

Equality Outcomes Progress Report 2019

Introduction

This report seeks to apprise the reader of the progress against the Equality Outcomes set by Glasgow Kelvin College in 2017.

Various focus groups of staff, both teaching and support, as well as student groups and the Students Association have been consulted on both the mainstreaming reports and the equality outcomes, their composition, their focus and identified examples of progress were provided.

Staff and student surveys are also used to generate evidence of progress against the both reports.

Feedback on the outcomes included;

Outcomes are too broad and make obtaining meaningful quantative data difficult although qualitative data on progress is available and pertinent.

The outcomes are a useful guide to help identify equality activities and are linked to many of the drivers from the Scottish Government (SG) and the Scottish Funding Council (SFC). They demonstrate that key areas of work contained in the Outcome Agreement are linked to the Equality Outcomes.

Overview of Progress against Outcomes

Gender Underrepresentation - Implement the College's Gender Action Plan, to tackle the gender pay gap and the occupational gender segregation of both staff and learners within Glasgow Kelvin College.

At Board level there are currently 12 males and 8 female members. There is a commitment at Board level, to include targets, where relevant, as part of the diversity succession plan and this will be monitored and reported on. To this end the Board has signed the Sign up to 50/50 by 2020. It will also consider not only the balance on the Board but on its steering committees, and take account of gender and diversity among committee chairs. The Board has one member who is minority ethnic and 2 co-opted female members to assist with succession planning. There are also 2 members who have disclosed a disability and 4 reside in SIMD (Scottish Index of multiple deprivation), 2 – 4 areas. Having these members on the Board assists in raising the understanding some of the challenges faced by individuals living in poverty and with these protected characteristics. It will also strives to identify and remove potential barriers for appointed members where possible, for example, by keeping the timing of meetings under review to accommodate childcare and other commitments and considering attendance via video-conference

The Board's Gender Action Plan, (GAP), was agreed and published in academic year 2017/18 and an integral part of this outcome is targeting gender imbalance in learner recruitment as a priority for the College. The College reviews performance indicators and gender trends are in line with national patterns - at HE level, females slightly outperform males, and at FE level, males slightly outperform females. While there is only a slight difference in the gender balance with 53% male compared to 47% female, this divide becomes more apparent within the 18-24 yrs.' age group, where there is a preponderance of males (61% compared to 39%). This is as a consequence of the overrepresentation of males in traditional apprenticeship programmes which are a key element of College provision. Proactive strategies to address this imbalance are already in place to encourage young women into the more traditional 'male' skilled trades' areas.

Faculties have introduced a number of initiatives to begin addressing gender imbalances. Some examples include;

- The ADA Lovelace Engineering Group All female group feedback indicates a growth of confidence for the learners attending;
- The Primary STEM Initiative, working with local primaries to introduce STEM subjects with an emphasis on engaging female pupils – longer term work;
- Recruitment drive for Men into Early Education and Child Care 2 men on the programme this year;
- Devise new and promote ongoing workshop activities for school pupils/teachers/parents covering a range of areas demonstrating that transferable skills to open doors for all genders in varied courses/careers;
- Work with partner schools or identify new partners who will support this approach to addressing gender imbalance using SDS Marketplace;
- Subject specialist attend parents events/careers events using a diverse range of staff where possible –annual event at the Skills Scotland Event;
- Engagement with industry to assist the College to promote gender diversity in careers which have stereotypical recruitment patterns;
- Eliminating gender based violence work is ongoing with the White Ribbon Scotland campaign, The Equally Safe project and Make Love Not Scars partnership;
- An all-male SWAP Access class has been created for men into Professional Care

 12 men, 6 progressing to Higher Education to undertake nursing degrees and 2 progressing to HNC Care and Administrative practice. This SWAP class will run again for the next two years and then be evaluated as this is a positive action measure.

These examples demonstrate that work is ongoing to tackle gender inequality but measuring progress will take a much longer time period to ascertain the success of these initiatives.

More examples from the faculties are included in the Action plan appendix (Appendix 1) of the report.

The two outcomes on Culture and Knowledge are regarded as key outcomes because culture change and increasing knowledge of different people in the College community help to foster good relations and eliminate harassment and bullying.

Culture - We will continue to create a culture where everyone associated with the College is welcomed, respected and enabled to participate fully in learning, in the work and life of the College and where discrimination, harassment and bullying is tackled appropriately

Knowledge – The development of staff and learner awareness, knowledge, skills and attitudes towards equality is embedded further throughout the College experience.

The College is the first to implement the use of Recite Me for learners to access when applying for courses, thus increasing accessibility and making individuals feel welcomed and respected.

Increasing knowledge around Race Equality has included events such as Tea@GKC where learners from ESOL classes and learners from a variety of areas meet and exchange knowledge about cultural norms. This helps to illustrate that people are not that different with regards to aspirations and attitudes. Over the past two years, more subject areas are participating in the tea@GKC sessions and they are learning skills from one another, e.g. hair and beauty learners exchanging knowledge and then incorporating that into treatments offered in the salons.

As part of the Race Equality Framework of the Scottish Government, FE and HE establishments are part of the Scottish Race Equality network. This group meets three times per year and its key priorities are:

- Attracting minority ethnic diversity in relation to students and staff (but with a recognition that attracting is not the only issue – the environment has to be positive and supportive in order to support retention);
- Hate crime on campus and in the wider community (recognising that incidents sometimes take place away from the campus but impact on the experience of those affected);
- Pay equality for minority ethnic staff, including promotions and also related PSED reporting;
- Racial dignity for staff and students, to include looking at complaints, and valuing race champions and facilitators; and
- Race inclusivity and belonging.

Discussions are ongoing about training and joint projects among the institutions however these are at an early stage. Progress in this area will need robust evidence to measure success and this is one area identified that in 2021, will require a discreet Equality Outcome to allow specific activity.

The College is a third party reporting centre and has been supporting fully Police Scotland's recent campaign on hate crime to increase the confidence of the learners, staff and local communities tor report incidents. No figures are available at this time to measure the success of this, however the College will continue its involvement in any campaign that tackle hate crimes.

Work is also ongoing with BEMIS (https://bemis.org.uk), Education Scotland and the Coalition for Race Equality and Rights, reviewing curriculum materials which can be used to advance race equality and tackle race discrimination and harassment. This work will lead to a new bank of materials that staff can access for learning and teaching sessions on race.

These next two outcomes are linked and show progress since they were developed in 2017. They are:

Inclusion and Accessibility - Learners, staff, and stakeholders continue to experience an inclusive and accessible learning and working environment supported through the College policies and procedures and its working practices.

Progression - All learners and staff are supported to participate and progress equitably and this is advanced further across the protected characteristics where there is underrepresentation.

These two outcomes complement one another but may require to be refined and more specific in 2021, to allow for detailed quantative data to demonstrate progress.

Glasgow Kelvin College has 18,034 enrolments from 15,210 students, 50% of whom were from the most deprived decile (10%) in Scotland (SIMD 2016). This is as a result of the College's long-standing commitment to its local communities and its close partnership links with the local authority, community and third sector organisations. Of Glasgow Clyde College's 16,905 students (19,983 enrolments), 24% are from the most deprived decile and the concomitant figure for City of Glasgow is 21%.

It is evident therefore that GKC provides learning opportunities for residents of many of Glasgow's most deprived communities as it seeks to support the social and economic regeneration of the city. Indeed, an analysis of the College's community profile highlights the deprivation challenges which many Glasgow communities face and how the College is best positioned to work with other key partners as it seeks to address these and provide opportunities for residents.

This highlights the significant role the College plays in recruiting students from the SIMD20 quintile and supporting the Scottish Government's Widening Access and Fairer Scotland agenda. Of all college students in Scotland from SIMD20, GKC attracts more than a fifth (20.5%) which is 7% above that of any other Scottish college.

Inclusion and accessibility is underpinned by the Access and Inclusion Strategy and Action Plan Access and Inclusion Strategy and Action Plan., GAP, gender action plan, CP Action Plan, Corporate Parenting Action Plan and the British Sign Language Action Plan. The College's self-evaluation report, based on the How Good is Our College? Framework, contains more detail of progress in these areas.

One tangible example of progress is that staff raised concerns about the scale of mental health issues which learners were presenting with during their time at the College and the way that it was impacting negatively their learning and attainment. It was agreed by the Access and Inclusion Committee that a whole-college approach should be implemented to enable staff to support learners with mental health issues. This approach to supporting staff and learners to be mentally healthy has had a positive impact in tackling mental ill health, a recognised disability. Currently, 69% of learners have completed an individual wellness action plan which demonstrates that staff have delivered the presentation to their class at induction. There has been an increase in learners being referred to Learner Support to help them cope with issues before they have a negative impact on their learning. Year 2017-18 saw 40 counselling referrals while by November 2018 there has been 63 referrals. Almost 100 staff have been trained as mental health first aiders to respond if required. The Human Resources team conduct debrief sessions with staff. Further training for managers will be implemented.

The College also analyses learner outcomes by SIMD, gender, age, race and disability. It has identified higher levels of partial success among learners declaring a disability and the lower success rates of younger learners as priority areas for improvement. During session 2017/18, 32.6% of applicants for 2018/19 who declared a disability were offered a place on a course. This is 2.7% higher than applicants who have not declared a disability.

During session 2017/18, 31.7% of applicants for academic year 2018/19 who have declared that they have care experience have been offered a place on a course. This is 1.4% higher than those who have not declared that they are care experienced.

The College has a very active role in Community Planning arrangements in North East Glasgow and seeks to respond to local priorities to support vulnerable groups. It has developed its Access and Inclusion Strategy to reflect and build upon the local partnerships it has established and the culture of inclusion that the Board has sought to develop throughout the College. Specific examples of responses to local priorities are the provision that the College makes for young people with care experience and for learners for whom English is a second language.

Future policies to support Trans staff and learners are being developed with steps currently in place to make Trans individuals feel included. These are; a rapid response to a request to change gender and name for certificates, toilet signs to show inclusion and education for staff from the new Trans Community of Practice of which the College is a member. . Qualitative feedback from Trans learners, their allies and families has been positive, with learners liking the signs and family members saying they would recommend the College to others due to the feeling of being welcome and included.

Appendix 1

Equality Outcomes 2017-2021 Action Plan

Equality Outcomes	Actions	Progress measures	Outputs	Examples of Progress.
1.Culture – We will continue to	1.1 All staff are aware of	Complaints and	Higher disclosure	Since 17/18 only 5 complaints
create a culture where	the policies and	Commendations	rates	have been received around
everyone associated	procedures relating to	procedure	Fewer complaints	equalities and on investigation
with the College is	equalities. All staff to	Focus groups		none have been progressed.
welcomed, respected	receive and equalities	Induction of		Staff and learners
and enabled to fully	briefing yearly and	learners		volunteering for new
participate in learning	undertake mandatory	Stakeholder		Equalities into Action Work
and in the work and life	training in EDI 2	engagement.		group.
of the College, and	yearly.			Over 350 staff have
where discrimination,	1.2 All learners have an			completed the online Equality
harassment and	equalities briefing in			and Diversity training module.
bullying is tackled	the first week			Inclusion Starts with 'I' project
appropriately.	induction programme			AGLS team- Supported a
	1.3 Welcome signage in			group of learners of set up an
	languages other than			informal Trans peer support
	English displayed			group to allow Trans learners
				to link up and share

		throughout the			experiences (positive and
		campuses.			negative) of their time at
					Glasgow Kelvin College. MIS
					staff are aware of the policies
					and procedures with regard to
					Equalities. All information
					received/processed/requested
					is treated equally regardless
					of who it is from.
2. Knowledge –	The development	2.1 Staff development	Input from EDI	Increase in project	First Diversity Week – Feb 19
	of staff and	and awareness of	Manager	work for learners	 displays events and stalls
	learners'	advancing equality	QELTM used for	looking at equality	showing collaborative work
	awareness,	and inclusion	teaching packs	issues	between faculties.
	knowledge, skills	embedded in training	Implement EDI In		80 staff trained in SMHFA
	and attitudes	and development in	Curriculum Project		with 2 more sessions
	towards equality is	the College.	Focus Groups	Increase	planned. Will continue next
	embedded further	2.2 Developing learners	Staff undertaking	Knowledge of staff.	Academic year
	throughout the	understanding of	specific equality		MIS staff attend any staff
	College	equality and inclusion	training – CPD		development
	experience.	will be embedded	records		sessions/updates on the
		throughout their time	EDI In Curriculum		subject. Some members of
		at the College	Project		the team have also and will
		through learning and	implemented		continue to undertake specific

	teaching approaches,	Learner		Equalities CPD activities and
	equality events and	involvement in		join focus groups e.g. Gender
	participating in	themed months		based violence, BSL.
	shaping the equality	Focus groups		
	agenda through class			3 rd Embracing Diversity
	representatives and			Competition –Increase in
	focus groups			learner numbers participating
				year on year – staff support
				for learners.
3. Inclusion and Accessibility -	3.1. Staff embed the	Establish a	Embedding	New Accessibility and Digital
Learners, staff, and stakeholders	College's Access	Working group to	inclusion into all	Inclusion Committee
continue to experience an	and Inclusion	develop an action	working practices.	established. Ensure staff and
inclusive and accessible learning	strategy in their	plan.		learners can use own or
and working environment	working practices.			college devices to aid learning
supported through the College	3.2. Policies and	Equalities		and development to aid
policies and procedures and its	procedures will	committee to		inclusion.
working practices.	continue to be	evaluate policies		
	proactive in meeting	and procedures in		Mental health awareness and
	the needs of staff	line with college		well-being action plan for all
	with protected	timetable for review.		learners to support them to
	characteristics and	Conduct focus		stay mentally healthy.
	none. Staff are	groups with staff to		Delivered by staff to over 70%

actively involved in	evaluate policies	Demonstration of	of learners and 66% of
assisting to shape	and procedures.	further achievement	learners completed them.
policies and		and attainment of	Merger of Advice and
procedures.	Develop methods to	learners.	Guidance with Learner
3.3. Learners will	capture soft targets		Support areas has allowed
receive support	to ensure progress	Improve whole	learners to have a much more
through the	of learners form	college approach to	seamless journey in terms of
implementation of	underrepresented	mainstreaming.	support. The learner will have
the Access and	groups		a team who have varying
Inclusion strategy,			areas of expertise supporting
which is a holistic,			them holistically rather than
whole college,			having to receive referrals to
approach to			various different departments.
improving the			MIS continue to collect
learner journey to			information on protected
assist in providing			characteristics via the
equality of			enrolment process. Reports
opportunity.			on these can be requested at
			any time throughout the
			academic session and final
			reports will be produced at the
			end of the academic session.

A member of the AGLS team
met with a cohort of pupils on
the Autistic Spectrum from a
local secondary school during
the summer. This was to
enable them to get used the
college environment and ask
any questions about any
concerns they were feeling.
The session went very well
and the college considered
the possibility of rolling it out
as a programme to other
schools.
We ask for BSL confirmation
via the enrolment form – it
comes under the question
what is your first language
and it was introduced this
session. So far, we have 17
students who have ticked this
as their first language.

4.Progression	4.1 Staff will receive	Coaching and	Increased	MIS staff members were
All learners and staff are	training and support to	mentoring	applications for	involved in the coaching and
supported to participate and	help them to progress	Professional	professional	mentoring programme for
progress equitably and this is	equitably in their	Learning	development	MCR students.
advanced further across the	working lives.	opportunities	opportunities form	
protected characteristics where		identified and	those with PCs	The AGLS team sends out a
there is underrepresentation.	4.2 Both lecturing and	accessed.		questionnaire to all learners
	support staff, to make		Increase attainment	who have disclosed a support
	the learner journey	Individual Learning	and achievement	need on their enrolment form.
	fulfilling and	Plans	for learners from	This questionnaire
	successful, will	Gender Action Plan	underrepresented	encourages learners with
	support learners to	Corporate	groups	disabilities or support needs
	achieve their potential,	Parenting Action		to divulge more relevant
	irrespective of	Plan		information about how their
	protected	Empowered to Take		support need may impact on
	characteristics.	Action Projects		their college life and have a
				possible detrimental effect on
				their progression. With the
				learner at the centre of the
				process, a support plan is set
				up to try to circumvent any
				potential progress limiting
				factors.

5 - Gender Underrepresentation	1.1 Staff - the College will	Advertising and	Increase staff in	MIS staff work in other areas
Implement the College's	seek to recruit new	Recruitment	non-traditional	of the College via
Gender Action Plan, to	staff into areas where	Strategy refreshed	areas of work	Professional Development
tackle the gender pay	there is			Opportunities e.g. one staff
gap and the	underrepresentation.			member works in HR
occupational gender	Current staff will	Professional	Staff applying for	department one day a week.
segregation of both staff	receive appropriate	Development	different posts in	
and learners within	training to progress in	Opportunities	house or elsewhere	
Glasgow Kelvin College.	the College and this		in non-traditional	
	will be advanced to		areas. Staff with	
	those with protected		PCs applying for	
	characteristics.		development of	
			promotion.	
	5.2 The College's			
	gender equality	Gender Action Plan	Increased	
	action plan will	- targets	applications from	
	seek, through		learners for non-	
	proactive measures,		traditional routes of	
	to recruit learners		study	
	into areas of study			
	which are			
	underrepresented by			Stem Accreditation Achieved.
	one of the binary			

genders or other and		
those with other		
protected		
characteristics		

Equality Outcomes 2017-2021 Action Plan Faculty of Business & Creative Industries Examples January 2019

Equality Outcomes	Actions	Progress measures	Outputs	Examples of Progress.
1.Culture – We will continue to create	1.3 All staff are aware of the	Complaints and	Higher disclosure	All BCI learners
a culture where everyone	policies and procedures	Commendations	rates	were given the
associated with the	relating to equalities	procedure	Fewer complaints.	Equalities
College is welcomed,	1.4 All learners have an	Focus groups		briefing during
respected and enabled to	equalities briefing in the	Induction of		induction.
fully participate in learning	first week induction	learners		
and in the work and life of	programme	Stakeholder		
the College, and where	1.3 Welcome signage in	engagement.		
discrimination, harassment	languages other than			
and bullying is tackled	English displayed			
appropriately.	throughout the campuses.			
2. Knowledge – The development of	2.1 Staff development and	Input from EDI	Increase in project	Art & design
staff and learners	awareness of advancing	Manager	work for learners	students
awareness,	equality and inclusion	QELTM used for	looking at equality	collaborate with
knowledge, skills and	embedded in training and	teaching packs	issues	ESOL
attitudes towards	development in the	Implement EDI In		students,
equality is embedded	College.	Curriculum Project	More staff involved	providing
		Focus Groups	in focus groups	illustration for

further throughout the	2.2 Developing learners	Staff undertaking		books being
College experience.	understanding of equality	specific equality	Increase	written and
	and inclusion will be	training - CPD	Knowledge of staff.	produced by
	embedded throughout	records		ESOL
	their time at the College	EDI In Curriculum		students.
	through learning and	Project		 Photography
	teaching approaches,	implemented		students
	equality events and	Learner		provide
	participating in shaping	involvement in		photography
	the equality agenda	themed months		services for
	through class	Focus groups.		various EDI
	representatives and focus			organisations/
	groups.			campaigns
				including
				Interfaith
				Network and
				Women's
				Refuge. They
				are also
				working on
				individual
				projects on

			various EDI
			themes.
		•	'Blackfaces'
			project:
			Fashion
			students work
			with homeless
			people to
			create fashion
			brand raising
			funds for, and
			giving a voice
			to, homeless
			people.
		•	Several BCI
			courses are
			involved in the
			'Inclusion
			Starts with I'
			project,
			including
			Sound
			Production,

				Musical
				Theatre and
				Photography.
				 NQ Acting
				students are
				creating and
				performing
				devised pieces
				on mental
				health themes.
3. Inclusion and Accessibility -	3.1. Staff embed the College's	Establish a	Embedding	Timetables
Learners, staff, and stakeholders	Access and Inclusion	Working group to	inclusion into all	altered in
continue to experience an inclusive	strategy in their working	develop an action	working practices.	Business
and accessible learning and	practices.	plan.		courses to
working environment supported	3.2. Policies and procedures			double time for
through the College policies and	will continue to be	Equalities		Communication
procedures and its working	proactive in meeting the	committee to		units and run
practices.	needs of staff with	evaluate policies		them for the full
	protected characteristics	and procedures in		year,
	and none. Staff are	line with college		benefitting the
	actively involved in	timetable for		high number of
	assisting to shape policies	review.		learners on
	and procedures.			these courses

3.3. Learners will receive	Conduct focus	Demonstration of	for whom
support through the	groups with staff to	further	English is a
implementation of the	evaluate policies	achievement and	second
Access and Inclusion	and procedures.	attainment of	language
strategy, which is a		learners.	Approx 80%
holistic whole college	Develop methods		students in
approach to	to capture soft	Improve whole	level 4 intro to
improving the learner	targets to ensure	college approach to	Bus Ad course
journey to assist in	progress of	mainstreaming.	are non-native
providing equality of	learners form		speakers.
opportunity.	underrepresented		Business dept.
	groups		arranges
			meetings
			between these
			students and
			ESOL staff
			twice a year to
			assist
			progress. Has
			made a
			difference to
			achievement.

	•	CMs for
		Business &
		Computing
		present to
		current ESOL
		students to
		encourage
		applications.
		44%of student
		intake on NC
		Computing
		from minority
		ethnic groups
		Recruitment
		process
		designed to be
		inclusive – all
		based on
		diagnostic/
		aptitude tests.

4.Progression - All learners and staff	4.1 Staff will receive training	Coaching and	Increased	
are supported to	and support to help them to	mentoring	applications for	
participate and	progress equitably in their	Professional	professional	
progress equitably	working lives.	Learning	development	
and this is advanced		opportunities	opportunities form	
further across the	4.2 Both lecturing and	identified and	those with PCs	
protected	support staff, to make the	accessed.		
characteristics where	learner journey fulfilling		Increase	
there is	and successful, will	Individual Learning	attainment and	
underrepresentation.	support learners to	Plans	achievement for	
	achieve their potential,	Gender Action Plan	learners form	
	irrespective of protected	Corporate	underrepresented	
	characteristics.	Parenting Action	groups.	
		Plan		
		Empowered to		
		Take Action		
		Projects.		
5 - Gender Underrepresentation	1.2 Staff - the College will	Advertising and	Increase staff in	28% females
Implement the College's	seek to recruit new	Recruitment	non-traditional	on computing
Gender Action Plan, to	staff into areas	Strategy refreshed	areas of work.	courses
tackle the gender pay gap	where there is			overall. This is
and the occupational gender	underrepresentation.			well above
segregation of both staff and	Current staff will			

learners within Glasgow	receive appropriate	Professional	Staff applying for	national
Kelvin College.	training to progress	Development	different posts in	average
	in the College	Opportunities	house or elsewhere	
	and this will be		in non-traditional	
	advanced to those		areas. Staff with	
	with protected		PCs applying for	
	characteristics.		development of	
			promotion.	
	5.2 The College's gender			
	equality action plan will	Gender Action Plan	Increased	
	seek, through proactive	- targets	applications from	
	measures, to recruit		learners for non-	
	learners into areas of		traditional routes of	
	study which are		study	
	underrepresented by			
	one of the binary			
	genders or other and			
	those with other			
	protected characteristics			

Equality Outcomes 2017-2021 Action Plan Community and Flexible Learning

Equality Outcomes	Actions	Progress measures	Outputs	Examples of Progress.
1.Culture – We will continue to create a	1.5 All staff are aware of	Complaints and	Higher disclosure	One recent example was
culture where everyone	the policies and	Commendations	rates	the partnership working
associated with the College is	procedures relating to	procedure	Fewer complaints	between GKC and
welcomed, respected and	equalities	Focus groups		Thenue Housing
enabled to fully participate in	1.6 All learners have an	Induction of learners		Association to include
learning and in the work and	equalities briefing in	Stakeholder		two learners who had
life of the College, and where	the first week induction	engagement		severe sight problems on
discrimination, harassment	programme			a 10 week Choices for
and bullying is tackled	1.3 Welcome signage in			Change programme.
appropriately	languages other than			Assistive technologies
	English displayed			e.g. improvised key
	throughout the			boards; virtual
	campuses.			magnification software
				and enlarged text for
				SQA assessment tasks
				was put into place. This
				example is best summed
				up by Thenue Housing
				Association in the
				following text: "Thank

		you and your colleagues	
		for your speedy and	
		thorough response to this	
		issue". "Both students	
		have been managing to	
		take part as a result of	
		the adjustments made so	
		far, and the extra support	
		and flexibility offered by	
		the tutors". "As you	
		know, our project is	
		aimed at reducing social	
		isolation and loneliness.	
		Since many people who	
		are isolated also	
		experience ill health or	
		disabilities, it is likely that	
		we may have other	
		participants in future with	
		similar additional support	
		needs, especially since	
		such groups are the least	
		likely to be able to	

		·				
					sustain full time	
					education. So it has	
					been useful that we have	
					identified and addressed	
					these barriers early on.	
					As you say, the strength	
					of partnership working is	
					perhaps being able to	
					overcome barriers which	
					we couldn't alone."	
2. Knowledge – The developme	nt of 2.1 Staff dev	elopment and Inpu	ut from EDI	Increase in project	The Wider Access	
staff and learne	rs awarenes	ss of Mar	nager	work for learners	programme and the John	
awareness, kno	wledge, advancin	g equality and QEI	LTM used for	looking at equality	Wheatley Learning	
skills and attitud	les inclusion	embedded in tead	ching packs	issues	Network is a huge	
towards equality	ris training a	nd Imp	plement EDI In		example of the progress	
embedded furth	er developn	nent in the Cur	rriculum Project	More staff involved	made where each year	
throughout the	College College.	Foo	cus Groups	in focus groups	the college approves in	
experience.	2.2 Developi	ng learners Sta	aff undertaking		excess of 150 community	
	understa	nding of spe	ecific equality	Increase	based learning	
	equality a	and inclusion train	ning – CPD	Knowledge of staff.	programmes to support	
	will be er	nbedded reco	ords		communities and	
	througho	ut their time at			community providers to	

the College through	EDI In Curriculum	access learning	
learning and teaching	Project implemented	opportunities in response	
approaches, equality	Learner involvement	to a range of identified	
events and	in themed months	needs e.g. employability	
participating in shaping	Focus groups	training; personal	
the equality agenda		development; mental	
through class		health and wellbeing;	
representatives and		personal presentation;	
focus groups		gain certificated training	
		in food hygiene; first aid;	
		health and safety and	
		customer service; ICT	
		digital skills training;	
		ESOL provision; learning	
		to cook on a budget;	
		childcare and parenting	
		courses.	

3. Inclusion and Accessibility -	3.1. Staff embed the	Establish a Working	Embedding	The Faculty has a full	
Learners, staff, and stakeholders	College's Access and	group to develop an	inclusion into all	time support member of	
continue to experience an inclusive	Inclusion strategy in	action plan.	working practices.	staff whose sole remit is	
and accessible learning and working	their working practices.			to support the promotion	
environment supported through the	3.2. Policies and	Equalities committee		of inclusiveness and	
College policies and procedures and	procedures will	to evaluate policies		accessibility throughout	
its working practices.	continue to be	and procedures in		the Learning Network.	
	proactive in meeting	line with college		Teaching staff are	
	the needs of staff with	timetable for review.		timetabled where	
	protected	Conduct focus groups		learning programmes	
	characteristics and	with staff to evaluate		identify a specific subject	
	none. Staff are actively	policies and		need and these are met	
	involved in assisting to	procedures.	Demonstration of	through a range of	
	shape policies and		further	service level agreements	
	procedures.	Develop methods to	achievement and	and through ongoing	
	3.3. Learners will receive	capture soft targets to	attainment of	wider access requests	
	support through the	ensure progress of	learners.	submitted by community	
	implementation of the	learners form		based providers.	
	Access and Inclusion	underrepresented	Improve whole		
	strategy, which is a	groups.	college approach	New and established	
	holistic whole college		to mainstreaming.	learning and teaching	
	approach to improving			packs are internally	
	the learner journey to			approved and subject to	

	, ,
assist in providing	equalities checks and the
equality of opportunity.	content is endorsed
	using the GKC equalities
	checklists.
	The recent development
	of credit rated
	programme provision
	endorses the use of
	"embedding inclusion
	into all working
	practices". The recent
	development of the credit
	rated programme The
	Certificate in Youth Work
	Practice utilised the CLD
	Standards Council I-
	develop platform to
	ensure that learners can
	access learning
	opportunities in a
	blended learning style of
	delivery e.g. face to face

				contact; distance
				learning; work based
				learning.
4.Progression – All learners and staff	4.1 Staff will receive	Coaching and	Increased	Recent Staff
are supported to	training and support to	mentoring	applications for	Development Training in
participate and	help them to progress	Professional Learning	professional	November 2018
progress equitably and	equitably in their	opportunities	development	highlighted the protected
this is advanced further	working lives.	identified and	opportunities from	characteristics categories
across the protected		accessed.	those with PCs	of the current GKC
characteristics where	4.2 Both lecturing and			cohort. Staff were made
there is	support staff, to make	Individual Learning	Increase	aware of the information
underrepresentation.	the learner journey	Plans	attainment and	gathered by the college
	fulfilling and successful,	Gender Action Plan	achievement for	from enrolment forms
	will support learners to	Corporate Parenting	learners form	and in relation to the
	achieve their potential,	Action Plan	underrepresented	intelligence gathering of
	irrespective of protected	Empowered to Take	groups	information relating to
	characteristics.	Action Projects		learners; their support

				needs and where under	
				representation exists in	
				subject based	
				programmes of learning.	
				The Faculty has a	
				one page ILP specifically	
				designed for community	
				based programmes. The	
				Learning Network has	
				recently introduced a	
				learner record which	
				provides various	
				categories which can	
				help to identify learner	
				progress.	
5 - Gender Underrepresentation	1.3 Staff - the College will	Advertising and	Increase staff in	All	
Implement the College's	seek to recruit new	Recruitment Strategy	non-traditional	appointments/recruitment	
Gender Action Plan, to tackle	staff into areas where	refreshed	areas of work	in the Faculty are subject	
the gender pay gap and the	there is			to the GKC advertising	
occupational gender	underrepresentation.			and recruitment strategy.	
segregation of both staff and	Current staff will	Professional	Staff applying for	Wider access and	
learners within Glasgow	receive appropriate	Development	different posts in	learning network	
Kelvin College.	training to progress in	Opportunities	house or	application increase year	

the College and this		elsewhere in non-	on year and support the	
will be advanced to		traditional areas.	development of non-	
those with protected		Staff with PCs	traditional routes to	
characteristics.		applying for	study.	
		development of		
5.2 The College's gender		promotion.		
equality action plan	Gender Action Plan –			
will seek, through	targets	Increased		
proactive measures,		applications from		
to recruit learners into		learners for non-		
areas of study which		traditional routes of		
are underrepresented		study		
by one of the binary				
genders or other and				
those with other				
protected				
characteristics				

Equality Outcomes 2017-2021 Action Plan Engineering, Construction and Science

Equality Outcomes	Actions	Progress measures	Outputs	Examples of
				Progress.
1.Culture – We will continue to create a	1.7 All staff are aware of the	Complaints and	Higher disclosure	
culture where everyone	policies and procedures	Commendations	rates	
associated with the College	relating to equalities	procedure	Fewer complaints	
is welcomed, respected and	1.8 All learners have an	Focus groups		
enabled to fully participate in	equalities briefing in	Induction of learners		
learning and in the work and	the first week induction	Stakeholder		
life of the College, and where	programme	engagement		
discrimination, harassment	1.3 Welcome signage in			
and bullying is tackled	languages other than			
appropriately	English displayed			
	throughout the			
	campuses.			
2. Knowledge – The development of staff	2.1 Staff development and	Input from EDI	Increase in project	Staff
and learners awareness,	awareness of advancing	Manager	work for learners	participating in
knowledge, skills and	equality and inclusion	QELTM used for	looking at equality	Workrite
attitudes towards	embedded in training	teaching packs	issues	Diversity &
equality is embedded	and development in the	Implement EDI In		Equality" module
	College.	Curriculum Project		and other

further throughout the	2.2 Developing learners	Focus Groups	More staff involved in	training has led
College experience.	understanding of equality	Staff undertaking	focus groups	to a reduction in
	and inclusion will be	specific equality		the number of
	embedded throughout their	training – CPD	Increase Knowledge	queries,
	time at the College through	records	of staff.	guidance
	learning and teaching	EDI In Curriculum		requests and
	approaches, equality	Project implemented		referrals to CMs
	events and participating in	Learner involvement		for matters
	shaping the equality	in themed months		relating to E&D.
	agenda through class	Focus groups		
	representatives and focus			
	groups			
3. Inclusion and Accessibility -	3.1. Staff embed the	Establish a Working	Embedding inclusion	
Learners, staff, and stakeholders	College's Access and	group to develop an	into all working	
continue to experience an inclusive and	Inclusion strategy in	action plan.	practices.	
accessible learning and working	their working practices.			
environment supported through the	3.2. Policies and	Equalities committee		
College policies and procedures and its	procedures will	to evaluate policies		
working practices.	continue to be	and procedures in line		
	proactive in meeting	with college timetable		
	the needs of staff with	for review.		
	protected	Conduct focus groups		
	characteristics and	with staff to evaluate		

none. Staff are actively	policies and	
involved in assisting to	procedures.	Demonstration of
shape policies and		further achievement
procedures.	Develop methods to	and attainment of
3.3. Learners will receive	capture soft targets to	learners.
support through the	ensure progress of	
implementation of the	learners form	Improve whole college
Access and Inclusion	underrepresented	approach to
strategy, which is a	groups	mainstreaming.
holistic whole college		
approach to		
improving the learner		
journey to assist in		
providing equality of		
opportunity.		

4.Progression – All learners and staff are	4.1 Staff will receive	Coaching and	Increased applications	
supported to participate	training and support to	mentoring	for professional	
and progress equitably	help them to progress	Professional Learning	development	
and this is advanced	equitably in their	opportunities identified	opportunities form	
further across the	working lives.	and accessed.	those with PCs	
protected characteristics				
where there is	4.2 Both lecturing and	Individual Learning	Increase attainment	
underrepresentation.	support staff, to make the	Plans	and achievement for	
	learner journey fulfilling and	Gender Action Plan	learners form	
	successful, will support	Corporate Parenting	underrepresented	
	learners to achieve their	Action Plan	groups	
	potential, irrespective of	Empowered to Take		
	protected characteristics.	Action Projects		
5 - Gender Underrepresentation	1.4 Staff - the College will	Advertising and	Increase staff in non-	Equate
Implement the College's	seek to recruit new staff	Recruitment Strategy	traditional areas of	newsletters
Gender Action Plan, to tackle	into areas where there	refreshed	work	distributed to
the gender pay gap and the	is underrepresentation.			CMs throughout
occupational gender	Current staff will receive			academic year.
segregation of both staff and	appropriate training to	Professional	Staff applying for	
learners within Glasgow Kelvin	progress in the College	Development	different posts in	Several Science
College.	and this will be	Opportunities	house or elsewhere in	staff attended a
	advanced to those with		non-traditional areas.	STEM
			Staff with PCs	networking day

protected		applying for	event, organised
characteristics.		development of	by ESP, to share
		promotion.	best practice
5.2 The College's gender			across FE
equality action plan	Gender Action Plan –	Increased	institutions,
will seek, through	targets	applications from	February 2018.
proactive measures,		learners for non-	Complete
to recruit learners		traditional routes of	
into areas of study		study	
which are			Carpentry &
underrepresented by			Joinery lecturer,
one of the binary			Mathematics
genders or other and			lecturer,
those with other			Chemistry
protected			lecturer and Civil
characteristics			Engineering
			lecturer
			volunteered to
			undertake
			activities as role
			models who are
			working in
			vocational areas

where there is
gender
imbalance.
Activities have
included meeting
with and
presenting
career advice to
existing female
engineering
learners,
promoting
construction
careers at
information
evenings in local
schools, and
delivering STEM
challenges within
primary schools.