

**Glasgow
Kelvin
College**



**Equality Outcomes Report 2017 –
2021 and Areas for Equality
Outcomes 2021 - 2025**

Equality Outcomes Progress Report - April 2017 to April 2021

1. Introduction

Glasgow Kelvin College Equality Outcomes were shaped and informed by a range of evidence, including staff and student surveys and data; in consultation with internal and external stakeholders and representatives of its recognised Trade Unions.

Data around ethnicity, disability and gender (sex) specifically informed the objectives within our outcomes and had a key role to play in our participation in various projects.

This report seeks to highlight the progress in meeting the Board's Equality Outcomes. It demonstrates where an outcome has been fully met as evidenced in our Public Sector Equality Duty Report 2021. It identifies areas where we have not fully met our Equality Outcomes and how we will progress these areas as part of our new Outcomes over the next four years. This is in line with the requirements of the specific duties, as outlined in the Equality Act 2010.

These duties are as follows:

- Prepare and publish a set of equality outcomes, which is considered to enable better performance of the general equality duty.
- Publish reasons if equality outcomes do not cover every relevant protected characteristic in relation to furthering the general equality duty.

In March 2015, the three colleges within the Glasgow Region, City of Glasgow College, Glasgow Clyde College and Glasgow Kelvin College, in conjunction with the Glasgow College Regional Board (GCRB), developed the following five shared Glasgow Regional Equality Outcome themes:

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

The three colleges and the GRCB made the decision to retain these themes in light of the impact Covid-19. It was agreed that these themes remain relevant at this time and however they be reviewed next year, Academic year 2022-23.

2. Final progress report on implementing out Equality Outcomes 2017 -21

The Board's Equality Outcomes for 2017-21 identified five outcomes based on the evidence collected:

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

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

3. 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

4 .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.

5 - 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.

An overview of progress made against these outcomes over the four year period from 30 April 2017 to 30 April 2021 is outlined in Appendix 1. The majority of the planned actions have been completed.

The outstanding actions and the evidence gathered during our consultation and information processes detailed in our Public Sector Equality Report 2021 have informed the areas of focus for our new set of Equality Outcomes for 2021-2025, outlined below.

3. New Equality Outcomes

The outstanding actions and the evidence gathered during our consultation and information processes to produce our Public Sector Equality Report 2021 have informed the areas of focus for our new set of Equality Outcomes for 2021-2025.

The areas of focus identified for our new Equality Outcomes are detailed below:

1. Our workforce has good representation of ethnic minority groups across our grading structure and is more reflective of the Glasgow Region by 2025. Progression of existing staff to managerial positions will improve through better preparing our staff for promotion.
2. Our staff are confident in disclosing a disability and our workforce has good representation of disabled employees across our grading structure by 2025. Progression of existing staff to managerial positions will improve through better preparing our staff for promotion.

3. Improve the disclosure rate of staff and students in relation to mental health conditions through establishing strategies and support which enables them to maintain good mental health and progress in work and study.
4. Improve LGBTQ+ equality and inclusion for staff and students through improving understanding of inequalities reducing stigma, discrimination and violence.
5. Tackle gender-based violence to keep staff and students safe and able to work and study; reduce the level of gender based occupational segregation within the College.
6. Staff and students have an improved understanding of equality and inclusion so that they are able to participate in an inclusive learning and working environment, and promote good relations between people from different groups.

Equality Outcomes 2017-2021 – Progress Report

Equality Outcomes	Actions	Status	Examples of Progress	What difference this has made
<p>1.Culture – We will continue to create a culture where everyone associated with the College is welcomed, respected and enabled to fully participate in learning and in the work and life of the College, and where discrimination, harassment and bullying is tackled appropriately.</p>	<p>1.1 All staff are aware of the policies and procedures relating to equalities. All staff to receive and equalities briefing yearly and undertake mandatory training in equality every two years.</p>	<p>Complete and ongoing</p>	<p>Staff induction incorporates equalities briefing and online compulsory module is completed by all staff within first month of employment. HR monitor the completion of the module for new entrants and on an ongoing basis.</p> <p>Staff and TU representatives involved in development and review of existing of new policies, procedures and practices.</p>	<p>Staffing data demonstrates a diverse workforce. Some progress has been made in attracting male and females into non-traditional roles and achieving male or female representation in across many functions.</p> <p>There are some areas where gender balance still requires to be addressed.</p> <p>There has been no progress in attracting and recruiting candidates from ethnic minority groups into senior or managerial roles. There is less representation due to staff turnover of staff with a disclosed disability at senior or managerial roles.</p> <p>We are currently reviewing and developing our website, we will review specifically our recruitment site. We will review our recruitment procedures and practice against the Scottish Government’s Minority Ethnic Recruitment toolkit and consult with our ethnic minority staff to make the necessary changes to our processes and procedures.</p>

	1.2 All learners have an equalities briefing in the first week induction programme	Complete and ongoing	Student induction incorporates equalities module.	83.5% of students confirmed that they are treated fairly by staff.
	1.3 Welcome signage in languages other than English displayed throughout the campuses.	Complete	All buildings have welcome signs in various languages to reflect our student population.	Feedback from students has been positive. This is demonstrated through our Student Satisfaction Survey and our Student Association.
1.Culture – We will continue to create a culture where everyone associated with the College is welcomed, respected and enabled to fully participate in learning and in the work and life of the College, and where discrimination, harassment and bullying is tackled appropriately.	1.4 include stakeholders in developing an inclusive and welcoming culture.	Complete and ongoing	<p>2017/18 - five complaints received around equalities and on investigation none were progressed. 2019-20: three complaints received around equalities of which two were not upheld and one was partially upheld.</p> <p>The College is a 3rd Party Hate Crime Reporting Centre. Training has been provided for over 70 staff to date.</p> <p>Consultation with staff and students, in particular disabled staff, ethnic minority staff, LGBT+ staff, support staff teams, course teams and Student Association and class representatives have informed the development of policies, procedures and practices.</p>	<p>The number of overall complaints have decreased.</p> <p>We have formed a new partnership with Glasgow City Council to provide training to staff and students. Our students will be participating in specific campaigns which would not have been available to them prior to the partnership being formed.</p> <p>The qualitative and quantitative data has informed and shaped our policies, procedures and practices to meet the diverse needs of our staff and students. Feedback from staff and students has been positive. Information has informed the new Equality Outcomes for the next 4years.</p>

		<p>External stakeholders have been involved in our work around Gender Based Violence, Trans and Gender Reassignment Guide and the development of our mental health approaches to help make the college culture more inclusive.</p>	<p>Staffing data shows that retention rates for staff are good. In particular in relation to age, disability, ethnicity and gender (female staff have longer service than male).</p>
		<p>We have established an Equalities into Action Workgroups. Staff and students across the PCs have volunteered to participate.</p> <p>Inclusion Starts with 'I' project. Students were supported by staff to set up an informal Trans peer support group to allow Trans learners to link up and share experiences (positive and negative) of their time at Glasgow Kelvin College. The feedback has informed the development of our Trans and Gender Reassignment Guide to support students and staff.</p> <p>Student Records staff work in partnership with students to change gender identity names and pronouns as requested. Staff have been trained on Trans and Gender Reassignment to help support students disclosing trans identity.</p> <p>HR Business Partners have been appointed as an Equality Champion for specific PCs and work in partnership with the Equality, Diversity and Inclusion Manager to meet the three general duties of The Equality Act 2010</p>	<p>We will run the Equalities into Action Workgroup during session 2020/21 and evaluate its impact at the end of session 2021/22</p> <p>We have developed a Trans and Gender Reassignment Guide which will be rolled out to staff.</p> <p>Disclosure rates have increased which demonstrates and increased confidence in students to disclose.</p> <p>The role of the HR Business Partner will embed equality and diversity further into functions, support managers and staff and evaluate and assess impact.</p>

Equality Outcomes	Actions	Status	Examples of Progress	What difference this has made
<p>2. Knowledge – The development of staff and learners’ awareness, knowledge, skills and attitudes towards equality is embedded further throughout the College experience.</p>	<p>2.1 Staff development and awareness of advancing equality and inclusion embedded in training and development in the College.</p>	<p>Complete and ongoing</p>	<p>A wide range of training has been delivered including as part of our staff development days: Tans Awareness, Unconscious Bias; White Ribbon Training; Mental Health and Wellbeing; Managing Depression.</p> <p>Online modules relating to equality and diversity are completed by staff as part of the staff development day.</p> <p>89 staff have been trained in Mental Health First Aid</p> <p>Functional Teams have participated in a wide range of specific training relevant to their role: gender based violence training, British Sign Language.</p>	<p>Staff has reported an increased confidence when dealing with matter relating to mental health, equality and diversity.</p> <p>Statistics for staff completing compulsory modules related to equality and diversity have increased year on year.</p> <p>We have a staff waiting list for training in Mental Health First Aid with staff taking a proactive approach to managing mental health to support staff and students.</p>
	<p>2.2 Developing learners understanding of equality and inclusion will be embedded throughout their time at the College through learning and teaching approaches, equality events and participating in shaping the equality agenda through class representatives and focus groups</p>	<p>Complete</p>	<p>Materials produced by QELTM have been used to audit and develop teaching packs. New and established learning and teaching packs are internally audited, approved and subject to equalities checks and the content is endorsed using the GKC equalities checklists.</p> <p>An EDI in Curriculum Project was implemented and involved students across PCs. Our Art and Design students collaborated with ESOL students, providing illustrations for books being written and produced by ESOL students. Photography students provided photography services for various EDI</p>	<p>There has been an increase in the number of curriculum areas participating in EDI events. The number of packs being audited with the equalities checklists increased and this is now used in relation to all packs produced and revised.</p> <p>We have seen a continual increase in student numbers participating in activities and a wide range of staff across curriculum areas getting involved in supporting students.</p>

			<p>organisations/ campaigns including Interfaith Network and Women's Refuge. They are also worked on individual projects on various EDI themes. Including 'Blackfaces' project: Fashion students work with homeless people to create fashion brand raising funds for, and giving a voice to, homeless people. Several 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.</p> <p>We have a well-established Diversity Week - Students in conjunction with staff run the programme and showcase through displays, events and stalls showing collaborative work between faculties.</p> <p>We run an Embracing Diversity Competition and deliver Diversity Themed months.</p>	<p>There has been an increase in students and staff becoming involved in our established equality and diversity themed months.</p> <p>The number of students willing to participate in our Focus groups has also increased.</p>
			<p>We have identified a pilot project to embed anti-racism approaches into the Curriculum, this is being piloted by our social sciences and hair and beauty staff.</p> <p>Our Child Care and Early Education staff undertook training on Gender Based Violence in order to develop students undertaking programmes in their curriculum areas.</p>	<p>The work undertaken will be shared with our other faculty areas and embedded into our Teaching and Learning Strategy.</p> <p>Three classes have successfully completed GBV training to learn to spot signs and symptoms of abuse and how to support child witnesses.</p>

				This training will continue after lockdown and training for hair and beauty students will be delivered, as spotting signs of abuse and how to approach this is a key area for supporting women.
Equality Outcomes	Actions	Status	Examples of Progress	What difference this has made
3. 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.	3.1. Staff embed the College's Access and Inclusion strategy in their working practices.	Complete	<p>A Working Group was established to revise the Access and Inclusion Strategy Action Plan.</p> <p>The Workgroup audited and supported functions to embed inclusion into their working practices. We have since established an Accessibility and Digital Inclusion Committee established. This ensure staff and learners can use their own or College devices to aid learning and development to aid inclusion.</p>	We have seen a greater confidence in staff and students with a high percentage both using this facility to access learning and development.
			We have a high percentage of students, 1100, who disclose a disability. Lecturing staff from two of our curriculum areas working with our Advice, Guidance and Learner Support Team have developed a health and wellbeing module to support students to remain well physically and mentally. It is designed to assist with improving attainment rates from students with mental health challenges.	Evaluation of the module will be undertaken with the involvement of students. We will assess its effectiveness and our attainment figures for students who disclose a mental health condition over the next two academic years.

	<p>3.2. Policies and procedures will continue to be proactive in meeting the needs of staff with protected characteristics. Staff are actively involved in assisting to shape policies and procedures through consultation and involvement processes.</p>		<p>Our Equality, Diversity and Inclusion Committee took ownership for approving EQIAs and auditing policies and procedures to ensure they meet the diverse needs of staff and students.</p>	<p>Feedback from staff through formal and informal consultation and involvement processes has been positive and the information collated has helped to inform and shape further our policies, procedures and practices.</p>
	<p>3.3. Learners will receive support through the implementation of the Access and Inclusion strategy, which is a holistic, whole college, approach to improving the learner journey to assist in providing equality of opportunity.</p>	<p>Complete</p>	<p>A schedule of focus groups is put in place each Academic Year. These are held with staff to evaluate policies, procedures and work practices</p>	<p>Feedback has led to a range of changes to our policies, procedures and practices to meet the diverse needs of our staff and learners.</p>
		<p>Complete</p>	<p>Established policies, approaches and support mechanisms are in place to support students. These include:</p> <ul style="list-style-type: none"> - Course teams provide a range of additional activities to support 	<p>There has been an increase in the number of students presenting with mental health issues and accessing appropriate support and assistance.</p>

		<p>Complete</p> <p>Complete</p>	<p>students, and the mental wellbeing of the student body in general.</p> <ul style="list-style-type: none"> - A mental health awareness and well-being action plan was introduced as par to the induction training for students to help support students stay mentally healthy. - The induction event was delivered by staff to students and 66% of students confirmed in the student survey that they had completed an Action Plan. <p>We worked in partnership with the Charlie Waller Memorial to train a number of our staff on the Mental Health Continuum. Our trained staff will deliver session to staff as part of our ongoing Staff Development Days.</p> <p>We have an annual programme in place for our Student Association new appointees and class representatives' in awareness training on mental health.</p>	<p>There has been a high take up of this training by staff, We will continue to deliver further sessions to staff on the Mental Health Continuum. We will monitor and evaluate the impact of the training.</p> <p>Our Student Association and class representatives are members of our Health and Wellbeing Committee and have contributed to the ongoing activities and approaches to support our learners and staff.</p>
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		Complete and ongoing	The merger of our Advice and Guidance function with Learner Support has allowed students to have a much more seamless journey in terms of support. The students have a Service provided by a Team that have varying areas of expertise supporting them holistically rather than having to receive referrals to various departments.	Feedback from learners through our student satisfaction survey and Student Association is positive on a streamlined support service.
		Complete and ongoing	Student Records collate data on protected characteristics via the enrolment process. Data is monitored by the College and used to ensure design attraction and recruitment strategies to ensure that courses attract a diverse student base across the PCs.	There has been an increase in recruiting learners onto programmes more traditionally favouring one gender or the other. Particularly in relation to STEM subjects. We will continue to use student data to inform our recruitment strategy, programme planning and policies/procedures/practices
		Complete and ongoing	We continue to work in partnership with our local communities and schools. Our Advice, Guidance and Learner Support Team worked with pupils on Autistic Spectrum from local secondary school to prepare them for coming to College. This allowed pupils to ask any questions, express any concerns and talk about how they are feeling about coming to College.	The session received positive feedback from the pupils and the school. The Team is developing this approach further with the aim of rolling similar approaches as a programme to other schools.
		Complete	We adjusted our timetables for our Business courses to provide more time for Communication units this has benefited the high number of learners on these courses for whom English is a second language. Approx. 80% students in level 4 intro to	We have seen an increased rise in the number of ESOL students joining mainstream programmes and in the achievement levels for these students.

			<p>Business Administration course are non-native speakers. Our Business Development staff facilitate meetings between these students and ESOL staff twice a year to assist progress. 44% of student intake on our NC Computing courses are from minority ethnic groups. Our staff ensure that students' needs are identified and support is put in place prior to commencing the programme. Our staff from Business & Computing curriculum areas encourage our ESOL students to join mainstream courses on completion of the ESOL programme.</p>	
		Complete and ongoing	<p>We revised our enrolment form to reflect the change in legislation related to BSL, it was incorporated under the question what is your first language. The College has 17 students who have identified as BSL.</p>	<p>We will obtain feedback from our BSL students to assess the impact of our policies, procedures and functions to develop further support for future BSL students.</p>
		Complete and ongoing	<p>We implemented ReciteMe on College digital platforms, making these more accessible to students, applicants and staff who may require for example text to be read aloud, increased font size, colour, background etc. The ability to change the language is also be beneficial to those where English is not their first language.</p>	<p>We have received positive feedback from students and staff on our evaluation of ReciteMe. ESOL students found the facility supportive when enrolling for a programme with the College. We will continue to promote this facility and monitor and evaluate its impact.</p>

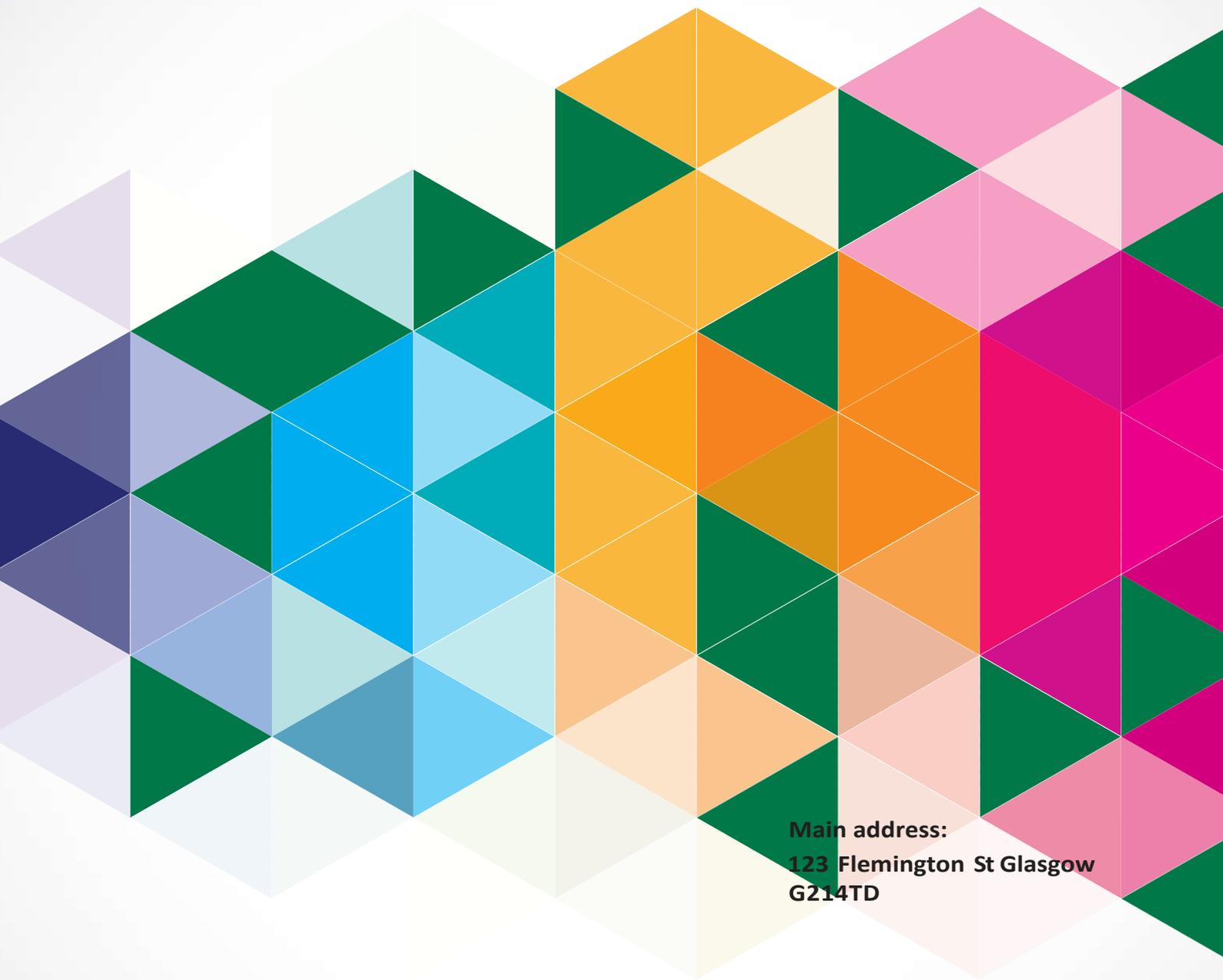
		Complete	We have developed a range of Student Support Services resources in different formats to suit multiple learning styles. For example, the introduction of video guides to complement the written step by step instructions on how to complete their funding application forms.	These have received positive feedback from students and has supported them through the funding applications process allowing them to access funds earlier.
Equality Outcomes	Actions	Status	Examples of Progress	What difference has this made
4.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.	4.1 Staff will receive training and support to help them to progress equitably in their working lives.	Complete and ongoing	Data demonstrates that professional learning opportunities area accessed across the PCs.	The data has enabled us monitor and review areas or particular groups who have not accessed training. We have taken appropriate actions to encourage staff and managers to participate in our CPD processes.
	4.2 Both lecturing and support staff, to make the learner journey fulfilling and successful, will support learners to achieve their potential, irrespective of protected characteristics.	Ongoing	The College attracts candidates from ethnic minority groups and those who have a disability and it has a good appointment rate for both PCs. It has however been unable to attract candidates from ethnic minority groups and those who have a disability for senior or managerial roles.	This has demonstrated that the College requires to take specific action to attract candidates with a disability and from ethnic groups into senior and managerial positions. As part of our revised Equality Outcomes we will review further our attraction and recruitment strategy; develop a Leadership Programme to prepare staff for managerial role, staff from ethnic minority groups and those who have disclosed a disability will be prioritised and we will explore the possibility of coaching/ mentoring programme for staff from underrepresented groups.

		Complete and ongoing	Members of our Student Records Team were involved in the coaching and mentoring programme for MCR students.	This received positive feedback from all those involved. We will consider offering out this opportunity to other Teams.
		Complete	The College issues a questionnaire to all students who have disclosed a support need on their enrolment form. This questionnaire encourages learners to disclose more information about their specific needs to ensure that they are supported in college life and fully equipped to progress. With the learner at the centre of the process, a support plan is set up to try to eliminate any potential barriers to progression.	Data shows an increased attainment and achievement rate for learners from underrepresented groups.
		Complete	Learners who identify as Care experienced are contacted to complete a brief questionnaire and are then supported through the college partnership with Action for Children.	Data shows an increased attainment and achievement rate for these students.
		Complete	The introduction of a learning development plan co-created by staff and the student allows students to track their progress more easily and seek support when they identify any specific needs. This helps students to keep track of their progress. It also assists the College to record data after the enrolment stage to more accurately record PCs.	<p>We have received positive feedback from students. Students are accessing support quicker and more tailored support is being provided. We have been capture data on students post enrolment in a more systematic and accurate manner.</p> <p>This has led to more students gaining access to mainstream</p>

		Complete	A separate internal application process provides priority access for students who are on Supported Learning and ESOL programmes to gain a place on mainstream programmes which improves progression routes.	programmes and obtaining a place at an earlier stage. This ensures that these students have improved destinations. We will monitor and evaluate the impact of this process.
		Complete	Our Business & Administration Team and Supported Learning Team have worked together over past two years to provide students on supported learning courses with an interest in Administration or Business to take part in mainstream classes. This provides students with an insight into the mainstream courses and identify support where required in advance of joining; no assessment is required for students to join the programme.	This supports progression routes for our supported learning students onto mainstream courses. A number of students have articulated on higher level courses from this pathway.
		Complete	We have a well-established process for Individual Learning Plans to support our students. We specifically designed an ILP for our community based programmes. Our Learning Network has introduced a student record help identify needs to support learner progress.	We have seen an increase in attainment and achievement for learners from underrepresented group. Staff who provide teaching and learning to a student are able to access the ILP and provide support ensuring consistency of approach and provision of sustained support.

Equality Outcomes	Actions	Status	Examples of Progress	What difference has this made
<p>5 - 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.</p>	<p>Staff - the College will seek to recruit new staff into areas where there is underrepresentation.</p>	<p>Complete and ongoing</p>	<p>We have attracted male and female staff into non-traditional areas, male into Child Care and Early Education and female into Digital Services. Whilst we have made some progress we will review further our attraction and recruitment strategy.</p>	<p>We have made some progress in achieving a gender balance across functions and curriculum areas. We have made some progress in attracting males and females into non-traditional roles.</p>
	<p>Current staff will receive appropriate training to progress in the College and this will be advanced to those with protected characteristics.</p>	<p>Complete and ongoing</p>	<p>We provided opportunities to staff to undertake project work and acting up positions which has led to the appointment of female staff to roles. Our revised PDR process has assisted us to support staff who have identified the option of career progression. We have a good retention rate for staff across the PCs.</p>	<p>We have a good gender balance across the senior and managerial levels. We will seek to encourage staff for other underrepresented groups to participate in areas out with their remit to prepare them for senior and managerial roles.</p>
	<p>5.2 The College's gender equality action plan will seek, through proactive measures, to recruit learners into areas of study which are underrepresented by one of the binary genders or other and those with other protected characteristics</p>	<p>Complete</p>	<p>Working with SWAP Access team a new course was created, Access to Care as a male only offer as positive action.</p>	<p>This has been successful in increasing male students into this profession and the programme is now being offered for a 3rd year 2021-22. We will review the offer of this programme to ensure that we continue to comply with the legislation.</p>
		<p>Complete</p>	<p>We achieved Stem Accreditation.</p>	<p>We have made some progress in attracting more female students onto our STEM programmes. We will continue to develop our approach with feedback from our students and staff. We will continue to seek to attract female lecturing staff into this area. We had been successful in the past however the staff member moved</p>

				onto to position with one of the universities.
		Complete and ongoing	We have actively promoted courses for non-traditional areas to males and females to increase the take up of students in these areas through more inclusive marketing and promotion.	We have increased the number of applications from students for non-traditional routes of study. For example our percentage of females on computing programmes has increased to 28% females this is well above national average. Sound Production: Previously identified as a male-dominated course had set a target to increase its percentage of female learners. For 2020/21, HND Year 1 female learners up by 150%, now making up 12.5% of total learners (previously 5%).
		Complete and ongoing	Activities have included meeting with and presenting career advice to existing female engineering students, promoting construction careers at information evenings in local schools, and delivering STEM challenges within primary schools. Staff who volunteer to undertake activities act as role models to challenge stereotyping and demonstrate that there is a career for both genders in these vocational areas where there is gender imbalance.	Increased applications from students for non-traditional routes of study within our Engineering, Construction and Science Faculty



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