People-centred

Pioneering

Principled

Passionate

Equality Mainstreaming Report 2021-2023

GLASGOW CLYDE COLLEGE

People-centred   Pioneering   Principled   Passionate

Contents

Principal's Foreword

Throughout Glasgow Clyde College there is a profound commitment and restless desire to provide a truly inclusive environment, valuing and respecting diversity and ensuring equality of opportunity for everyone in each and every aspect of our work. This commitment is encapsulated in our College values of being 'people-centred', 'principled', 'pioneering' and 'passionate'. It is these values which define our organisational culture and set us apart.

Over the past two years our college community have experienced unprecedented adversity in the forms of the Covid-19 pandemic restrictions and the privations of the ongoing cost of living crisis. The impact of these challenges has been felt acutely by those individuals who face the most profound barriers to integration due to their personal characteristics and circumstances. I am proud that over this period the college community has pulled together to provide innovative forms of support to nurture our students to ensure they are able to continue successfully with their studies and attain their goals, thereby enabling them to make positive changes to their life experiences.

We work tirelessly in partnership with our members of staff, students, employers and partner agencies to break down barriers to opportunity, participation and attainment in order to equip and empower our students to fulfil their potential and improve their life chances. By challenging stereotypes, developing understanding and confronting prejudice we foster good relations between those who share protected characteristics and those who do not. We are proud of the progress we have collectively made to advance the mainstreaming of equality, diversity and inclusion within College practices and procedures.

Glasgow Clyde College acknowledges the progress we have made in achieving our College Equality Outcomes and the progressive work undertaken with our sister colleges within Glasgow Region towards our shared Equality Outcome Themes. However, we are not complacent and we will continue to strive to improve the quality of the services we provide to those who face the greatest challenges. We are confident that our vision for equality, diversity and inclusion will act as a catalyst to deliver the requirements of the Equality Duty.

The challenge ahead of us is to tackle and eradicate the persistent inequalities which have so stubbornly impacted on the experiences of students in the college sector for too long. We will achieve this by dedicating our energies to the meeting the National Equality Outcomes as part of our Public Sector Equality Duty. The College staff, Board of Management, Student Association and I will continue to work with the share goal to nurture a culture where everybody feels able to be themselves in an environment that is welcoming, safe, respectful and ambitious.

Thank you for taking the time to read this report.

Jon Vincent
Principal and Chief Executive, Glasgow Clyde College

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

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 around 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 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 mainstream equality, 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 forefont 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 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

Equality Act and Public Sector Equality Duty

Eliminating discrimination, advancing equality and fostering good relations form the foundations of the Equality Act 2010 Public Sector Equality Duty (PSED).

This states that:

A public authority must, in the exercise of its functions, have due regard to the need to:

Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act;

Advance equality of opportunity between persons who share a relevant protected characteristic and persons who

Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

As such all staff are responsible for ensuring that the Public Sector Equality Duty is embedded in all functions and activities. This is what is meant by mainstreaming equality.
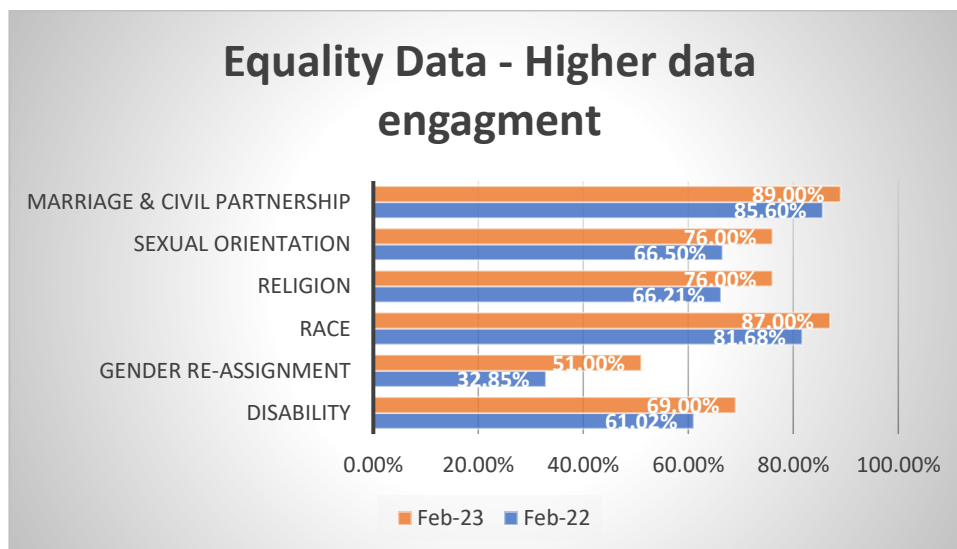
Staff Summary

Our People Management strategies are of primary importance. We strongly believe that by investing in our staff, we will provide the best possible learning experience for our students. Staff data and analysis from 2021-2022 are detailed later in this report. Please follow the link below to read our Annual People Report for staff data from 2020-2021.

Read our People Report 20-21 here.

Data from 14th February 2023 shows, Glasgow Clyde College staff headcount was 1,058. Of this, 673 were female and 385 were male.

We have proactively worked at increasing engagement from staff to disclose their sensitive data for equality monitoring. From this we have seen improvement between February 2022 and February 2023.

Equality Data - Higher data engagment

Characteristic	Feb-23	Feb-22
MARRIAGE & CIVIL PARTNERSHIP	89.00%	85.60%
SEXUAL ORIENTATION	76.00%	66.50%
RELIGION	76.00%	66.21%
RACE	87.00%	81.68%
GENDER RE-ASSIGNMENT	51.00%	32.85%
DISABILITY	69.00%	61.02%

The graph above shows the increase in declaration of protected characteristics over the past year.

The report presents the findings of monitoring, highlighting key trends and patterns in the data, as well as areas where there may be opportunities for improvement with respect to promoting diversity, inclusivity, and equality of opportunity within the establishment. The report aims to provide a valuable resource for the college's leadership team and other stakeholders in their efforts to create a supportive and inclusive environment for all staff members.

Student Summary

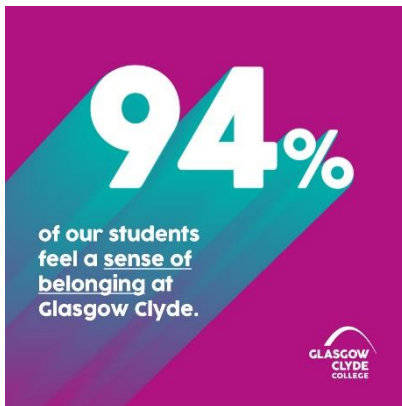**94%** of our students feel a <u>sense of belonging</u> at Glasgow Clyde.

93% of our students are satisfied with their college experience. (highest in Glasgow)

90% of our students believe the way they are taught helps them learn.

Glasgow Clyde Student Satisfaction Survey Results by PC

Question	Overall I am satisfied with my college experience	
	2020-2021	2021-2022
Age (16-24 year olds)	87%	93%
Race (Black and ethnic minority students)	91%	92%
Religion & Belief (students with religious or cultural beliefs)	91%	94%
Sexual Orientation (Lesbian, Gay, Bisexual & Other)	81%	90%
Sex	Male- 86% Female- 90%	Male- 92% Female- 93%
Trans students (Gender identity does not match sex registered at birth)	91%	92.5%
Disability (students with a disability)	84%	90%
Caring Responsibilities	88%	93%

SOURCES: STUDENT SATISFACTION SURVEYS 2021 & 2022, EARLY IMPRESSIONS SURVEY, COLLEGE LEAVERS DESTINATION SUMMARY 2020/21.

External Influences

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.

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."

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

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."

2021-2022 Regional Outcome Agreement can be read by clicking here

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..."*

Glasgow Clyde College will progress our college Equality Outcomes in accordance with these new NEOs and details of alignment can be found in our Equality Outcomes Progress Report.

Commitment

Glasgow Clyde College is committed to mainstreaming with due regard to the three general duties and this commitment is evidenced within many other strategies, drivers and initiatives.

Our College approach to Nurture

Our 'Come to Clyde' strategy outlines a set of initiatives that aim to maximise learner recruitment, retention and success and improve the long-term sustainability and competitiveness of our organisation. The strategy highlights internal and external factors that could impact on our future success and demonstrates the vital role that *everyone* in the college plays in achieving our goals.

One approach to supporting the success of this strategy is around how we take a 'nurture approach' and become a 'trauma informed' organisation. This approach supports the attainment of the College Equality Outcomes as we seek to ensure that 'Staff and students at Glasgow Clyde feel a sense of belonging and are confident they will thrive in a safe and supportive college community'. A range of college areas/departments indicated their interest and see the value of this approach. Information was provided to all staff and GCCSA on the nurture approach and potential future actions.

What is a nurture approach?

- It is a focus on wellbeing and the development of positive relationships
- It supports personal, social and emotional skills development
- It recognises that establishing positive relationships supports learning and development
- It identifies the impact that environmental and external factors can have
- It aims to build resilience and promote growth

What has been achieved so far?

- There is recognition that a nurture approach across the organisation is relevant for all staff and students and a genuine interest has been shown in supporting this initiative
- There is a Teams site 'Nurture College' (initially named 'Trauma Informed') with 20 members, where posts signpost to a range of opportunities and resources
- A range of development events relating to trauma informed approaches and nurture have taken place across the college, varied in content and length across subject teams/departments
- There has been some input from a number of external organisations, including SVRU and Glasgow City Council
- There are college policies and procedures in place, many of these are in scope to reflect the nurture principles or support a nurture approach

The nurture principles:

1   Learning is understood developmentally
College staff and students are all individuals who learn in different ways and their development is considered in a non-judgemental way

2   The college is a safe place
The college offers a safe, calm and welcoming environment for learning and work that supports the development of authentic relationships

3   Nurture is important in developing wellbeing
Listening and responding to others in a holistic and supportive way helps to promote resilience and wellbeing

4   Language is a vital means of communication
Language is a key skill for everyone to continue to learn so that feelings can be conveyed in an appropriate way and to help others understand our feelings

5   All behaviour is communication
An individual's response is a communication of their feelings in words and actions that help us to develop functional relationships, empathy and understanding

6   Transitions
Change is a constant and capacity to manage challenge varies amongst individuals and the impact of any transition should be understood and not underestimated

What do we hope to achieve?
- Increase awareness across all college departments/subject areas of the nurture principles and how they impact on our daily lives
- Extend an invitation to all GCC staff to join the 'Nurture College' Teams site where resources are regularly updated
- Develop the Teams site as a nurture support resource available to all staff and GCCSA
- Set up a Nurture Committee/Forum to lead a range of initiatives that support our nurture approach
- Identify external partners who can support with training and development needs
- Implement a programme of ongoing professional learning for all staff, from induction to refresher, through a suite of training activities
- Support all college departments and faculties to identify their specific development requests
- The GCC Student Association include sharing our nurture approach as part of the student induction programme
- All policy owners/process writers consider these nurture principles as part of their policy/process development and update
- Progress the EmilyTest Charter for Gender Based Violence
- Investigate how we embed the evaluation of our nurture approach within our self-evaluation
- Investigate how we will use self-evaluation to monitor and evaluate the success of our nurture approach and the wellbeing of our staff and students

February   Event 1   Keeping 'The Promise' In and around Glasgow
March   Event 2   SLT Workshop
June   Event 3   TBC

There is plenty of statistical evidence around the volume of students with adverse childhood experiences (ACEs) within the Thriving Learners report MHF_Thriving_Learners_Report.pdf (mentalhealth.org.uk) as well as the work being done in Glasgow City Council schools and their nurture approaches which we need to build on.

Learning Inclusion

We continue to support all learners and have seen an increase in the number of learners accessing our Learning Inclusion service.

Learning Inclusion figures;

Year	Students registered with Learning Inclusion
2019/20*	1274
2020/21*	1074
2021/22*	1126
2022/23**	1327

*Covid pandemic interrupted year
** The final total for the academic session will be higher

Care Experienced

As a Corporate Parent, we have seen a rise in the number of care experienced students and we have a range of tailored support we help our looked-after young people and care leavers.

	20-21	**21-22**
Care Experienced	870	903
Carers	924	1057

Safeguarding

A model of safeguarding support has been developed for each campus to ensure that staff and students have access to an intervention service should they perceive themselves, or be perceived to be, at threat of harm. Internal partnerships with key support areas such as Student Information & Welfare, Learning Inclusion and Counselling provide the opportunity to offer a comprehensive wraparound service for students.

We also work in partnership with a wide variety of external service providers which allows us to ensure students are safe from harm and can be effectively supported by specialist organisations out with the College.

All staff must complete mandatory college safeguarding training on a bi-annual basis and all new staff are provided with an overview of safeguarding by a senior manager as part of a bespoke induction day.

All students are provided with an overview of the safeguarding service as part of their college induction and are signposted toward key locations and staff within the College to access immediate safeguarding support.

Supporting Mental Health and Wellbeing

The College offers a range services to support students' mental health and wellbeing. These services include;

Counselling service

Our counselling service offers one-to-one appointments to provide a variety of self-help opportunities to support positive mental health and encourage resilience. We work closely with college partners to ensure that staff and students can be appropriately signposted to external support and clinical service.

Students can book an appointment by visiting the booking website, if there are no available appointments, please phone Time to Talk or alternatively email counselling@glasgowclyde.ac.uk

Time to Talk Helpline

For anyone wanting support, we have our Time to Talk helpline available to the whole college community and staffed by qualified counsellors. This is a private service for students and staff and information disclosed is not shared with the wider College. Counselling appointments can be made via Time to Talk too.

Phone: 0141 272 3786

Mondays 1-4pm, Tuesdays 1-4pm and 6-9pm, Wednesdays 1-4pm and 6-9pm, Thursdays 1-4pm

Fridays 1-4pm   Time to Talk - YouTube

Listening Service

We offer a bespoke listening service to students attending the Faculty of Additional Support for Learning (ASL). Skilled listeners offer one-to-one sessions to support students. Appointments can be made via lecturing staff using the teams booking calendar.

People-centred   Pioneering   Principled   Passionate

School to College Transitions

We offer mental health support for both school leavers transitioning to college full time and those on the Senior phase programme within Glasgow Clyde College. Students and staff (on the students behalf) can phone Time to Talk on 0141 272 3786 to make an appointment.

Mental Health First aiders

The College has Mental Health First Aiders available to support anyone in the College Community needing to speak to someone.

External Engagement & Commitment

Scottish Equality Forum

Glasgow Clyde college is an active member of the 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.

EmilyTest

EmilyTest
Tackling Gender Based Violence in Education

The College was extremely proud to have been chosen as one of the two colleges involved with the EmilyTest Charter pilot. The Charter, launched on the 6th December 2021, will enable us to recognise and overcome challenges, update procedures, train more staff, and crucially offer extra support to our community.

Further information is detailed under Progress.

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, including Police Scotland and the Scottish Government. The group aims to affect change by raising awareness and offering enhanced support to students and staff across Glasgow and the West.
The Scottish Government has funded Fearless Glasgow Grouping £45,000 to support a pilot of the Report and Support Tool, with nine college and universities for 2021/22, which will be subject to evaluation.
The purpose of the Report and Support Tool pilot is in support of work to ensure that college and university campuses are safe places for students to live, work and study free from sexual harassment and gender based violence.

Further information is detailed later under Progress.

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

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.

Further details re our new Trans Guidance are detailed later under Progress.

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 in accordance with the new National Equality Outcomes.

Over the last two years, the colleges have collaborated on EDI work including the development of new Trans Guidance and a Regional Football tournament in association with White Ribbon Scotland, which is detailed under Progress.

Internal Engagement and Commitment

The Equality, Diversity & Inclusion (EDI) Committee

The EDI committee forms part of the College governance structure and reports directly to the College's Senior Leadership Team and supports its work. The Committee's structure and remit were developed to ensure that staff and students can work and study in an inclusive and progressive environment.

The EDI Committee acts as an advocate for the equality agenda within Glasgow Clyde College and the wider community and attempts to combine strategic direction with the professional challenge and advice of the College EDI Lead. 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.

Health, Safety and Safeguarding (HSS) Committee

The HSS Committee forms part of the College governance framework and meets 4 times per academic year. The remit of the group is to consider and direct the effective discharge of the legal duties of Health & Safety and Safeguarding within the College. A number of internal College groups feed into this process including the Campus Health & Safety Fora and Safeguarding Forum and Time to Talk Team Meetings. This allows senior staff to make quarterly reports on progress, challenges and development within the key statutory responsibilities that fall within the remit of the Committee.

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 provide 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.

The College are always looking to continually improve our materials and the EDI Lead is working with Learning and Development to update the induction materials, with a particular focus on strengthening the anti-racist materials available for staff.

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.

MCL Medics

[Occupational Health Services and Employee Assistance | MCL Medics (mcl-medics.com)](mcl-medics.com)

The College have used the external provider MCL Medics to deliver the College's Employee Assistance Scheme since September 2021.

The service provides confidential support and counselling and a wealth of guidance and resources. There is a telephone support service and resources are user friendly and App based. Employees can access the following resources via the App

- Access counselling easily & quickly
- Access our health & wellbeing hub
- Nutritional information created by nutritionists
- Fitness & yoga programmes
- Mindfulness guides

Mental Health

Mental Health Lead post

Introduced in September 2021, initially the post was intended to '*lead, co-ordinate and directly contribute to the development and delivery of a high-quality programme aimed at assisting GCC students and staff to tackle stigma and discrimination around mental health and wellbeing. This will be achieved through building the capacity of staff to support students affected by mental health conditions, increasing the emotional resilience of staff and students as well as supporting GCC to establish a mentally healthy community across the College.*'

However, the role has developed into a clinical and strategic role including consultation on supporting specific vulnerable students and responding to MHIRs and Safeguarding incidents. In addition to this, overseeing the MH first aiders, attending meetings with external bodies to promote the need and efficacy for MH support within colleges. These external bodies include Scottish Government, BACP and NHS Greater Glasgow and Clyde Mental Health Improvement Team.

MH first aiders

Seven Mental Health First Aiders are trained and supported to respond to MH incidents throughout the college population. They offer immediate intervention and support those involved to access appropriate help, whether that be inhouse or external.

Cases 2020-21, 2021-22 and to date 2022-23
Online recording system introduced September 2021.
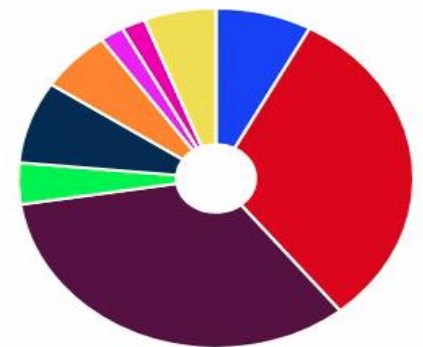- 21-22: 36
- 22-23: 37 (to March 2023)

Referral Totals since September 2021

Referral Service	Staff	Student	Contractors / Visitors	Other	Total
Student Advice		1			1
Counselling Service		16			16
Time to Talk Helpline		17			17
Learning Inclusion		2			2
GP		3			3
Accident and Emergency		1			1
999		3			3
CAMHS					0
Psychological Wellbeing Services					0

Signposting Details

● 999 ● Accident and Emergency ● GP
● other_external ● other_internal ●
Time to Talk Helpline ● Counselling Service
● Student Advice ● Learning Inclusion
● CAMHS ● Psychological Wellbeing
Services

Mental Health First Aiders

Contact: 0141 272 9000

People-centred   Pioneering   Principled   Passionate

Counselling

Glasgow Clyde College counselling service offers free, private counselling to the whole college community – staff as well as students. Sessions can help deal with personal problems including long-standing issues and short-term crises to help manage the situation in a way that feels appropriate and hopefully facilitates attendees reaching their potential within the college.

Number of clients
2020-21: 122
2021-22: 182 (1976 appointments)
2022-23: 210 (to date March 2023)

Top 5 presenting concerns/reason for attending
2020-21: Anxiety, Severe anxiety, low mood, depression, not coping.
2021-22: Anxiety, Severe anxiety, low mood, depression, not coping.
2022-23: Anxiety, Severe anxiety, depression, low mood, not coping.

Gender breakdown
2020-21: **M** 36 **F** 84 **O** 2   2021-22: **M** 58 **F** 147 **O** 3   2022-23: **M** 49 **F** 158 **O** 3

Specialist counsellors
- LGBT+
- Carers
- Cancer
- Bereavement

Time to Talk - available to the whole college community and staffed by qualified counsellors.

2020-21: 95 calls   2021-22: 209 calls   2022-23: 196 (to date)

Progress

We have developed and progressed many areas to mainstream equality, diversity and inclusion alongside our commitments.

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.

Report & Support E, A, F

Working in partnership with [Culture Shift](), the Report and Support tool was implemented at the start of 2022 and was introduced with a soft launch by hosting information on the College website and promoted engagement with the platform through College and GCCSA social media activity.

The system enhances the traditional platform of a reporting system and incorporates support information and signposting that is contextualised to each individual institution and is fully reflective of local support services.
Open access is provided to the platform and anyone can access the support resources at any point.
This online tool enables students and staff to report incidents of gender-based violence, racial harassment, hate crimes and other forms of inappropriate behaviour.

The reports can be made by any student, member of staff or member of the public and can be reported by name or anonymously. Limitations of anonymous reporting are fully explained on the platform and every report is directed through the appropriate College procedure, e.g. safeguarding, complaints, disciplinary, etc.

It is designed to provide confidence that any reports will be taken seriously and followed up as per the appropriate College procedure and system. By doing so, a central reporting and recording system with in-built analytics, automated case management protocols and contextualised support resources and signposting.

People-centred   Pioneering   Principled   Passionate

[Report + Support - Glasgow Clyde College](#)

In the first 5 months of activity there were 4 student reports of which 2 were anonymous and 2 were named. The reports included bullying, discrimination and GBV. Both named reports were fully investigated and support provided to the individuals.

In academic year 2022/23 we have actively promoted Report and Support through student inductions, information booklets and marketing campaigns.

Since September 2022, there have been 16 student reports of which 13 were named and 3 anonymous, as well as 1 anonymous staff report.

The reasons for reporting included bullying, discrimination, hate crime, racism, not sure and other.

All named reports have been followed up through the appropriate College procedure and support has been provided to individual reportees.

Nurturing College E, A
Nurturing College – Part of our aim for staff and students is 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.
Training across the college has included:
- Each and Every Child which is a new initiative to change hearts and minds on Care Experience
- Understanding Trauma, focusing on - improving awareness of toxic stress and its impact on the developing brain, noticing the signs and symptoms of trauma in young people, recognize when we are 'triggered' or are 'triggering' a young person
- Tools to deal with Stress, focusing on - Understanding the relate/rupture/repair cycle, applying self-care strategies to regulate our stress response, understanding and applying boundaries with empathy, connection and relationships.
- Understanding the foundations of attachment, recognising vulnerability is your strength, acknowledging authenticity within relationships, developing your capacity to look past the behaviour
Relationship based practice, focusing on,- Discussing human relationships and connection, Introducing ACEs and their impact, Introduction to Bystander Theory, A tool for Behaviour Change

Reports on the Nurturing College have been made to both Board of Management and SLT and have been followed by a SLT workshop to determine the next steps.

Targeted events have been planned and in February the Faculty of Health and Wellbeing delivered an exceptionally well-received event for students, staff and stakeholders regarding ['The Promise'](#) and this has provided the blueprint for future events as part of the Nurturing College approach.

Action for Children – STAY E, A

As part of the Glasgow Colleges regional Board (GCRB) Plan of Action and a complementary activity funded by the Robertson Trust, Glasgow Clyde College works in collaboration with Action for Children in order to support young people transition and study at college. This primarily focuses upon care experienced learners but has expanded over recent months to include other categories of vulnerable learners including carers and those from SIMD 10 areas. Part of the programme has focused upon the transition of vulnerable young people from school to college and this has seen a significant development of the links between the School Liaison Team with the College, our local authority partners and Action for Children.

Read more about STAY.

New HR Recruitment Procedure E, A

Being an Employer of Choice is a key strand of the College's strategic plan 22-25 and therefore our recruitment procedure and practices will be key drivers in realising this objective.

Modernising recruitment and embedding the College's core principles is vital for success. Finding the right people for the right roles at the right time is essential in the College's commitment to being an employer of choice for future and existing employees. We recognise that fair, consistent and effective recruitment, selection and retention of skilled and motivated employees is essential for meeting the organisation's needs and providing a quality learning experience for students.

As a socially progressive and inclusive employer, the College is committed to advancing diversity and equality through employment practices that will remove barriers and attract and retain staff whom reflect the College values.

The revised Recruitment Procedure provides a user-friendly yet robust framework for the selection of all staff and meets the requirements of the College's Equal Opportunities policies, the Equality Act 2010 and our commitment to being Disability Confident.

Dignity & Respect at Work E, A, F

Glasgow Clyde College is committed to the prevention of unlawful discrimination and to creating a work environment free of harassment and bullying, where everyone is treated with dignity and respect. Harassment, bullying and victimisation will not be tolerated. The College's aim is to provide a supportive workplace, free from offensive behaviour.

People-centred   Pioneering   Principled   Passionate

Working with colleagues representing EIS, UNISON and GMB we have developed documents, guidance and training demonstrating our joint commitment to ensuring that bullying and other unacceptable behaviour has no place in our college.

[Read the Joint Statement on Dignity and Respect in the Workplace.](#)

Guidance for Supporting Trans Students & Staff E, A, F

As a College we always strive to represent out College Values of being Principled and People-Centred by creating an inclusive and diverse environment in which everyone is supported to excel, and to realise their full potential. Therefore we are proud to publish and promote our new **Guidance for Supporting Trans Students and Staff** in our College community.

Our Equality, HR & GCCSA teams have been working collaboratively with staff and students to create this digital resource available to everyone. It is fully inclusive of, and extends its protection over, all non-binary and gender-fluid identities and will be a useful document for all staff members and students, be they trans or supportive allies**.**

Mental Health Forum E, A, F

The MHF consists of a wide spectrum of staff who have volunteered to join, including Assistant Principals, academic and support staff. We meet monthly and consider different aspects of college life through the lens of MH. We reflect on issues raised and plan how to improve the college systems, culture or resources. Other staff are often invited at attend as a guest if they have been involved in a particular area e.g. admissions.

Wellbeing Officer Role E, A, F

A new temporary post was created in April 2022, extended to July 2023 to lead on the delivery of the College's Health and Wellbeing initiatives for staff, build on existing practice and lead on the development and implementation of a health and wellbeing programme for colleagues across the College.

Targeting key issues by using a range of data to inform priorities, the objective of the role has been to increase the emphasis on health promotion and ill-health prevention.

The role ensures that our initiatives are current and up to date with new developments, and that we have an effective communication strategy in place. Leading on the scoping, design, delivery, commissioning and evaluation of mental and physical health and wellbeing events and activities for colleagues is key.

Dedicated Staff Intranet Health & Wellbeing Page E, A

- A health and wellbeing page has been developed to provide a single point of access for all health and wellbeing information and resources and to signpost staff to further support. The health and wellbeing page includes a monthly wellbeing programme showcasing health and wellbeing opportunities available throughout the college (eg wellbeing treatments, mindfulness sessions, exercise classes, healthy eating group, m- word forum groups, financial wellbeing webinars etc).
- The health and wellbeing page includes a section on mental health and menopause with information and signposting to further support.
 - Promoted in Clyde Connects, email and via team meetings
 - Published December 22, over 500 views to date (Feb 2023)

Menself Men's Health E, A,

MENSELF + (**M**en (**E**ncouraging and (**N**urturing (**S**elf (**E**fficacy to (**L**ive (**l**ife (**F**ully) offers a range of innovative and relevant educational support services with a view to improving the health and well-being of men in Scotland.

We welcomed them across the campuses and they offered Male MOTs (22nd-24th November 22)
- 39 staff received a men's health MOT covering a variety of physical and mental health topics.

[Find out more about the Menself MOTs.](#)

People-centred   Pioneering   Principled   Passionate

Menopause E, A,

- New Menopause Procedure launched

- Celebrated World Menopause month with the Launch of *M-Word Menopause and Perimenopause Forums* 26th October 2022 and an accompanying communication about why we are talking about menopause. These drop-in forums meet once a month and are a safe place for people to come together, share their experiences, listen to others, learn and support each other. These forums run on each campus as well as online and have an accompanying Teams page for sharing information. 29 people currently registered.

- We are working with Henpicked to become an accredited menopause friendly employer. Committed to providing training, awareness and guidance to help us to properly support those experiencing menopause symptoms. A group of menopause champions are working on our menopause action plan.
- We worked with Charlie Waller to develop a training session which raised awareness of Menopause and also provided all managers with key information from our procedure – including what their responsibilities are.
- Menopause awareness sessions have also been made available to staff with both face to face and online sessions available. We had 71 staff attending various face to face courses and 30 online.

EmilyTest Charter E

At Glasgow Clyde College we believe that all members of the College community have the right to study and work without experiencing any form of Gender Based Violence (GBV), abuse or harassment. The College understands that anyone can be a victim/survivor of GBV.

The GBV Charter was launched across Scotand on the 6th December 2021. In the first phase charter, seven Scottish institutions applied to engage. As of Spring 2023, this community has grown to include 13 institutions across Scotland.

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

We were proud to be a pilot college for the charter and are now moving from taking the Pledge to Taking the Test in the next 18 months.
Click here for further details about the charter.

GBV Working Group E

In order to develop and progress our work to support our community against all aspects of GBV, we have a new Working Group which will inform and challenge the development process we are currently going through with the EmilyTest Charter. The group will also work beyond the charter to increase awareness of GBV and provide our staff and students with confidence that they can access support should they be impacted upon by GBV.

White Ribbon E, F

The College is delighted to achieve White Ribbon Status and was formally presented with the award by White Ribbon Scotland at a small ceremony on Friday 10 December 2021.

Davy Thomson from White Ribbon with the GCCSA team 2021-22

Glasgow Clyde College Student Association (GCCSA) joined the White Ribbon Scotland Status Campaign (which aims to tackle men's violence against women) in academic year 2019 / 2020.
The College received the award in recognition of the work that it has done, led by GCCSA, to campaign and raise awareness of all forms of gender-based violence.
The GCCSA worked to raise awareness and to enhance support networks around the College for students and staff, but also in the wider community.
The work has encompassed three Student Officer teams and continued despite the pandemic.

Some of the key points over the campaign were:
- A White Ribbon Steering group was created
- Campaign launched and gained support from the Principal
- The GCCSA committed to supporting White Ribbon Day (25 November) and the 16 Days of Action that follow it each year.
- Creation of a document with details of 16 support organisations which was shared with students.

People-centred   Pioneering   Principled   Passionate

- A dedicated White Ribbon logo was created for use during any campaign promotion.

- Hold an annual event in Glasgow Central Station on White Ribbon Day to raise awareness.

White Ribbon Scotland have a Parliamentary Reception in May 2023. The staff extended an invite to GCCSA to send representatives due to our involvement with the charity and our attainment of White Ribbon Status. The event is sponsored by Paul McLennan MSP and the conference will focus on the work that they are doing, as well as the work they are going to do and how this contributes to ending violence against woman. There will also be talks from ambassadors, trustees and other organisations that they partner with. It is an honour for GCCSA to be invited to represent at the event.

Now that White Ribbon Status has been achieved, the college and GCCSA team are committed to a range of activities going forward to ensure that we have a safe community for staff and students.

People-centred   Pioneering   Principled   Passionate

Healthy Body Healthy Mind – Scottish Student Sport

[Healthy Body Healthy Mind](#) supports colleges and universities in improving student and staff well-being and inspires positive changes on campus. In receiving an Award, institutions demonstrate how they are encouraging sport and physical activity, a smoke-free culture and good mental health.

GCCSA are involved in the Healthy Body Healthy Mind Award in it's newest format. GCCSA have completed the training towards part of the award due to our work around physical activity, mental health and smoking prevention. GCCSA is currently very close to achieving the Bronze award after which, the aim would be to continue forward, build on our work and aim for the Silver award at the next level.

Regional Football Tournament E, A, F

Glasgow Clyde College Student Association collaborates with fellow regional student associations. This included taking part in a **5 a side Regional Football Tournament** with City of Glasgow and Glasgow Kelvin at Power league Glasgow. This event was in partnership with **White Ribbon Scotland** to help raise awareness and support work to eradicate gender-based violence.

Staff from the three Glasgow Colleges

People-centred   Pioneering   Principled   Passionate

All GCC players and the GCCSA Team wore [FC United Shirts](#) for this event to support this additional campaign and show that we are all united in preventing suicide.

LGBT Youth Scotland Charter E, A, F

Picture shows, L-R: Daniel Bustillos (LGBT Youth Scotland - presenting the award), Amie Logan, Johanna Thomson, Gosia Zych and Motwakil Muhammed. The GCCSA student exec team from 2021/2022

Glasgow Clyde College's Student Association (GCCSA) achieved the silver LGBT Charter Award September 2022, following a year-long programme to create a more inclusive environment for students.

Awarded by LGBT Youth Scotland, the charter enables organisations to proactively include LGBT people in all aspects of their work. GCCSA were recognised by demonstrating how they support those who identify as LGBT at the College, which includes developing staff training, policies and legislation, and by celebrating key dates including LGBT History Month, Trans Day of Visibility and Pride.

As part of the programme, GCCSA created student and staff Champion Groups, which helped provide insight and input into LGBT issues that students may face. The Student Association also worked closely with Glasgow Clyde College's HR and Equality teams to create and launch supporting resources, such as the College's first Trans Guidance booklet, created for staff and students to use.

Staff Networks E, A, F

We celebrated LGBT History Month with the launch of our new LGBT+ Staff Network here at Glasgow Clyde College. This inclusive network provides a safe, supportive and welcoming space for anyone from the LGBT+ community and their allies. The network is run by staff, for staff and will further raise LGBT+ awareness, visibility and belonging across the college. The first meeting took place Fri 10th Feb 2023.

Staff Networks are being set up as part of our wider desire to learn more about our staff and support needs.

Breastfeeding Friendly Award E

Image shows former PDA Maternity Support student Kelly Flannery, and Baby Lyra on campus.

We are proud that Glasgow Clyde College has become Scotland's first Further Education institution to obtain accreditation from Breastfeeding Friendly Scotland, allowing mothers to breastfeed on campus with confidence and ease.

Supported by the Scottish Government, the scheme aims to provide mums with positive experiences of breastfeeding when in public and allows organisations to display their membership of the scheme in the hopes of encouraging mums to feel comfortable breastfeeding on their premises.

Glasgow City Health and Social Care Partnership (HSCP) have been working in conjunction with Glasgow Clyde College staff and students with the aim of promoting and actively contributing towards a positive breastfeeding culture and increasing breastfeeding rates within communities across Glasgow.

Annette Dougan, Health Improvement Practitioner at NHS Greater Glasgow and Clyde, said: "*Glasgow City Health and Social Care Partnership (HSCP) have been working in conjunction with Glasgow Clyde College staff and students with the aim of promoting and actively contributing towards a positive breastfeeding culture and increasing breastfeeding rates within our Glasgow communities.*"

All three of Glasgow Clyde College's campuses - Langside, Cardonald and Anniesland - display the accreditation throughout their buildings and public spaces. There are support teams at each campus and each have a dedicated breastfeeding space with fridges for the storage of breast milk.

To mark Scottish Breastfeeding Week (13-19 June), the college hosted an informative Instagram Live session to explore the benefits of breastfeeding and what this new accreditation means for mums on campus.

Staff Monitoring Data and Analysis

The following information provides an overview of the results of equal opportunity monitoring carried out at Glasgow Clyde College. The purpose of this is to collect data on the characteristics of the establishment's staff, including their gender, age, ethnicity, religion, sexual orientation, and disability status. The report presents the findings of monitoring, highlighting key trends and patterns in the data, as well as areas where there may be opportunities for improvement with respect to promoting diversity, inclusivity, and equality of opportunity within the establishment. The data collected provides a valuable resource for the college's leadership team and other stakeholders in their efforts to create a supportive and inclusive environment for all staff members.

Data from 14th February 2023 shows, Glasgow Clyde College staff headcount was 1,058. Of this, 673 were female and 385 were male.
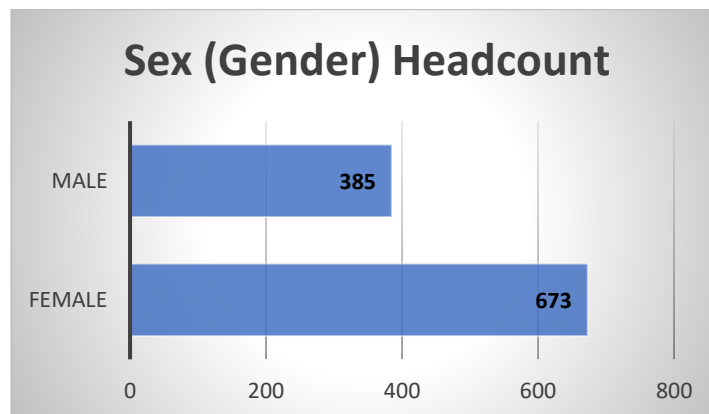
The ratio of female to male staff members at Glasgow Clyde College is an important consideration, but it is not be the sole focus of concern. It is important to ensure that all employees, regardless of gender, are treated fairly and equitably, and that we provide equal opportunities for career development and other benefits.

While a gender imbalance in the workforce may raise questions about potential biases in recruitment and promotion processes, it is also possible that the disparity reflects the relative availability of qualified candidates of each gender in the relevant job market.

Therefore, we feel it is important to examine the underlying reasons for gender imbalance and we have taken appropriate actions to address any potential issues. This includes ensuring that recruitment and promotion processes are fair and free from bias, promoting diversity and inclusivity in the workplace, and providing opportunities for training and career development for all staff members.

The graph below, depicts the age distribution of staff by gender, and it is evident that the largest number of male and female staff members fall within the age range of 48-57 years old.

Age Groups by Gender

Age Group	Male	Female
78-87	0	1
68-77	13	15
58-67	87	142
48-57	115	230
38-47	88	165
28-37	65	90
18-27	17	30
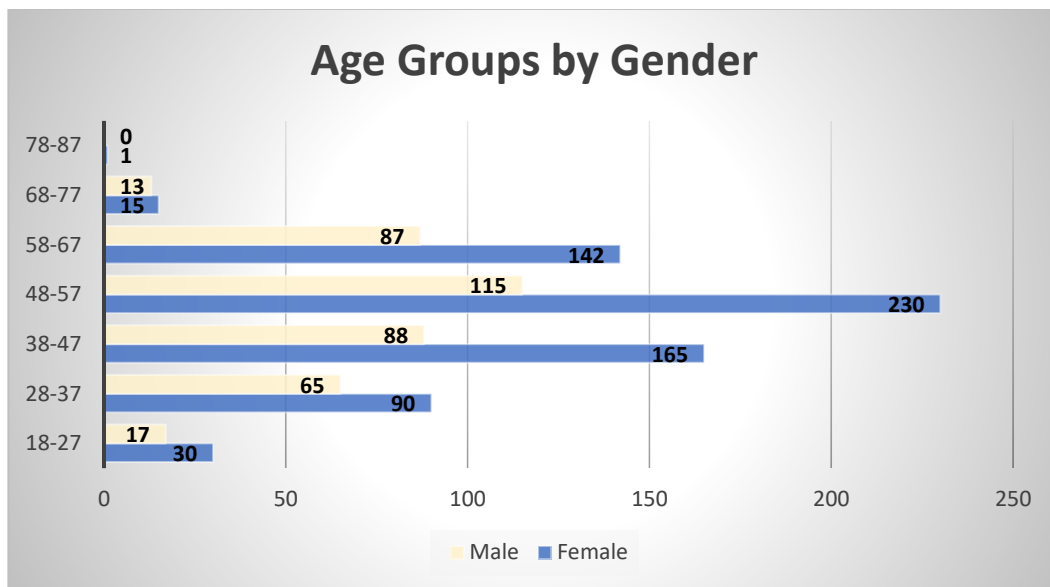
The age distribution of staff at Glasgow Clyde College is an important consideration, as it can have implications for workforce planning and succession management. However, having a majority of staff members in a particular age group does not necessarily imply a cause for concern on its own.

Having a diverse range of ages and experience levels can bring different perspectives and skill sets to an organisation. We are aware of the importance of ensuring that we also recruit and retaining younger staff members to ensure a pipeline of talent for the future.

To address potential concerns related to an uneven age distribution, the college are considering strategies to attract and retain younger talent, such as offering career development opportunities and creating a supportive and inclusive work environment that appeals to younger workers. We also realise the importance of providing opportunities for older staff members to transfer their knowledge and experience to younger staff members through mentoring, training, and other forms of knowledge transfer.

According to the data run on 14th February 2023, the majority of staff at Glasgow Clyde College report being married.

Marital Status Headcount

Marital Status	Count
CIVIL PARTNERSHIP	3
WIDOWED	10
SEPARATED	13
DIVORCED	45
PARTNER	107
SINGLE	167
PREFER NOT TO SAY	215
MARRIED	498
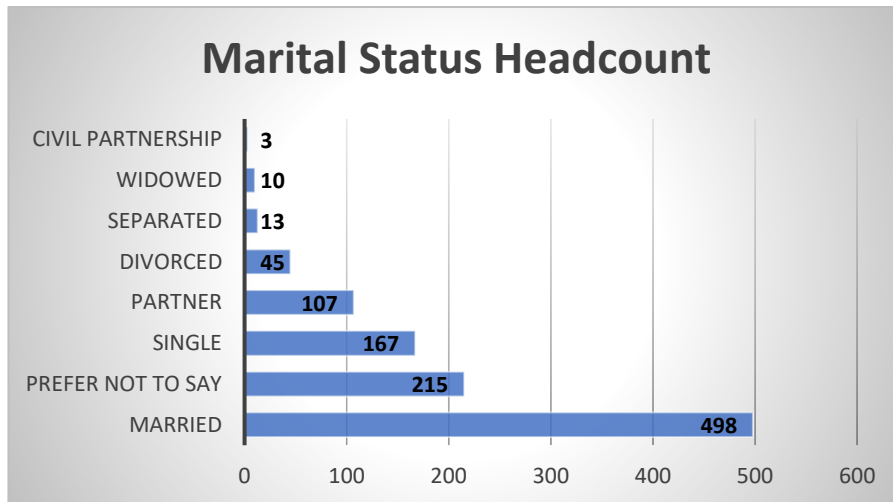
Based on available data, it appears that the majority of staff at Glasgow Clyde College identify as heterosexual. The number of individuals identifying as gay man, gay woman/lesbian, and bisexual is comparatively lower. Additionally, there are 301 staff members who have chosen not to declare their sexual orientation. These findings suggest that there may be a need for increased awareness and support for staff members who identify as LGBTQ+.

Sexual Orientation Headcount

Sexual Orientation	Count
GAY WOMAN/LESBIAN	13
GAY MAN	14
BI-SEXUAL	14
PREFER NOT TO SAY	301
HETEROSEXUAL/STRAIGHT	716
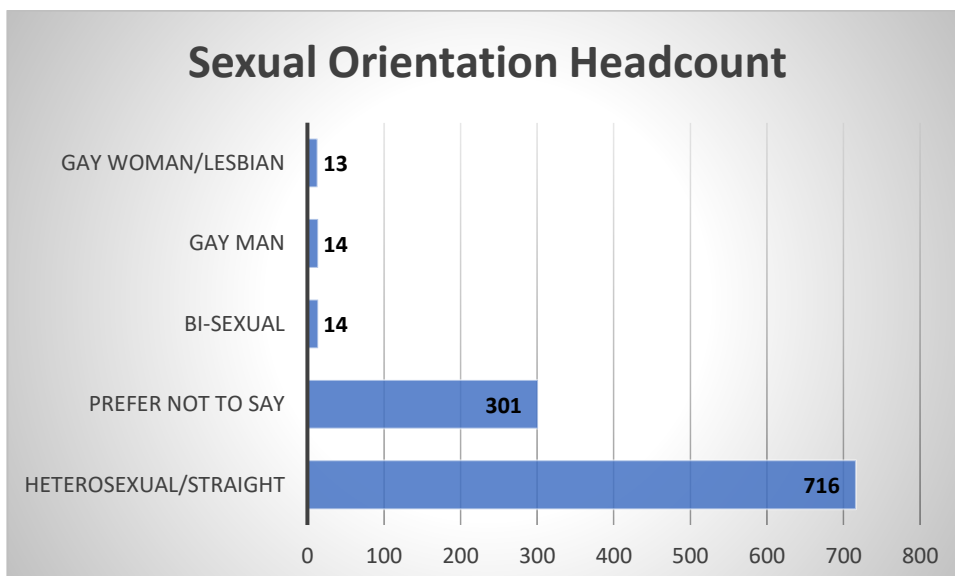
Based on the available data, the majority of staff at our establishment prefer not to disclose their religious affiliation. The second largest group consists of staff who report having no religious belief. Among those who have disclosed their religious beliefs, the dominant faiths are Roman Catholic and Protestant. These findings suggest that there may be a need for increased efforts to promote inclusivity and respect for diverse religious beliefs and non-belief within the workplace.

Religion Headcount

Category	Count
JUDAISM - REFORMED	1
	1
SIKHISM	2
	2
ISLAM - SUNNI	8
	13
OTHER	23
	31
ATHEIST	48
	140
CHRISTIAN - ROMAN CATHOLIC	148
	292
PREFER NOT TO SAY	349
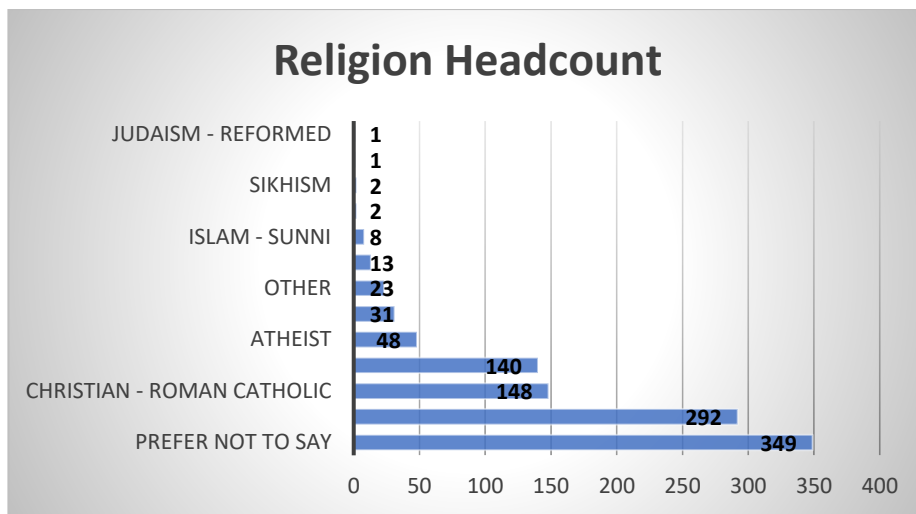
In terms of ethnic origin, the data indicates that the majority of staff at Glasgow Clyde College identify as white Scottish (713 individuals). The numbers for other ethnic groups, including Indian, Pakistani, African, Chinese, and others, are relatively low, with fewer than 10 staff members per category. These findings suggest a need for continued efforts to promote diversity and inclusivity within the establishment.

Ethnic Origin Headcount

Category	Count
Any other black background	1
Any other ethnic group	2
Any other Asian or Asian British Background	2
Indian	3
Chinese	4
Any mixed background	4
African	4
Pakistani	9
Any other White background	13
White Irish	16
White Other	23
White English	41
White	65
Prefer not to say	159
White Scottish	713
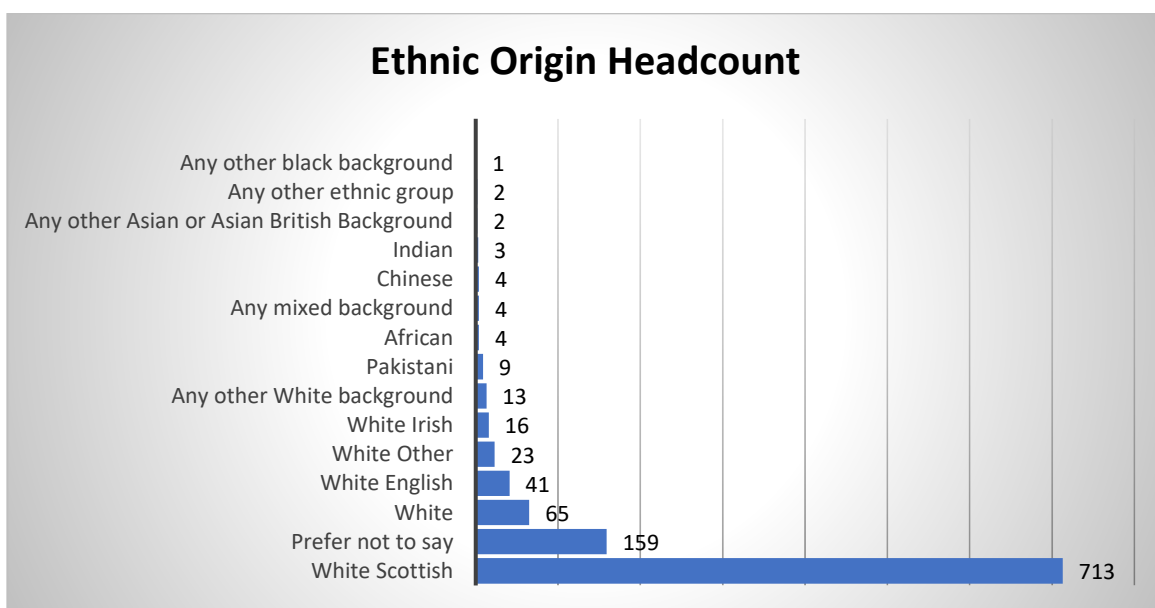
There has been a slight increase from 2.3% to 2.74% in our BME grouping.

The data on staff disclosing a disability indicates that individuals with disabilities are in the minority, with only 4%, 39 people having disclosed that they have a disability. However, a much larger group of 314 staff members have chosen not to disclose whether or not they have a disability. This highlights the importance of ensuring that staff feel comfortable and supported in disclosing any disabilities they may have, and that the establishment provides an inclusive and accommodating environment for all employees.
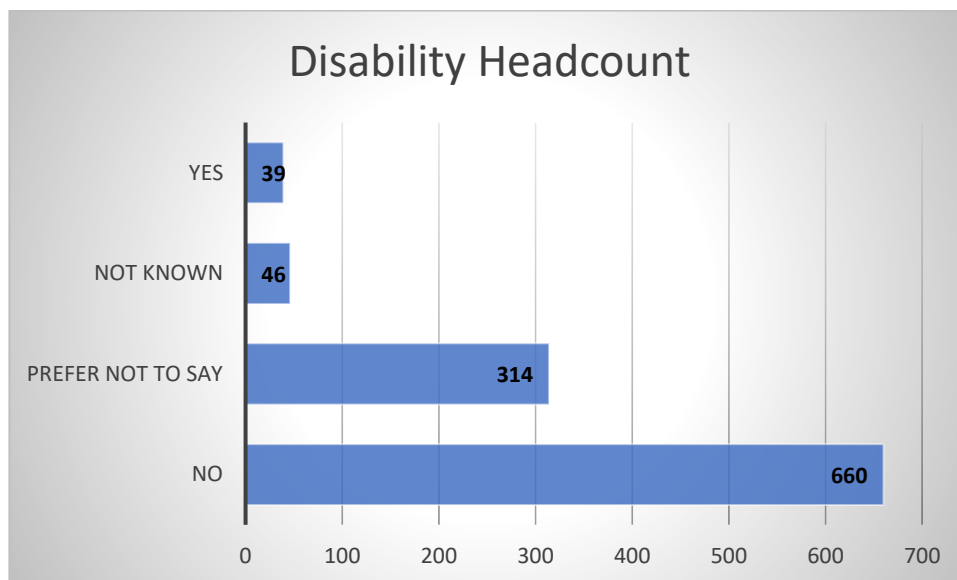
Disability Headcount

Category	Count
YES	39
NOT KNOWN	46
PREFER NOT TO SAY	314
NO	660

Staff Professional Development Hours 2020-2021

Total CPD hours for period   4178.65

Marital Status	Headcount	%
Single	293	7.01%
Married	1461	34.96%
Partner	210	5.03%
Prefer not to say	231	5.53%
Not known	288	6.89%
Divorced	172	4.12%
Separated	55	1.32%
Widowed	24	0.57%

Sexual Orientation	Headcount	%
Bi-Sexual	25	0.60%
Gay Man	32	0.77%
Gay Woman/Lesbian	13	30.00%
Heterosexual/Stright	1954	46.76%
Not Known	558	13.35%
Prefer not to say	152	3.64%

Ethnic Origin	Headcount	%
African	13	0.31%
Any mixed background	3	0.07%
Any other black background	3	0.07%
Any other ethnic group	11	0.26%
Any other white background	50	1.20%
Chinese	45	1.08%
Indian	1	0.02%
Pakastani	10	0.24%
White	140	3.35%
White English	110	2.63%
White Irish	30	0.72%
White other	57	1.36%
White Scottish	1881	45.01%
Prefer not to say	64	1.53%
Not known	316	7.56%

Consider Disabled	Headcount	%
Yes	110	2.63%
No	1824	43.65%
Not known	800	19.14%

Religion	Headcount	%
Agnostic	95	2.27%
Atheist	151	3.61%
Christian - Orthodox	50	1.20%
Christian - Protestant	429	10.27%
Christian - Roman Catholic	351	8.40%
Sikhism	1	0.02%
Islam - Sunni	17	0.41%
Judaism - Reformed	3	0.07%
Other	85	2.03%
Prefer not to say	261	6.25%
I have no religious beliefs	694	16.61%
Not Known	597	14.29%

Sex	Headcount	%
Female	1957	46.83%
Male	777	18.59%

Staff Professional Development Hours 2021-2022

Total CPD hours for period   6045.48

Marital Status	Headcount	%
Single	247	4.09%
Married	1463	24.20%
Partner	274	4.53%
Prefer not to say	127	2.10%
Not known	113	1.87%
Divorced	127	2.10%
Separated	56	0.93%
Widowed	6	0.10%

Sexual Orientation	Headcount	%
Bi-Sexual	22	0.36%
Gay Man	33	0.55%
Gay Woman/Lesbian	11	0.18%
Heterosexual/Stright	1939	32.07%
Not Known	301	4.98%
Prefer not to say	105	1.74%

Ethnic Origin	Headcount	%
African	10	0.17%
Any mixed background	18	0.30%
Any other black background	4	0.07%
Any other ethnic group	11	0.18%
Any other white background	40	0.66%
Chinese	34	0.56%
Indian	7	0.12%
Pakastani	4	0.07%
White	168	2.78%
White English	105	1.74%
White Irish	37	0.61%
White other	32	0.53%
White Scottish	1724	28.52%
Prefer not to say	35	0.58%
Not known	182	3.01%

Consider Disabled	Headcount	%
Yes	62	1.03%
No	1778	29.41%
Not known	571	9.45%

Religion	Headcount	%
Agnostic	100	1.65%
Atheist	131	2.17%
Christian - Orthodox	20	0.33%
Christian - Protestant	443	7.33%
Christian - Roman Catholic	404	6.68%
Sikhism	7	0.12%
Islam - Sunni	14	0.23%
Judaism - Orthodox	6	0.10%
Other	42	0.69%
Prefer not to say	220	3.64%
I have no religious beliefs	325	5.38%
Not Known	699	11.56%

Sex	Headcount	%
Female	1666	27.56%
Male	745	12.32%
Not known	0	0.00%

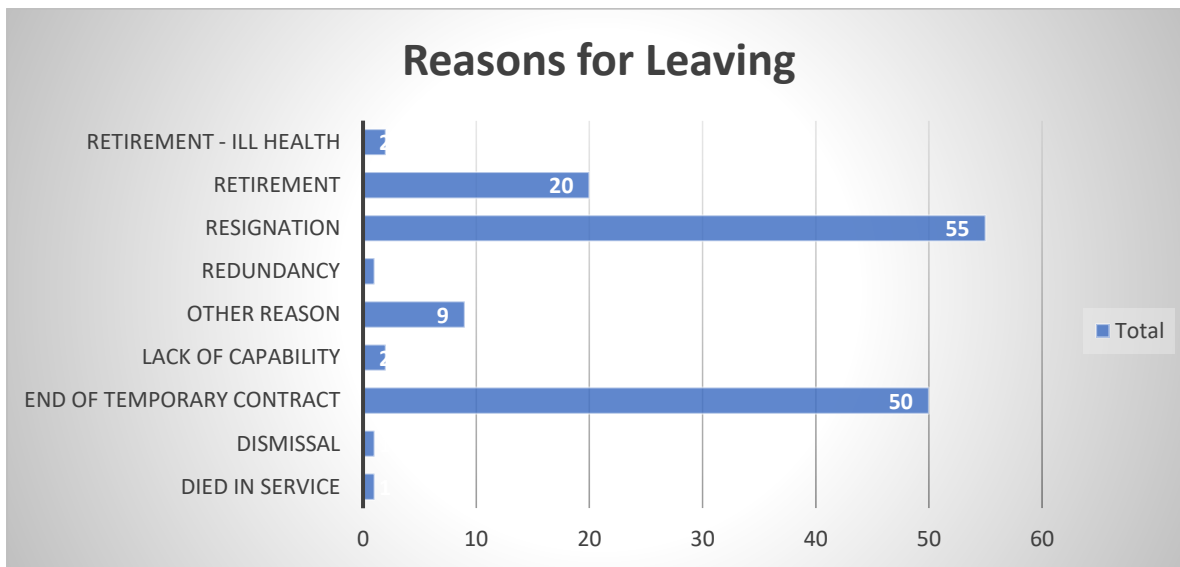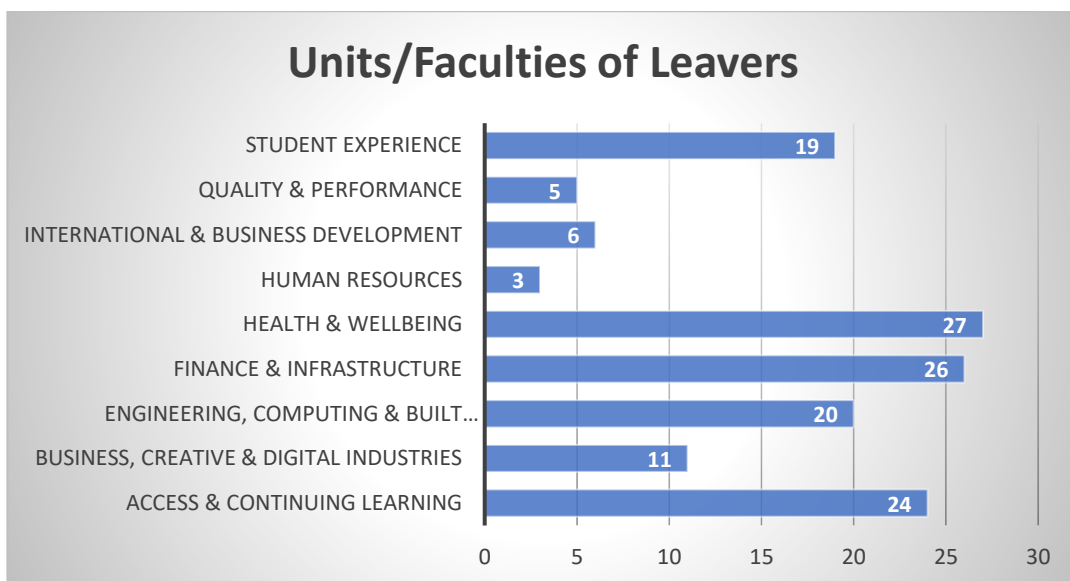**Leavers**

Over the 12 months between 15th February 2022 and 14th February 2023, the college saw 141 staff leave the organisation.

Reasons for Leaving

Reason	Total
RETIREMENT - ILL HEALTH	2
RETIREMENT	20
RESIGNATION	55
REDUNDANCY	1
OTHER REASON	9
LACK OF CAPABILITY	2
END OF TEMPORARY CONTRACT	50
DISMISSAL	1
DIED IN SERVICE	1

The highest reason category for leaving was 'resignation' by 55 employees. The next highest category was 'end of temporary contract' which included 50 employees. 56% of leavers were from lecturing roles and 44% from support roles.

Units/Faculties of Leavers

Unit/Faculty	Total
STUDENT EXPERIENCE	19
QUALITY & PERFORMANCE	5
INTERNATIONAL & BUSINESS DEVELOPMENT	6
HUMAN RESOURCES	3
HEALTH & WELLBEING	27
FINANCE & INFRASTRUCTURE	26
ENGINEERING, COMPUTING & BUILT...	20
BUSINESS, CREATIVE & DIGITAL INDUSTRIES	11
ACCESS & CONTINUING LEARNING	24

The data above does not show any particular area, that has any cause for concern for high numbers of leavers.
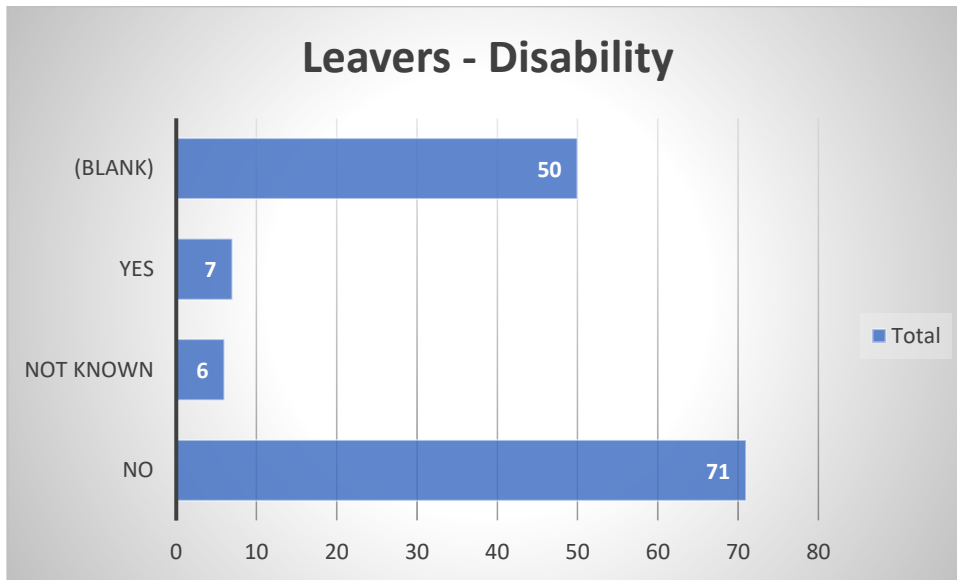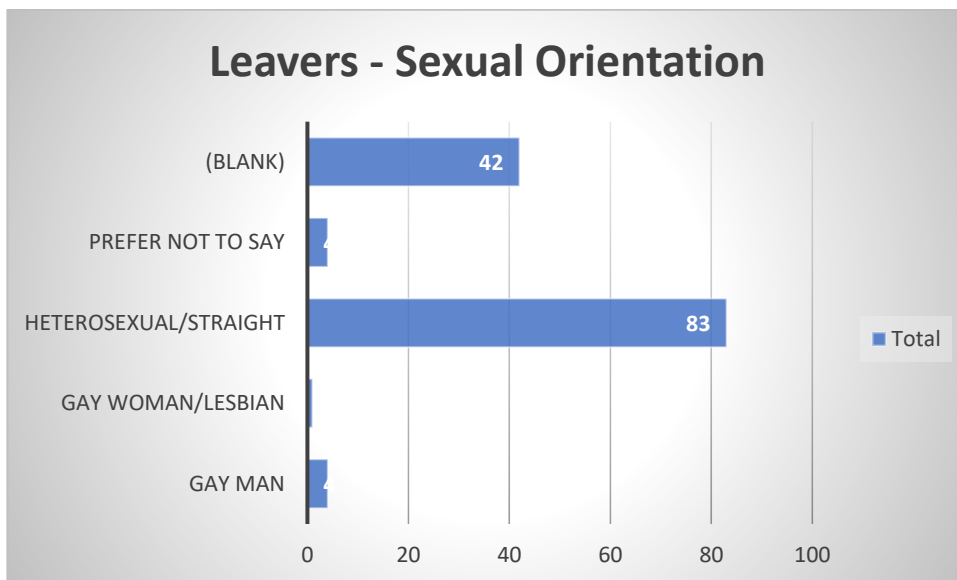
Leavers - Disability

Category	Total
(BLANK)	50
YES	7
NOT KNOWN	6
NO	71

5% of leavers in the past year had declared a disability. 37% had failed to disclose either way.

Leavers - Sexual Orientation

Category	Total
(BLANK)	42
PREFER NOT TO SAY	
HETEROSEXUAL/STRAIGHT	83
GAY WOMAN/LESBIAN	
GAY MAN	

62% of leavers identified as being heterosexual/straight, 34% left this answer blank or chose prefer not to say. Leaving 4% in the gay man, and gay woman groupings.

Leavers - Ethnicity

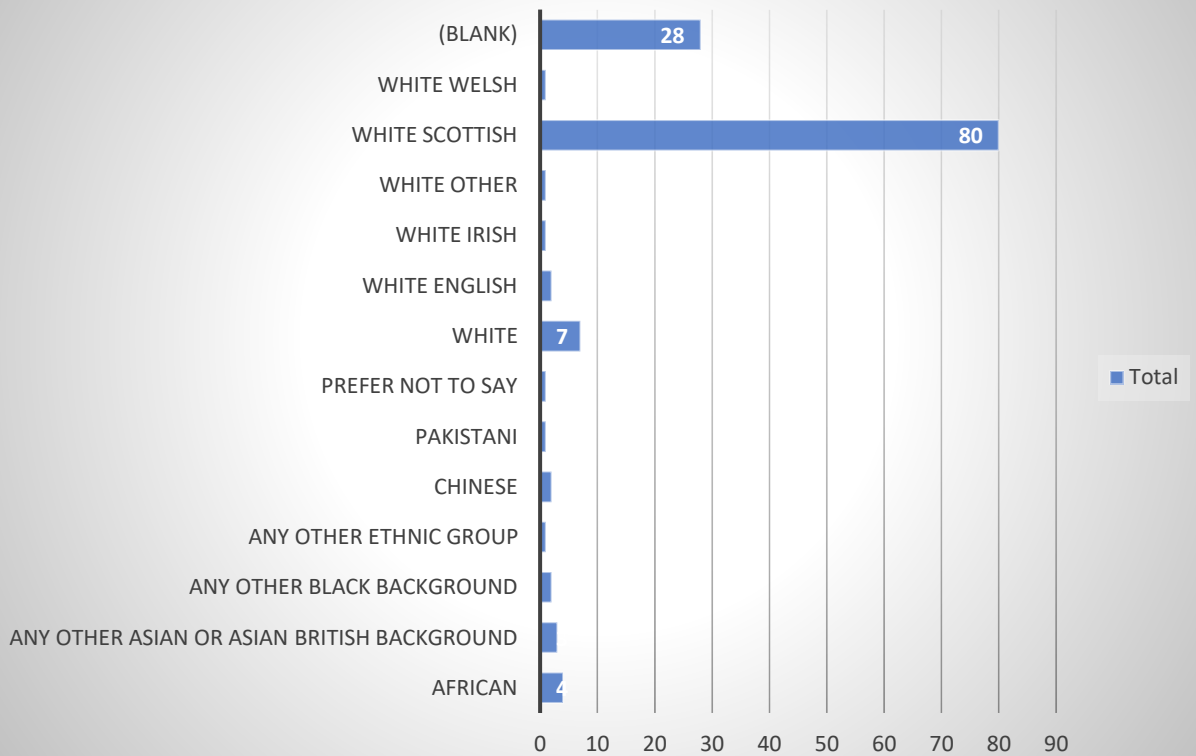
Ethnicity	Total
(BLANK)	28
WHITE WELSH	
WHITE SCOTTISH	80
WHITE OTHER	
WHITE IRISH	
WHITE ENGLISH	
WHITE	7
PREFER NOT TO SAY	
PAKISTANI	
CHINESE	
ANY OTHER ETHNIC GROUP	
ANY OTHER BLACK BACKGROUND	
ANY OTHER ASIAN OR ASIAN BRITISH BACKGROUND	
AFRICAN	4

The ethnicity of leavers is highest in 'White Scottish' 60%, which correlates with the college demographic. The next highest figure, 22% comes from staff who did not disclose their ethnicity. There does not appear to be any cause of concern in relation to these figures.
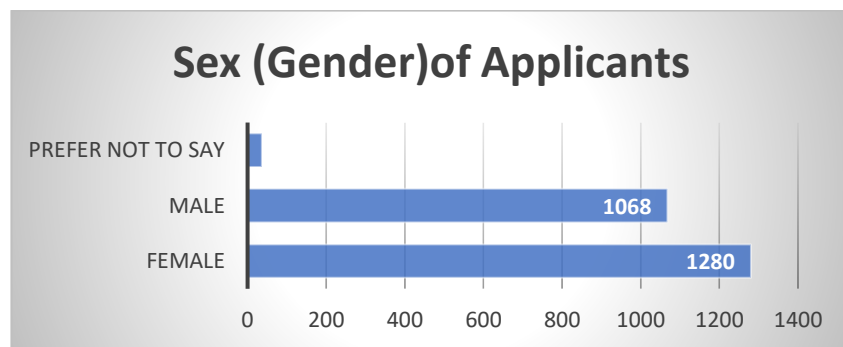
Recruitment Equality and Diversity Statistics

At our establishment, we maintain a steadfast commitment to upholding the principles of equality, diversity, and inclusion throughout our recruitment endeavours. To ensure impartiality and justness for all candidates, our recruitment process is designed to eliminate unconscious bias. Glasgow Clyde College continually monitors the composition of job applicants to uphold equal opportunity and promote diversity. In pursuit of this goal, we collect equality monitoring information from all job applicants from the time of application through to appointment and beyond. As part of the application process, external candidates are required to complete an equality monitoring form, which is not included as part of shortlisting. All monitoring forms are securely retained by the HR department and are accessible solely to members of the HR Department. The following data relates to both internal and external recruitment carried out by the College between September 2021 and August 2022. Over this period, we advertised 106 positions, and received a total of 2,399 applications. The following data presents a breakdown by protected characteristic.

Gender

Of the 2,399 applicants, 1,289 were female, 1,074 were male and 36 preferred not to disclose their gender.

Sex (Gender)of Applicants

Category	Value
PREFER NOT TO SAY	
MALE	1068
FEMALE	1280

(0, 200, 400, 600, 800, 1000, 1200, 1400)

Disability

Of the 2,399 applicants, 72 disclosed that they had a disability.

Disability disclosed by Applicants

Category	Total
YES	72
	2327

(0, 500, 1000, 1500, 2000, 2500)
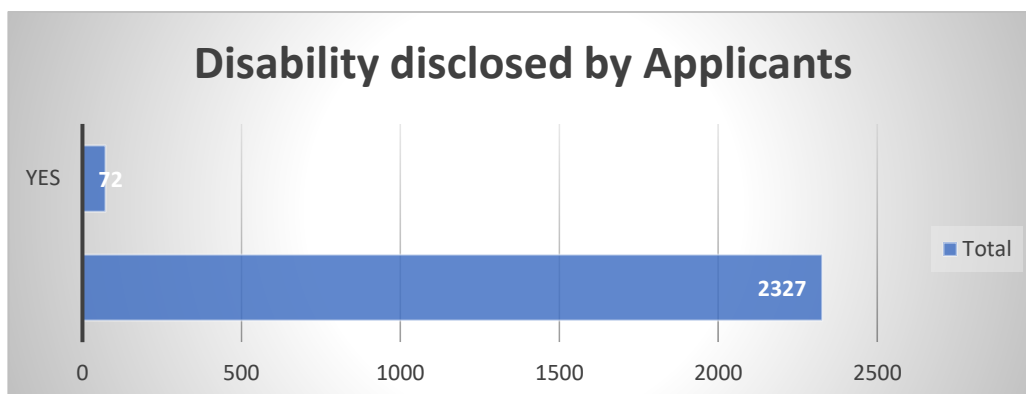
Ethnicity

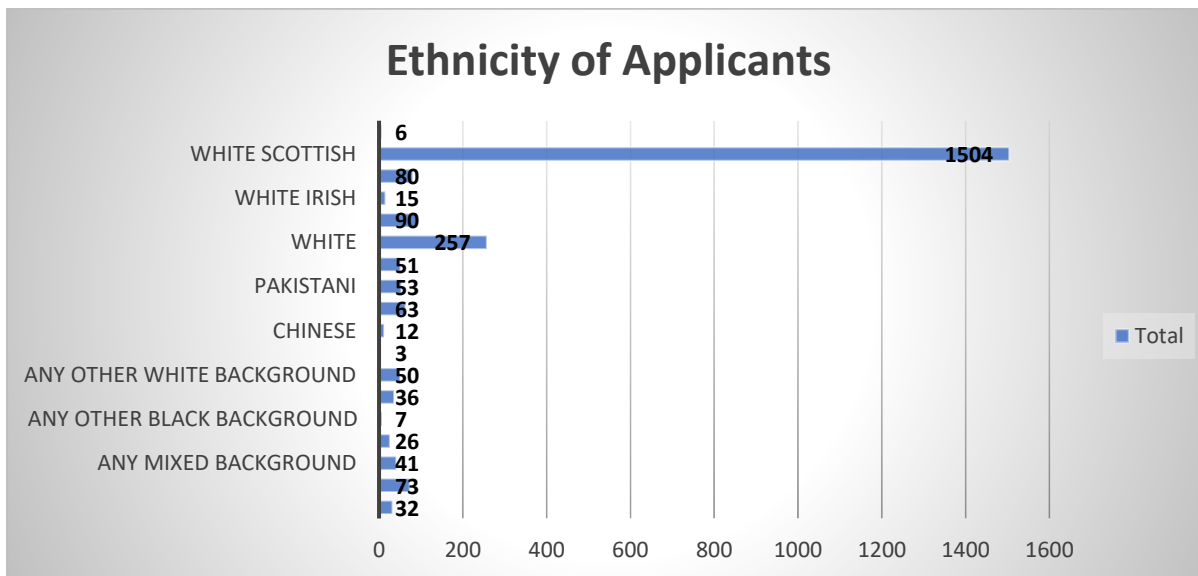The majority of applications, 73%, have come from people who have described their ethnicity as White or White Scottish. Other white accounts for a further 8% of applicants, leaving 19% from other non-white ethnic origins.

Ethnicity of Applicants

	6
WHITE SCOTTISH	1504
	80
WHITE IRISH	15
	90
WHITE	257
	51
PAKISTANI	53
	63
CHINESE	12
	3
ANY OTHER WHITE BACKGROUND	50
	36
ANY OTHER BLACK BACKGROUND	7
	26
ANY MIXED BACKGROUND	41
	73
	32

■ Total

0   200   400   600   800   1000   1200   1400   1600

The recruitment figures for applicants indicate that the majority of applicants, 73%, have described their ethnicity as White or White Scottish. This finding is not surprising, given that Scotland is predominantly White Scottish, and this is reflective of the wider demographic of the country.

Other White accounts for a further 8% of applicants, which could include but is not limited to, people from Eastern Europe and other parts of the UK. This group represents a diverse range of cultures and ethnicities and may have different experiences and perspectives that can add value to the workplace.

The remaining 19% of applicants come from other non-White ethnic origins, indicating a growing trend of diversity in Scotland. This group includes people from Asian, Black, Mixed Ethnicity, and other ethnic backgrounds. The high proportion of non-White applicants highlights the importance of creating a diverse and inclusive workplace that values different experiences and perspectives.

As inclusive employers we have taken note of this trend and will continue to ensure that our recruitment processes are inclusive, welcoming, and accessible to all applicants, regardless of their ethnicity or cultural background.

Overall, the recruitment figures indicate a diverse pool of applicants with varying ethnic backgrounds, including a significant proportion of White Scottish applicants, followed by other White and non-White ethnic origins.
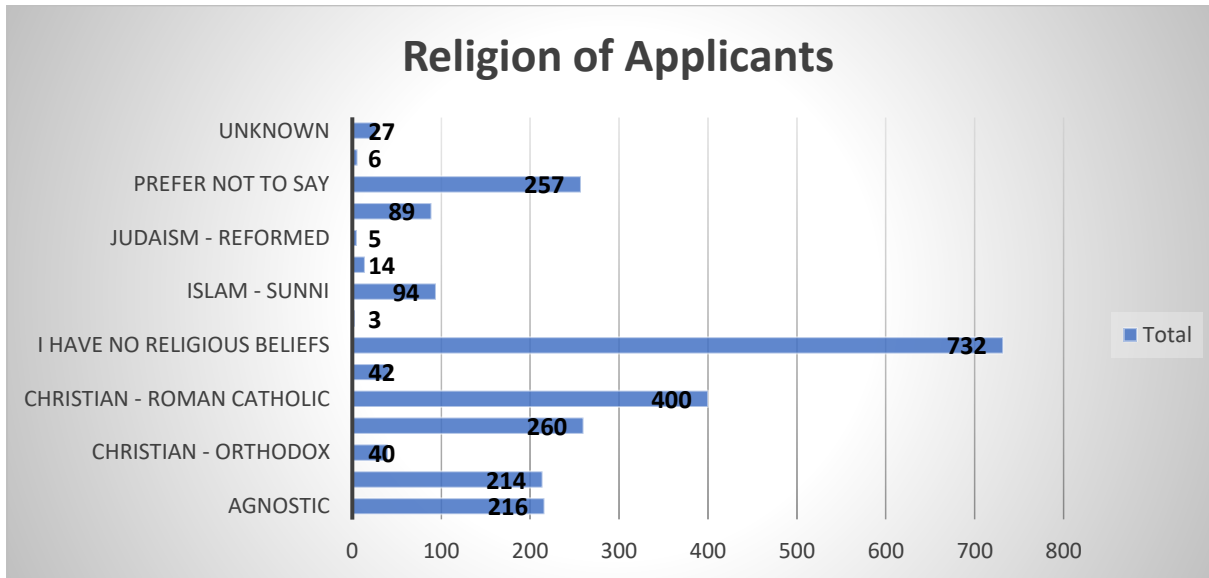
Religion

Religion of Applicants

Category	Total
UNKNOWN	27
	6
PREFER NOT TO SAY	257
	89
JUDAISM - REFORMED	5
	14
ISLAM - SUNNI	94
	3
I HAVE NO RELIGIOUS BELIEFS	732
	42
CHRISTIAN - ROMAN CATHOLIC	400
	260
CHRISTIAN - ORTHODOX	40
	214
AGNOSTIC	216

The recruitment figures for applicants reveal interesting insights into the religious beliefs of the candidates. Out of a total of 2399 applicants, 732 applicants have disclosed that they have no religious belief, making it the highest category in this area. The second-highest category is Roman Catholic, with 400 applicants disclosing this, followed by Protestant with 260 applicants.

A significant number of applicants, 257 in total, preferred not to disclose their religious affiliation, which could indicate a growing trend towards non-disclosure in the workplace. This trend may be attributed to a desire to keep personal beliefs private, avoid discrimination or stigmatisation, or simply a preference to keep personal information confidential.

The remaining 750 applicants identified with other religions, which could include but are not limited to, Islam, Sikhism, Judaism, and Hinduism. It is worth noting that this category of applicants is diverse and represents a range of religious beliefs and practices.

The high number of applicants with no religious belief highlights a growing trend of secularism in Scotland, where an increasing number of people identify as non-religious or atheists.

Overall, the recruitment figures indicate a diverse pool of applicants with varying religious beliefs, including a significant proportion with no religious affiliation. Employers should take note of this diversity and strive to create a workplace culture that is inclusive and respectful of all beliefs and values.
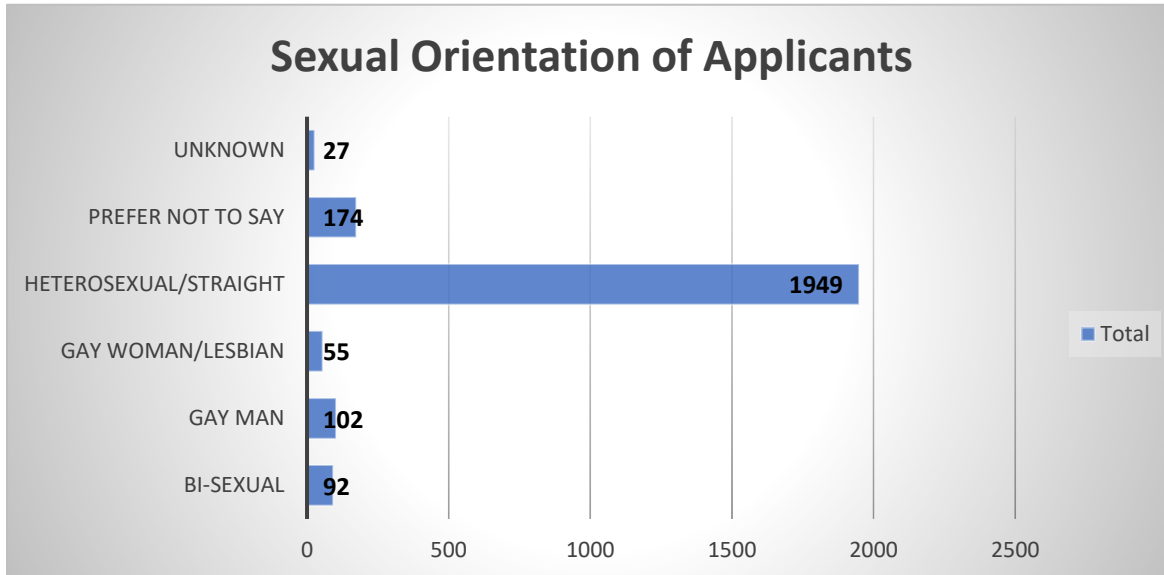
Sexual Orientation

Sexual Orientation of Applicants

Category	Total
UNKNOWN	27
PREFER NOT TO SAY	174
HETEROSEXUAL/STRAIGHT	1949
GAY WOMAN/LESBIAN	55
GAY MAN	102
BI-SEXUAL	92

The recruitment figures for applicants reveal interesting insights into the sexual orientation of the candidates. Out of a total of 2399 applicants, 1949 applicants identified as heterosexual/straight, making it the highest category in this area. A significant number of applicants, 174 in total, preferred not to disclose their sexual orientation, which could indicate a growing trend towards non-disclosure in the workplace.

The remaining applicants identified as non-heterosexual orientations. 102 applicants identified as gay men, 92 applicants identified as bisexual, and 55 applicants identified as gay women. It is worth noting that this category of applicants is diverse and represents a range of sexual orientations and identities.

The high number of applicants identifying as heterosexual/straight highlights the dominant sexual orientation in the recruitment pool. However, the significant proportion of applicants identifying as non-heterosexual orientations indicates the importance of creating a welcoming and inclusive workplace that values diversity and promotes equality.

It is also noteworthy that a significant proportion of applicants, 174 in total, preferred not to disclose their sexual orientation, which could indicate a reluctance to disclose personal information in the workplace. As employers, we respect the decision of these applicants and continue to create an environment where employees feel comfortable sharing personal information only if they wish to do so.

Overall, the recruitment figures indicate a diverse pool of applicants with varying sexual orientations, including a significant proportion of heterosexual/straight applicants, followed by those who identified as non-heterosexual orientations.

Age

Age bands of Applicants

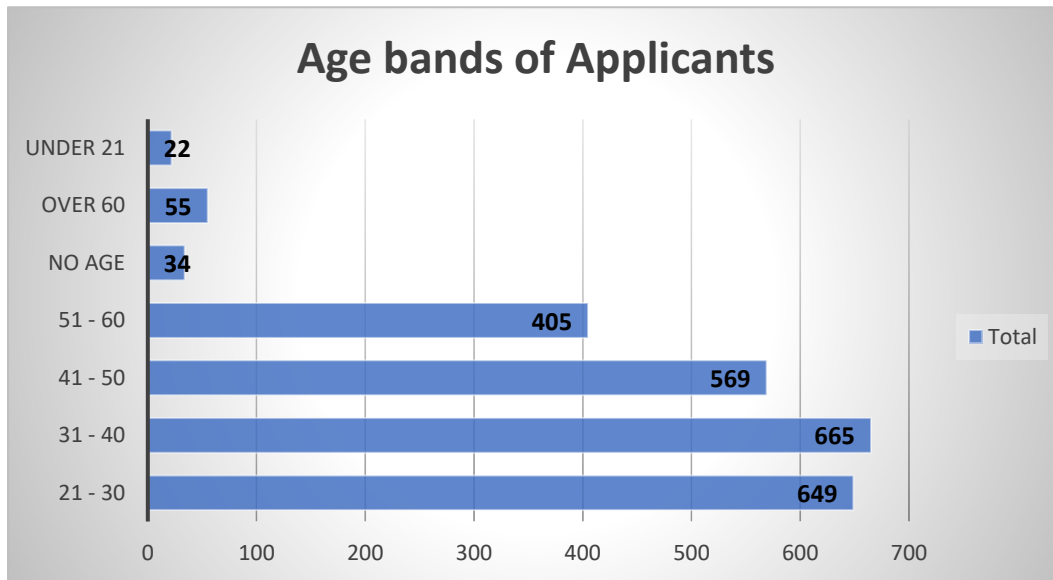| Age band	Total
UNDER 21	22
OVER 60	55
NO AGE	34
51 - 60	405
41 - 50	569
31 - 40	665
21 - 30	649

The recruitment figures for applicants provide insights into the age distribution of the candidates. Out of a total of 2399 applicants, the majority of applicants fall within the age range of 31 to 40, with 665 applicants falling within this age bracket. The next largest age group is 21 to 30, with 649 applicants, followed by 41 to 50, with 569 applicants. The smallest age group is under 21, with only 22 applicants.

It is interesting to note that the age distribution is relatively evenly spread out across the different age bands, with the exception of the under 21 age group, which has the lowest number of applicants. The data also shows that there is a decline in the number of applicants as the age groups increase, with only 55 applicants being over 60.

Overall, the recruitment figures indicate a relatively even distribution of applicants across the different age bands, with the majority of applicants falling within the 31 to 40 age brackets.

Appointments

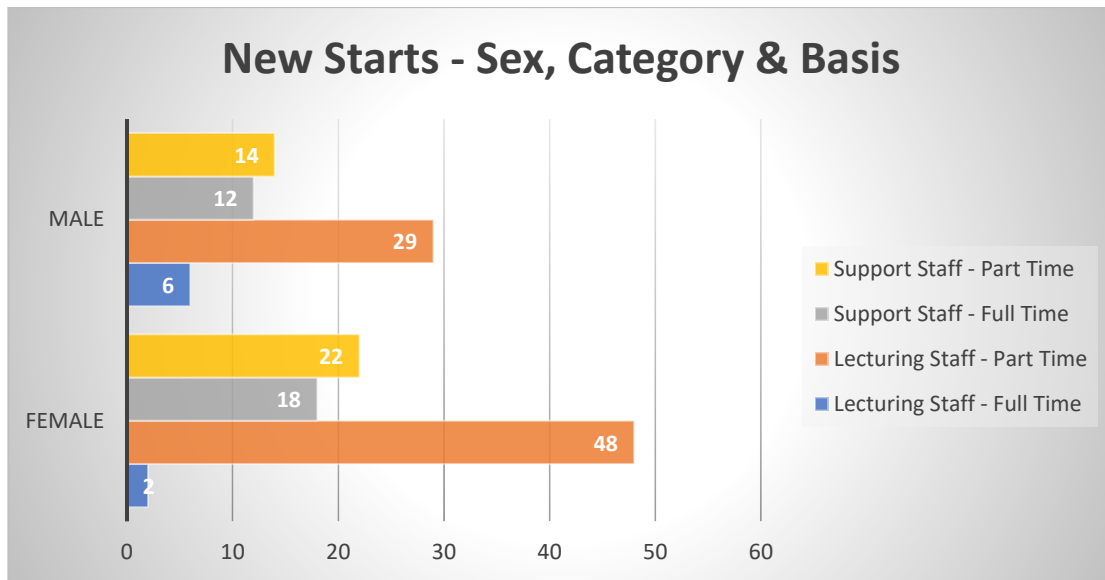**New Starts - Sex, Category & Basis**

MALE
- Support Staff - Part Time: 14
- Support Staff - Full Time: 12
- Lecturing Staff - Part Time: 29
- Lecturing Staff - Full Time: 6

FEMALE
- Support Staff - Part Time: 22
- Support Staff - Full Time: 18
- Lecturing Staff - Part Time: 48
- Lecturing Staff - Full Time: 2
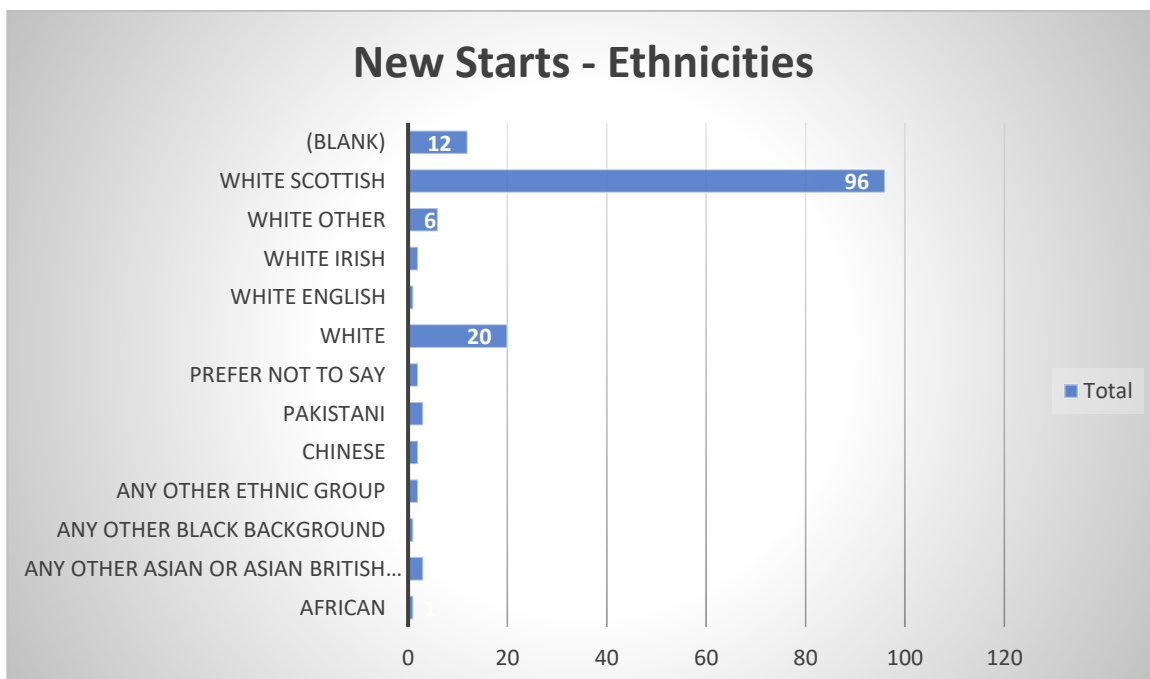
During the 12-month period, Glasgow Clyde College appointed 151 new members of staff. The break down is; 90 females and 61 males. 61.95% of part time staff were female. With 62.34% of these in lecturing positions.

New Starts - Ethnicities

- (BLANK): 12
- WHITE SCOTTISH: 96
- WHITE OTHER: 6
- WHITE IRISH
- WHITE ENGLISH
- WHITE: 20
- PREFER NOT TO SAY
- PAKISTANI
- CHINESE
- ANY OTHER ETHNIC GROUP
- ANY OTHER BLACK BACKGROUND
- ANY OTHER ASIAN OR ASIAN BRITISH...
- AFRICAN

Unsurprisingly given the local demographic, 83% of new staff to the college identified as; White, White English, White Irish, White other or White Scottish. 9% preferred not to disclose their ethnicity leaving 8% in the BAME groups.

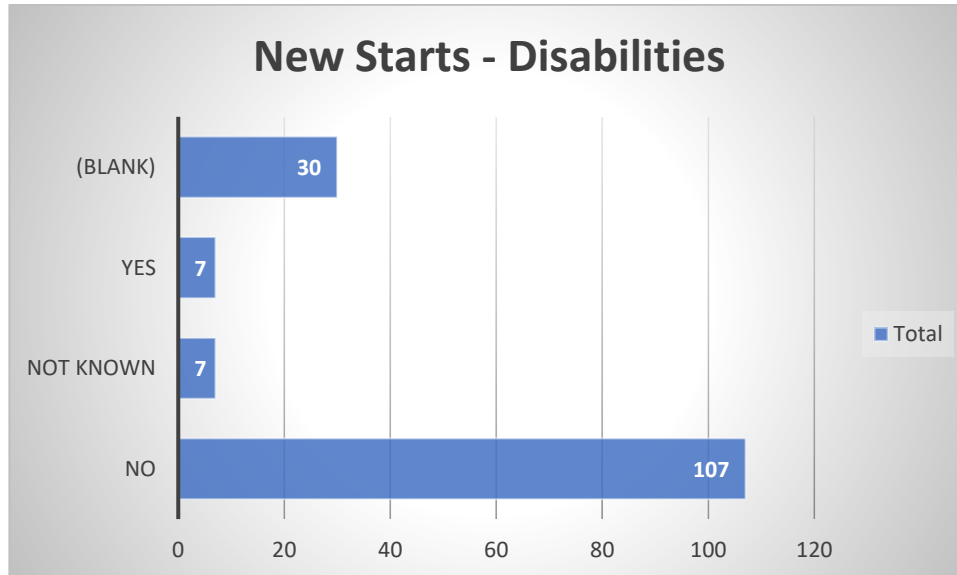## New Starts - Disabilities

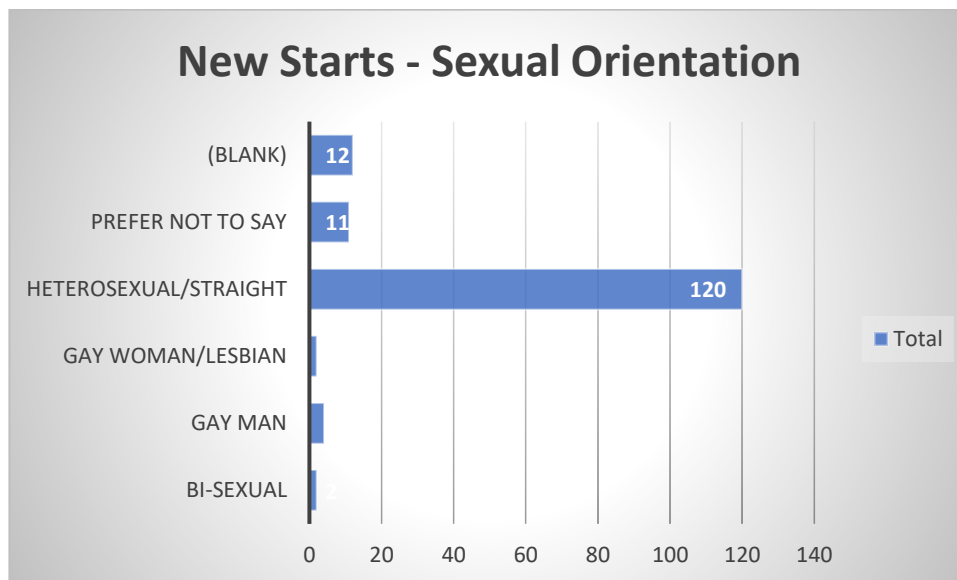| Category	Total
(BLANK)	30
YES	7
NOT KNOWN	7
NO	107

70.86% of new staff to the college have advised that they do not have a disability, followed by 19.87% who preferred not to answer this question. 4.64% advised they did not know if they had a disability and 5% advised the do have a disability.

New Starts - Sexual Orientation

Category	Total
(BLANK)	12
PREFER NOT TO SAY	11
HETEROSEXUAL/STRAIGHT	120
GAY WOMAN/LESBIAN	
GAY MAN	
BI-SEXUAL	2

The majority, 79.47% of new staff have identified as being heterosexual/straight. The prefer not to say and those who left the question blank, make up 15.23%. Leaving 5.30% of gay man, gay woman/lesbian and bi-sexual staff.

Glasgow Clyde College hired 151 new staff in the past year, with 90 females and 61 males. Of the part-time staff, 70 were female, and 48 of those were lecturers. 125 of new staff identified as White, and 12 identified as BAME. 107 of new staff did not have a disability, while 7 did. 120 identified as heterosexual/straight, and 8 identified as gay or bisexual.

College Board of Management 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).

Following one Board member reaching the end of his second term in June 2022, and with a view to filling a longer standing vacancy, the Board advertised two non-executive roles. This recruitment campaign led to the appointment of one female non-executive member. Two co-opted members were also appointed to the Audit Committee and Learning and Teaching Committee. In the long term, co-opting members to the Board's Committees has the potential to create a more diverse pipeline of applicants for Board roles.

Current Position

As at March 2023 the Board is now a 5:7 (male:female) gender split of non-executive members. In addition, there is 1 female staff representative and 2 female student representatives. Overall there is now a female majority on the Board (7:10 male/female). The Board welcomes the gender diversity which it now enjoys.

Board of Management - sex (gender)

FEMALE	10
MALE	7

(0, 2, 4, 6, 8, 10, 12)
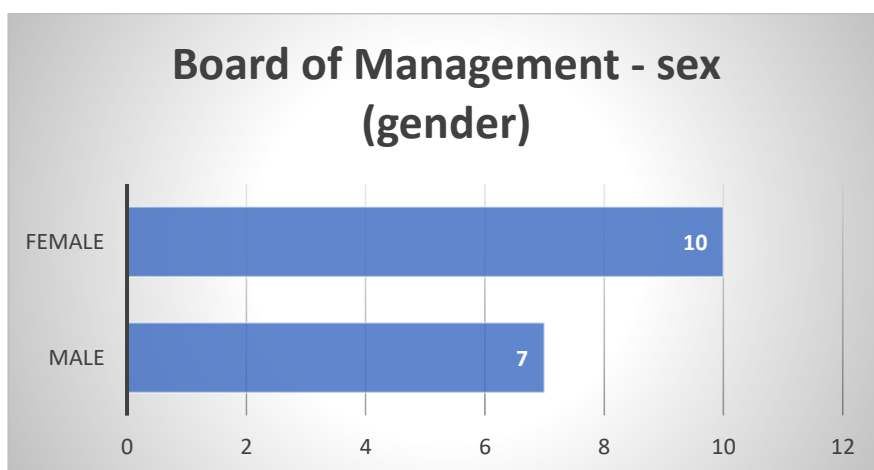
Future Membership

The Board is currently recruiting for four vacancies due the upcoming expiry of current members' fixed terms. Prior to commencing this recruitment campaign, the Nominations Committee carried out a skills matrix and diversity monitoring exercise. The diversity monitoring exercise established that ethnic minorities and people with disabilities are under-represented on the Board.

To try and attract a diverse range of applicants, the roles were advertised with Changing the Chemistry, Pink Jobs and BME network and Women on Boards.

March 2023

Looking forward

Glasgow Clyde will support the improvement of the prosperity of the local communities we serve as a socially progressive and inclusive college through a series of impactful initiatives that will provide opportunities and security for the College community.

- 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 te 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.

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

GLASGOW CLYDE COLLEGE