



**Glasgow
Kelvin
College**



**Equalities
Outcome
Report**
2017- 2021

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Glasgow Kelvin College

2017 Equalities Outcomes Report

1. Purpose

This report seeks to describe progress in meeting the College's equality outcomes and the requirement 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.

Highlighted within this report will be, the procedure employed to discuss the current equality outcomes of the College

- Has Glasgow Kelvin College fully met the equality outcomes?
- Are they still current or do they need revised? Or,
- Should the College devise new outcomes?

The reporting of staff data and mainstreaming the equality duty will be published in a separate Equality Mainstreaming Report. Separate reports on the gender pay gap information, and the equal pay statement will be published. The equal pay statement will include disability and race, as well as gender. These reports must be published in a manner that is accessible to the public. (Appendix 1)

Glasgow Kelvin College is committed to having a community, which is inclusive and diverse and is welcoming to all individuals who use its services. While the College must comply with the Equality Act 2010 to;

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited, under the Act
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not;

The College believes it is progressing the equality outcomes in its culture and ethos and that Equality and Diversity are embedded in our strategic themes and values and underpin the work and life of the College.

The Equality and Human Rights Commission (EHRC) states that

'By focusing on outcomes rather than objectives, this specific duty aims to bring practical improvements in the life chances of those who experience discrimination and disadvantage. So ... think of equality outcomes as results

intended to achieve specific and identifiable improvements in people's life chances.'

– *Equality and Human Rights Commission Scotland*

2. Introduction

Glasgow Kelvin College was established in November 2013 following the merger of John Wheatley, North Glasgow and Stow Colleges. The College is part of the Glasgow region with its sister colleges, City of Glasgow College and Glasgow Clyde College.

With four campuses across the North and East of Glasgow, Glasgow Kelvin College offers an extensive range of full-time, part-time and evening courses covering Science, Engineering, Business, Health, Humanities, Sport, Construction, Technology and the Creative Industries. Programme levels range from introductory SCQF Level 1, through to degree level SCQF level 10.

Working in partnership with the Wheatley Group and many other community partner organisations, the College also provides free access to ICT learning and facilities for local residents in 37 community based learning centres across North Glasgow. In addition to this, the College also works with local schools to deliver a comprehensive portfolio of school–college link programmes. Further information is contained in the mainstreaming report on the College's internet.

Access to information and Communication (ICT) learning and facilities are free and available in the community based learning centres and are supported by staff from the College. Other programmes are also delivered in the community to support local needs, foster good relations with the community, and provide access to learning for those who may not be able to attend college.

In addition to this, there is also a comprehensive portfolio of learning for the School College partnership programmes. This aims to support young learners who wish to undertake more vocational learning in the College.

The College employs over 650 employees and there is now an established one-college culture and ethos, three years on from the merger. With direction from the Board of Management, the College management team have developed policies to embed equality and diversity into the College culture. The mainstreaming of equality and diversity is a main driver for College ethos. Monitoring and evaluating systematically the policies, procedures and practices, helps ensure compliance.

3. College Ethos

The College's Board of Management and Strategic Management Team have driven Glasgow Kelvin College's ethos. It is a series of commitments designed to place learners and staff at the heart of a Glasgow Kelvin 'Community'.

The ethos has been established around mainstreaming equality, and as such highlights the College's commitment to providing all of our learners and staff with an environment in which individuals are welcomed, respected, valued and supported.

The College opposes all forms of discrimination, harassment and victimisation on any grounds. The focus is on ensuring that the College is a place where learning and working exists in an environment that advances equality, celebrates diversity and allows everyone to achieve their fullest potential.

Glasgow Kelvin College's Equality policies, procedures and associated practices therefore apply to all College stakeholders: learners, staff, partners, contractors and service providers.

The Board of Management of Glasgow Kelvin College is committed to the promotion of equal rights, equity and advancing equal opportunities for all learners and staff. Pursuant to this commitment is the College's Equality and Diversity Policy, which was devised to progress, in line with equality legislation, coordinated and positive measures to advance equality, eliminate harassment and foster good relations.

We are committed to meeting our obligations under the Equality Act 2010 and the Public Sector Equality Duty by fully mainstreaming equality and diversity into all aspects of College life.

4. Strategic Aims

In consultation with staff, learners and stakeholders, Glasgow Kelvin College revised and refined the Strategic aims. These are high-level aspirations developed in line with the College's mission and the wider Glasgow FE Regional Outcome Agreement.

Each strategic aim has a set of strategic objectives associated with it. Within the strategic aims, the commitment to embedding equality, diversity, inclusiveness and respect for the individual is a strategic objective. To achieve this objective the College will, as is stated within our Strategic Plan (2016-2019), "Continue to embed the College's commitment to equality, diversity, wellbeing, health, safety and inclusion in our programmes, processes, procedures and functions".

The corresponding targets for this strategic objective are, again as stated within our Strategic Plan (2016-2019), "Work with partners to continue to mainstream equality

throughout College life” and to “Engage with Students' Association to identify areas for development in equality, diversity, wellbeing, health, safety and inclusion”.

4.1. Regional Strategic Equality Outcome Themes

The regional context of Glasgow, with three Colleges, led to the establishment of a Glasgow Regional Equality Group, who meet every two months to discuss the progress of embedding equalities within the three colleges and to share good practice and resources that will benefit staff and learners in Glasgow.

In March 2015, the three Colleges, City of Glasgow College, Glasgow Clyde College and Glasgow Kelvin College, in conjunction with the Glasgow College Regional Board (GCRB), devised 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.

These themes were devised from mapping each of the College's Equality Outcomes 2013-2017 with Scottish Funding Council (SFC), Education Scotland and GCRB priorities. Looking forward, to support local needs, each College will continue to devise its own unique equality outcomes which are considered to enable better performance of the Equality Act 2010 Public Sector Equality Duty (PSED).

Regional Strategic Outcome themes further focus equality at the heart of the Regional Outcome Agreements and the equality outcomes for each college in the region will use these as a guide for its equality outcomes setting.

4.2. Existing Glasgow Kelvin College Equality Outcomes

The Regional outcome themes were considered when Glasgow Kelvin College's five equality outcomes were designed to eliminate inequality and provide an inclusive environment for staff and learners. They were devised for the new College after extensive consultation with staff, stakeholders, learners, and equality partners and were agreed by the Board of Management, to advance its equality agenda. Glasgow Kelvin College's equality outcomes were an amalgamation of the previous three colleges' outcomes before merger; John Wheatley, North Glasgow and Stow.

Equality Outcomes 2015-2017

- 1) Culture - A culture exists 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 student awareness, knowledge, skills and attitudes towards equality is enhanced through being embedded throughout the College experience.
- 3) Inclusion and Accessibility - Students, staff and stakeholders experience an inclusive and accessible learning and working environment supported through the College policies and procedures and its working practices.
- 4) Progression - All students and staff are supported to participate and progress equitably and this is advanced across the protected characteristics where there is underrepresentation.
- 5) Gender - the Gender Pay Gap and occupational gender segregation of both staff and students within Glasgow Kelvin College continues to reduce.

5. Progress as April 2017

To enable the College to effectively monitor and evaluate our equality outcomes and mainstreaming activity, the Equality, Diversity and Inclusion Committee (EDIC) meets on a two monthly cycle. Chaired by the Equality, Diversity and Inclusion Manager, the EDIC comprises a number of senior managers from across the key functions of the College, the Learner Engagement Officer and members of the Students' Association.

The Equality, Diversity and Inclusion Committee (EDIC) is responsible for overseeing compliance with the equality duties, including the requirement to mainstream equality into core activities, policies, procedures and practices. The EDIC is therefore responsible for monitoring progress against outcomes and uses information taken from a wide range of sources.

The work of the EDIC demonstrates our commitment to embed equality in the college infrastructure. The Equality, Diversity and Inclusion Manager reports to the Strategic Management Team and the HR Committee of the College Board of Management. Teams across the College have 'Equalities' as a standing agenda item at all meetings, this encourages teams to consider how their practice is mainstreaming equalities. All Equality actions from meetings are then included in teams' self-evaluation reporting to inform operational planning. However, it is the responsibility of all staff to comply with the equality duties when carrying out their functions.

A sub-committee of the EDIC reviews Equality Impact Assessments (EIA) carried out on all functions, processes and services, and these are published on the College website. All policies are re-evaluated on a yearly or two yearly basis to ensure our procedures and practices are current and inclusive, and consider those with protected characteristics.

The College has two cross-college committees with specific equalities remits. These are the Inclusive Learning Committee and the Health and Wellbeing Committee. Both of these groups report to the EDIC. The Inclusive Learning Committee has a remit to consider inclusiveness in the curriculum as well as other college services to support learners. The Health and Wellbeing Committee's remit is to maintain and promote the good health and well-being of staff and learners, and give them the tools to remain healthy both physically and mentally. This Committee helps to inform the College's wellbeing strategy.

5.1 Professional Development

In April 2015, three areas were identified as priorities for Staff development. There was an identified need around training for managers in the areas of attendance management, specifically to support employees with disabilities, or those acquiring disabilities, to provide assistance to help them remain at work. Since 2015, management at all levels have been offered a series of management workshops,

including Attendance Management, Conflict Resolution, and Solution Focussed Coaching. Online training has also been rolled out to Managers, including, Mental Health Awareness for Line Managers to support employees in the workplace.

Staff from Black and Ethnic Minority (BME) backgrounds and identified mentors from the College participated in the STUC mentoring project. The impact of this was positive for the participants; however, the project was discontinued by STUC. The college now offers coaching and mentoring opportunities through the Value the Difference Project.

Equality and Diversity online training is continuing and results are analysed to ensure staff are undertaking training and aware of their role in advancing equalities. This training will also form part of new staff induction.

5.2 Professional Development Review

Staff are supported to undertake a Professional Development Review (PDR) and access Continual Professional Development (CPD) opportunities to develop their potential in the workplace. The College monitors the opportunities for staff progression and promotion through our Human Resource team, and ensure that those with protected characteristics are considered for positive action measures to ensure their progression within the organisation.

5.3 Data Capture

After merger in November 2013, Human Resources identified that one legacy college did not appear to have collected data for all the protected characteristics and they have undertaken an exercise to obtain the data. Human Resources now collect data on all protected characteristics and this is used to better inform workforce planning and ensure that discrimination against those with protected characteristics does not occur in the recruitment of staff. This allows for the identification of areas of underrepresentation of staff in traditional roles and can inform training or recruitment for these groups. Human Resources and the SMT track the gender pay gap and continue to work to reduce this in line with the Scottish Funding Council's Gender Action Plan priorities.

The College has been successful in attracting female and male staff into non-traditional occupations in some areas within its staffing structure, such as female staff into ICT Technical Services, Science, Technology, Construction, Engineering and Maths and males into Hairdressing, Administration, Student Records and Advice, Guidance and Admissions. The number of female staff in managerial positions has also increased however; this is an area for further development.

The College is taking a number of actions to develop and identify strategies to advance gender race and disability equality and address further occupational segregation across its staffing complement. These actions should also advance equality for all the

protected characteristics due to the intersectionality of individuals. A fuller explanation of these is included in the equal pay statement and equal pay audit publication on the College's website. The College, for example, is working in partnership with:

- **Close the Gap**

Close the Gap reviewed the College's existing PSED publications and provided feedback on the strengths and opportunities for development. This has assisted the College to develop further reporting and approaches and the attraction and recruitment strategy.

- **Equate Scotland**

Equate Scotland is Scotland's expert in gender equality throughout science, engineering and technology. Their vision is of a progressive Scotland where women can contribute equally to advancements in these areas and have fair access to the jobs of the future.

Equate Scotland has offered to assist the College to undertake a review of its website, marketing information, recruitment and selection materials, and other written materials including the design and the use of language.

6. Complaints and Commendations Procedure

Information and guidance on the College's complaints and commendations procedure is available to all staff and learners and a part of the induction process. The procedure links to various policies including the Dignity and Respect Policy and the Equality and Diversity Policy. Review of the procedure in 2016 made it more efficient, time bound, and better able to capture any equality issues associated to the complaint.

Since 2015, seventeen complaints on equality issues were received. All were dealt with through a rigorous investigation, and all were resolved informally between both parties. None proceeded to formal disciplinary action. The College will continue to monitor complaints and put measures in place to reduce complaints relating to equality issues, including further equality training and training around dignity and respect.

7. Learning and Teaching

Glasgow Kelvin College recognises that education is about capacity building, and that mainstreaming equalities into our curriculum helps to prepare our learners to cope and thrive in the wider community. Glasgow Kelvin College continues to serve the complex needs of the North East of the city, the rest of Glasgow and Scotland.

Following the recent curriculum review, we remain committed to making programmes more accessible by offering a wider range of courses from SCQF Level 1. These courses serve our disabled learners well in supporting them into education and developing their life skills, while providing an academic underpinning for those who wish to progress to further study and enable them to access employment in their future.

The college maintains a commitment to digital literacy through courses at SCQF level 3. The use of assistive technologies, and access to Advice, Guidance and Learner Support services help to support progression and successful outcomes for those with protected characteristics. ESOL courses are offered across all campuses to increase inclusion of BME learners, especially our refugee learners. This supports learners to participate in both the Glasgow Kelvin College community and their own local communities.

Course self-evaluation identified that training on the following matters would be beneficial to learners:

- Sectarianism
- Gender stereotyping
- Attitudes to women and domestic abuse;
- Cultural awareness;
- Religious awareness; and
- Mental health issues affecting learners.

Learners developed a CD to raise awareness of sectarian issues, which is available as a learning and teaching resource. Staff developed resources to use in classes around religious and cultural awareness.

The College has become the first college in Scotland to achieve White Ribbon status; this is a campaign started by men to tackle violence against women in all its forms. Staff and learners became White Ribbon trainers and over 600 people within the college community have signed the White Ribbon pledge. The College now offers training to other community partners and local schools.

The Curriculum Managers for Early Years and Health and Social Care worked with the Marketing Team to produce a video highlighting Men in Care, which will be on the college website to provide positive images to prospective learners about Health Care and Early Years learning, to begin to tackle the gender imbalance and stereotyping in these areas.

<https://youtu.be/wQY1Fcliw8c>

8. Services to Support Staff and Learners

Support services across the College also reflect in their self-evaluation reporting that training around cultural awareness and religious belief awareness would enhance their service to staff and learners. The College offered training on religious awareness,

which was well received, and further sessions will be included in the staff development offer over the next two academic sessions.

Hate Crime Awareness training has been organised and this will allow the College to become a Third Party Reporting Centre from May 2017. Police Scotland will also deliver training on domestic abuse and its impact, and this will allow the College to extend its hate crime reporting into this area as well. Following the White Ribbon campaign, staff have requested this training.

9. Equality Outcomes for 2017-2021

According to The Equality and Human Rights Commission's report, is Scotland Fairer? In 2015, key equality challenges remain for Scottish society and a number of these are relevant for the College. These are as follows:

- Bullying is a particular issue for some young people who share particular protected characteristics.
- Women and disabled people remained more likely to have no qualifications.
- There is a gap in the proportion of ethnic minority people and white people holding a degree.
- Disabled people are less likely to have a degree than non-disabled people.
- Unemployment rates increased more for disabled people than for non-disabled people.
- Young people are less likely to be in work and saw the greatest increase in unemployment.
- Women are less likely to be in work than men, and those women in work are less likely to be in senior positions and more likely to be in part-time work.
- Attitudes had not improved in relation to mental health, Gypsy/Travellers and Roma people.
- Lesbian, gay and bisexual people and ethnic minorities experience harassment.

ⁱ Is Scotland Fairer?

www.equalityhumanrights.com/about-us/devolved-authorities/commission-scotland/about-commission-scotland/scotland-fairer/scotland-fairer-report

The SFC analysis of PIs now includes figures for learners from:

- the 10% and 20% most deprived data zones;
- ethnic minorities;
- disabilities;
- gender;
- age;
- learners who have fees paid by an employer; and
- learners beyond their first year of study with the College.

Success rates for learners who have fees paid by an employer (89.4%) and for learners beyond their first year of study with the College (83.4%) are particularly high in comparison with the overall College average of 75.5%. If these learners (just over 1000 in each category) are excluded from the figures, the College average success rate drops to 71%.

Success rates for learners from the 10% and 20% most deprived data zones, ethnic minority learners and learners with disabilities are all below the overall College average. However, when compared with the figure reduced by excluding learners who have fees paid by an employer and learners beyond their first year of study with the College they are closer to the College norm:

	Successful Completion Rate	College average (excl. learners with employer paid fees and learners beyond first year of study with Glasgow Kelvin College)	Difference
Learners from the 10% most deprived data zones	70%	71%	-1%
Learners from the 20% most deprived data zones	70.5%	71%	-0.5%
Ethnic minority learners	73.3%	71%	+2.3%
Learners with disabilities	68%	71%	-3%

Considered in this way, outcomes for learners from the 10% and 20% most deprived data zones are very close to the College norms and again confirm the success of approaches such as the development of the class tutor role and the engagement of all staff in quality enhancement processes. These figures are around 3.5% up on 2014/15.

Outcomes for ethnic minority learners are above the College norm, but successful completion rates for learners with disabilities remain below the norm.

For learners with a disability, early withdrawal rates (8.7%), further withdrawal rates (13.9%) and partial success rates (9.4%) are all higher than the College norms (of 5.8%, 10.3% and 8.2% respectively). Clearly sustaining engagement of learners with a disability remains a challenge for the College.

Gender trends are in line with national patterns (at HE level female learners slightly outperform males, at FE level male performance is higher but this reflects the high number of employed male FE learners).

Generally successful completion rates improve with age rising from around 65% for learners under 18 years of age to 77% for learners aged 25-40 before dropping back to around 68% for those over 40 years of age.

When considering whether to write new equality outcomes for the College, evidence from internal and external sources was considered such as from staff and learner focus groups, and equality groups, e.g. Close the Gap, Equate Scotland, Coalition for Race Equality and Rights, Equality and Human Rights Commission publications, and the Equality Challenge Unit. Glasgow Kelvin College has made some progress against the equality outcomes. Evidence of the progress in many areas across the College is highlighted in the mainstreaming report but more progress must be made before Glasgow Kelvin College can consider closing these outcomes and writing new outcomes.

The College's revised outcomes in 2015, which amalgamated outcomes from the three legacy colleges and mapped against the Regional Outcome themes are still current and still give the direction needed to help the College embed equality in its processes, policies and functions. However, after consultation with staff and learners a revised set of outcomes was developed.

Current Outcomes

- 1) **Culture:** A culture exists 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 student awareness, knowledge, skills and attitudes towards equality is enhanced through being embedded throughout the College experience.
- 3) **Inclusion and Accessibility:** Students, staff and stakeholders experience an inclusive and accessible learning and working environment supported through the College policies and procedures and its working practices.

- 4) **Progression:** All students and staff are supported to participate and progress equitably and this is advanced across the protected characteristics where there is underrepresentation.
- 5) **Gender:** the Gender Pay Gap, and occupational gender segregation of both staff and students within Glasgow Kelvin College continues to reduce.

10. Revised Outcomes 2017-2021

- 1) **Culture:** The College 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 learner 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:** 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.

These outcomes still reflect the themes of the Region and an action plan will be implemented in the College to monitor and evaluate progress.

10.1 Revised Outcomes – Aims and Objectives

- 1) **Culture:** The College 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.
 - 1.1. All staff are aware of the policies and procedures relating to equalities.
 - 1.2. All learners have an equalities briefing in the first week induction programme.

- 1.3. Welcome notices in languages other than English displayed throughout the campuses.
- 2) **Knowledge:** The development of staff and learner awareness, knowledge, skills and attitudes towards equality is embedded further throughout the College experience.
 - 2.1. Staff development and awareness of advancing equality and inclusion embedded in training and development in the College.
 - 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.
- 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.
 - 3.2. Policies and procedures will continue to be proactive in meeting the needs of staff with protected characteristics and none. Staff are actively involved in assisting to shape policies and procedures.
 - 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.
- 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.
 - 4.2. Both lecturers and support departments, to make the learner journey fulfilling and successful, will support learners to achieve their potential, irrespective of protected characteristics.
- 5) **Gender:** 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.
 - 5.1. Staff - the College will seek to recruit new staff into areas where there is underrepresentation. Current staff will receive appropriate training to progress in the College and this will be advanced to those with protected characteristics.
 - 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 and those with other protected characteristics.

10.2 Initiatives Identified for Progression from Employee Equality Information

The employee equality data, contained in the mainstreaming report, assisted the College to highlight areas for development to advance equality of opportunity for those with protected characteristics (mainstreaming).

The College will initially take forward the following Initiatives:

- Working with the Coalition for Racial Equality and Rights to examine the approach taken on race equality, including feedback on our equality outcomes and holding focus groups with BME staff (mainstreaming).
- STUC leadership Skills for BME workers.
- Equality Challenge Unit – Supporting Workforce Diversity Project. This will focus on race and improving disclosure. Details of this are in the Equal Pay Statement and Audit (equal pay statement and audit).
- Of the ten BME teaching staff presently employed by the College, 44% possess the TQFE, 22% are currently undertaking the TQFE and 34% are qualified but not teacher trained. As part of the College's selection cycle for considering staff for a formal teaching qualification, the relevant line manager and Organisational Development Manager will specifically meet with the three BME staff. The meeting will take place prior to June 2017 to encourage these staff to participate in the PDA (prior to progressing to the TQFE) or TQFE programme as part of the cohort of staff in session 2017/18 who will undertake a formal teaching qualification. The purpose of the meeting will be to develop and agree with the employee a development plan to support them to achieve the qualification(s) to provide them with the opportunity for career progression for the future.
- Glasgow Independent Living Strategy - The Principal of the College is on the Board of the Independent Living Strategy and the EDI Manager is a member of the operational group. The College is assisting to develop an employability strategy with Glasgow City Council. This strategy will assist the College to develop its own employability strategy to attract and retain disabled people into its employment, particularly within higher graded roles.
- The Department of Work and Pensions (DWP) relaunched Disability Confident, an initiative originally launched in 2013 as a replacement for the Two Ticks positive action scheme.
- As the College is a member of the Positive about Disabled People scheme, which is the predecessor of Disability Confident and currently at level two, Disability Confident employer. The College has committed to working towards achieving level three in December 2017. Working in partnership with See Me Scotland will

assist the College to achieve accreditation and would hope to progress this during session 2016/17.

Case Study – Progress towards Advancing Equality of Opportunity

Pupil Masterclass

The College's Business & Administration team were delighted to be asked to deliver a masterclass to pupils at Parkhill Secondary School last week to mark the launch of their new 'Enterprise Academy'.



The masterclass marks the beginning of a new partnership between the College and the school and we are currently in discussions about delivering Administration & IT courses at the school next session. The Enterprise Academy aims to support pupils with additional support needs into the world of work.

It is a joint venture between the school and the Hilton Hotel, which has seen an area within the school modified into a real-life hotel bedroom with en-suite, café and training kitchen and customer care room.

Disclosure rates by staff for religion and belief and LGBTi is still an area that needs to improve. To this end, the College is seeking to work with equality partners to explore how we can address this.

Glasgow Kelvin College is working with Action of Churches Together in Scotland and the EDI Manager is a member of the Further Education Chaplains working group. The College is also working towards providing a chaplaincy service to offer pastoral support to staff and learners and has established a chaplaincy group within the College.

At this time, the College is exploring the possibility of becoming a Diversity champion with Stonewall. This should be progressed by December 2017. The Students' Association is working towards a bronze award with LGBT Youth Scotland.

A re-issue of guidance, explanation of disclosure and how this is used will occur at the start of every academic session, and staff will be encouraged to update their details on the Human Resources systems. Increase in disclosure rates will allow us to monitor policies and procedures more effectively to ensure that they remain inclusive for all.

The College aims to attract staff of all ages into its employment and retain them. It is supportive of those regardless of age who wish to:

- further their career;
- develop themselves personally or professionally;
- achieve a work-life balance; and
- make a transition from their working life into retirement.

To achieve this the College, in partnership with the recognised Trade Unions, is developing a three to five-year workforce plan. Workforce planning enables evidence based workforce development strategies to create a staffing complement, which is diversified, agile and innovative.

The College will undertake an audit of its staff using the 'Age Audit Tool' produced by ACAS to assist assess with the age profiling of its staff and prepare for future resourcing needs.

11. Conclusion

Glasgow Kelvin College will continue to meet the requirements of the Equality Act 2010 and work to make the lives of those with protected characteristics equal by fostering good relations and removing barriers to equality of opportunity.

Implementation of the action plan across the College will be monitored and evaluated by the SMT to ensure it is being enacted in all areas. The Board will receive regular reports on the progress of the equality agenda in the College to demonstrate the mainstreaming in all areas, functions, policies and processes.

Examples of Progress against Equality Outcomes 2015- 2017

Protected Characteristics Covered: Age (A); Disability (D); Gender Reassignment (GR); Marriage & Civil Partnership (M&CP); Pregnancy & Maternity (P&M); Race (R); Religion or Belief (RoB); Sex (S); Sexual Orientation (SO); and All Protected Characteristics (All).

Faculty of Business & Creative Industries	Description (the focus is on staff)	Impact / Change / Difference	Evidence to support Impact / Change / Difference	PC's
<p>Equality Outcome 1: Culture A culture exists 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>The BCI faculty continues to welcome visitors (industry/stakeholder representatives, school taster groups, visiting lecture staff, other college staff, exchange staff /learners, etc.) in a very welcoming and respectful manner.</p>	<p>Visitors feel valued and welcomed and activity generates a supportive and positive first impression of the college in general.</p>	<p>Everyone is given an appropriate induction or welcome briefing and a dedicated contact in the form of a member of BCI staff allocated to ensure the process of 'meeting a greeting' is formalised</p>	<p>All</p>
	<p>Staff foster an environment of 'safe space' with learners</p>	<p>Staff, especially those in the role of the class tutor try very hard to foster an environment of 'safe space' with learners hopefully at ease to discuss their issues and anxieties for action at faculty level or referral to other college support mechanisms or agencies.</p>	<p>Staff in BCI have very close working relationships with learners and stop and check and other feedback mechanisms highlight this support and counselling facility for learners as being readily available from class tutors and other staff.</p>	<p>All</p>
	<p>Collaboration between staff (inter and intra faculty)</p>	<p>The BCI faculty are heavily involved in collaborative activity across the faculty and the college and activities of this nature are actively encouraged and driven by the staff</p>	<p>This results in the BCI learners being given access to the 'wider' college experience and hence fully participating in the shaping their own learning and the work and life of the college in all its forms.</p>	<p>All</p>

	<p>Teaching and Learning around issues of Discrimination and Harassment</p>	<p>Much of the teaching and learning activity within BCI also deals with issues based activity and often the focus can be on challenges presented by incidents and attitudes around discrimination and harassment.</p>	<p>The work showcased by art and photography learners on a regular basis often clearly demonstrates these topics being used as a brief and hence a stimulus for production of materials and artefacts. The content of the courses in Acting and Drama and also the previous experience of some course participants are also very much areas where learners investigate the feelings and negative impact on health and wellbeing caused by discrimination, isolation, harassment and bullying.</p>	<p>All</p>
	<p>As part of the faculty induction process, staff are made aware of the existence of the college policy documents relating to the how we (as a college and as a faculty) tackle any alleged incidence of discrimination, harassment and bullying.</p>	<p>Informed and updated faculty staff in terms of college processes and procedures</p>	<p>Staff are aware and informed and can communicate college policy or use intranet resources to access college policy where and when required</p>	<p>All</p>

<p>Equality Outcome 2: Knowledge The development of staff and student awareness, knowledge, skills and attitudes towards equality is enhanced through being embedded throughout the College experience.</p>	<p>BCI developed, focused action plan to address key issues of equality, diversity and inclusion</p>	<p>BCI not only has a focused action plan to address key issues of equality, diversity and inclusion but the BCI stated actions to embed some of the key college principles of equality, aspiration and participation overlap with this work and further demonstrate to learners the importance the college puts on this aspect of the overall college experience.</p>	<p>Action plan provides the detail of a variety of activities and events within BCI that give structure and a process for monitoring the development and increasing the knowledge, skills and understanding of both learners and staff related to equalities.</p>	<p>All</p>
<p>Equality Outcome 3: Inclusion and Accessibility Students, staff and stakeholders experience an inclusive and accessible learning and working environment supported through the College policies and procedures and its working practices.</p>	<p>Curriculum Review - focus on more accessible Introductory level programmes</p>	<p>As a result of a process of reflection, evaluation and curriculum review, BCI has now focused more course provision around introductory level programmes.</p>	<p>The changes made as a result of the curriculum review will provide ease of access to a programme that then has multiple exit routes. These level 4/5 programmes have also been designed to cover a number of areas within wide curriculum areas (Creative and Business/Admin) and ensure both relatively hard to reach learners or non-confident/ undecided returners to education, can access a programme that will engage them and enlighten them to the progression opportunities that exist within these areas of study.</p>	<p>All</p>

	Consultation on relevant issues and documentation	College policies and procedures are discussed with the faculty management team as part of the process of formulation or review	Staff have a formal process of input to all college policy and documentation related to equality	All
	Contact with Stakeholders and Partners	BCI have embarked on a process of taking the faculty management team to the external partners	Having considered the efficiency and effectiveness of more traditional employer, stakeholder engagement events i.e. business breakfasts, workshops etc., BCI have embarked on this different tack in the hope that we can develop more solid and productive partnerships and networks. This process is also supported by an audit toolkit that will capture input from the stakeholders that will then be used to investigate how these agreements and arrangements can be positively developed for the benefit of all concerned	All
Equality Outcome 4: Progression All students and staff are supported to participate and progress equitably and this is advanced across the protected characteristics where there is underrepresentation.	See above in outcome 3 for information on increased Inclusion and progression from Introductory level awards as a result of staff input to curriculum review			All

	Mapping of Curriculum (College and Region)	BCI have previously completed a mapping exercise of their faculty provision and are about to revisit these maps to add the nature and level of support offered across the faculty courses to aid progression both to the next level internally, externally and to employment.	Curriculum Maps detailing the potential routes to internal , external and employment produced	All
	Gender -redressing imbalance within identified areas of curriculum	production of video resources to focus on gender imbalance and underrepresentation in certain areas of the faculty	Target set to have completed materials be available for use in marketing, promotion and recruitment by April 2017.	Gender
Equality Outcome 5: Gender The Gender Pay Gap, and occupational gender segregation of both staff and students within Glasgow Kelvin College continues to reduce.	Screening of Promotional , Marketing and Recruitment (Staff and Student) material	Suitability and positive impact of marketing, promotional and recruitment materials assured by 'screening' by staff and managers prior to use.	Only suitable and positive materials used.	Gender

Faculty of Engineering, Construction & Science	Description (the focus is on staff)	Impact / Change / Difference	Evidence to support Impact / Change / Difference	PC's
Equality Outcome 1: Culture A culture exists where everyone associated with the College is welcomed, respected and enabled to	Staff tailored induction programmes in the Construction courses to ensure a significant emphasis is on issues such as; respect discrimination, harassment and bullying,	Respect of individual differences.	Individual Learning Plans(ILP) Course evaluations Team meetings	All

<p>fully participate in learning and in the work and life of the College, and where discrimination, harassment and bullying is tackled appropriately.</p>	<p>particularly in programmes with high numbers of learners with challenging behaviour or territorial issues. This good practice will be used across all areas of the Faculty.</p>			
	<p>ILPs used well to set and monitor personal targets in relation to any failure to adhere to the college's inclusive culture. Negotiating and setting personal targets has proved to be more effective in changing attitudes and behaviours than immediately invoking the college's disciplinary procedures.</p>	<p>Eliminate discriminatory behaviour - learners</p>	<p>ILPs</p>	<p>All</p>
<p>Equality Outcome 2: Knowledge The development of staff and student awareness, knowledge, skills and attitudes towards equality is enhanced through being embedded throughout the College experience.</p>	<p>Staff are constantly on the lookout for naturally occurring opportunities to discuss equality issues with groups during learning and teaching activities. When these opportunities present, staff are becoming skilled at guiding discussions that raise awareness and enhance attitudes towards equality.</p>	<p>Foster good relations Increased awareness of equality issues Greater engagement with the equalities agenda.</p>	<p>Self-evaluation reports Class team meetings Focus groups</p>	<p>All</p>

	<p>Learning and teaching material checked annually to ensure that underrepresented groups are portrayed positively and that opportunities to include equality topics within the subject have been signposted.</p>	<p>Mainstreaming equality into the curriculum.</p>	<p>Self-evaluation reports Course team meetings</p>	<p>All</p>
	<p>Supported by the staff form across the College, The science learners undertaking the Duke of Edinburgh award have been working closely with supported learners, and learners from across a number of curriculum areas, on a sensory garden project.</p>	<p>Foster good relations Reduce discrimination</p>	<p>Learners feedback Self-evaluation reports</p>	<p>D</p>
	<p>The Mechanical Engineering curriculum team are arranging for female ambassadors (engineers and recent graduates) to come into classes to give talks about their experiences and careers in engineering. This is motivational for all learners, and provides female learners with access to role models that can offer</p>	<p>Provide equality of opportunity</p>	<p>Progression into areas of non-traditional areas of study - admissions</p>	<p>G</p>

	support, guidance and inspiration.			
	The Science curriculum team facilitated stands at two major science festivals/events in Glasgow to promote STEM activities and careers for all. Significant numbers of schoolchildren attended these events from Glasgow and the surrounding authorities. This provided opportunities for the science team to target promotion of science courses to males. The faculty will engage with similar events this academic year.	Increase participation in non-traditional areas of study, provide equality of opportunity	Gender action plan	G
	Throughout the academic year, the Faculty invites the College Equality, Diversity and Inclusion SCM to at least 3 faculty management meetings to help develop and enhance staff awareness, knowledge, skills and attitudes towards equality. Due to the dissemination into curriculum teams of these skills and attitudes, it is evident that equality, diversity and inclusion is becoming embedded throughout the Faculty. The number of activities, which seek	Eliminate discrimination Advance equality of opportunity Foster good relations	Teaching and learning activities Self-evaluation reports Gender Action Plan	All

	to involve participants with protected characteristics (mainly gender), evidences this.			
Equality Outcome 3: Inclusion and Accessibility Students, staff and stakeholders experience an inclusive and accessible learning and working environment supported through the College policies and procedures and its working practices.	Inclusion and Accessibility: Students, staff and stakeholders experience an inclusive and accessible learning and working environment supported through the College policies and procedures and its working practices.	Where there is under-representation of females in engineering courses, it is normal practice for the course organisers to arrange for at least two females to be in the same class so that they can provide support for each other.	Advance equality of opportunity	Gender Action Plan
		The faculty is working on an initiative where every S1 pupil at a Glasgow secondary school has the opportunity to learn about study and careers in science and engineering by attending the college for a one day event to undertake a STEM project.	Advance equality of opportunity	Gender action plan
Equality Outcome 4: Progression All students and staff are supported to participate and progress equitably and this is advanced across the protected characteristics where there is underrepresentation.	This academic year, curriculum managers will work with the Marketing Department to create case studies to use when promoting and recruiting to programmes.	Staff helping to advance equality agenda an equality of opportunity	Increased admissions Self-evaluation reports	G
	The faculty is planning to deliver a series of 1-day science and construction project-based	Advance equality of opportunity – staff supporting more disabled	Self- evaluation reports	D

	workshops to school pupils who have additional learning needs in a local Glasgow secondary school. In addition, there are plans for fourth year pupils from this school, who also have additional learning needs, to attend the college to undertake level 4 science units. It is hoped that this will widen access to, and participation in, STEM activities.	learners accessing further education		
	In AY 2015-16, the faculty increased opportunities for all learners to undertake remediation (additional tutorials were provided in mathematics, communications and specific subjects) and reassessment, and learners in-filled to classes to complete programmes. Guidance tutors also provided further remediation and reassessment opportunities. These practices help to maximise learner success, and will be continued.	Advance equality of opportunity Create an inclusive culture	Self-evaluation reports	All
Equality Outcome 5: Gender The Gender Pay Gap, and occupational gender	An attempt was made to provide a "female only" Skills for Work Construction programme for St. Mungo's Secondary School	Advance equality of opportunity – more females entering into construction		

segregation of both staff and students within Glasgow Kelvin College continues to reduce.	pupils. This group currently has 7 female learners but needed to include 5 males.			
	In AY 2015-16, the Faculty recruited a female lecturer in civil engineering in 2015. This has brought diversity to the curriculum team and provided a further role model for female learners.	Addressing gender underrepresentation	Staff recruitment	G
	The faculty hosted 60 S2/S3 pupils attending the College Theme Day tasters. The pupils, who were mostly female, were introduced to the wide range of engineering disciplines delivered at the college, and undertook practical activities in the areas of planning, design, manufacture and maintenance/repair within engineering.	Advance equality of opportunity by staff working collaboratively with stakeholders.	Feedback from the participating pupils and their schoolteachers was very positive, and the faculty will engage with similar events during this academic year.	G
	Arranging female ambassadors (engineers and recent graduates) to come into classes to give talks about their experiences in engineering. Learners are gaining better exposure to women employed in the engineering industry.	Staff helping to eliminate discrimination.	Gender Action Plan	G

Faculty of Health Studies, Care & Learner Development	Description (the focus is on staff)	Impact / Change / Difference	Evidence to support Impact / Change / Difference	PC's
<p>Equality Outcome 1: Culture</p> <p>A culture exists 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>Equality Outcome 2: Knowledge</p> <p>The development of staff and student awareness, knowledge, skills and attitudes towards equality is enhanced through being embedded throughout the College experience.</p>				

<p>Equality Outcome 3: Inclusion and Accessibility Students, staff and stakeholders experience an inclusive and accessible learning and working environment supported through the College policies and procedures and its working practices.</p>				
<p>Equality Outcome 4: Progression All students and staff are supported to participate and progress equitably and this is advanced across the protected characteristics where there is underrepresentation.</p>				
<p>Equality Outcome 5: Gender The Gender Pay Gap, and occupational gender segregation of both staff and students within Glasgow Kelvin College continues to reduce.</p>				

Faculty of Community & Flexible Learning	Description (the focus is on staff)	Impact / Change / Difference	Evidence to support Impact / Change / Difference	PC's
<p>Equality Outcome 1: Culture</p> <p>A culture exists 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>Equality Outcome 2: Knowledge</p> <p>The development of staff and student awareness, knowledge, skills and attitudes towards equality is enhanced through being embedded throughout the College experience.</p>				

<p>Equality Outcome 3: Inclusion and Accessibility Students, staff and stakeholders experience an inclusive and accessible learning and working environment supported through the College policies and procedures and its working practices.</p>				
<p>Equality Outcome 4: Progression All students and staff are supported to participate and progress equitably and this is advanced across the protected characteristics where there is underrepresentation.</p>				
<p>Equality Outcome 5: Gender The Gender Pay Gap, and occupational gender segregation of both staff and students within Glasgow Kelvin College continues to reduce.</p>				

Business Development Department	Example	Description (the focus is on staff)	Impact / Change / Difference	Evidence to support Impact / Change / Difference	PC's
<p>Equality Outcome 1: Culture A culture exists 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>All staff in the business team are aware of the College's E&D policies. Customers of the college are welcomed regardless of their background and supportive actions implemented where appropriate</p>	<p>Attendance at team meetings of E&D manager. CPD will reflect E&D priorities</p>	<p>College's E&D priorities are met through the business team functions</p>	<p>CPD plans, team meeting E&D agenda</p>	<p>All</p>
<p>Equality Outcome 2: Knowledge The development of staff and student awareness, knowledge, skills and attitudes towards equality is enhanced through being embedded throughout the College experience.</p>	<p>FA Team have conducted a series of meetings and workshops with underrepresented groups including: BEMIS, LGBT Scotland, Disability Scotland, Equate, Men in Childcare and Women in Engineering</p>	<p>Advance equality of opportunity – increase staff knowledge</p>	<p>Staff development requirements associated with this addressed through CPD</p>	<p>PDRs</p>	

<p>Equality Outcome 3: Inclusion and Accessibility Students, staff and stakeholders experience an inclusive and accessible learning and working environment supported through the College policies and procedures and its working practices.</p>	<p>The business team work closely with Skills Development Scotland (SDS) to ensure that under representation is address through a jointly agreed Equality and Diversity plan</p>	<p>Where staff development requirements are identified through this process, they will address via the College's CPD process</p>	<p>The SDS plan is for 2017/18 contract year, so the impact will be monitored throughout the delivery year</p>	<p>Plan agreed with SDS</p>	<p>TBC</p>
<p>Equality Outcome 4: Progression All students and staff are supported to participate and progress equitably and this is advanced across the protected characteristics where there is underrepresentation.</p>	<p>Ensuring the new foundation apprenticeship frameworks are accessible to all groups</p>	<p>Engagement with representative groups to understand their needs and to ensure equitable approach</p>	<p>Not yet measured. Programme recruitment for 2017/18</p>	<p>FA Team have conducted a series of meetings and workshops with underrepresented groups including: BEMIS, LGBT Scotland, Disability Scotland, Equate, Men in Childcare and Women in Engineering</p>	<p>All</p>
<p>Equality Outcome 5: Gender The Gender Pay Gap, and occupational gender segregation of both staff and students within Glasgow Kelvin College continues to reduce.</p>	<p>All staff in the business team are aware of the College's E&D policies. Customers of the college are welcomed regardless of their background and supportive actions</p>	<p>Attendance at team meetings of E&D manager. CPD will reflect E&D priorities</p>	<p>College's E&D priorities are met through the business team functions</p>	<p>CPD plans, team meeting E&D agenda</p>	<p>All</p>

	implemented where appropriate				
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Advice, Guidance & Learner Support	Description (the focus is on staff)	Impact / Change / Difference	Evidence to support Impact / Change / Difference	PC's
<p>Equality Outcome 1: Culture A culture exists 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>Staff actively participated in and completed Mental Health First Aid Training</p>	<p>Improved service, staff better equipped to deal with learners presenting with Mental Health Issues and if appropriate refer to specialist services</p>	<p>Increased interactions recorded on ILP's</p>	<p>D</p>

<p>Equality Outcome 2: Knowledge The development of staff and student awareness, knowledge, skills and attitudes towards equality is enhanced through being embedded throughout the College experience.</p>				
<p>Equality Outcome 3: Inclusion and Accessibility Students, staff and stakeholders experience an inclusive and accessible learning and working environment supported through the College policies and procedures and its working practices.</p>	<p>One stop Shop approach to Advice, Guidance and Learner Support</p>	<p>More accessible front facing service in all campuses</p>	<p>Increased referrals to service</p>	<p>ALL</p>
<p>Equality Outcome 4: Progression All students and staff are supported to participate and progress equitably and this is advanced across the protected characteristics where there is underrepresentation.</p>	<p>Provision of Dyslexia Screening to diagnose and support learners</p>	<p>Diagnosis leads to supported interventions which aid attainment</p>	<p>Improved retention and attainment</p>	<p>D</p>

<p>Equality Outcome 5: Gender The Gender Pay Gap, and occupational gender segregation of both staff and students within Glasgow Kelvin College continues to reduce.</p>	<p>Gender balance of team is considered when staffing all campuses</p>	<p>Learners who express a preference can see an adviser of their gender choice</p>	<p>Appointment being made for advisers on a gender basis</p>	<p>ALL</p>
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Equality Outcomes 2017-2021 Action Plan

Equality Outcomes	Actions	Progress measures	Outputs
<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</p> <p>1.2 All learners have an equalities briefing in the first week induction programme</p> <p>1.3 Welcome signage in languages other than English displayed throughout the campuses.</p>	<p>Complaints and Commendations procedure</p> <p>Focus groups</p> <p>Induction of learners</p> <p>Stakeholder engagement</p>	<p>Higher disclosure rates</p> <p>Fewer complaints</p>
<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>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</p>	<p>Input from EDI Manager</p> <p>QELTM used for teaching packs</p> <p>EDI In Curriculum Project implemented</p> <p>Focus Groups</p> <p>Staff undertaking specific equality training – CPD records</p> <p>EDI In Curriculum Project implemented</p> <p>Learner involvement in themed months</p> <p>Focus groups</p>	<p>Increase in project work for learners looking at equality issues</p> <p>More staff involved in focus groups</p> <p>Increase Knowledge of staff.</p>

	class representatives and focus groups		
<p>4. Progression</p> <p>All learners and staff are supported to participate and progress equitably and this is advanced further across the protected characteristics where there is underrepresentation.</p>	<p>4.1 Staff will receive training and support to help them to progress equitably in their working lives.</p> <p>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.</p>	<p>Coaching and mentoring Professional Learning opportunities identified and accessed.</p> <p>Individual Learning Plans Gender Action Plan Corporate Parenting Action Plan Empowered to Take Action Projects</p>	<p>Increased applications for professional development opportunities from those with PCs</p> <p>Increase attainment and achievement for learners from underrepresented groups</p>
<p>5 - Gender Underrepresentation</p> <p>.</p>	<p>1.1 Staff - the College will seek to recruit new staff into areas where there is underrepresentation. Current staff will receive appropriate training to progress in the College and this will be advanced to those with protected characteristics.</p> <p>5.2 The College's gender equality action plan will seek, through proactive measures, to recruit learners into areas of study</p>	<p>Advertising and Recruitment Strategy refreshed</p> <p>Professional Development Opportunities</p> <p>Gender Action Plan – targets</p>	<p>Increase staff in non-traditional areas of work</p> <p>Staff applying for different posts in house or elsewhere in non-traditional areas. Staff with PCs applying for development of promotion.</p> <p>Increased applications from</p>

	which are underrepresented by one of the binary genders or other and those with other protected characteristics		learners for non-traditional routes of study
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APPENDIX 1

The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2016

1. Publish equality outcomes based on evidence and involvement of equality groups by 30 April 2013 and every four years thereafter. Report on progress by 30 April 2015 and every two years thereafter.
2. Reporting on mainstreaming and action to embed equality and diversity into the day to day systems and practices of an organisation by 30 April 2013 and every two years thereafter.
3. Impact assessment of new and revised policies and practices, informed by evidence and involvement in relation to the three parts of general duty from 27 May 2012
4. Gathering, publishing and using employment data on an annual basis across the protected characteristics (to be included in mainstreaming report).
5. Publishing gender pay gap information by 30 April 2013 and every second year after that (150 or more employees).
6. Publishing equal pay statement for gender by 30 April 2013 and every fourth year after that. Subsequent statements to include disabled and race (150 or more employees).
7. Consider equality duty in award criteria for public procurement agreements
8. Publish all reports in a manner that is accessible and using existing means of public performance reporting, as far as is practicable.
9. Scottish Ministers to publish proposals to enable public bodies to better perform the equality duty by 31 December 2013 and every four years thereafter. To report on progress by 31 December 2015 and every four years thereafter

References

ⁱ EHRC. (2015). *Is Scotland Fairer?* EHRC Publications 2016 Williams Lea Group.

Scottish Funding Council College Performance Indicators 2015-16 **Statistical publication**
SFC/ST/01/2017



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