Equality Outcomes Progress Report 2019

Introduction

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

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

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

Feedback on the outcomes included;

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

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

Overview of Progress against Outcomes

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

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

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

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

- The ADA Lovelace Engineering Group – All female group – feedback indicates a growth of confidence for the learners attending;
- The Primary STEM Initiative, working with local primaries to introduce STEM subjects with an emphasis on engaging female pupils – longer term work;
- Recruitment drive for Men into Early Education and Child Care – 2 men on the programme this year;
- Devise new and promote ongoing workshop activities for school pupils/teachers/parents covering a range of areas demonstrating that transferable skills to open doors for all genders in varied courses/careers;
- Work with partner schools or identify new partners who will support this approach to addressing gender imbalance using SDS Marketplace;
- Subject specialist attend parents events/careers events – using a diverse range of staff where possible –annual event at the Skills Scotland Event;
- Engagement with industry to assist the College to promote gender diversity in careers which have stereotypical recruitment patterns;
- Eliminating gender based violence work is ongoing with the White Ribbon Scotland campaign, The Equally Safe project and Make Love Not Scars partnership;
- An all-male SWAP Access class has been created for men into Professional Care – 12 men, 6 progressing to Higher Education to undertake nursing degrees and 2 progressing to HNC Care and Administrative practice. This SWAP class will run again for the next two years and then be evaluated as this is a positive action measure.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix 1

Equality Outcomes 2017-2021 Action Plan

Equality Outcomes	Actions	Progress measures	Outputs	Examples of Progress.
1.Culture – We will continue to 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. All staff to receive and equalities briefing yearly and undertake mandatory training in EDI 2 yearly. 1.2 All learners have an equalities briefing in the first week induction programme 1.3 Welcome signage in languages other than English displayed	Complaints and Commendations procedure Focus groups Induction of learners Stakeholder engagement.	Higher disclosure rates Fewer complaints	Since 17/18 only 5 complaints have been received around equalities and on investigation none have been progressed. Staff and learners volunteering for new Equalities into Action Work group. Over 350 staff have completed the online Equality and Diversity training module. Inclusion Starts with 'I' project AGLS team- Supported a group of learners of set up an informal Trans peer support group to allow Trans learners to link up and share

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

	teaching approaches, equality events and participating in shaping the equality agenda through class representatives and focus groups	Learner involvement in themed months Focus groups		Equalities CPD activities and join focus groups e.g. Gender based violence, BSL. 3rd Embracing Diversity Competition –Increase in learner numbers participating year on year – staff support for learners.
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	Establish a Working group to develop an action plan. Equalities committee to evaluate policies and procedures in line with college timetable for review. Conduct focus groups with staff to	Embedding inclusion into all working practices.	New Accessibility and Digital Inclusion Committee established. Ensure staff and learners can use own or college devices to aid learning and development to aid inclusion. Mental health awareness and well-being action plan for all learners to support them to stay mentally healthy. Delivered by staff to over 70%

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

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

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

5 - Gender Underrepresentation 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. .	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.	Advertising and Recruitment Strategy refreshed Professional Development Opportunities	Increase staff in non-traditional areas of work Staff applying for different posts in house or elsewhere in non-traditional areas. Staff with PCs applying for development of promotion.	MIS staff work in other areas of the College via Professional Development Opportunities e.g. one staff member works in HR department one day a week.
	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	Gender Action Plan – targets	Increased applications from learners for non-traditional routes of study	Stem Accreditation Achieved.

	genders or other and those with other protected characteristics			

Equality Outcomes 2017-2021 Action Plan

Faculty of Business & Creative Industries Examples January 2019

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

further throughout the College experience.	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.	Staff undertaking specific equality training – CPD records EDI In Curriculum Project implemented Learner involvement in themed months Focus groups.	Increase Knowledge of staff.	books being written and produced by ESOL students. • Photography students provide photography services for various EDI organisations/ campaigns including Interfaith Network and Women's Refuge. They are also working on individual projects on

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

				Musical Theatre and Photography. • NQ Acting students are creating and performing devised pieces on mental health themes.
3. Inclusion and Accessibility - 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.	Establish a Working group to develop an action plan. Equalities committee to evaluate policies and procedures in line with college timetable for review.	Embedding inclusion into all working practices.	• Timetables altered in Business courses to double time for Communication units and run them for the full year, benefitting the high number of learners on these courses

	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.	Conduct focus groups with staff to evaluate policies and procedures. Develop methods to capture soft targets to ensure progress of learners form underrepresented groups	Demonstration of further achievement and attainment of learners. Improve whole college approach to mainstreaming.	for whom English is a second language. . Approx 80% students in level 4 intro to Bus Ad course are non-native speakers. Business dept. arranges meetings between these students and ESOL staff twice a year to assist progress. Has made a difference to achievement.

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

4.Progression - All learners and staff 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 lecturing and support staff, to make the learner journey fulfilling and successful, will support learners to achieve their potential, irrespective of protected characteristics.	Coaching and mentoring Professional Learning opportunities identified and accessed. Individual Learning Plans Gender Action Plan Corporate Parenting Action Plan Empowered to Take Action Projects.	Increased applications for professional development opportunities form those with PCs Increase attainment and achievement for learners form underrepresented groups.	
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	1.2 Staff - the College will seek to recruit new staff into areas where there is underrepresentation. Current staff will	Advertising and Recruitment Strategy refreshed	Increase staff in non-traditional areas of work.	• 28% females on computing courses overall. This is well above

learners within Glasgow Kelvin College.	receive appropriate training to progress in the College and this will be advanced to those with protected characteristics.	Professional Development Opportunities	Staff applying for different posts in house or elsewhere in non-traditional areas. Staff with PCs applying for development of promotion.	national average
	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	Gender Action Plan – targets	Increased applications from learners for non-traditional routes of study	

Equality Outcomes 2017-2021 Action Plan Community and Flexible Learning

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

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

				sustain full time education. So it has been useful that we have identified and addressed these barriers early on. As you say, the strength of partnership working is perhaps being able to overcome barriers which we couldn't alone."	
2. Knowledge – The development of staff and learners 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	Input from EDI Manager QELTM used for teaching packs Implement EDI In Curriculum Project Focus Groups Staff undertaking specific equality training – CPD records	Increase in project work for learners looking at equality issues More staff involved in focus groups Increase Knowledge of staff.	The Wider Access programme and the John Wheatley Learning Network is a huge example of the progress made where each year the college approves in excess of 150 community based learning programmes to support communities and community providers to	

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

3. Inclusion and Accessibility - 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	Establish a Working group to develop an action plan. Equalities committee to evaluate policies and procedures in line with college timetable for review. Conduct focus groups with staff to evaluate policies and procedures. Develop methods to capture soft targets to ensure progress of learners form underrepresented groups.	Embedding inclusion into all working practices. Demonstration of further achievement and attainment of learners. Improve whole college approach to mainstreaming.	The Faculty has a full time support member of staff whose sole remit is to support the promotion of inclusiveness and accessibility throughout the Learning Network. Teaching staff are timetabled where learning programmes identify a specific subject need and these are met through a range of service level agreements and through ongoing wider access requests submitted by community based providers. New and established learning and teaching packs are internally approved and subject to

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

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

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

.	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 or other and those with other protected characteristics	Gender Action Plan – targets	elsewhere in non-traditional areas. Staff with PCs applying for development of promotion. Increased applications from learners for non-traditional routes of study	on year and support the development of non-traditional routes to study.	

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

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

further throughout the College experience.	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	Focus Groups Staff undertaking specific equality training – CPD records EDI In Curriculum Project implemented Learner involvement in themed months Focus groups	More staff involved in focus groups Increase Knowledge of staff.	training has led to a reduction in the number of queries, guidance requests and referrals to CMs for matters relating to E&D.
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	Establish a Working group to develop an action plan. Equalities committee to evaluate policies and procedures in line with college timetable for review. Conduct focus groups with staff to evaluate	Embedding inclusion into all working practices.	

	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.	policies and procedures. Develop methods to capture soft targets to ensure progress of learners form underrepresented groups	Demonstration of further achievement and attainment of learners. Improve whole college approach to mainstreaming.	

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 lecturing and support staff, to make the learner journey fulfilling and successful, will support learners to achieve their potential, irrespective of protected characteristics.	Coaching and mentoring Professional Learning opportunities identified and accessed. Individual Learning Plans Gender Action Plan Corporate Parenting Action Plan Empowered to Take Action Projects	Increased applications for professional development opportunities form those with PCs Increase attainment and achievement for learners form underrepresented groups	
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. .	1.4 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	Advertising and Recruitment Strategy refreshed Professional Development Opportunities	Increase staff in non-traditional areas of work Staff applying for different posts in house or elsewhere in non-traditional areas. Staff with PCs	Equate newsletters distributed to CMs throughout academic year. Several Science staff attended a STEM networking day

	protected characteristics.		applying for development of promotion.	event, organised by ESP, to share best practice across FE institutions, February 2018. **Complete**
	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	Gender Action Plan – targets	Increased applications from learners for non-traditional routes of study	Carpentry & Joinery lecturer, Mathematics lecturer, Chemistry lecturer and Civil Engineering lecturer volunteered to undertake activities as role models who are working in vocational areas

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