People-centred   Pioneering   Principled   Passionate

Equality Outcome Progress report 2021-2023

GLASGOW CLYDE COLLEGE

People-centred **Pioneering** **Principled** **Passionate**

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Introduction

Glasgow Clyde College is a multi-campus college with three sites across the City in Anniesland, Cardonald and Langside and is home to over 6,000 full-time students and 13,000 part-time students.

We are a people-centred community and an unrivalled student experience and sense of belonging is at the heart of everything we do.

We positively encourage and support everyone in our college community to reach/achieve their full potential regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status or pregnancy and maternity.

Glasgow Clyde College is committed to promoting equality, diversity, and inclusion across all aspects of its operations. The college has implemented a range of strategies and initiatives to progress the work of our equality outcomes, detailed in this report. These examples demonstrate the college's commitment to creating an inclusive and welcoming college community, where everyone feels a sense of belonging.

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.

Our college values are at the forefront of everything we do and are incorporated into strategic and operational plans at all levels across the college.

Our college Values are: People-centred, Pioneering, Principled and Passionate.

People-centred   **Pioneering**   **Principled**   **Passionate**

MISSION
Inspirational learning; changing lives

GLASGOW CLYDE COLLEGE

VISION

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.

OUR COLLEGE VALUES

People-centred

We are unwavering in our expectation that we conduct ourselves in a manner which is open, respectful and with uppermost integrity. The needs and interests of our students, colleagues and stakeholders will be at the forefront of all decision-making.

Pioneering

We are restless in our desire to be innovative, ambitious, forward-thinking and courageous in the pursuit of creating an unrivalled inspirational learning experience and work environment.
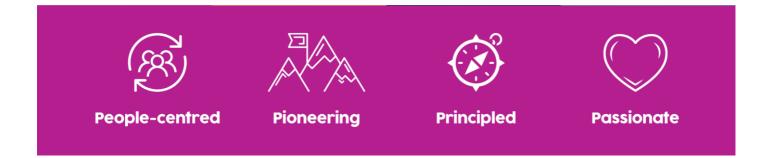
Principled

We are determined to ensure that fairness, equality and inclusivity are embedded into the heart of the College and guide everything we do.

Passionate

We are relentless and tenacious in our ambition to inspire students and colleagues to achieve their potential, change their lives and support them to overcome the barriers to doing so.

Purpose

What are Equality Outcomes?

Equality outcomes are strategic and express results institutions will achieve to improve people's life chances over a four-year period. In Scotland, there is a specific duty for institutions to publish a set of equality outcomes and to report on progress every two years.

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

• Duty to publish a report on the progress made to achieve the published equality outcomes.

Equality and Human Rights Commission | Scotland

"The purpose behind setting equality outcomes is to help further the needs mentioned in the general equality duty."

(https://www.equalityhumanrights.com/en/public-sector-equality-duty-scotland/public-sector-equality-duty-faqs)

Glasgow Clyde College's Equality Outcomes for 2021-2025 were published in 2021 with the report detailing how they were devised. These reports are available on our website under Equality & Inclusion.
This report will show progress made in the last two years 2021- 2023 in achieving these outcomes.

External Influences and Alignment

Glasgow Clyde College Equality Outcomes are aligned to the Glasgow Regional College Board (GRCB) Equality Outcomes set in 2017. In meeting with GRCB and assessing the impact of Covid 19, a decision was made in 2021 to keep these themes unchanged. It was agreed that these themes were still relevant in this reporting cycle.

The Regional Board had agreed to retain the 5 Equality Outcomes agreed in 2017, with this in mind we retained the spirit of the outcomes and have shifted the focus to relate to new and emerging themes on Equality Outcomes, whilst not taking away from the lessons learned in the previous 4 years. We did not presume that we had resolved all inequalities that we had identified previously, we know that to deliver and achieve our equality aims, we must consistently monitor assess and develop our approach, as we recognise that structural inequalities exist in Society.

- *The diversity of students and staff reflects the communities the College serves.*
- *All students and staff experience and contribute to a culture of dignity and respect.*
- *All students and staff benefit from inclusive and accessible spaces, environments and services.*
- *All students and staff actively engage in fully inclusive and accessible learning.*
- *Successful student and staff outcomes are increased irrespective of protected characteristics.*

Glasgow Clyde College Equality Outcomes 2021-2025

1. Recruitment of a diverse workforce, particularly those from black and minority ethnic backgrounds and disabled individuals, which will cultivate an inclusive and innovative college community
2. Staff and students at Glasgow Clyde feel a sense of belonging and are confident they will thrive in a safe and supportive college community
3. Our services respond to and meet the needs of all disabled staff and students, including those with a mental health condition.
4. Staff are fully supported to create and deliver an inclusive curriculum

People-centred   Pioneering   Principled   Passionate

Scottish Funding Council's National Equality Outcomes

What are National Equality Outcomes?

"A key priority in the EHRC/SFC action plan was to agree the most pressing inequalities that the sector should be acting on and to set NEOs. NEOs are focused on inequalities which are evidenced to be persistent at a national scale. To address these issues we need institutions to work with and for students to contribute towards a set of outcomes to make the tertiary system fairer and equitable."
"Institutions should consider the NEOs in relation to their existing set of outcomes in April 2023, and either continue or discontinue the existing equality outcomes."
SFC Tackling Persistent Inequalities Together

Further information and details of the full SFC's Tackling Persistent Inequalities Report can be found in the link below.

[Equality and diversity (sfc.ac.uk)](#)

Having reviewed the new NEOs, we at GCC are confident that our 4 Equality Outcomes can be aligned to the NEOS and we will follow the guidance and '*adopt them into our approach and future PSED reports.*'
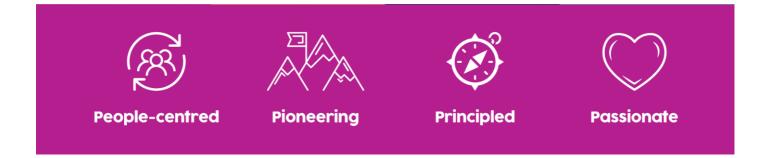
As a regional college, we will also be proactive in collaborating with our regional colleagues in order to develop and advance our work in this area.

We will begin to use these specific NEOs as benchmarks for data and evidence in future reports to support the progress of our own College specific outcomes.

For this purpose we have aligned each of our GCC Equality Outcomes to the relevant NEO.

Glasgow Clyde College Equality Outcomes 2021-2025

1. **Recruitment of a diverse workforce, particularly those from black and minority ethnic backgrounds and disabled individuals, which will cultivate an inclusive and innovative college community**
2. **Staff and students at Glasgow Clyde feel a sense of belonging and are confident they will thrive in a safe and supportive college community**
3. **Our services respond to and meet the needs of all disabled staff and students, including those with a mental health condition.**
4. **Staff are fully supported to create and deliver an inclusive curriculum**

National Equality Outcomes alignment with GCC Equality Outcome

Protected Characteristic	National Equality Outcomes	Relevant Glasgow Clyde College Equality Outcome
Age	The success rates for college students aged under 19 will improve.	2 & 4
Disability	The success and retention rates of college and university students who declare a mental health condition will improve.	3
	Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course.	3 & 4
	Disabled staff and students report feeling safe in the tertiary system.	2
	Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards	1
Gender Re-Assignment	Trans staff and students report feeling safe to be themselves in the tertiary system.	2

	People-centred	Pioneering	Principled	Passionate
Race		Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress.		1 & 2
		Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.		2 & 4
		Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards.		1
		Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector.		1
Religion or Belief		Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose.		2

Sex	Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose.	2	
	Institutions can evidence approaches that prevent and respond to violence, harassment and abuse.	2	
	Men (staff and students) know how to access mental health support (recognising intersectionality within that group).	2 & 3	
	Institutions will have regard to significant imbalances on courses and take action to address it.	1 & 4	
Sexual Orientation	Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.	2 & 4	

Commitment

Glasgow Clyde College is committed to a positive and proactive approach to equality and human rights, which encourages, supports and values diversity.

At Glasgow Clyde College, our job is to identify potential in each individual and to help realise it, be they a member of staff or a student. We know that education and training makes a difference by helping people achieve more in their personal lives, in their careers and throughout their lives.

Within our Equality Outcomes Report in 2021, we created our new outcomes. From the outset it was agreed that we create a smaller number of more specific and measurable set of outcomes linking them to our new College Values in order to progress our aims more meaningfully.

We received our most recent Annual Engagement Report from Education Scotland in February 2023. It contains no fewer than 45 areas of positive progress that have been made in the last year – a college record – and only 5 areas for development.

Education Scotland gave the College their highest recommendation of confidence in our progress and our ability to continually improve. They particularly praised the coordinated approach to student recruitment, onboarding, guidance and support which we wrap around the excellent teaching and learning we deliver. We are already addressing or have already addressed the areas for action highlighted in the report.

Curriculum, learning, teaching, and assessment

- Staff across the college work well with a range of external partners to support learners throughout their programmes. Partnership working with organisations such as Scottish Association for Mental Health and Action for Children is helping learners to remain on their programmes.

- Almost all curriculum areas continue to make effective use of the college Virtual Learning Environment (VLE) to provide learners with access to learning materials. This is helping to support learners who may miss classes, or struggle to sustain their learning, and those who wish to revisit more challenging topics.

Education Scotland
Foghlam Alba

3.3 Attainment

Areas of positive progress

Learner progress and outcomes

The following data refers to academic year 2020/21.

- The overall attainment rate for full-time FE learners was 64%, four percentage points above national sector performance.

- The overall attainment rate for full-time HE learners was 71%, which is in line with national sector performance.

Curriculum, learning, teaching, and assessment

- Teaching staff have introduced a range of curriculum improvements to help address low levels of attainment. These include changes to course design, sequencing of units and integrated assessment opportunities across subjects.

- Learners are confident in using the VLE and find it helpful to access the resources they need for course work. Learners review their progress and receive feedback from teaching staff through the VLE and complete upskilling modules to enhance their digital skills.

- Almost all learners are satisfied with the learning resources, preparation for assessment and feedback provided by teaching staff to help them attain their learning goals.

Services to support learning

- The college's supportive culture is encouraging learners to achieve. Staff provide learners with prompt individual support, which helps them to complete their learning goals.

Learner engagement

- Teaching staff encourage learners to collaborate with their peers, particularly in the subject areas of numeracy and literacy. These activities help to support success for individual learners.

- College staff create a sense of belonging through opportunities for learners to work together in mixed subject groups and across different levels. Learners share and discuss their learning challenges during collaboration days. These opportunities help learners to improve their study skills through peer interaction.

Click here to read the Education Scotland Report in full.

We will continue to use both quantative and qualitative measures to evidence our progress. Work is underway to create necessary databases and inclusion of Equality progress is now embedded within staff Self Evaluation forms and Personal development Planning.

The college has run campaigns to encourage staff to check and update their equality information and improve declaration data figures. We send a communication once a month to staff, a message sits on the home screen of all staff laptops/PCs, we include the messaging during various points of the staff induction and via the Staff Intranet News – we promote all equality campaigns on the staff intranet news page and internal equality networks.

We understand that more robust data will help us accurately analyse and evaluate our work towards the Equality Outcomes.

This report will provide progress made to date and includes a separate Action Plan highlighting how we will continue to make further developments in achieving our outcomes by 2025.

Please see the progress made so far in achieving our Equality Outcomes in our Action Plan and also relevant correlations to our outcomes work can be found in our Equality Mainstreaming Report 2023.

Looking Forward

Tackling Persistent Inequalities Together

In January this year, the SFC published National Equality Outcomes (NEOs) for tertiary education.

"This report, **Tackling persistent inequalities together***, outlines the persistent inequalities in the tertiary system and asks institutions to address them by contributing to a set of National Equality Outcomes (NEOs) as part of their Public Sector Equality Duty. It also confirms a new SFC Strategic Equality Outcome and requests notes of interest for a collaborative event to be held later in the academic year to enable wider discussion."*

Glasgow Clyde College will progress our college Equality Outcomes in accordance with these new NEOs and look forward to being part of any collaborative work across the sector in future as stated above.

Measurement and progress will be aligned to NEOs and consequently, we will benchmark data in order to evaluate effectively and provide tangible evidence of achieving our Equality Outcomes. Work has already begun to create a suitable database across student success via protected characteristics and vulnerable groups. Progress in meeting the outcomes will be undertaken across the college, including the Senior Leadership Team, Faculty and Support staff teams, relevant working groups and Glasgow Clyde College Student Association.

- We will develop and deliver bespoke EDI modules for our staff and students to increase awareness and develop understanding of the challenges faced by minority groups and the importance of intersectionality in the inclusive delivery of a robust curriculum.

- We will develop management dashboards for Organisational Development, Quality and Student Experience to support the monitoring, analysis and reporting of the Protected Characteristics of staff and students.

- We will develop and implement a robust system of student onboarding for all students that will specifically remove barriers from those within our communities who have found access to education most challenging due to intersectionality of their protected characteristics or as a result of circumstances exacerbated by indicators of multiple deprivation they may encounter.

- We will work in partnership with SportScotland and Scottish Student Sport to employ an Active Campus Coordinator to promote and support the health and wellbeing of the College Community.

- We will develop a systematic approach to support those who may be subjected to Gender Based Violence (GBV) and promote awareness of the issues caused by GBV through the attainment of the EmilyTest Charter.

- We will embed a Nurturing Approach within our Curricular and Support teams to ensure that all students feel safe and a sense of belonging within Glasgow Clyde College.

- We will develop a bespoke toolkit to allow curricular areas to monitor the accessibility of curricular materials and to promote the delivery of an inclusive curriculum for all our learners, regardless of protected characteristic.

- We will deliver a model of Careers Education, Information, Advice and Guidance (CEIAG) both internally and through our partner agencies to ensure that all students, regardless of protected characteristic, have access to an appropriate, specialist CEIAG service.

Our Students

Glasgow Clyde College Student Association (GCCSA) is fully committed to enhancing and progressing equality and inclusion within the college and wider community. The GCCSA will take steps to improve the evidencing the impact of its activities in accordance with the new NEOs moving forward.

GCCSA represents an incredibly diverse student population across all protected characteristics as well as vulnerable groups including care experienced, caregivers and those needing support due to their socio-economic status.

GCCSA works in partnership with the college and will continue to work closely with the Equality & Diversity Lead, to fully represent all students and ensure that the shared values on equality and inclusion are embedded into their operational plans and delivered effectively in order to achieve our Equality Outcomes.

Our People

To create and increasingly diverse and inclusive workplace, there are several actions we are planning for the coming year. These include:

- In the wake of the COVID years, we are increasingly conscious of employee wellbeing. Being proactive in providing skills development for managers and enhanced support for employees over the last twelve months this allows for the opening up of the conversation about factors affecting wellbeing. These wellbeing factors and conversations can at times be around protected characteristics and allows a more open dialogue about support sought and available. We will continue with this approach which helps us create a culture and environment which is increasingly inclusive and supportive.

- Our new recruitment procedures have incorporated learning to date and good practice from the Scottish Government's Minority Ethnic Recruitment Toolkit will continue to help us develop our work towards a more diverse workforce.

- We will continue to train all employees, especially managers and those involved in hiring and promotion decisions, to recognise and address conscious and unconscious bias that have the potential impact upon decision-making. Our HR Advisers coach managers on best practice at both the recruitment stage and beyond.

- We have recently started building links with organisations and social enterprises based in Glasgow who serve underrepresented communities and have an employability focus, and aim to develop these partnerships in the next 12 months.

- We currently hold the Disability Confident level 2 accreditation, and plan a robust review of this in the next 12 months with a view to being ready to apply for level 3 accreditation.

- By regularly reviewing employment and recruitment data, and encouraging more open dialogue we can continue to regularly monitor and report on progress towards achieving our diversity and inclusion aims.

By taking these actions, and working in this way, we believe we can create a more inclusive and diverse workplace which will help to progress work towards our Equality Outcomes.

Equality Outcome Progress Action Plan

Please see our Equality Outcome Progress Action Plan below which will be updated, amended and developed over the next two years to advance our work towards achieving our Equality Outcomes across our college community.

RAG Status	Status Description
RED	Seriously behind schedule. The action(s) requires remedial action to achieve objectives. The timeline/objectives are at risk.
AMBER	These actions are at a developmental stage and no risks have been identified at this time, but the position is being carefully monitored in order to ensure that timeline/objectives remain on target.
GREEN	The initiative/project is on target to succeed. The timeline/objectives are within plan.

Equality Outcomes Progress Action Plan 2021-23

	Action for staff/students	Related Protected Characteristic	Responsibility	Timescale & Status	RAG Status
1) Recruitment of a diverse workforce, particularly those from black and minority ethnic backgrounds and disabled individuals, which will cultivate an inclusive and innovative college community					
1.1	New Recruitment Procedure	All	HR	May 2023	🟩
1.2	Explore, offer and promote further flexible working arrangements	All	HR	Ongoing	🟩
1.3	Continue to conduct equal pay audits and reviews	Sex, Disability, Race	HR	May 2024	🟧
1.4	Further collaboration with Equality Lead to advance our comprehensive strategy that promotes diversity and inclusion	All	HR & Equality Lead	May 2024	🟧
1.5	Build partnerships with external organisations to help develop links and promote vacancies to diverse groups	Race, Sexual Orientation, Gender reassignment, Disability, Sex	HR	December 2023	🟧
1.6	A social media recruitment campaign in hairdressing resulted in the most diverse applications ever received in this department during a recent recruitment drive that resulted in successful appointments to the bank staff team.	All	Hairdressing CM and HWB CQL	Complete	🟩

1.7	**Recruitment of a diverse ELC workforce** –partnership working with Glasgow City Council Education team in the joint delivery of the award winning "First Steps to Childcare" programme, designed to promote the creation of a diverse ELC workforce. Joint recruitment with Glasgow City Council and the Scottish Refugee Council to create employment pathways and promote the development of an inclusive ELC workforce which reflects the lives and family backgrounds of all children in ELC settings.	All	Lindsay Hegarty CM Early Years & Social care	August 23	■
1.8	**Motivational Monday sessions** – Recently "Commended" at the 2022 CDN Awards, our "Motivational Monday" sessions have created a link between training and practitioner status as well as making connections with those in industry. These have also provided CPD opportunities to current students at Glasgow Clyde as well as practitioners further afield, in a range of topics such as PEEP delivery, Mental Health support and Employability.	All relevant	Jill Keys, LeeAnne Gentles, Deborah Meechan, Julie Magowan Early Years & Social care	January 22 -ongoing	■

Action for staff/students	**Related Protected Characteristic**	**Responsibility**	**Timescale**	**RAG Status**
2) Staff and students at Glasgow Clyde feel a sense of belonging and are confident they will thrive in a safe and supportive college community				
2.1	EmilyTest Charter progress from Pledge to Taking the Test	Sex	Assistant Principal Student Experience & Equality Lead	December 2021-August 2024	■
2.2	Inclusion of a 'Trusted Contact' (safe person) on student enrolment forms	All	Head of MIS	May 2023	■

2.3	**LGBT Youth Scotland Charter**- GCCSA were awarded the Silver level of the LGBT Youth Charter	Sexual Orientation, Gender Reassignment	GCCSA & Equality Lead	June 2022-ongoing	
2.4	**Nurture College –** Part of our aim for staff and students to thrive in a safe and supportive environment has prompted the college to focus on becoming a nurturing college. This has involved delivery of training to staff across all areas of the college to support this ethos. Nurturing College Working Group has been set up along with a Teams page collating relevant information and updates for staff	All	Nurture College Group Claire Glen Assistant Principal	Ongoing	
2.5	**New PDP Process** - The staff Personal Development Planning (PDP) process as updated and now has the Equality Outcomes and Public Sector Duties embedded in the process. Staff are asked to reflect upon these two areas when planning their development over the next year which will raise staff awareness of these two areas and allow staff and managers to consider their impact when coordinating their goals for the year.	All	Organisational Development	Ongoing	
2.6	**Black History Month** - The College supported Black History Month in October 2022 with a range of training courses and resources being made available for staff to access. A themed course was provided for staff each week over the month of October – courses included: The Effective Bystander Tackling Race Bias at Work Understanding Unconscious Bias The Impact of Micro-Behaviors	Race	Organisational Development	Ongoing	

2.7	**Guidance for Supporting Trans Students and Staff** - The College launched 'Guidance for Supporting Trans Students and Staff' and we supported this launch by working with Equality Network / Scottish Trans Alliance to develop a training programme for our staff. Staff training was delivered during the Staff Learning Days in June and August 2022.	Gender Reassignment	Equality, HR & GCCSA	February 2022	
2.8	**Staff Induction –** Equality, Diversity and Inclusion (EDI) is embedded in the staff induction process. We want to ensure that staff are informed and aware of the colleges' commitment to EDI from the outset of their employment. We provided mandatory equalities training which every new member has to complete within the first week of employment. We also have a half hour session for all staff at our Welcome Induction day for our EDI Lead in the College to come and speak to new staff.	All	Organisational Development	Ongoing	
2.9	**Breastfeeding Friendly Scotland** – The College has become the first College in Scotland to achieve the Breastfeeding Friendly Scotland Accreditation. We provided training which was delivered by NHS Scotland to provide staff with all they need to know, to encourage the best start for any students or staff who are expecting or have had a baby. We also had a member of staff trained to deliver sessions to College Managers and team groups.	Pregnancy & Maternity	Organisational Development, Wellbeing Officer	June 2022	
2.10	**Ongoing Staff Training –** we have purchased a range of staff training which focusses on EDI and Wellbeing. Courses are online and available to staff anytime. Titles include: Cultural Awareness Understanding Equality Impact Assessments Supporting Trans and Non Binary People at Work Disability Confident Inclusive Language and Communication Inclusive Leadership	All	Organisational Development	Ongoing	

2.11	Liaise with ESOL to further improve library inductions to support students accessing college resources	All	Library Coordinators / ESOL Staff	August 2023	🟩
2.12	Libraries continue to promote Equality Monthly Themes and relevant issues contributing to celebrating diversity & fostering good relations on campus – these are promoted physically in the libraries as well as virtually through the library Canvas course and our virtual bookshelves	All	Library Coordinators	All year	🟩
2.13	Staff trained and aware of support services- Reporting centre for hate crime, Safe guarding officers – referral system, Transgender workshop – appropriate changing rooms	All	Sport & Fitness CM and staff	Ongoing	🟧
2.14	Training for new staff / staff who haven't attended this training before: • Mental Health / Mental Health 1st Aid • Trans training • Attachment & Trauma • All behaviour is communication https://www.youtube.com/watch?app=desktop&v=Wcm-1FBrDvU •	All	KB Sport & Fitness Nicola McKenzie (EVIP) C Hutchison	June 2023	🟥
2.15	Erskine Hospital and counselling students worked in partnership to work collaboratively in supporting veterans and giving these students access to a wider range of clients	Disability Age	Counselling CM	June 2023	🟩
2.16	ESOL/Early Years course created to recruit a more diverse workforce and in particular, more male applicants to these subject areas	Race Gender	EY CMs	June 2024	🟩
2.17	**Trauma-informed Practice** - Our staff team are actively engaged in training to support work on embedding a trauma informed approach to learning and teaching; how to support student retention and success across courses; supporting mental health and wellbeing.	All	All CMs and Childhood Practice Course and Guidance lecturers.	Ongoing since 2021	🟩

2.18	Continuing to provide a communal space for students at all levels to interact and support one another at Anniesland Tea Bar and consider developing across other campuses. Encourage the use of a similar space online.	All	All CMs and Childhood Practice Guidance lecturers.	Ongoing – still to be rolled out to Langside and Cardonald campuses	
	Action for staff/students	**Related Protected Characteristics**	**Responsibility**	**Timescale**	**RAG Status**
	3) Our services respond to and meet the needs of all disabled staff and students, including those with a mental health condition.				
3.1	**Risk Assessment Training –** We aim to ensure that staff and students thrive in a safe and supportive college community. We have delivered a campaign of Risk Assessment training to all College Managers to allow them to assess the safety of their work areas and staff/students on external visits.				
3.2	Canvas provides the capability to make learning materials available inclusively for all learners and can be accessed remotely. Training is available for all staff through 1-1s, curriculum teams, and through webinar series to enable Canvas to be used effectively – providing students with the ability to access learning materials at times when they are best able to engage with it.	Disability/Mental Health	eLearning Team	All year	
3.3	There are planned risk assessments for all HWB faculty learning and teaching spaces to ensure that appropriate and flexible learning spaces are available for disabled staff and students	Disability	All HWB CMs	June 2023	

3.4	**Menopause** - New Menopause Procedure launched - Celebrated world menopause month with the Launch of M word menopause and perimenopause forums 26th October and an accompanying communication about why we are talking about menopause.				🟧
3.5	A request has been made for one science lab to be reconfigured so that more wheelchair user capacity can be increased	Disability	Science CMs and HWB CQL	August 2023	🟧
3.6	Social Services placements have increased in range, volume and diversity to ensure students are exposed to the widest possible reach of clients and service providers	Disability	Social Services CMs	June 2023	🟩
3.7	**Student Wellbeing and Support** - We proactively encourage Student Wellbeing and Support by way of a consistent approach to guidance across our programme delivery. An identified guidance tutor for each course ensures that all students have a reliable and consistent person during their learner journey over their course of study. By building relationships in this way staff have, in this current financial crisis , been able to signpost students to College support services such as discretionary / emergency fund	All	All CMs and Childhood Practice Course and Guidance lecturers.	Ongoing since session 2021-22 and throughout 22-23	🟩
3.8	'**Walk And Talk Sessions**' - We continue to promote opportunities to develop class relationships and student identity, such as 'walk and talk sessions' at the start of our classes to help build friendships; Morning soft starts, and relaxed introductions to the day, along with 'health and wellbeing' focused conversations, over coffee/tea. -Short mindfulness/meditations sessions; short outdoor walks around the campus.	All	All CMs and Childhood Practice Course and Guidance lecturers.	Ongoing since session 2021-22 and throughout 22-23	🟩

		Related Protected Characteristics	Responsibility	Timescale	RAG Status
3.9	**Improving accessibility –** The College laptop loan service tackled digital poverty and enabled learners to access online classes and materials when learning remotely. We provide a varied offer in terms of routes and delivery options for all Childhood Practice learners – full-time, part-time; evening; in-campus and online delivery of courses across SCQF levels with clear career progression routes for students from SCQF 4 to 9.	All	All CMs and Childhood Practice Course and Guidance lecturers.	Ongoing since 2021	🟩
3.10	All staff aware of college services to support learners: Time to talk – referrals, Mental Health First Aiders – trained	Disability	Sport & Fitness CM and staff	Ongoing 2021	🟩
Actions for staff/students		**Related Protected Characteristics**	**Responsibility**	**Timescale**	**RAG Status**
4) Staff are fully supported to create and deliver an inclusive curriculum					
4.1	The eLearning team are delivering an Accessibility-focused series of Two Minute Tuesday training videos over the month of March. These provide information and training for staff about how to ensure their teaching and learning materials are inclusive and accessible for students.	Disability	eLearning Team	March 2023	🟩
4.2	A new series of pedagogy-focused training videos have been developed and delivered which focus on good practice development of resources for all learners – supporting staff to develop materials that meet the needs of learners in a purposeful and meaningful way	All	eLearning Team	Completion June 2023; 75% complete as at Feb 2023	🟧
4.3	ESOL into Science course created to develop the vocabulary of ESOL students in progressing to mainstream courses	Race	ACL and Science CMs	June 2024	🟩

4.4	The Colour of our Scarves project in Sport and Fitness has been included within the curriculum to address racism across football in Scotland	Race, Religion/Belief, Sex, Disability, Sexual Orientation, Age	Sport CMs	June 2023	
4.5	Early Years and Social Care curriculum have developed the use of social media to increase diversity in the range of applicants for courses	Race, Sex, Age, Disability	EYSC CMs	June 2023	
4.6	**Digital Skills development** - Have support sessions for students at the start of each course to help get familiarised with Canvas and Teams, this would especially help mature students returning to education or students presenting with additional support requirements	Age, Disability	All CMs and Childhood Practice Course and Guidance lecturers.	Ongoing since 2021	
4.7	**HN Next Gen Childhood Practice** – implement the pilot of Next Gen in two classes at Langside. Ensure a multi-campus approach to the design of the delivery team and enhance links with SQA and South Lanarkshire College. Feedback so far has highlighted the depth and knowledge to be shared; more time to allow for speakers and interesting topics; then focus on how this is developing, use student and staff feedback for ongoing improvement, what worked well for them and how to build on this. Need guidance time built in to HNC Next Gen for more time to give to supporting students.	All	All CMs and Childhood Practice Course and Guidance lecturers.	August 2022 – 2024 SQA Pilot Centre	
4.8	**Flexibility in assessment materials** - to reflect the move back to online learning in December 2021, ensured learners were given equality of opportunity to succeed. Innovative approaches to assessment, which provides resources that can be used within workplaces. For example, academic posters of current pedagogical approaches; professional discussion and peer reviews; developing a resource to provide families with advice and guidance in relation to support services, etc.	All	All CMs and Childhood Practice Course and Guidance lecturers.	December 2021- August 2022	

4.9	**Course Additionality –** we continue to identify opportunities to add value to the student experiences, such as Forest Kindergarten sessions that could enhance existing courses or be used to develop new short courses; PEEP sessions in the delivery of courses with no placement experience currently; enhanced opportunities for EVIP students, etc. This has involved building capacity across staff team to cover enhancements to curriculum, for example, lecturers undertaking Forest Kindergarten training; building a forest leader team to support delivery. This has facilitated the roll out of Forest Kindergarten training across all HNC classes and the introduction of a Forest School experience to EVIPCHIL-F211A-A, over a 6-week period highlighted specific skills and knowledge gained throughout the academic year and helped to develop resilience within the group	All	All CMs and Childhood Practice Course and Guidance lecturers.	Ongoing since 2021	
4.10	Phase 1, 2 & 3 Langside HND year 1 students teach Glasgow Clyde College Additional Support Needs students(life long learners) for games and Sports.(interdisciplinary learning / live learning).	Age, Disability, sex,	CM Sport & Fitness	Ongoing since 2021	
4.11	Images /video's of all population groups on our insta page to be inclusive & encourage a wide range of applicants Keiran on bike.wmv VID-20230220-WA0 007.mp4	All	KB & Fitness Team	June 2023	
4.12	Continue to include the 3 'special populations' units in HND – students working in community delivery physical activity to elderly & Additional Support Needs (ASN) groups at external venues	Disability	KB & Lecturing Staff	August 2023	
4.13	Strength & Conditioning teaching materials – use case study of disabled student (born with only 2 upper limbs & 1 leg)	Disability	Sport & Fitness CM and staff	Ongoing	

4.14	Exercises are adapted to suit all abilities – example video VID-20230220-WA0 007.mp4	Age, Disability, Sex	Sport & Fitness CM and staff	Ongoing	
4.15	Student representative at Tokyo Special Olympics – swimmer	Disability	Sport & Fitness CM and staff	August 2021	
4.16	50% of L4 Fitness course at Anniesland is made up for mature learners where English is not their first language ie Ukrainian, Spanish, Asian, Indian (growing number of nationalities). These students are engaging with the Friday afternoon ESOL programme that helps develop their English language	Race	Sport & Fitness CM and staff	Ongoing	

People-centred   **Pioneering**   **Principled**   **Passionate**

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@glasgowclyde.ac.uk

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