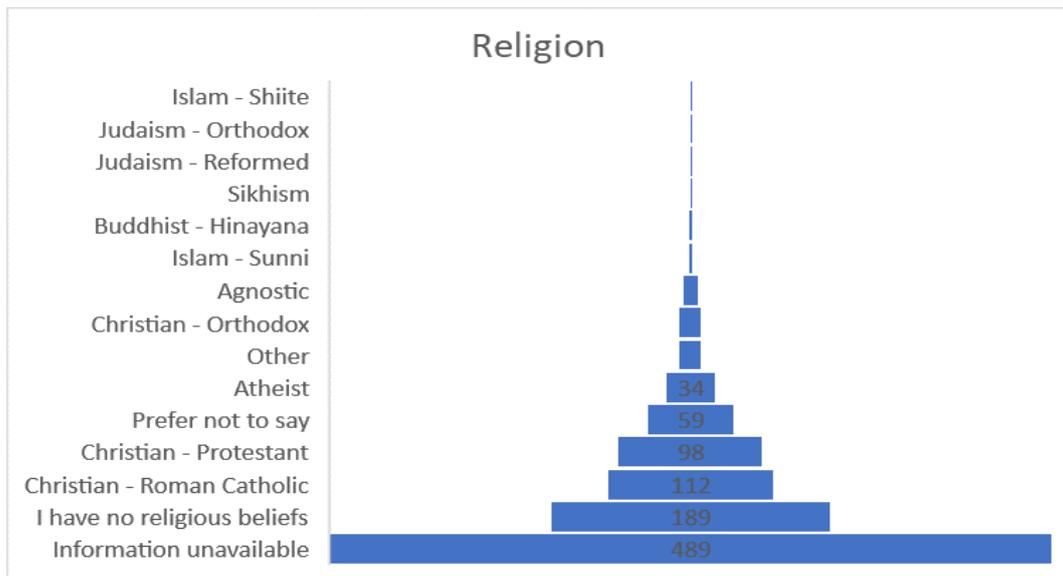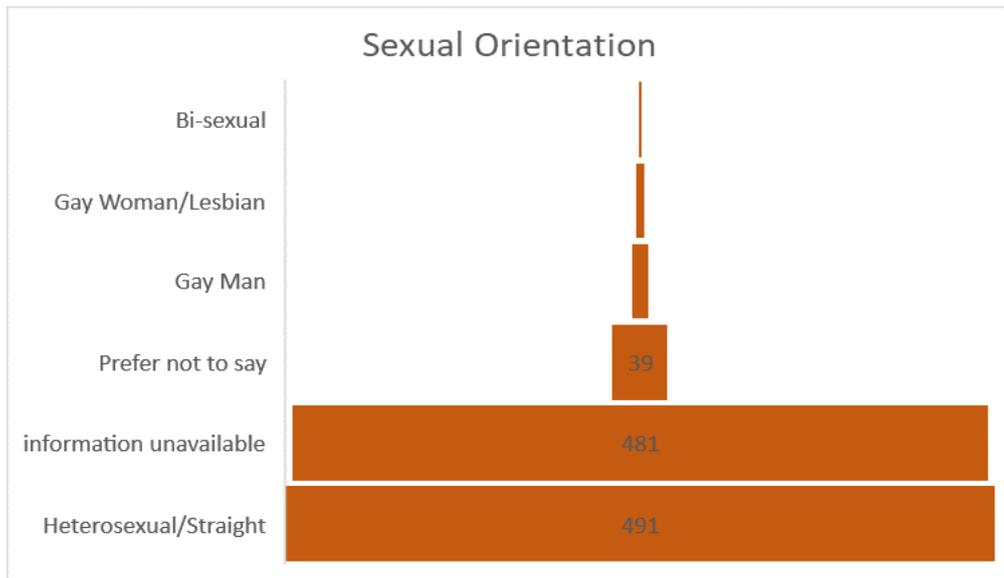
Age

Disability

Ethnic Origin

Ethnic Origin

Category	Value
Any other Asian or Asian British...	
Any other ethnic group	
Indian	
White Welsh	
Any other black background	
African	
Chinese	
Any mixed background	
Pakistani	
Any other White background	
White Irish	
Prefer not to say	
White Other	
White	34
White English	37
information unavailable	262
White Scottish	609

Religion and Belief

Religion

Category	Value
Islam - Shiite	
Judaism - Orthodox	
Judaism - Reformed	
Sikhism	
Buddhist - Hinayana	
Islam - Sunni	
Agnostic	
Christian - Orthodox	
Other	
Atheist	34
Prefer not to say	59
Christian - Protestant	98
Christian - Roman Catholic	112
I have no religious beliefs	189
Information unavailable	489

Sexual Orientation

Sexual Orientation

Bi-sexual	
Gay Woman/Lesbian	
Gay Man	
Prefer not to say	39
information unavailable	481
Heterosexual/Straight	491

Gender

Gender

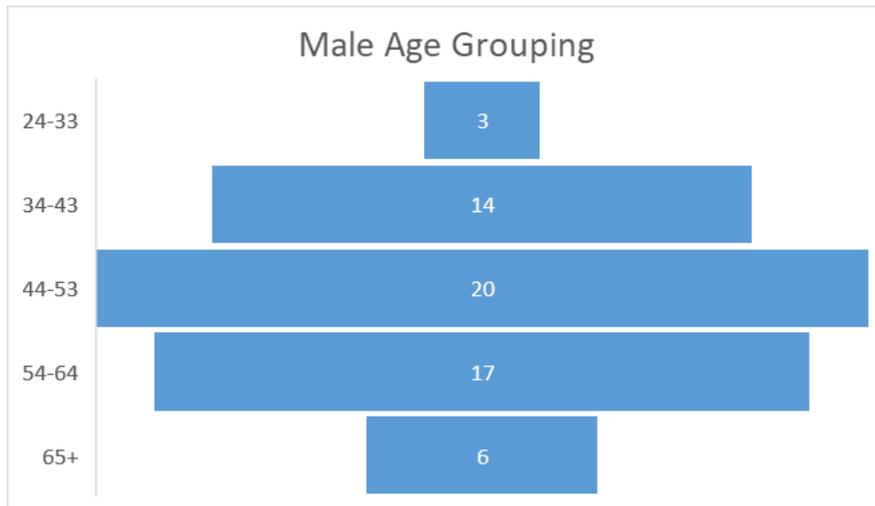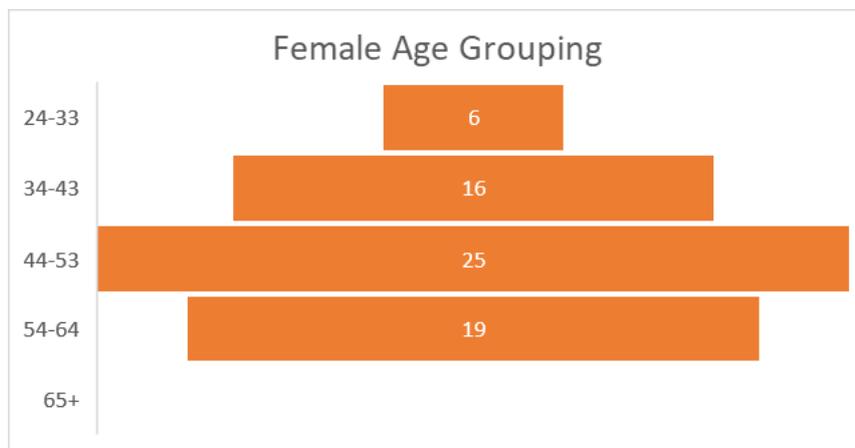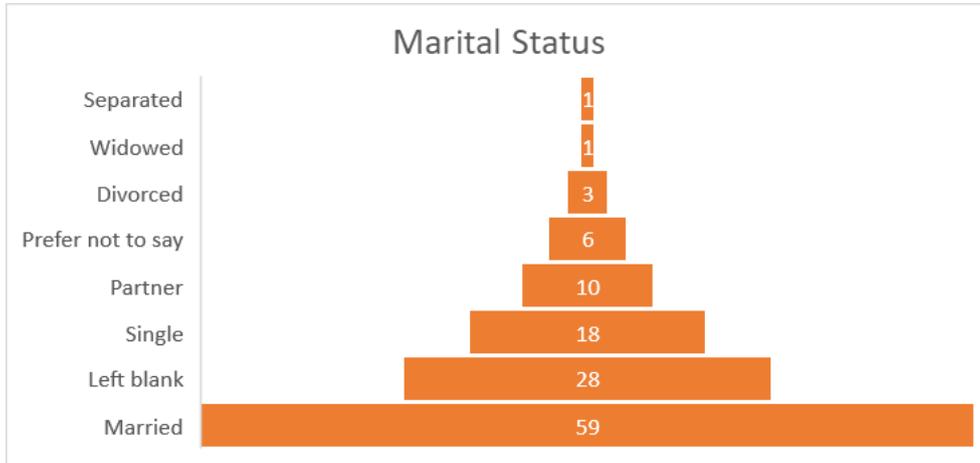|	
Other	
Prefer not to say	8
Information unknown	31
Male incl trans man	147
Female incl trans woman	349

Appointments

Within the period 1st September 2019 to 31st August 2020, 126 successful candidates were recruited to, or promoted within, Glasgow Clyde College, a breakdown by protected characteristics is shown below:

66 females and 60 males were appointed. Although this figure appears to be high, this is due to a number of lecturing staff being made leavers at the end of the academic year in June 2020 and then re-engaged in August 2020.

Age and Gender:

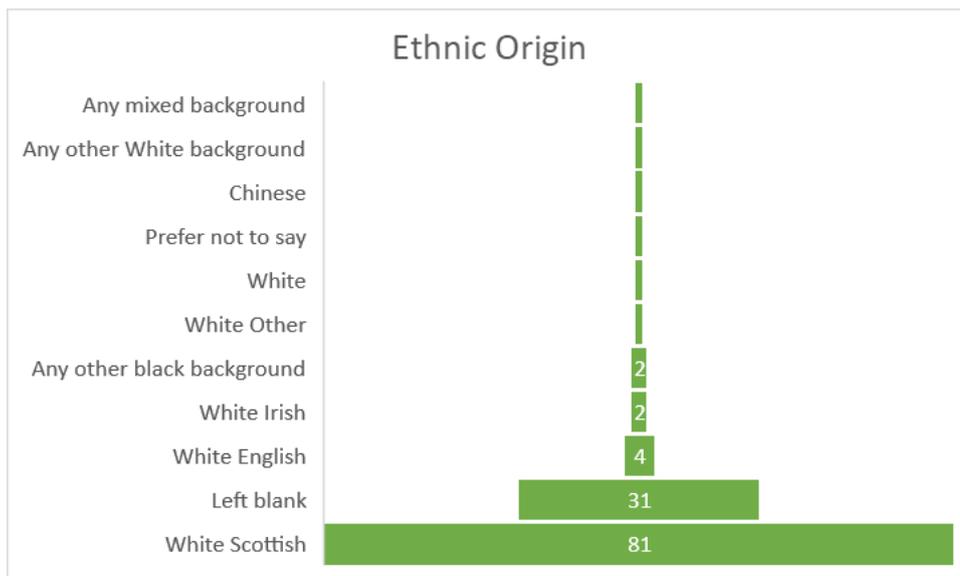
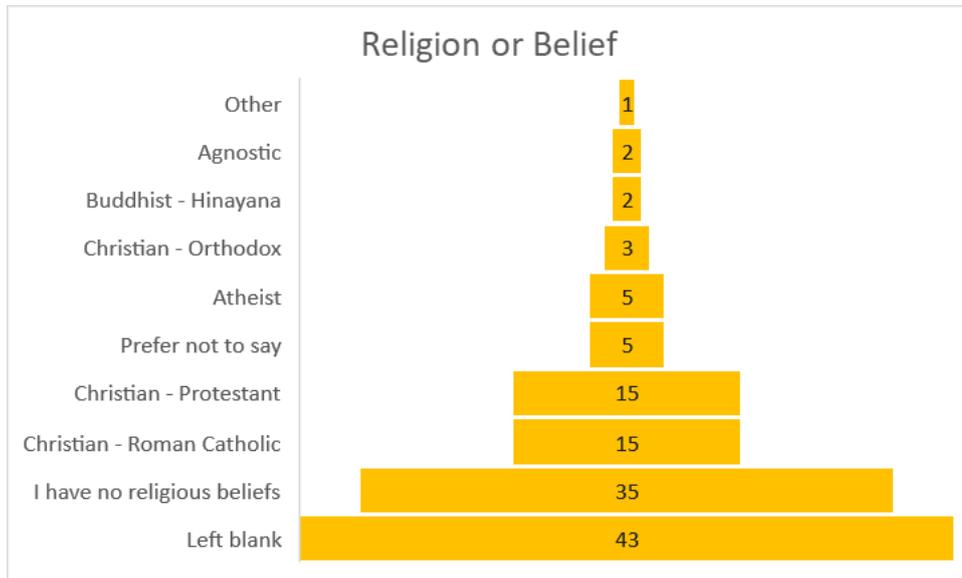Female Age Grouping

Age	Count
24-33	6
34-43	16
44-53	25
54-64	19
65+	

Male Age Grouping

Age	Count
24-33	3
34-43	14
44-53	20
54-64	17
65+	6

Marital Status:

Marital Status

Category	Value
Separated	1
Widowed	1
Divorced	3
Prefer not to say	6
Partner	10
Single	18
Left blank	28
Married	59

Ethnic Origin:

Ethnic Origin

Category	Value
Any mixed background	
Any other White background	
Chinese	
Prefer not to say	
White	
White Other	
Any other black background	2
White Irish	2
White English	4
Left blank	31
White Scottish	81

Religion or Belief:

Religion or Belief

Category	Value
Other	1
Agnostic	2
Buddhist - Hinayana	2
Christian - Orthodox	3
Atheist	5
Prefer not to say	5
Christian - Protestant	15
Christian - Roman Catholic	15
I have no religious beliefs	35
Left blank	43

Sexual Orientation:

Sexual Orientation

Category	Value
Bi-sexual	
Gay Man	
Gay Woman/Lesbian	
Prefer not to say	3
Left blank	41
Heterosexual/Straight	79

Disability:

Considered Disabled

Category	Value
Not Known	2
Yes	5
Left blank	49
No	70

At Glasgow Clyde we recognise that further work is required to improve our Equality statistical data. One of the challenges that we faced has been the reluctance of existing staff members updating/completing the "sensitive data" section of our HR system.

During a recent Academic restructure and internal recruitment process we were able to incorporate an internal Equal Opportunity Monitoring form for each applicant to complete. On completion of this recruitment process we will update our equality information. This form will now form part of our internal recruitment procedure.

With the use of social media and digital marketing expertise we are being more creative and open in our approach to Recruitment advertising with the hope of reaching wider communities. Profiling members of staff, we take prospective candidates on a journey helping them see what it would be like to become a member of staff and what make Glasgow Clyde College an Employer of Choice.

8) **Board Diversity Information**

Commitment

It is the policy of the Board of Management of Glasgow Clyde College to promote and embed the principles of equity and equality in all College services and in every aspect of College life by encouraging, developing and maintaining an ethos which embraces difference and diversity and respects the dignity and rights of all. In recognising this policy, the Board of Management of Glasgow Clyde College is committed to ensuring greater diversity amongst its membership. With particular reference to gender equality, the Board previously signed up to the Scottish Government 50/50 by 2020 campaign, recognising the current gender imbalance on public boards.

Background

The Board of Management of Colleges in Scotland is comprised of the following positions:

• 1 x Principal and CEO.

• 1 x Chair (appointment by the Regional Board for 4 years).

• 2 x Student Members (elected).

• 2 x Staff Members (elected).

• 12 x Non-Executive Directors (including the Chair) (following formal recruitment and selection and subject to Regional Board appointment for up to 4 years).

At the start of 2020, Glasgow Clyde College Board comprised 6 male and 4 female non-executive members, in addition to the Principal and CEO, two elected students and two elected staff members.

In June 2020, four members of the Board (3 male and 1 female), including the Chair, had their appointments extended.

Following the resignation of one Board member in June 2020, and with a view to filling a longer standing vacancy, the Board advertised two non-executive roles in the latter part of 2020. To ensure a balance of skills and experience on the Board, the Board sought to attract applicants with a background in financial management and / or audit.

Current Position

A successful recruitment campaign resulted in the appointment of 2 female non-executive members.

These appointments mean that the Board is now a 50/50 gender split of non-executive members. In addition, both student and staff representation is 1 male and 1 female representative.

The Board welcomes the gender diversity which it now enjoys.

Looking forward

The Board will have more vacancies later in 2021 and early 2022 due to expiry of current members' fixed terms. Drawing on its experience through the most recent appointment process, the Board is committed to attracting a diverse range of candidates. It will approach this through careful planning of recruitment campaigns ensuring that awareness of the opportunities is drawn to the attention of talented people in communities who may not otherwise be aware of the skills and experience which they can offer to a College Board.

March 2021

9) **Looking Forward**

Looking forward, we at Glasgow Clyde College, acknowledge there is further work to be done regarding equality mainstreaming and advancing our PSED, however, we have made improvements over the last two years and will continue to progress our equality work via a number of equality related projects and initiatives.

GBV Charter

#EMILYTEST
Love Conquers Hate

GBV Charter | #emilytest

EmilyTest are creating the first Gender-Based Violence (GBV) Charter for colleges and universities. Glasgow Clyde college has been involved with sector consultations and will be working towards this new Charter, *"a framework based on evidence and student voices for GBV prevention, intervention, and support in further and higher education"*

Rape Crisis Scotland

Glasgow Clyde have been given an online GBV course for students to support the prevention of, and awareness of GBV amongst our students. The course has been made available through our VLE and will be integrated into student inductions in the upcoming session.

Fearless Glasgow – Report and Support Tool Pilot

The Scottish Government awarded funding to support Fearless Glasgow in a pilot project to develop a collaborative approach to the implementation of an online tool to enable students and staff to report incidents of gender-based violence. The system will also be used to support the reporting of racial harassment and other forms of inappropriate behaviour.

Working in partnership with Culture Shift, the Report and Support tool will be implemented across the participating institutions for the start of academic year 2021/22.

As one of the institutions who have agreed to work on this jointly as a regional pilot, we look forward to sharing lessons learned, good practice and impact of the new tool.

Race equality group

Initial work has taken place as part of the Advance He anti-racism project and this will be extended in the upcoming session to include the development of a college-wide race plan. Staff consultation has begun and GCCSA will be integrating this

theme into their new strategic priorities for session 2021/22. Discussions are underway to identify opportunities to support this work including a possible intern post for a BAME colleague.

Policy and Procedure Review

All procedures will be reviewed prior to the new academic session with student and staff procedures refreshed to fully reflect the challenges of race and discrimination within the college environment. This will include specific work looking at staff and student conduct and will be supported by development work which will allow anti-racist materials and to be integrated into the induction processes for both staff and students.

Discussions are underway with Advance FE to identify opportunities that may exist for Glasgow Clyde College to embed anti-racist content within the curriculum.

Glasgow Clyde College will continue to work with our students, staff, regional and national partners and organisations to advance our commitment and further progress our equality, access and inclusion objectives and Public Sector Reporting Duties.

This document is available in an online PDF and Word format. It can also be provided in standard print, large print, in electronic, audio form, in Braille and support given to BSL users, upon request. For more information, please call 0141 272 3639 or contact equality@glasgowclydecollege.ac.uk

Appendix A

Examples of Glasgow Clyde's Covid-19 response

Appendix B

BSL Progress Paper August 2020