




Glasgow
Kelvin
College

PUBLIC SECTOR EQUALITY DUTY REPORT

2025

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The College's mission is to enhance our learners' aspirations, careers and lives through accessible, inclusive, high quality lifelong learning. With a vision to transform lives through education. Glasgow Kelvin College provides inclusive learning environments that support the needs of all students, regardless of their background or circumstances

Contents

| | |
|----|--|
| 3 | Foreword |
| 4 | Section One: Executive Summary |
| 5 | Section Two: About Glasgow Kelvin College |
| 9 | Section Three: Legislative Framework |
| 11 | Section Four: Board of Management |
| 13 | Section Five: Our Staff |
| 24 | Section Six: Recruitment and Selection |
| 27 | Section Seven: Equal Pay Statement/Gender Pay Gap /Occupational Segregation |
| 31 | Section Eight: Mainstreaming Equality |
| 48 | Section Nine: Our Students |
| 54 | Section Ten: Equality Outcomes – Progress |
| 89 | Section Eleven: National and College Equality Outcomes 2025-2029 |
| 92 | Section Twelve: Our Commitment |
| 93 | Appendix 1 Case studies |

Foreword

I am proud to share Glasgow Kelvin College's ongoing commitment to equality, diversity, and inclusion through this latest Public Sector Equality Duty report. The College is required by Statute to publish data in the form of a Report by the 30 April 2025.

This is the College Public Sector Equality Duty Report (PSED) 2025 approved by our Board of Management on 11 June 2025. A copy of the PSED Report is available on our website.

At the heart of our work is a determination to break down barriers, challenge inequalities, and create a College environment where every student, staff member, and community partner feels valued, respected, and supported.

Despite the challenges of recent years, including the impact of the pandemic, and funding cuts our

College community has remained steadfast in its mission to provide inclusive and accessible education. From tackling gender-based violence to improving mental health support, closing pay gaps, and enhancing opportunities for underrepresented groups, we have worked collaboratively to foster a culture of belonging and respect.

We are especially proud of initiatives such as our Community Hubs in Springburn and Easterhouse, which have become vital spaces for learning, connection, and support. Our partnerships - with Glasgow Rape Crisis Centre, the White Ribbon Campaign, and others—demonstrate our commitment to working collectively to address persistent inequalities. At the same time, our in-house 'Report It' system

ensures that students and staff have a safe, confidential way to raise concerns and access support.

This Report highlights our key achievements: the expansion of learning and development opportunities for staff, curriculum integration of equality and inclusion principles, outreach to marginalised communities, and progress in addressing representation gaps within our workforce. We recognise that there is still much more to be done, but we are committed to learning from lived experience, embedding best practices, and ensuring that equality and inclusion remains central to our College ethos and practice.

As we move forward, we remain dedicated to building on this foundation, strengthening our partnerships, and driving meaningful change.



I want to extend my sincere gratitude to all staff, students, and partners who continue to champion inclusion at Glasgow Kelvin College.

Together, we will create a future where opportunity is truly open to all.

Joanna Campbell
Principal & Chief Executive Officer

Executive Summary

Glasgow Kelvin College is dedicated to fostering an inclusive, supportive, and empowering environment for all students, staff, and the wider community. This report outlines the College's commitment to equality, diversity, and inclusion (EDI) through various initiatives, strategies, and policies aligned with the Public Sector Equality Duty (PSED) and the Equality Act 2010.

Key Highlights:

Strategic Commitment:

The College's mission and values emphasise professionalism, integrity, creativity, support, respect, and participation. Strategic goals include delivering inclusive student experience, strengthening communities, and addressing climate emergencies.

Legislative Frame

Compliance with the Equality Act 2010 and specific duties in Scotland, including Board of Management diversity, gender pay gap reporting, and mainstreaming equality.

Board of Management:

The Board champions EDI, ensuring diverse representation and transparency in governance.

Staff Diversity Data:

Analysis of staff demographics, highlighting age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation and initiatives to improve data collection and support for underrepresented groups.

Equality Mainstreaming:

Embedding EDI principles into everyday activities, processes, and decision-making. Progress in delivering key strategies and plans, including the Corporate Parenting Plan and the British Sign Language Plan

Continuous Professional Development:

Diverse training opportunities for staff, including mandatory Equality and Diversity training. Support for professional qualifications and ongoing development for all staff to access.

Disciplines, Complaints, and Grievances:

Overview of student and staff disciplinarys and complaints, with a focus on maintaining a safe and respectful environment.

Student Feedback and Support:

Analysis of student feedback and support services, highlighting areas for improvement and actions taken.

Student Equalities Data:

Analysis of student enrolment and performance data across various demographic factors. Targeted interventions to address disparities and improve outcomes.

Equality Outcomes:

National and College-specific equality outcomes, focusing on age, disability, gender reassignment, race, religion, sex, and sexual orientation. Initiatives to support mental health, reduce gender-based violence, and promote LGBTQ+ inclusion.

About Us

Glasgow Kelvin College is a prominent further education institution located in Glasgow, Scotland. Established in 2013 through the merger of several colleges, Glasgow Kelvin aims to provide high-quality education and training to a diverse student population. The College serves a wide range of learners, including school leavers, adults seeking to upskill, and individuals pursuing vocational qualifications.

Mission and Vision

The College's mission is to enhance our learners' aspirations, careers and lives through accessible, inclusive, high quality lifelong learning. With a vision to transform lives through education. GKC provides inclusive learning environments that support the needs of all students, regardless of their background or circumstances.

Community Engagement

Glasgow Kelvin College plays a vital role in its local community, actively engaging with businesses, community organisations, and educational partners to enhance opportunities for learners. The College is committed to addressing the skills gap in the region, ensuring that its programs align with local industry needs and contribute to economic growth. [Find out more.](#)

Student Demographics

Glasgow Kelvin serves a diverse student body, with individuals from various socio-economic backgrounds, age groups, and ethnicities. The College prioritises inclusivity and equality, aiming to create an environment where all students feel valued and supported.

Academic Offerings

We offer a broad range of courses across various disciplines, including engineering, computing, health and social care, arts, and business. Glasgow Kelvin is focused on providing high-quality vocational training and higher education programs, ensuring that students acquire the skills needed to succeed in the workforce. [Our Courses](#)

Equality and Diversity

We are committed to promoting equality, diversity, and inclusion in all its practices. The College recognises the importance of fostering an inclusive culture that respects and values differences, ensuring that all students and staff have equal access to opportunities and support. *Find out more.*

Achievements and Recognition

We are known for our commitment to inclusivity and excellence in education. Our efforts have been recognised with various accolades for our educational programs and community involvement. This reputation underlines our dedication to fostering a supportive and high-achieving learning environment. *Find out more.*

Future Developments

Looking forward, we are continuously updating our curriculum and facilities to meet the evolving needs of students and the job market. Our focus on sustainable practices and promoting green initiatives within the College community demonstrates our commitment to innovation and environmental responsibility.

Values and Strategy

At Glasgow Kelvin College, our values form the foundation of our approach to education, community engagement, and equality. These values guide the way we work, shaping the experiences of our students, staff, and partners, and ensuring that we fulfil our mission to provide high-quality, inclusive education.

Our values were established in 2013. As we've grown and evolved, we believe it is important to review and update them and aim to do this over the next 12 months. This refresh is essential for aligning our values with the shifting landscape, ensuring they remain relevant, and fostering greater employee engagement and purpose. Ultimately, it will support us in building a more resilient and successful organisation. With the appointment of our new Principal and Chief Executive Officer, Joanna Campbell, in April 2025, the time is right for us to review and refresh our values to reflect the Glasgow Kelvin College of today.

Our values

Professionalism: We strive to perform to the highest standards in all that we do, leading and delivering enterprise, progression, and excellence in education and training.

Integrity: We are committed to doing the right thing, acting in an honest, ethical, and transparent manner in all aspects of our work.

Creativity: We foster the development of new ideas and encourage innovative solutions that enhance the learning experience and address challenges.

Being Supportive: We believe in creating a collaborative and inclusive environment where everyone is inspired and supported to do their best. This supportive atmosphere helps individuals, teams, and the College as a whole to achieve their goals.

Respect: We demonstrate a commitment to listening, understanding, and appreciating the views, needs, and aims of others, creating an environment of mutual respect.

Being Participative: We encourage active participation and collaboration, ensuring that everyone has the opportunity to contribute to and invest in College life.

Our values underpin our purpose to create opportunities for all learners and staff, promoting an inclusive culture where equality and diversity are central to everything we do.

By living these values, Glasgow Kelvin College continues to foster an environment where everyone can thrive, regardless of background or circumstance.

Our strategy

Deliver an inspirational & inclusive student experience

- Develop employment and life skills through high quality learning teaching and assessment.
- Empower and support our students through their life changing journey.
- Provide an outstanding physical and virtual learning environment.

Strengthen our communities and environment

- Build capacity within vibrant communities and support inclusive economic growth.
- Deepen employer and industry engagement, earn our reputation for our centers of excellence and be the partner of choice.
- Address our climate emergency – act, educate and engage.

Create a high performing, resilient and responsive College

- Build an organisation that thrives with dynamic and empowered people.
- Drive continuous improvement and digital transformation.
- Achieve financial sustainability and maintain strong and effective governance.



Legislative Framework

Glasgow Kelvin College operates within the legislative framework set out by the Equality Act 2010, which places a general duty on listed public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation, and other conduct prohibited by the Act.
- Advance equality of opportunity between people from different protected characteristic groups.
- Foster good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between different

Protected Characteristic Groups

The Equality Act 2010 outlines nine protected characteristic groups, which are:

| | | |
|------------------------------|-----------------------|---------------------|
| Age | Disability | Gender reassignment |
| Marriage & civil partnership | Pregnancy & maternity | Race |
| Religion or belief | Sex | Sexual orientation |

Marginalised Groups

In addition to the legally recognised protected characteristics, Glasgow Kelvin College also acknowledges that there are other groups who may find themselves marginalised from education and society altogether. These include, but are not limited to, individuals facing socio-economic disadvantage, those who are care-experienced, and young carers. To address these complexities, the College is committed to adopting an intersectional approach, recognising the diverse identities, privileges, and lived experiences of its students and staff. This approach ensures a more comprehensive understanding of inequality, as multiple aspects of a person's identity can affect their access to education and opportunities.

Public Sector Equality Duty (PSED) and Specific Duties in Scotland

As a public sector organisation, Glasgow Kelvin College is required to meet the Public Sector Equality Duty (PSED) under the Equality Act 2010, as well as additional specific duties placed on Scottish public bodies by the Scottish Parliament.

These include:

- Board diversity: Promoting diversity within the Board of Management to ensure representation from various groups.
- Gathering, using, and publishing employee information: Monitoring and analysing staff data on protected characteristics to address any disparities.
- Gender pay gap reporting: Publishing and analysing gender pay gap data to identify and address inequalities in pay.
- Progress on mainstreaming the general equality duty: Ensuring that equality is embedded in all the College's policies, practices, and decision-making processes.
- Equality Outcomes: Reporting on the College's progress in meeting its established equality outcomes to reduce inequalities and improve experience for students, staff, and the wider community.

Through adherence to these duties and a commitment to addressing wider inequalities, Glasgow Kelvin College strives to create an inclusive and supportive environment for everyone, regardless of their background.

Board of Management

The Board of Management is responsible for the governance of Glasgow Kelvin College, overseeing the strategic direction of the institution and ensuring that all College policies align with its mission and values. The Board conforms to the legal responsibilities defined by the Further and Higher Education (Scotland) Act 1992 and operates as an Assigned College under the Glasgow Colleges' Regional Board.

Meeting Frequency and Transparency

The Board meets five times a year to discuss and review key issues related to College operations, policy implementation, and strategic planning. These meetings are open to observers, ensuring transparency in decision-making. Papers and minutes related to the Board of Management meetings are published on the College's website after each session, allowing for public access and accountability.

Role in Equality and Diversity

Our Board of Management is not only a governance body but also a champion of equality, diversity, and inclusion. The Board recognises the importance of having a leadership structure that reflects the diversity of the College's staff, students, and the communities it serves. It is committed to promoting diversity within its own membership, gathering and publishing data on the diversity of Board members, particularly focusing on protected characteristics such as age, gender, race, and disability. This ensures that a wide range of perspectives is represented at the leadership level, which informs strategic decision-making.

Governance and Inclusivity

The Board's governance framework ensures that equality, diversity, and inclusion are central to the College's leadership and strategy.

Composition and Structure

All members of the Board serve on a voluntary basis without remuneration, demonstrating a commitment to the success of the College and its communities. In addition to formal Board meetings, members take an active interest in the College's activities and frequently attend various events and initiatives, engaging with staff, students, and stakeholders.

Governing body diversity information

Colleges and Universities are required to publish the numbers of men and women who have been members of their governing bodies or boards of management (regulation 6A).

This requirement was brought into force via an amendment to the specific duties in 2016. It aims to promote greater diversity amongst the members of the boards of Scotland's public authorities.

Public bodies in Scotland must also comply with the Gender Representation on Public Boards (Scotland) Act 2018 that requires colleges and universities to have 50% of non-executive directors to be women. Institutions will also have to comply with the Act and should ensure that succession planning and actions are aligned.

The Board of Management comprises of:

- Two staff members: Elected by the academic and support staff respectively.
- Two student members: Elected from the student body.
- Two trade union observers: one from EIS/FELA and one from UNISON

By bringing together individuals with a range of experiences and insights, the Board of Management plays a vital role in ensuring that Glasgow Kelvin College remains a place where equality, diversity, and inclusion thrive. The table below provides data on the protected characteristics Board members whilst respecting their right for privacy.

2022/ 2023

| Male | Female |
|------------------|----------------------|
| 9 | 11 |
| Chair | |
| Vice chair | |
| All White | 10 White, 1 Black |
| 2 Executives | 5 Executives |
| 7 Non-Executives | 6 Non- Executives |
| | 2 Student Presidents |

2023/ 2024

| Male | Female |
|---------------------|----------------------|
| 10 | 11 |
| Chair | |
| Vice Chair | |
| All White | 10 White, 1 Black |
| 3 Executives | 6 Executives |
| 7 Non-Executives | 5 Non-Executives |
| 1 Student President | 2 Student Presidents |

Our Staff

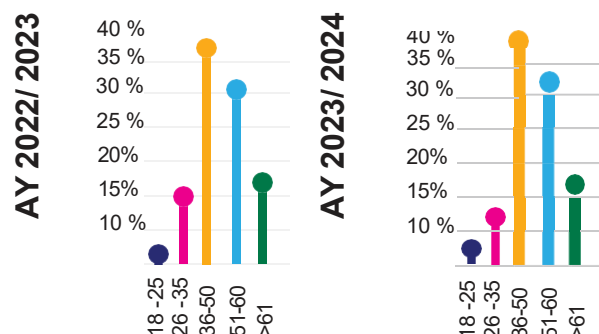
At Glasgow Kelvin College, we have a statutory duty, as a public sector employer, to collect and publish information on the protected characteristics of our employees. This information is included in our report to demonstrate progress in meeting our equality obligations and using data to improve our performance under Equality Duty.

Since our last report, the College has undergone significant organisational changes, including a reorganisation of academic faculties following a reduction in staff through voluntary severance. This reduction reflects wider funding cuts by the Scottish Government across the Further Education sector. Staff equality data is collected for all protected characteristics, primarily during the recruitment process. The data in this report reflects the academic years 2022/23 and 2023/24.

We are aware of the high levels of non-disclosure within our data and acknowledge the need to enhance our processes for data collection and recording. Steps are being taken to improve these processes and to strengthen our communication around the importance of data collection. It should also be noted that the College upgraded its HR and Payroll system in September 2023, and the equalities data did not seamlessly transfer to the new system. Staff are encouraged to review the data held on them routinely.



The age profile of staff members for Academic Years (AY) 2022/2023 and 2023/2024 highlights the diverse generational makeup of the workforce. This analysis provides valuable insights into workforce distribution and supports strategic planning around recruitment, retention, and development.



Key Findings

Dominance of the 36-50 Age Group: Employees aged 36-50 form the largest segment, increasing slightly from 37% to 38%.

Stable Representation of the 51-60 Age Group: This group is the second highest group, rising from 30% to 32%.

Slight Decrease in Employees Aged Over 61: A reduction from 17% to 16%.

On average these figures are on a par with the Further Education sector as reported by the *Scottish Funding Council*. The 51 and over age group accounted for 46.8% of the overall staff in FE in AY 2022-23, the College data shows a slightly higher percentage of staff in this age group. It should be noted that the staffing data for Academic Year 2023/24 will not be released until May 2025.

AGE

The gender distribution of staff for Academic Years (AY) 2022/2023 and 2023/2024 in the table below highlights a relatively balanced workforce slightly more in favour of female employees. Understanding the data helps us to assess gender representation and identify areas for improvement in achieving gender parity and supporting equity in the workplace.

AY 2022/ 2023



AY 2023/ 2024



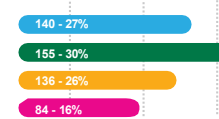
The data shown in the tables below demonstrate:

- Balanced Workforce: Female employees slightly decreased from 54% to 53%, while male employees increased from 46% to 47%.
- Senior Leadership: Gender balance in senior management and board remains consistent.

AY 2022/ 2023

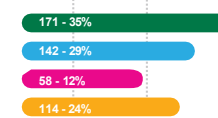
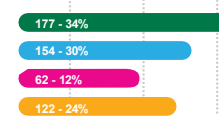
Staff Category

Academic Female
Academic Male
Support Female
Support Male



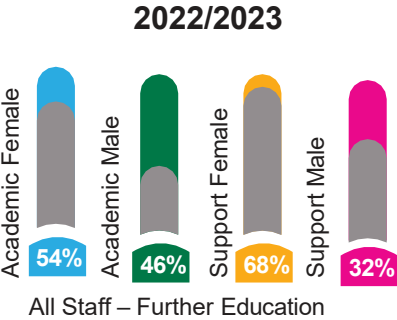
AY 2023/ 2024

Full time male
Full time female
Part time male
Part time female

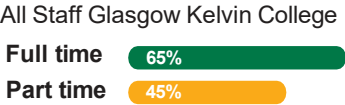
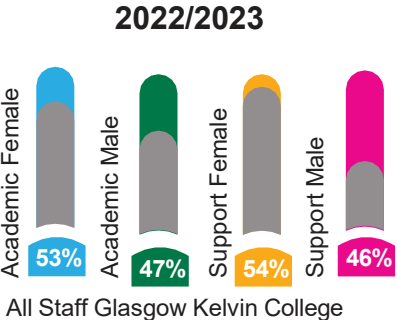
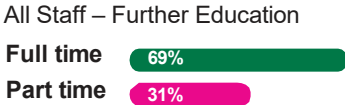


SEX

The graphics below show the gender breakdown within the Further Education Sector split by teaching and support staff and full and part-time roles.

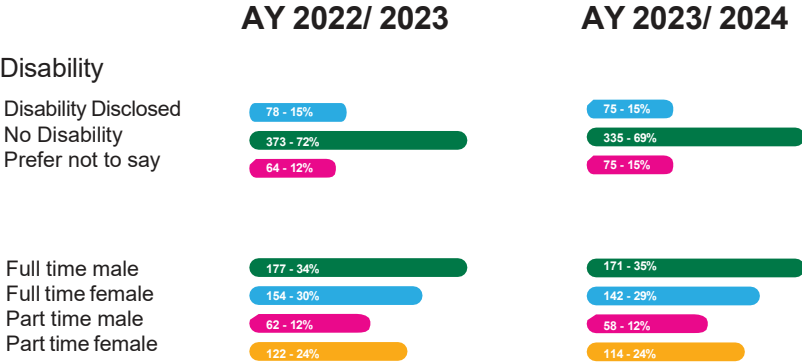


Staff by FTE - 2022/23



Further Education

The data on disability disclosure for Academic Years (AY) 2022/2023 and 2023/2024 highlights important insights into the workforce's willingness to disclose disability status and the need to foster an environment that encourages transparency while respecting privacy.

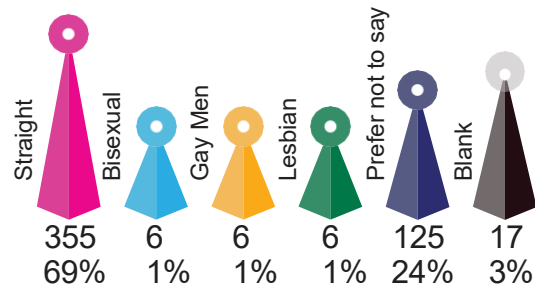


- The chart above demonstrates:
- Consistent Disclosure: 15% of staff disclosed a disability in both years.
 - Decrease in 'No Disability' Responses: Dropped from 72% to 69%.
 - Increase in 'Prefer not to say': Rose from 12% to 15%.
 - Those with a declared disability within the Further Education sector made up 7.5% (1,059) of all headcounts in 2022-23.

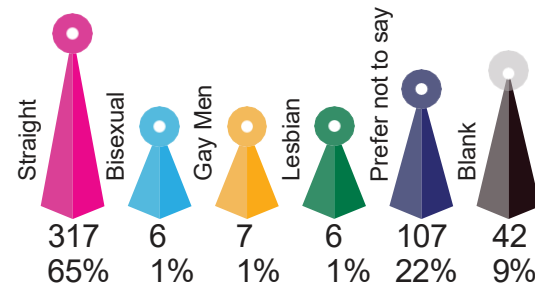
Disability

The sexual orientation data for Academic Years (AY) 2022/2023 and AY 2023/2024 reflects both consistent representation of LGBTQ+ staff and areas for improvement in data collection. This aligns with the organisation's ongoing commitment to fostering an inclusive workplace.

AY 2022/ 2023



AY 2023/ 2024



The graphics to the left demonstrate:

- Stable LGBTQ+ Representation: Consistent 1% representation for bisexual, gay men, and lesbian categories.
- Non-Disclosure: Decrease in "Prefer not to say" responses, but an increase in blank responses.

Sexual Orientation

The data presented reflects the religious demographics of staff for Academic Years (AY) 2022/23 and AY 2023/24.

AY 2022/ 2023 AY 2023/ 2024

| | | |
|--------------------------------|--------|--------|
| Christian - Church of Scotland | 9.71% | 8.87% |
| Christian - Roman Catholic | 11.84% | 11.96% |
| Christian - Other denomination | 8.54% | 8.04% |
| Hindu | 0.39% | 0.21% |
| Muslim | 1.36% | 1.24% |
| No religion | 34.56% | 32.99% |
| Pagan | 0.19% | 0% |
| Sikh | 0.39% | 0.62% |
| Any other religion or belief | 0.97% | 0.82% |
| Blank | 3.50% | 8.87% |
| Prefer not to say | 28.54% | 26.39% |

The table above demonstrates:

- Declining Religious Disclosure: Increase in blank responses and stable high percentage of "Prefer not to say".
- Christian Majority: Slight decline in denominations.

Religion/Belief

Glasgow Kelvin College is committed to fostering a diverse and inclusive workplace where staff from all ethnic backgrounds feel supported and valued. This report reflects data on the racial and ethnic composition of staff for Academic Years (AY) 2022/23 and 2023/24.

In November 2024, the College began its formal anti-racist work and journey supported by an external organisation aiming to further address systemic inequalities and support a culture of equity and inclusion. This initiative marks a critical step in ensuring that all staff, regardless of their ethnic background, experience belonging and equality at the College.

| | AY 2022/ 2023 | AY 2023/ 2024 |
|-------------------------------------|---------------|---------------|
| Race (Ethnic Group) | | |
| White | | |
| British | 86.41% | 81.44% |
| Irish | 1.36% | 1.44% |
| English/Welsh/Scottish/N.Irish/Brit | 0.19% | 0.82% |
| Other European | 2.72% | 2.68% |
| Non-European | 0.58% | 0.62% |
| Asian | | |
| Indian | 0.97% | 0.82% |
| Pakistani | 1.17% | 1.03% |
| Other | 0.58% | 0.62% |
| Mixed White and Asian | 0.19% | 0.21% |
| Black | | |
| Caribbean | 0.19% | 0.21% |
| Africa | 0.39% | 0.41% |
| Any other ethnic group | 0.19% | 0.21% |
| Prefer not to say | 1.94% | 1.24% |
| Blank | 3.11% | 8.25% |

The table to the left demonstrates:

- Predominance of White British: Decreased from 86.41% to 81.44% in Academic Year 2023/24.
- Low Representation of Minority Ethnic Groups: 3.3%
- Decrease in 'Prefer not to Say' rates however there was an increase non-disclosure rates.

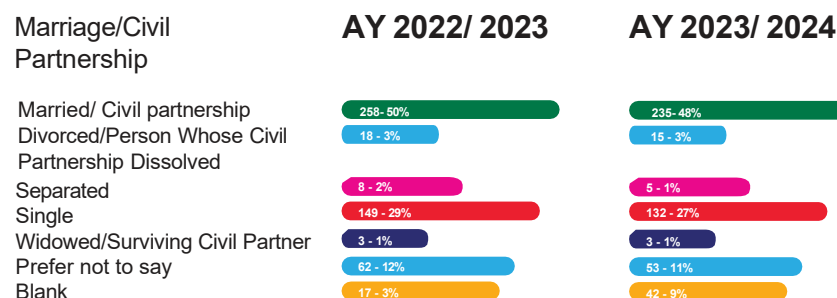
Comparison of Further Education (FE) Sector in Scotland and the UK

Scotland's Colleges: In AY 2022-23, Black and minority ethnic staff made up 2.6% of all headcount *College Staffing Data* 2022-23 The College Staffing Data 2023-24 is due to be published in May 2025.

The data indicates that Glasgow Kelvin College's ethnic diversity is slightly above the Scottish FE sector however it is lower than the statistic reported for Glasgow in 2024 at 19.3% and Scotland, in 2022, when a total of 12.9% of people in Scotland had an ethnic minority background.

Marriage/ Civil Partnerships

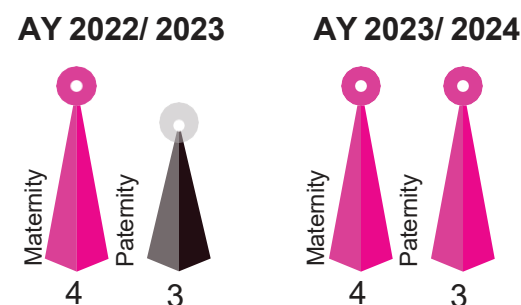
The data on staff marital and civil partnership status for Academic Years (AY) 2022/2023 and 2023/2024 reveals key insights into the diversity within the workforce. This information helps us to understand our staff demographics and ensure that our workplace policies are inclusive and supportive of all relationship statuses.



The table above demonstrates:

- Majority Married/Civil Partnership: Slight decrease from 50% to 48%.
- Single Employees: Consistent at around 27-29%.
- Increase in Non-Disclosure: Blank responses increased from 3% to 9%.

The table below shows how many staff accessed maternity or paternity leave:



The data demonstrates:

- Maternity Leave: Durations range from 9 to 12 months. All staff who took a period of maternity leave returned to work for the College. Where staff requested an adjustment to their working hours under our Family Friendly and Flexible Working Policy this was accommodated.
- Paternity Leave: Typically, one week duration. We also recognise the importance of shared responsibilities in parenting. Fathers and partners have been encouraged to take paternity leave, allowing them to support their families during crucial early days. The paternity leave periods, typically spanning one week, provide a meaningful opportunity for bonding and caregiving.

In reviewing staff data for the reporting period, we noted that no employees identified as transgender or indicated they are undergoing or have undergone gender transition. While this may reflect the demographic makeup of our workforce, it also presents an opportunity to evaluate how inclusive and welcoming our workplace is for individuals of all gender identities.

- No Identified Transgender Employees: Reflects an opportunity to evaluate inclusivity.
- Commitment to Support: Policies and training in place to support transgender employees.

Transgender Diversity

Key Themes

Aging Workforce: Workforce planning to ensure skills and experience are retained, focus on recruitment and retention strategies.

Gender Balance: Explore approaches to address occupational segregation, where gender ratios are disproportionately concentrated in specific roles.

Disability: Focus on developing further reasonable adjustments and retention strategies.

LGBTQ+ Inclusion: Promote further awareness and support for LGBTQ+ staff. Ongoing review and improvement of practices.

Religious Inclusivity: Support interfaith initiatives.

Support for Parenthood: Review maternity leave procedure and encourage staff to access flexible working and family friendly arrangements.

Ethnic Diversity: Seek to enhance attraction, recruitment and retention strategies.

Staffing Data

Flexible Working at Glasgow Kelvin College

Glasgow Kelvin College is committed to fostering an inclusive and supportive working environment, ensuring that all employees can achieve a healthy work-life balance. The College recognises that flexible working is not solely for working parents or those with caring responsibilities but can benefit all staff who wish to balance their professional and personal responsibilities more effectively.

To support this commitment, the College offers a range of flexible working options, including:

- Part-time working
- Job-sharing
- Term-time working
- Compressed hours

All employees have a statutory right to request flexible working from their contractual start date and can submit up to two formal requests

within a 12-month period. Each request is given serious consideration, balancing the benefits for the employee with the operational needs of the College.

If a request is not approved, the College ensures that the decision is based on valid and objective operational reasons, which are communicated in writing. The College seeks to work with the employee to identify a suitable alternative if possible. Employees also have the right to appeal against any decision.

As part of our Public Sector Equality Duty (PSED), the College actively monitors flexible working requests and approval rates to identify any trends related to gender, job roles, or other protected characteristics. This helps us assess the impact of flexible working policies on workforce diversity, career progression, and equality of opportunity.

Gender Distribution:

Role Distribution

- Female Employees: Most flexible working requests were submitted by female employees. In AY 2022/23, 11 requests came from female employees and these were all approved, and in AY 2023/24, 4 requests were made, 3 approved.
- Male Employees: There were fewer requests from male employees. In AY 2022/23, 3 were received and 1 request was approved. In AY 2023/24, 1 request was received and approved.

Implications for Equality and Inclusion

Gender Equality

The higher number of requests from female employees suggests that flexible working options are particularly important for women, possibly due to balancing work and personal responsibilities.

Role-Based Trends

Both academic and support roles are utilising flexible working options, indicating that these options are valued across different job functions.

Operational Needs vs. Employee Benefits

The data shows a balance between the operational needs of the College along with the benefits to the employee, as evidenced by the high approval rates.

Monitoring and Evaluation

Continuous monitoring of flexible working requests and approval rates is crucial to identify any emerging trends or biases. This helps in making informed decisions to promote equality and inclusion within the workforce.



Leavers

Age of Leavers

The average age of staff leavers remained relatively consistent throughout the two AYS:

- 2022/23: 49.65 years
- 2023/24: 49.74 years

Gender Distribution

There was a higher number of female leavers compared to male leavers in both AYS:

- 2022/23: 45 females, 32 males
- 2023/24: 32 females, 22 males

Role Type Distribution

The distribution of leavers by role type shows a higher turnover among support staff compared to academic staff:

- 2022/23: 39 support staff, 38 academic staff
- 2023/24: 33 support staff, 21 academic staff

Trends and Patterns

Higher Female Turnover: There is a consistently higher number of female leavers compared to male leavers, suggesting potential gender-related factors influencing turnover.

Support Staff Turnover: Support staff have a slightly higher turnover rate compared to academic staff, which could indicate different job satisfaction levels or career progression opportunities between these groups.

Above provides an analysis of the leavers for AYS 2022/23 and 2023/24. The data includes various characteristics of the leavers, such as age, gender, role type, and other protected characteristics.

The College will review its Exit Interview process to encourage more participation by staff exiting the organisation to identify underlying trends or issues.

Additional Observations

Protected Characteristics: Both years show a diverse range of protected characteristics among leavers, including disability status, ethnic group, nationality, sexual orientation, religion, and marital status.

Redundancy and Voluntary Leaving: The reasons for leaving include both redundancy and voluntary departures, with redundancy being a common reason in both years

Disciplinaries and Grievances Overview

Disciplinaries

- Academic Year 2022/23: There were 3 disciplinary cases.
- Academic Year 2023/24: There was 1 disciplinary case, which resulted in dismissal.

Grievances

- Academic Year 2022/23: There were 2 grievance cases.
- Academic Year 2023/24: There was 1 grievance case.

None of the disciplinaries or grievances were in relation to matters associated with EDI.



Recruitment and Selection

We hold the Disability Confident accreditation awarded by the Department of Work and Pensions (DWP).

The College uses a variety of selection approaches, and it routinely explores different selection techniques and methods and trialing these with managers. New approaches are evaluated and assessed to inform further the development of the College recruitment and selection strategy.

The College's recruitment software operates a blind or 'anonymous' recruitment process where the candidate's name and any other identifying factors from resumes, applications, and assessments during the recruitment process are removed. Blind recruitment helps hiring managers to assess applicants exclusively on their suitability for the position and reduces the risk of conscious and unconscious bias.

Candidates Selection

Glasgow Kelvin College is committed to fostering an inclusive and supportive working environment, ensuring that all employees can achieve a healthy work-life balance. As part of our Public Sector Equality Duty (PSED), we actively monitor and analyse data related to recruitment, promotions, disciplinaries, grievances, and flexible working requests to identify trends and ensure equality of opportunity for all staff.

The data below provides an overview of the recruitment data for the AY 2023/24, highlighting key trends and implications for equality and inclusion. It is important to note that in AY 2022/23 the College

replaced its Recruitment software and the historical data for AY 2022/23 is unavailable.

Promotions

Promotion opportunities at Glasgow Kelvin College during academic years 2022/23 and 2023/24 reflect a distribution across both academic and support roles, with representation from both male and female staff. The College externally advertises its vacancies in accordance with its Recruitment and Selection Policy. It should be noted that where there is a staffing restructure the College may advertise roles internally in order to maintain its overall establishment figures within the resources available.

Academic Promotions: Three female staff members were promoted to either a Curriculum Manager or Senior Curriculum Manager role, reinforcing the presence of women in management positions within academic areas.

Support Staff Promotions: Two male and three female staff members were promoted across different support roles, including Service Desk Team Leader, Systems Engineer, and Senior Accountant positions.

Observations and Considerations:

The data suggests that both genders experience positive career progression opportunities for academic leadership positions.

Key Observations and Implications of Candidates

Disability Representation

- 83% of candidates did not have a disability
- 13% of candidates disclosed a disability here is a notable representation of candidates with learning difficulties/neurodiversity (5%) and mental health (4%).
- Of the 44 appointments 2% disclosed a disability, the majority preferred not to disclose

Gender Identity

- The gender distribution is relatively balanced, with a slight majority of female candidates (53%). There is also a small representation of non-binary individuals (0.3%).

Religious Diversity

- A significant portion of candidates identify with no religion (45%). Christianity (various denominations) and Islam are the next most common religious affiliations.

Age Distribution

- The majority of candidates are under 35 years old (47%), with a significant portion in the 36 to 50 age bracket (38%).

Ethnic Diversity

- The majority of candidates are White British (68%), with notable representation from African (6%) and Asian Pakistani (5%) backgrounds.

Marital Status

- Candidates are almost evenly split between single (45%) and married/civil partnership (45%) statuses.

Sexual Orientation

- The majority of candidates identify as straight/heterosexual (81%), with a smaller representation of bisexual (6%) and gay/lesbian (4%) individuals.

Sex

- The sex distribution is relatively balanced, with a slight majority of female candidates (53%).

Recruitment for 2023/24

A total of 44 appointments were made in AY 2023/24, 3 posts were not filled. Of the 42 appointments made:

- 61% were academic and 39% were support
- 52% female / 48% male
- 39% were aged up to 35 years, 34% were 36-50, 22% were 51-59, 4% were over 65
- 2% declared a disability, with many opting prefer not to say
- 2% were from an ethnic minority group

Limitations of Equality Monitoring Data at Recruitment

- While equality monitoring was conducted for staff, a significant proportion of individuals did not complete all sections of the monitoring form as this is not mandatory. As a result, the data set is incomplete, and this limits our ability to draw reliable conclusions or identify meaningful trends across all protected characteristics
- Increasing the response rate and encouraging fuller disclosure in future monitoring exercises will be essential to ensure the effectiveness of our equality, diversity, and inclusion (EDI)

Conclusion & Recommendations

- Gender balance has been well-maintained across teaching, support and management.
- Continued training and development opportunities are accessible to all staff to support career progression and ensure equal opportunities for all staff

Equal Pay Statement/Gender Pay Gap/Occupational Segregation

Equal Pay Statement

Principles and Commitment

TGlasgow Kelvin College supports the principles of Equal Pay and has procedures in place to determine pay and conditions of employment that do not discriminate unlawfully and are free from bias.

It is in the College's interest to operate a pay system which is transparent, based on objective criteria and free from unfair bias on any grounds. This is a fundamental principle which is central to College policy on equality and diversity and pay-related policies and practices.

The legislative framework under the Equality Act 2010, employees regardless of gender, have the right to equal pay for work of equal value; this applies to all employees regardless of full or part-time status, casual or temporary contract or length of service. This Report focuses on equal pay relating to gender in compliance with the Equality Act 2010 reporting cycle.

The College operates a job evaluation system, Further Education and Development Role Analysis (FEDRA) for all staff, which supports its agreed local grading structure.

It is a signatory of the National Recognition and Procedures Agreement (NRPA) which negotiates the pay, terms and conditions and the grading structure for teaching staff and terms and conditions and pay for support staff. It is also part of a National Job Evaluation Project involving the recognised support staff Trade Unions within the Further Education Sector. The system being used in the National Project is also FEDRA. The National Project is ongoing and whilst this is progressing the College took the decision to continue to evaluate its own roles to ensure that equal pay for work of equal value was maintained.

Equal Pay in Practice

The College workforce comprises of two employee groups whose pay, and conditions of service are set under different National Collective Bargaining arrangements under the NRPA, which cover pay and terms and conditions. Pay and terms and conditions for the senior management staff (Principal, Vice Principal and Director) are set by the Board of Management, Remuneration Committee.

The College commitment to equal pay is demonstrated by:

Operating set terms and conditions for salary placement for all staff regardless of protected characteristics or employment status based on National Collective Bargaining or through its Board of Management, Remuneration Committee for Senior Staff.

Monitoring and reviewing pay practices in partnership with its recognised Trade Unions, and when appropriate staff representatives, and members of the Board of Management.

Reviewing and revising, where necessary, local written terms and conditions in partnership with its recognised Trade Unions and members of the Board of Management.

Providing open access for staff to their own personal information.

Evaluating all posts, including senior management, using Job Evaluation System, Further Education Development and Role Analysis (FEDRA) and addressing any anomalies subsequently identified, locally or nationally.

Reviewing and updating pay and grading structures in partnership with representatives of its recognised Trade Unions underpinned by the FEDRA job evaluation system.

Conducting an equal pay audit and reporting the findings in its Equal Pay Statement and Equal Pay Audit Report as part of the published PSED Report.

Not operating long pay scales and ranges.

Providing training and guidance for those staff directly involved in decisions about pay and benefits.

Encouraging all staff to make appropriate provisions for their pension with the support of its recognised Trade Unions.

Impact assessing pay policies and practices.

The College equal pay objectives are to:

- Ensure that any unfair, unjust or unlawful practices that impact on pay are eliminated locally and/or raising concerns if they arise nationally.
- Ensure that its pay arrangements remain free from bias.
- Take appropriate remedial action to address any elements of the pay arrangements that may be unfair, unjust or unlawful.

By following these principles and fulfilling its objectives the College intends to avoid unfair discrimination and reward.

However, the College is concerned that there has been no agreement at a national level between the Employers' Association and EIS/Fela to introduce a national job evaluation scheme for teaching staff similar to that being established for support staff.



Gender Pay Gap Information

The College reports on the gender pay gap using both mean and median calculations. As of April 2024, the mean gender pay gap is 7% in favour of males, down from 7.9% in 2022. Following guidance issued by Close the Gap the pay gap is being reported using the mean. The pay gap for the College using the mean is 7%, this has decreased from the previous figure of 7.9%, largely due to an increase in women being appointed to higher-graded positions.

The median gender pay gap shows no difference between male and female pay.

Gender Pay Gap Analysis

Mean Gender Pay Gap (April 2024): 7% in favour of males.
Mean Gender Pay Gap (April 2022): 7.9% in favour of males.
Median Gender Pay Gap (April 2024): No gap.
Median Gender Pay Gap (April 2022): No gap.

Hourly Rates: No Gap

Female Hourly Rate (April 2024): £21.29
Male Hourly Rate (April 2024): £22.69
Female Hourly Rate (April 2022): £20.72
Male Hourly Rate (April 2022): £22.49

Pay Quartiles

Lower Quartile: 63% women, 37% men.
Lower Middle Quartile: 48% women, 52% men.
Upper Middle Quartile: 42% women, 58% men.
Upper Quartile: 54% women, 46% men.

Occupational Segregation

The College addresses occupational segregation by monitoring pay practices, encouraging applications for non-traditional roles, and promoting flexible working practices. Women are overrepresented in lower-graded support roles but also hold a significant percentage of higher-graded positions and senior management roles.

Equal Pay Audit

The audit compares pay across gender, disability, race, and other protected characteristics. It identifies and addresses any

unjustifiable pay inequalities. The audit benefits include fair and transparent pay arrangements and demonstrating commitment to equality.

Workforce Composition:

- Part-time Staff: 66% women, 34% men.
- Senior Management Team: 40% women.

Representation in Grades:

- Grades 1 to 3: 65% women.
- Grades 4 to 8: 58% women.
- Lecturing Staff: 48% women.
- Operational and Senior Management positions: 51% women.

The College has been successful in attracting women and men into non-traditional roles, for example:

- women into roles within Computing and Digital Media; Brickwork and Construction; Heating and Ventilation; Mechanical Engineering and CAD and ICT and Digital Services.
- men into teaching roles within Human Resources, Health and Social Sciences, Hairdressing and Beauty and Administration and Secretariat.

Mainstreaming Equality



Mainstreaming equality within the College reflects our commitment to embedding equality, diversity, and inclusion into everyday activities, processes, and decision-making. It is a key part of how we work, ensuring these principles are not standalone initiatives but integral to our culture and practice.

The College community strives to embrace equality in all aspects of its work, creating a welcoming and inclusive environment for staff, students, and stakeholders alike. This section of the report highlights some of the ways we embed the principles of the Public Sector Equality Duty (PSED) into our core functions. These actions compliment and support our strategic priorities outlined in our Equality Outcomes 2021-2025, demonstrating how equality is woven into the fabric of our institutional activities.

While the College has made significant progress in mainstreaming equality, we recognise the need for continuous improvement. We remain committed to building an environment where everyone, whether learning, teaching, or working, feels empowered to bring their whole self to every aspect of college life. Together, we aim to create a truly inclusive community that fosters respect, belonging, and opportunity for all.

Strategy

The College's strategic purpose, mission, and values firmly position mainstreaming equality as a key priority. Our strategic drivers and their intersecting themes not only support the general equality duty but also align closely with our current Equality Outcomes 2021-2025, reinforcing our commitment to advancing equality and inclusion.

[*equality-outcomes-2021-25.pdf*](#)

Our dedication to equality is further reflected in the Glasgow Kelvin College Equality Outcomes 2021-25, which emphasise our focus on improving outcomes for underrepresented groups and fostering equity across all areas of college life.

We demonstrate our commitment to mainstreaming equality through the significant progress made in delivering our key strategies and plans, including the Corporate Parenting Plan, Access and Inclusion Strategy, People Strategy, and the College Operating Plan and Operational Plan. These documents reflect our proactive efforts to create a supportive and inclusive environment for all members of our College community.

Under the British Sign Language (Scotland) Act 2015, Glasgow Kelvin College developed a dedicated British Sign Language Plan, showcasing our commitment to supporting the Deaf community. Through collaboration with training partners and the provision of Deaf Awareness Training for staff, we have made progress in fostering good relations and improving accessibility for BSL users.

For further details, refer to the following documents:

- [*College Strategy*](#)
- [*Equality Outcomes 2021-2025*](#)
- [*Corporate Parenting Action Plan*](#)
- [*Corporate and Operational Services Strategy*](#)
- [*Access and Inclusion Strategy*](#)
- [*BSL Action Plan*](#)
- [*Executive Information*](#)
- [*People Strategy*](#)

This integrated approach illustrates how we embed equality within our strategic framework, ensuring it remains at the heart of our operational and developmental goals.

Leadership

The Board of Management plays a pivotal role in ensuring Glasgow Kelvin College meets the requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED) and the Scottish Specific Duties. This commitment is reinforced by the Principal and Board, who champion equality, diversity, and inclusion (EDI) as core values that define the College's mission and culture. *Board of Management - Glasgow Kelvin College*

Members of the Senior Management Team actively participate in EDI-related initiatives, leading by example, underscoring the importance of embedding EDI across the institution. For example, senior staff engagement at this year's Race/Creating an Anti-Racist College event highlights their dedication to fostering an inclusive and anti-discriminatory environment.

The integration of EDI principles is evident in the College's communications, branding, and marketing strategies. Regular messaging on

video displays and other platforms showcases how deeply mainstreaming, inclusion, and engagement are embedded into College life.

Looking ahead, we plan to enhance the visibility of our efforts by:

- Featuring stories and achievements from underrepresented groups within the College community on digital displays and social media, celebrating diversity and inclusion in action.
- Displaying key equality campaigns and awareness days prominently across the College, using video screens and posters to promote initiatives such as LGBTQ+ History Month, Black History Month, and International Women's Day.
- Showcasing testimonials and experiences from students and staff about what inclusiveness means to them, creating a sense of belonging and highlighting the College's inclusive ethos.

- Enhancing reception areas with inclusive artwork or visuals, such as representations of different cultures, abilities, and identities, to celebrate the diversity of the College community.

These initiatives not only promote EDI principles but also create a welcoming and inclusive environment for everyone who enters the College.

To strengthen the College's commitment to equality, mainstreaming has been closely aligned with key governance structures, including the Executive Board, Quality, People and Culture, Health, Safety & Wellbeing, and Student Support Services. This integration ensures that equality considerations are central to decision-making and strategic planning.

While the role of Equality and Inclusion (EI) Lead has seen turnover, two individuals have held the position in the past four years—this has impacted on the pace and consistency of progress. However, going forward, the role will engage teams across the institution. The EI Lead will contribute to initiatives, including graduations, open days, staff development events, and larger projects, ensuring equality is a foundation of planning and delivery.

Senior Management's dedication to wellbeing and inclusion is further demonstrated by the ongoing support for roles such as Student Counsellors, Wellbeing Officer, Campus Cycling Officer, and Active Campus Coordinator, which collectively enhance the College's commitment to creating a supportive and inclusive environment.

Finally, the EDI Committee, composed of staff and student representatives from across the College, meets regularly to address equality-related matters. This inclusive structure fosters collaboration and ensures a coordinated approach to EDI activities, reinforcing the College's unwavering commitment to equity and belonging for all.



Continuous Professional Development

Glasgow Kelvin College remains committed to providing a diverse range of training and professional development opportunities, ensuring that all staff have access to learning and growth. This section outlines key areas of professional development support available to staff:



As part of our induction process all staff are required to complete mandatory online Equality and Diversity training, which must be undertaken within the first month of employment and then renewed every two years.

Induction

As part of its commitment to staff development, the College allocates an annual budget to support individuals undertaking certified training and qualifications. All staff are invited to apply for funding, which can be used for a variety of learning opportunities, including:

- First degrees
- Postgraduate certificates and diplomas
- Master's degrees
- Research qualifications
- Professional examinations leading to membership of professional bodies
- Short professional development courses
- HNC/D programmes
- Open University modules

In AY 2022/23, a total of 10 staff members accessed the Professional Development Fund, comprising 6 female and 4 male participants. Of these, 6 were academic staff, while 4 were support roles.

In AY 2023/24, the fund was accessed by 5 staff members—3 male and 2 female. Among them, 4 were academic staff, and 1 was from a support role.

Professional Development Fund

Each year, the College supports an agreed number of teaching staff to achieve a recognised professional teaching qualification, such as the TQFE (Teaching Qualification in Further Education) and the PDA in Teaching Practice. During 2022/23, the College supported 10 staff members in completing the TQFE and an additional 8 staff in the 2023/24 academic session and eight hope to progress in 2024/25.

Professional Qualifications

As part of its continuous professional development (CPD) activity the College delivers a welcome back event at the start of each AY. These events are aimed at communicating key messages to staff, provides updates on new initiatives and provides refresher training on specific policies, procedures and practices. The content of the events also include activities based on feedback from staff from the event held in the previous year. The sessions are delivered by staff across the College to their colleagues.

We also organise two dedicated Staff Development Days each year, open to all employees. Part- time and fixed-term staff are remunerated if these events fall outside their contracted hours. As many sessions as possible are recorded to provide staff who are unable to attend with an opportunity to review the sessions later.

Sessions delivered covered a broad range of topics, including:

- Safeguarding and Child Protection
- Student Behaviour
- Sex Trafficking Awareness
- Gender-Based Violence Awareness
- Adverse Childhood Experiences
- Mental Health First Aid
- Planning for Future
- Mindfulness
- Unconscious Bias
- Deaf Awareness
- Neurodiversity

Staff Development Days

In addition to structured programmes, the College provides continuous professional development opportunities through an allocated Organisational Professional Development budget. Staff can apply for funding to support job-related training, while the budget is also used to deliver College-wide training initiatives.

- Recent CPD activities attended by groups or individual staff for example included:
- Managing Conflict
- Enhancing Inclusive Practice & Understanding Autism
- Managing the Menopause
- Coaching Skills for Managers
- Neurodiversity

Ongoing Professional Development



Policies, Procedures and Practices

At Glasgow Kelvin College, the integration of equality, diversity, and inclusion into policy development is a key part of our mainstreaming efforts. Our commitment ensures that policies and procedures are aligned with the College's values and legal responsibilities, including the Public Sector Equality Duty.

All staff are encouraged to embed equality considerations from the outset of policy creation, ensuring that no protected characteristic is disadvantaged. This approach ensures that policies are inclusive, fostering a culture that supports diversity and promotes fairness across all aspects of college life.

During the reporting period, the College engaged with staff and Trades Union representatives to review and consult on several key policies, including:

- Disciplinary Policy and procedure
- Equality Diversity and Inclusion Policy
- Family Friendly and Flexible working Policy
- Grievance policy and Procedure

Through consistent communications and staff training, we ensure that the principles of equality and diversity are central to decision-making, policy implementation, and the daily operations of the College.

Policies, Procedures and Reports - Glasgow Kelvin College



Equality Impact Assessments

At Glasgow Kelvin College, Equality Impact Assessments (EQIAs) are a vital tool in ensuring that equality, diversity, and inclusion are at the heart of our decision-making processes. By systematically assessing the potential impact of new or revised policies, procedures, and practices on people from different protected characteristic groups, we can identify and address any unintended barriers or disadvantages.

All staff involved in policy development and decision making are encouraged to conduct EQIAs from the earliest stages to ensure that equality considerations are fully integrated. This proactive approach helps prevent discrimination, promotes fairness, and supports the creation of an inclusive environment. By embedding EQIAs into our processes, we strive to advance equality of opportunity and foster good relations between different groups, ensuring that our actions reflect our values of integrity, respect, and inclusivity.

General Duty 1: Eliminate Unlawful Discrimination, Harassment and Victimisation

The College is deeply committed to fulfilling its general duty to eliminate unlawful discrimination, harassment, and victimisation. This commitment underpins our role as an employer, education provider, and member of the wider community. We achieve this through targeted training and effective communication:

Training

Building Awareness and Compliance:

Equality, diversity, and inclusion-focused training is a cornerstone of the College's continuous professional development, ensuring all staff understand and comply with our policies and practice.

Dedicated Staff Development Days:

The College delivers various staff development days throughout the year, open to all staff, to foster engagement with EDI principles. At College, team and individual need.

Ongoing Opportunities:

Regular professional development sessions are offered to deepen understanding and skills in equality and inclusion.

Mandatory Online Training: To ensure accessibility and consistency, the College has introduced Work Rite - an online mandatory training package, including comprehensive Equality and Diversity Training for all staff.

Communication

The College uses diverse communication channels to emphasise the importance of preventing discrimination, harassment, and victimisation, ensuring the College community is informed and empowered to act.

Awareness Campaigns

Social media, digital screens, posters throughout campus, and pop up displays are used to deliver impactful promotional and awareness campaigns. These initiatives not only raise awareness but also provide information and signpost external support services.

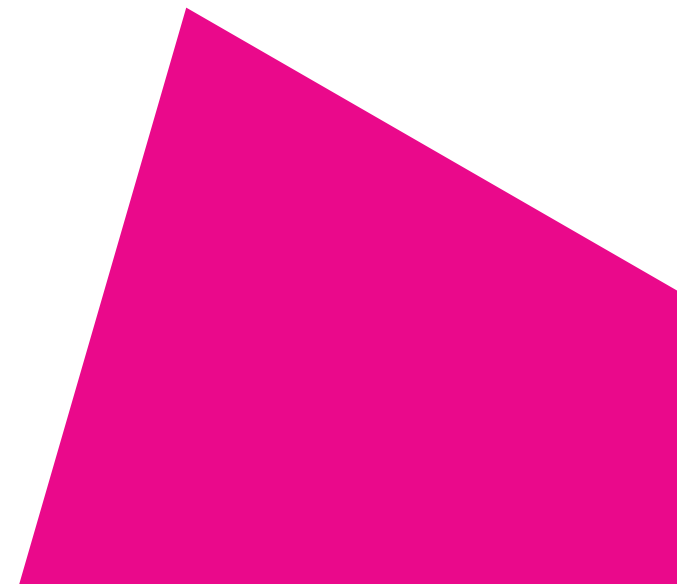
Staff and Students are encouraged to report incidents by submitting a named or anonymous report using our reporting system 'Report It'. The College's 'Report It' tool, is an online platform that enables students and staff to confidentially report any incidents of discrimination, harassment, or bias. This mechanism ensures that complaints are taken seriously and handled appropriately, fostering trust and confidence in our institutional processes.

Key Campaigns Include:

Hate Crime Reporting Centre: As a third-party Hate Crime Reporting Centre, the College provides a confidential and supportive space for individuals who wish to report hate crimes without contacting the police directly. Trained staff are available to assist and guide individuals through the process.

Through these efforts, the College demonstrates its ongoing commitment to creating an environment that champions equality, prevents injustice, and supports the well-being of its community members.

The College has provided a range of case studies to support the examples in the following sections – [Appendix 1](#)



Case Study: Eliminate Unlawful Discrimination, Harassment, and Victimisation, Accessibility Audit at All Campuses

The successful Accessibility Audit conducted in 2024 across all campuses directly aligns with Glasgow Kelvin College's commitment to the Equality Act 2010 and its duty to eliminate unlawful discrimination. The audit was carried out by external consultants with expertise in accessibility, who were tasked with assessing the campus' facilities to ensure they met the needs of students and staff with disabilities or other access-related challenges.

Overview

- Purpose: To ensure compliance with the Equality Act 2010 and eliminate unlawful discrimination.
- Conducted by: External consultants with expertise in accessibility.
- Findings: The campus is performing well in terms of accessibility, with only minor improvements needed.

Key Features Identified

1. Height-Adjustable Tables: Essential for students with mobility impairments, allowing comfortable use.
2. Quiet Space in the Library: Supports students needing a calm environment, beneficial for those with autism, ADHD, anxiety, or sensory overload.
3. Well-Designed Prayer Room: Accommodates students from various faith backgrounds, promoting cultural and religious diversity.
4. Affordable Food from the Kiosk: Ensures students with financial challenges, including those with disabilities, can access reasonably priced food.
5. Accessible Toilet with Changing Places Facility: Provides necessary space and equipment for students with severe physical disabilities.

Outcome and Impact

- Leadership in Accessibility: The College is recognised as a leader in accessibility.
- Promotion: The audit recommended promoting these features on the College's website to attract and inform students with disabilities.

Future Steps

- Ongoing Commitment: Continuous improvements based on student feedback and further audits to ensure an inclusive environment.

This proactive approach ensures equal opportunities for all students and staff, fostering a supportive and inclusive learning and working environment.

General Duty 2: Advance Equality of Opportunity

Advancing equality of opportunity is a fundamental priority for Glasgow Kelvin College, benefiting both students and employees. This commitment is embedded at a strategic level and integrated across all College activities to ensure inclusivity and accessibility for everyone.

Approaches to Supporting Equality of Opportunity

The College employs a variety of approaches and assistive technologies to create an equitable learning and working environment, including:

- Reachdeck: Adds text-to-speech functionality to College websites, enhancing accessibility for individuals with visual impairments or reading difficulties.
- ClaroRead: A tool designed to assist with reading, writing, and studying, supporting learners with additional needs.

Recognition and Accreditations

The College's efforts to advance equality of opportunity have been acknowledged through several prestigious awards and accreditations, demonstrating our leadership in fostering an inclusive community:

- Green Gown Award
- Disability Confident Employer
- Prize winner Ben Triumphs in F1 Challenge
- College Announced as Finalists in Two CDN Awards Categories
- MADE Academy Delighted to Be Shortlisted at SHABAs
- Scott Carries Off Silver at UK National Competition
- Great Recognition for Kelvin at CDN Awards!
- College Named Finalist in Herald H E Awards 2023
- Kelvin Cleans Up at Craftex 23!
- MADE Barbering Academy shortlisted for Awards
- Herald Award Winners
- Hammerman Award May 24

These achievements reflect the College's dedication to creating an environment where everyone can thrive, regardless of their background, abilities, or circumstances.

Case Study: Advancing Equality of Opportunity through Youth Work Taster Sessions

The Youth Work Taster Session held at Glasgow Kelvin College, in partnership with MCR Pathways, exemplifies how the College is advancing equality of opportunity by engaging young people in community learning and development activities. This event, facilitated by staff, provided an opportunity for participants to explore the benefits of youth work and the qualifications available in this field.

Advancing Equality of Opportunity:

- **Inclusive Engagement:** The session was designed to be accessible to all young people, regardless of background or experience. By offering an introduction to youth work, the event created a space where students from various communities could come together, participate in group activities, and engage in meaningful discussions about their future in the youth work sector.
- **Promoting Educational Pathways:** The session highlighted the qualifications offered at Glasgow Kelvin College, specifically in Community Learning and Development (CLD) and Youth Work. By informing young people about these pathways, the College opened doors to future educational and career opportunities, ensuring that all participants have access to opportunities that can lead to meaningful careers in their communities.
- **Building Confidence and Awareness:** Through the Q&A session and the group activities, participants gained a deeper understanding of what it means to work in youth work, which can be a stepping stone to empowering young people to take on leadership roles in their own communities.

Practical Outcomes and Impact

- **Increased Awareness:** The session introduced participants to the youth work profession, providing insight into the skills required and the impact youth workers can have on their communities.
- **Access to Supportive Networks:** By collaborating with MCR Pathways, the event connected participants to a wider network of support and guidance, helping them to envision a career in youth work and providing them with resources to take the next steps in their educational journey.
- **Encouraging Future Participation:** The session was a great success in engaging young people, sparking their interest in pursuing further education and qualifications in youth work. Many attendees left with a renewed interest in exploring the profession and understanding how they could make a positive impact on others in their communities.

Conclusion

The Youth Work Taster Session exemplifies how Glasgow Kelvin College is promoting equality of opportunity by engaging young people from diverse backgrounds, introducing them to vocational qualifications in youth work, and providing them with the tools to succeed in future community-based careers.

This session not only contributed to the personal development of the young people who attended but also fostered a sense of community and belonging, reinforcing the College's commitment to fostering good relations and offering equal opportunities for all students.

General Duty 3: Foster Good Relations

Fostering good relations is central to the College's everyday operations and ethos. Consideration of all protected characteristics is embedded in the creation, development, and evaluation of the curriculum to ensure alignment with the three needs of the general duty. This includes detailed analysis of protected characteristics in relation to enrolment, early withdrawal, further withdrawal, partial success, and successful completion, helping us identify and address barriers to inclusion.

The College actively promotes awareness and understanding between people from different backgrounds through a diverse range of community events and partnerships with local organisations. These initiatives create opportunities for meaningful dialogue and collaboration while celebrating diversity across the College community.

Key Events and Initiatives

- Freshers and Refreshers: Welcoming new and returning students into an inclusive environment.
- World Mental Health Day: Encouraging conversations about mental health and fostering support.
- Mental Health Awareness Week: Highlighting resources and creating a culture of openness.
- Regular Student Care-Experienced Lunches: Building a supportive community for care-experienced learners.



Case Study: Fostering Good Relations Through Practical Learning in Hospitality

Glasgow Kelvin College's Easterhouse Campus Bistro showcases how fostering good relations can be seamlessly integrated into the curriculum through community engagement and practical learning opportunities. The Bistro, operated by the College's talented hospitality and cookery students, invites staff, students, and the public to enjoy a three-course meal. This initiative goes beyond culinary education, providing an inclusive space that connects the College with its wider community.

Equality Theme Highlights:

- **Creating Inclusive Spaces:** The Bistro serves as a welcoming environment where individuals from diverse backgrounds can interact, promoting understanding and collaboration.
- **Bridging Gaps Between Communities:** By inviting the public to participate, the College strengthens ties between its students and the local community, fostering mutual respect and appreciation.
- **Building Cultural Awareness:** Through diverse menus and culinary experiences, the students showcase cuisines from different cultures, encouraging dialogue and understanding of cultural diversity.

This initiative not only enhances students' professional skills but also cultivates a sense of pride and connection within the College and its surrounding community, reflecting the broader principles of equality and inclusion.

Equality and Inclusion Lead Role

In a continued commitment to fostering an inclusive and diverse educational environment, our Equality and Inclusion (EI) Lead role is pivotal in supporting the College to address its responsibility to eliminate unlawful discrimination and to promote equality for all.

The role directly helps us to address the need for robust leadership in driving equality, diversity, and inclusion (EDI) across the College. The EI Lead post holder brings a wealth of experience, including a recent initiative led by the Scottish Government to reduce the disability employment gap. The role provides focused leadership to implement and oversee the College's EDI strategy, ensuring that all policies, practices, and initiatives are aligned with the principles of fairness, respect, and equality.

Our EI Lead influences the development of training, resources, and initiatives aimed at promoting EDI. By engaging with staff and students, it provides guidance on how to navigate and address issues related to discrimination and exclusion. Their input directly impacts how the College addresses and seeks to prevent unlawful discrimination, harassment, and victimisation throughout its practice.

Initiatives focus on eliminating discrimination, harassment, and victimisation within the College through fostering an inclusive environment where everyone, regardless of background, feels valued and respected. Our EI Lead role is tasked with identifying any direct or indirect discriminatory practice, supporting staff in addressing these issues, and ensuring that any appropriate action is taken to address unlawful behaviour swiftly. This role is instrumental in ensuring that the College not only complies with equality legislation but also sets a proactive example in eliminating discrimination in all its forms.

Key initiatives led by the EI Lead include:

- **Staff Training & Awareness:** the development and delivery of training programs for staff at all levels, to support their understanding of their responsibilities under the Equality Act 2010. These programs cover areas such as unconscious bias, discrimination, and victimisation, ensuring that all staff have the tools they need to prevent and address these issues should they arise.
- **Policy Development and Review:** input to the review of policies and procedures to ensure that they integrate EDI principles and translate policy into practice providing a fair and equitable experience for staff and students.
- **Monitoring and Reporting:** monitor and evaluate EDI initiatives to assess their effectiveness working with management to ensure that progress towards equality goals is evaluated, reported and revised when appropriate.

Outcomes:

The appointment of an Equality and Inclusion Lead supports Glasgow Kelvin College comply with its legal obligations under the Equality Act 2010 but also assist the College to be proactive in its commitment to eliminate unlawful discrimination and create a workplace and learning environment where diversity is celebrated, and all individuals feel empowered to succeed.



Our Students

Student Equality Monitoring Data Summary

| Age Range | Enrolments2023-2024 | Enrolments2022-2023 | Enrolments YoY% |
|--------------|---------------------|---------------------|-----------------|
| 0-19 | 5266 | 4423 | 0.19 |
| 20-29 | 3782 | 5976 | -0.37 |
| 30-39 | 2614 | 3162 | -0.17 |
| 40-49 | 1912 | 2410 | -0.21 |
| 50-59 | 999 | 1338 | -0.25 |
| 60-64 | 347 | 418 | -0.17 |
| 65+ | 448 | 483 | -0.07 |
| Total | 15368 | 18210 | |

| Disability | Enrolments2023-2024 | Enrolments2022-2023 | Enrolments YoY% |
|---------------------|---------------------|---------------------|-----------------|
| Disability Provided | 3314 | 3667 | -0.10 |
| No Known disability | 12054 | 14543 | -0.17 |
| Total | 15368 | 18210 | |

| Sex | Enrolments2023-2024 | Enrolments2022-2023 | Enrolments YoY% |
|-------------------|---------------------|---------------------|--------------------|
| Female | 7668 | 8884 | -0.14 |
| Male | 6972 | 8610 | -0.19 |
| Not known | 9 | 35 | -0.74 |
| Other | | 2 | -1.00 |
| Prefer not to say | 719 | 679 | |
| Total | 15368 | 18210 | |

| Sexual Orientation | Enrolments2023-2024 | Enrolments2022-2023 | Enrolments YoY% |
|--------------------|---------------------|---------------------|--------------------|
| Bisexual | 493 | 690 | -0.29 |
| Gay Man | 168 | 206 | -0.18 |
| Lesbian | 168 | 227 | -0.26 |
| No Data | 2 | 7 | -0.71 |
| Not available | | 1 | -1.00 |
| Other | 158 | 200 | -0.21 |
| Prefer not to say | 3697 | 3527 | 0.05 |
| Straight | 10682 | 13352 | -0.20 |
| | 15368 | 18210 | |

| Ethnicity | Enrolments2023- 2024 | Enrolments2022- 2023 | Enrolments YoY% |
|--|---------------------------------|---------------------------------|------------------------|
| Prefer not to say | 1 | | |
| Traveller | 7 | 8 | -0.13 |
| Welsh | 7 | 9 | -0.22 |
| Roma | 11 | | |
| Northern Irish | 13 | 37 | -0.65 |
| Other Caribbean or black background | 16 | 29 | -0.45 |
| Bangladeshi, Bangladeshi Scottish or Bangladeshi British | 23 | 8 | 1.88 |
| Caribbean, Caribbean Scottish or Caribbean British | 30 | 29 | 0.03 |
| Irish | 56 | 71 | -0.21 |
| Any mixed background | 123 | 146 | -0.16 |
| Indian, Indian Scottish or Indian British | 145 | 140 | 0.04 |
| Black, Black Scottish or Black British | 168 | 148 | 0.14 |
| Other African background | 246 | 275 | -0.11 |
| English | 258 | 332 | -0.22 |
| Polish | 301 | 341 | -0.12 |
| Any other Asian background | 337 | 297 | 0.13 |
| Arab, Arab Scottish or Arab British | 345 | 318 | 0.08 |
| Pakistani, Pakistani Scottish or Pakistani British | 381 | 426 | -0.11 |
| British | 422 | 589 | -0.28 |
| Chinese, Chinese Scottish or Chinese British | 577 | 304 | 0.90 |
| Any other background | 583 | 624 | -0.07 |
| Any other white background | 596 | 639 | -0.07 |
| African, African Scottish or African British | 1045 | 1078 | -0.03 |
| Scottish | 9677 | 12355 | -0.22 |
| No Data | | 7 | -1.00 |
| | 15368 | 18210 | |

| Religion | Enrolments2023-2024 | Enrolments 2022-2023 | Enrolments YoY% |
|--------------------------|---------------------|----------------------|--------------------|
| No Data | 2 | 7 | -0.71 |
| Jewish | 10 | 14 | -0.29 |
| Sikh | 33 | 38 | -0.13 |
| Buddhist | 44 | 63 | -0.30 |
| Hindu | 75 | 60 | 0.25 |
| Another religion or body | 138 | 146 | -0.05 |
| Christian: Other | 727 | 771 | -0.06 |
| Protestant | 1386 | 1742 | -0.20 |
| Muslim | 1502 | 1505 | 0.00 |
| Roman Catholic | 2282 | 2714 | -0.16 |
| Prefer not to say | 2539 | 2678 | -0.05 |
| None | 6630 | 8472 | -0.22 |
| | 15368 | 18210 | |

Student Discipline and Complaints

The College remains committed to maintaining a safe, inclusive, and respectful learning environment for all students and staff. The following data provides an overview of student disciplinaries and complaints recorded over the past two academic years, along with the broad categories of disciplinary cases.

While the number of students disciplinaries increased in 2023/2024, this may reflect a more proactive approach to monitoring and addressing student conduct. Complaints have remained relatively

stable, demonstrating the College’s commitment to handling concerns effectively.

The categories of disciplinaries highlight key areas where intervention has been necessary, reinforcing the importance of upholding College policies and fostering a positive learning environment. Continued efforts will be made to promote awareness, early intervention, and support mechanisms to address issues before escalation.

| Academic Year | Student Disciplinaries | Complaints |
|---------------|------------------------|------------|
| 2022/2023 | 22 | 37 |
| 2023/2024 | 32 | 35 |

We managed a broad category of disciplinaries, these included:

| Academic Year | |
|---------------|---|
| 2022/2023 | <ul style="list-style-type: none">• Persistent unexplained absence or lateness• Physical, or other abuse, or threat of abuse, of any person on College premises or at College activities• Willful disruption of College activities |
| 2023/2024 | <ul style="list-style-type: none">• All forms of dishonesty including cheating and knowingly furnishing false information• Breach of College Policy• Physical, or other abuse, or threat of abuse, of any person on College premises or at College activities• Willful disruption of College activities• Willfully damaging, or threatening to damage, any College property or facilities |

Commitment to Handling Complaints

Glasgow Kelvin College takes all complaints seriously and values them as an essential source of feedback to drive continuous improvement.

Every complaint received is an opportunity for the College to learn and enhance its services. The College actively seeks to address the root causes of complaints to prevent similar issues from arising in the future. Complaints are reviewed on a quarterly basis by the Director of Estates and Corporate Services and reported to the College Senior Curriculum Manager Quality Forum. Additionally, the Senior Management Team closely monitors complaints data and analysis to identify trends and implement improvements across College services.

The Complaints Team publishes an annual report, which, once approved by the Board of Management:

- Provides an overview of complaints received throughout the academic year.
- Explains the College's complaints monitoring process.
- Demonstrates compliance with the Scottish Public Services Ombudsman (SPSO) guidelines.

This structured approach ensures transparency, accountability, and a commitment to delivering a high-quality experience for all students and stakeholders.

Academic Year 2023-24 Commendations and Complaints Annual Report
Academic Year 2022-23 - Commendations and Complaints Annual Report



Equality Outcomes - Progress

Introduction

This section on Equality Outcomes provides a comprehensive overview of our commitment to advancing equality, diversity, and inclusion across Scotland's educational landscape. These outcomes are a critical part of our broader strategy to address persistent inequalities and ensure that every individual, regardless of their background, can access and benefit from high-quality education and support.

This section reflects the collective efforts of our Colleges to uphold the principles of fairness, respect, and opportunity and meet our legal obligations. It outlines measurable outcomes aimed at fostering safer, more

inclusive environments for staff and students, tackling systemic barriers, and promoting wellbeing through targeted initiatives.

Developed in alignment with Scotland's National Equality priorities, these outcomes are not only a response to legal and ethical imperatives but also a declaration of our shared vision for a society free from discrimination and prejudice. By prioritising key areas such as gender equality, mental health, and the prevention of violence and harassment, we aim to build a foundation for lasting change.

The following sections of this report will delve into the specific national equality outcomes, highlight the actions taken to progress them, and provide an analysis of our achievements and areas for continued improvement. Together, these outcomes represent our unwavering dedication to fostering a more equitable and inclusive future for all.

Age

National Equality Outcomes:

The success rates for college students aged under 19 will improve.

This section outlines the current challenges and interventions undertaken by Glasgow Kelvin College to improve student success rates, particularly among younger learners (aged 0-19). The report highlights key data insights, targeted actions, and future plans to ensure continued progress.

Student Age Data

| Age Range | Enrolments 2023-2024 | Enrolments 2022-2023 | Enrolments YoY% | Successful Outcome | % Successful Outcome | Successful Outcome YoY% | Partial Success | % Partial Success | Partial Success YoY% | % Withdrawn | Outcome Withdrawn | Withdrawn YoY% |
|--------------|-------------------------|-------------------------|--------------------|-----------------------|----------------------------|-------------------------------|--------------------|----------------------|----------------------------|----------------|----------------------|-------------------|
| 0-19 | 5266 | 4423 | 0.19 | 1564 | 0.56 | 0.03 | 669 | 0.24 | 0.00 | 0.20 | 551 | -0.03 |
| 20-29 | 3782 | 5976 | -0.37 | 1663 | 0.70 | 0.02 | 288 | 0.12 | 0.02 | 0.18 | 416 | -0.04 |
| 30-39 | 2614 | 3162 | -0.17 | 809 | 0.76 | -0.01 | 56 | 0.05 | 0.01 | 0.19 | 202 | 0.00 |
| 40-49 | 1912 | 2410 | -0.21 | 557 | 0.82 | -0.01 | 33 | 0.05 | 0.00 | 0.13 | 92 | 0.01 |
| 50-59 | 999 | 1338 | -0.25 | 273 | 0.87 | -0.03 | 16 | 0.05 | 0.01 | 0.08 | 25 | 0.02 |
| 60-64 | 347 | 418 | -0.17 | 95 | 0.90 | 0.00 | 5 | 0.05 | 0.00 | 0.06 | 6 | 0.01 |
| 65+ | 448 | 483 | -0.07 | 117 | 0.96 | 0.04 | 2 | 0.02 | -0.04 | 0.02 | 3 | 0.00 |
| Total | 15368 | 18210 | | | | | | | | | | |

Data Overview

The latest enrolment and success rate data for 2023-2024 indicates:

- Enrolments among younger students (0-19) have increased by 19% from the previous year.
- Success rates for 0-19 learners have improved by 3%, showing positive progress.
- Withdrawal rates among 0-19 and 20-29 learners remain higher than other age groups, indicating the need for further analysis to identify areas of additional support.
- The College recognises the need to address performance in introductory level courses where younger learners are concentrated and will explore what actions may be taken.

Successful Outcomes

- Overall success: Success rates generally increased with age. For AY 2023/24, students aged 65+ had the highest success rate at 95.9%, while the 0-19 age group had the lowest at 56.1%.
- Positive Year on Year (YoY) Change: Success rates improved for students aged 20-29 (+1.5%) and 65+ (+4.4%), indicating targeted support or resilience in these demographics.



Identified Challenges

- Lower success rates and higher withdrawals in the 0-19 and 20-29 age groups.
- Elementary-level courses (e.g., Construction, Hairdressing, Beauty) have not performed as expected.
- Level 4 courses, predominantly attended by younger learners, do not lead directly to employment but serve as a stepping stone to higher levels.
- Assessment overload has been identified as a barrier to learning.

Targeted Interventions

To address these challenges, the College has implemented several strategies, these are outlined below:

Course Performance Monitoring

(Red, Amber, Green System)

Red-rated courses: If underperforming continuously courses are reviewed and can be discontinued and replaced.

Amber-rated courses: These are closely monitored with Impact Plans; this had led to 50% moving to Green.

Continuous review of Amber courses ensures improvements are sustained, and time spent in Amber status is tracked.

Shorter Courses

The College has reduced course length from 36 weeks to 18 weeks to provide greater flexibility.

At the end of 18 weeks, students can decide to continue with the same course or transition to another program.

This structure supports progression within National Qualification pathways.

Student Support Initiatives

Mentoring, study skills workshops, and wellbeing support have been expanded.

Enhanced transition support for younger learners moving from introductory courses to higher levels.

Reducing Over-Assessment

Efforts are underway to streamline assessments while maintaining academic integrity

Measured Impact

Measured Impact and Future Goals
Monitoring of Impact Plans shows progress, with more programs moving to Green status.

Nationally, the College has significantly improved its full-time FE pass rate rankings, moving up from 2nd bottom of the league table to the middle.

Continued focus on tracking Amber courses, withdrawal rates, and success metrics to refine interventions.

Conclusion

Glasgow Kelvin College is committed to improving success rates for younger learners by implementing structured course monitoring, enhancing flexibility in course design, and removing barriers to learning where possible. The improvements seen in pass rates and program performance indicate that the College is on the right trajectory, and continued monitoring and early intervention to offer support will ensure sustained progress.

Disability

National Equality Outcomes:

The success and retention rates of college and university students who declare a mental health condition will improve.

Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course

Disabled staff and students report feeling safe in the tertiary system

Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards.

College Outcomes:

Staff and students have an improved understanding of equality and inclusion so that they are able to participate in an inclusive learning and working environment, and promote good relations between people from different groups

Our staff are confident in disclosing a disability and our workforce has good representation of disabled employees across our grading structure by 2025. Progression of existing staff to managerial positions will improve through better preparing our staff for promotion

Our current disability disclosure rate of 15% among staff is notably higher than the average in Scotland's college sector. According to the Scottish Funding Council, the proportion of college employees with a declared disability increased by 44% between 2016/17 and 2022/23. For instance, Glasgow Kelvin College reported a staff disability disclosure rate above 13% during this period. collegeemployersscotland.ac.uk

This upward trend in disclosure rates aligns with national efforts to reduce the disability employment gap in Scotland. As of 2018, the Office for National Statistics reported that 18.9% of people aged 16 to 64 self-reported as disabled. st-andrews.ac.uk

However, the employment rate for disabled individuals continues to lag that of non-disabled individuals by approximately 31%. Since 2020, there has been a steady

increase in staff disclosing disabilities at the College, particularly during the pandemic. Adaptations to working practices during this time have fostered a more supportive environment, encouraged greater openness and facilitated reasonable adjustments.

Overall, the College's higher disclosure rate reflects a positive trend towards inclusivity and supports broader initiatives to close the disability employment gap in Scotland.



Advancing Equality and Inclusion

Glasgow Kelvin College is committed to fostering an inclusive and accessible environment for all staff, students, and visitors. The College has undertaken several initiatives aimed at improving accessibility, promoting awareness, and ensuring equality for individuals with disabilities and diverse needs. Below is an overview of key projects and their impact.

Accessibility Audits

The College commissioned comprehensive Accessibility Audits across all three campuses, engaging individuals with lived experience of disability, including wheelchair users, individuals who are blind or deaf, and those with neurodiverse conditions.

Key Focus Areas and Findings:

- Accessibility challenges for wheelchair users, such as ramps and building navigation.
- Gaps in provisions for blind and visually impaired individuals, including tactile signage and lighting.
- Inadequate hearing loop systems for those who are deaf or hard of hearing.
- Neurodiverse individuals highlighted sensory challenges, such as noise levels and lighting.

Improvements Made:

- Installation of automatic doors at key access points, including a new, supermarket-style side-opening door at the Springburn Campus. This door offers ease of access and is functional for all users.
- Enhancements to parking.
- The College continues to act on these findings, embedding accessibility as a priority across all future developments.



Digital Recruitment Review

The College undertook a review of its recruitment processes to ensure accessibility and inclusiveness in its digital platforms.

Key Findings:

- There were no critical issues found.
- The issues that are specific to the recruitment site require to be addressed by our external providers and the College is progressing these.

British Sign Language (BSL) Action Plan

A comprehensive BSL Action Plan has been developed to ensure the College meets the needs of BSL users. This plan includes:

- Training staff in deaf awareness.
- Increasing visibility of BSL resources.

The action plan will be monitored every six months to evaluate progress and adjust as needed.

Report It: Online Incident Reporting Tool

The 'Report It' tool provides staff and students with a confidential platform to report incidents, complaints, or concerns, whether on campus or online. This initiative encourages a culture of accountability and ensures a swift response to incidents that affect safety, wellbeing, or equality. Individuals can submit a named report which enables the College to work with them and take appropriate action where appropriate. Individuals can also submit an anonymous report which identifies trends and informs future actions such as campaigns and training.

Improved Parking Spaces

Responding to feedback, the College is increasing the number of disabled parking spaces at all campuses. These new spaces will enhance accessibility for students and staff, ensuring a more inclusive environment for those with mobility challenges.

Changing Places Toilets

Each campus is equipped with a Changing Places toilet, which includes additional space, specialist equipment such as hoists, and privacy for individuals with complex care needs. These facilities provide dignity and independence for users and their caregivers.

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Each campus is equipped with a Changing Places toilet, which includes additional space, specialist equipment such as hoists, and privacy for individuals with complex care needs. These facilities provide dignity and independence for users and their caregivers.

Training for Staff

The College regularly provides staff with training, either identified by the College, groups or individuals, including areas such as disability awareness, mental health, deaf awareness, and neurodiversity. The training is aimed at:

- Building confidence and competence in supporting diverse needs.
- Encouraging a culture of inclusion and respect.
- Enhancing the overall experience for students and colleagues.

Employee Assistance Programme (EAP)

The EAP offers confidential support to staff, providing counselling, mental health resources, and practical advice on personal and work-related issues. This programme supports staff wellbeing, managing stress, and promotes a positive work-life balance.

Access to Work

The College actively supports staff in utilising the Access to Work scheme, which provides funding for workplace adjustments, such as assistive technology or transport. This ensures that staff with disabilities can perform their roles effectively and equitably.

Student Disability Data

| Disability | Enrolments 2023-2024 | Enrolments 2022-2023 | Enrolments YoY% | Successful Outcome | % Successful Outcome | Successful Outcome YoY% | Partial Success | % Partial Success | Partial Success YoY% | % Withdrawn | Outcome Withdrawn | Withdrawn YoY% |
|------------------------|-------------------------|-------------------------|--------------------|-----------------------|----------------------------|-------------------------------|--------------------|----------------------|----------------------------|----------------|----------------------|-------------------|
| Disability Provided | 3314 | 3667 | -0.10 | 1092 | 0.65 | 0.01 | 212 | 0.13 | -0.01 | 0.22 | 379 | -0.01 |
| No Known disability | 12054 | 14543 | -0.17 | 3986 | 0.69 | -0.01 | 857 | 0.15 | 0.03 | 0.16 | 916 | -0.02 |
| Total | 15368 | 18210 | | | | | | | | | | |

The success rate for students with disabilities improved slightly, from 64% in AY 2022/23 to 65% in AY 2023/24, with a 1% YoY increase in successful outcomes. The slight improvement in success rates for students with disabilities demonstrates the achievement of the existing support mechanisms. However, this progress must be sustained and expanded to enhance our success rates.

Support Plans for Students

Students who have contacted Student Support Services have their plans reviewed continuously at least 3 times a year. This also includes feedback from the Faculty. The students work with Student Support Services to create a support package specifically for their needs and it can be improved as they progress through the course. This includes any reasonable adjustments to be made for students.

The College develops tailored support plans for students with disabilities or additional needs. These plans ensure students receive the appropriate accommodations, fostering equal opportunities for academic success.

This Needs Assessment process has also been refined and is now included in the online Individual Learning Plan (ILP). This means that recommendations are available to appropriate Faculty staff securely online. The review process has also been amended for efficiency by using Microsoft forms, rather than relying on in person meetings or TEAMS, this has significantly increased engagement with students and feedback from staff.

The process of referrals has been improved, which allows Student Support Services to have greater knowledge of health conditions before a meeting with the student which allows an opportunity to explore more avenues of support. Not only allowing students to disclose a disability but also to “tell about their needs”. The student is then able to book an appointment with a Learner Support Adviser to develop a support package. Lecturers can also refer students through the College intranet.

Reasonable adjustments are not the sole responsibility of any one function; they require faculty input, as they play a critical role in how students are supported in classrooms.

By addressing physical, digital, and cultural accessibility, Glasgow Kelvin College continues to set benchmarks for equality and inclusion, creating a supportive environment for all.

Examples of Collaboration

The Performing Arts Department implemented an initiative to reinforce the College's commitment to promoting equality and inclusion, specifically supporting the National Equality Outcomes, focused on improving success and retention rates for students who declare a mental health condition.

The Performing Arts Department offered tailored classes to both internal students and school pupils, focusing on building confidence and developing resilience. These classes incorporate a variety of evidence-based practices, including:

- Confidence-building games and exercises.
- Breathing and physical exercises designed to manage stress and anxiety.
- Techniques such as journaling, voice work, and body language training to enhance self-expression and self-esteem.

Students in Performing Arts courses regularly engage in activities that promote mental health and wellbeing. These include cardio exercises, yoga, dance, and movement classes that encourage physical health, as well as relaxation and focus exercises aimed at improving mental clarity and concentration.

To further strengthen this work, the College has supported this group of staff through staff development. Through ongoing professional development one of the team members has conducted research on mental health and resilience strategies, creating resources that can be shared across the College. Additional work is underway to develop

materials focusing on health and nutrition, ensuring a holistic approach to student wellbeing.

The department also works with external organisations to support vulnerable groups. For example:

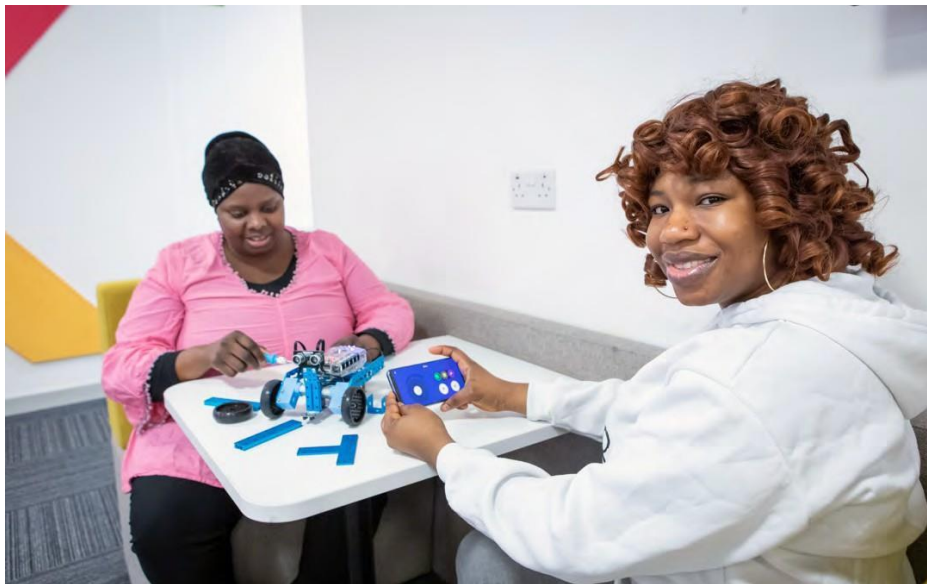
- **Impact Arts:** The department collaborates with this organisation to support young people experiencing anxiety who have struggled in traditional school environments. These participants attend weekly sessions at the College, where Performing Arts staff use creative methods to build their confidence and familiarity with the College environment.
- **Click View:** This resource provides videos and activities that address coping mechanisms for anxiety and foster resilience, which are integrated into the curriculum.

Through these initiatives, the Performing Arts Department contributes significantly to a culture of inclusivity and mental health awareness within the College. By embedding resilience-building practices into both curriculum and outreach work, the department is helping students and external participants alike develop the skills necessary to thrive in academic and personal contexts. They have also shared their resources and experience with other teaching departments.

These efforts support us in achieving equality outcomes related to mental health support, ensuring students feel supported, confident, and equipped to succeed in their educational journeys.

Challenges

Despite progress, the representation of staff with disclosed disabilities remains limited at some management levels. There is also a lack of disclosure across the Board level. The College will explore strategies to encourage disclosure and opportunities for career progression.



Looking Forward

- Inclusive Recruitment and Retention: Recruitment advertising materials are being redesigned to better reflect the diversity of our College community, actively encouraging applications from disabled candidates. Enhanced processes will focus on accessibility and inclusivity.
- Career Development: We are looking to create a management development program to equip staff with the skills to progress to management and leadership positions. This initiative aims to improve representation across all grading levels.
- Building Trust in Data Sharing: We aim to further reduce the number of blank or non-disclosed responses in staff surveys by improving communication about how demographic data informs our equality initiatives.
- Sector Collaboration: Partnering with local organisations and disability advocacy groups, we aim to create pipelines for talented individuals with disabilities, helping bridge the employment gap. We will be looking to move ahead to a level with Disability Confident.

Our College is proud of its strides in disability inclusion and remains steadfast in achieving a workforce representative of our community

Gender Reassignment

National Equality Outcome

Trans staff and students report feeling safe to be themselves in the tertiary system

College Outcome

Staff and students have an improved understanding of equality and inclusion so that they can participate in an inclusive learning and working environment, and promote good relations between people from different groups

Glasgow Kelvin College is dedicated to fostering a safe, inclusive, and welcoming environment for all members of its communities, including trans staff and students. In line with the National and College Equality Outcomes, the institution has undertaken several initiatives to ensure trans individuals feel respected, supported, and empowered to thrive.

Initiatives include:

Report It:
As described previously in this report.

Inclusive Spaces:

- Gender-Neutral Toilets: All campuses now feature gender-neutral toilets, offering a safe and private space for individuals of all gender identities.
- Changing Places Facilities: While primarily designed for those with complex physical needs, these spaces are also inclusive of anyone requiring additional privacy, including trans individuals

Support Plans for Students

If a Trans student refers or is referred to Advice, Guidance and Learner support for assistance, for example issues such as disabilities or for mental health support, the team can liaise with relevant College staff and provide appropriate signposting. Examples of support may include:

- Needs Assessment: with the permission of the student staff are made aware of gender or name changes and individual support is identified and agreed.
- Advocacy and signposting to other services.
- Appropriate support through the student Support Services Team or other key services.

Employee Assistance Programme

The EAP offers confidential support for trans staff, providing access to counselling services and resources tailored to the unique challenges they may face. This programme reinforces the College's commitment to mental health and wellbeing for all employees.

Fostering a Sense of Belonging

Glasgow Kelvin College strives to create a sense of belonging for all, with specific actions to support trans individuals, including:

- Visibility and Representation: Participation in initiatives like Pride Month and Trans Awareness Week, showcasing commitment to trans inclusion.
- Safe Spaces: Establishing areas where trans individuals can connect with peers and access support networks such as the LGBT+ student led group.
- Policy Reviews: Ongoing reviews of policies and procedures to ensure they reflect best practices in trans inclusion.



Joined LGBT+ Youth Scotland Charter

The College has joined the LGBT+ Youth Scotland Charter and is actively working towards achieving the Bronze Award by June 2025. This demonstrates our commitment to embedding inclusive practices and creating a culture where LGBTQ+ individuals, including trans staff and students, feel valued.

As part of this journey:

- Starting in March 2025, all staff will undergo training on the basics of LGBTQ+ inclusion, ensuring every member of the College community has a foundational understanding of how to support trans and non-binary individuals.
- Policies, procedures, and practices are being reviewed to align with the standards of the Charter.

Training and Workshops

Gender Respect Workshops are delivered by the College's Equality and Inclusion Lead for both staff and students. These workshops focus on:

- Building understanding of gender diversity.
- Exploring respectful communication, including correct use of names and pronouns.
- Developing strategies to challenge discrimination and foster allyship.
- Ensuring that trans individuals are treated with dignity and respect across all areas of the College.
- Promoting appropriate language and pronouns.
- Creating an inclusive classroom and workplace environment.
- Tackling unconscious bias and challenging stereotypes.
- Ensuring staff have the knowledge and confidence to support trans colleagues and students effectively, fostering a culture of respect and allyship.



Support and Representation

- The College continues to implement initiatives that ensure trans individuals feel supported and represented:
- Through initiatives such as the LGBT+ Youth Scotland Charter, Gender Respect Workshops, the development of a Trans Guide for students and staff, and the 'Report It' platform, Glasgow Kelvin College is building a community where trans individuals feel safe to be themselves.

Going forward, we aim to have fully integrated inclusive practices into all aspects of College life, ensuring trans staff and students can participate fully in an environment of mutual respect and understanding.

Sexual Orientation

National Equality Outcome

Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.

College Outcome

Improve LGBTQ+ equality and inclusion for staff and students through improving understanding of inequalities reducing stigma, discrimination and violence.

Our College remains steadfast in its commitment to creating an environment where LGBTQ+ staff and students feel safe, supported, and empowered to be their authentic selves.

Progress and Current Actions

LGBT Charter: As described above

Student Engagement

The Student Association plays an active role in fostering inclusion through:

- Appointing LGBTQ+ student ambassadors who lead campaigns and provide peer support.
- Establishing plans for an LGBTQ+ student support group to offer safe spaces for dialogue and community building.

Looking Ahead

We acknowledge delays in some initiatives, including the Charter, but have made significant progress in reigniting our efforts. Upcoming priorities include:

- Extending Training: Delivering additional workshops to deepen understanding of LGBTQ+ inequalities, reducing stigma and discrimination.
- Policy Enhancements: Updating policies to align with the latest best practices for inclusion.
- Expanding Support: Strengthening our LGBTQ+ ambassador program and student support group.

Positive Impact

Our efforts have already increased awareness, engagement, and support among staff and students. By collaborating with LGBT Youth Scotland, we are embedding a culture of respect, equality, and safety. These initiatives reflect our determination to ensure every member of our community feels valued and confident in expressing their identity.

We aim to achieve measurable improvements in inclusivity and continue leading by example in promoting LGBTQ+ equality and respect.

Race

National Equality Outcome

Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress.

Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.

Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector.

College Outcome

Our workforce has good representation of ethnic minority groups across our grading structure and is more reflective of the Glasgow Region by 2025. Progression of existing staff to managerial positions will improve through better preparing our staff for promotion.

Our College is committed to fostering a diverse and inclusive workforce that reflects the diversity of our student population and the Glasgow Region. While significant work remains, we are making progress toward our equality outcomes, with a clear focus on enhancing diversity, addressing underrepresentation, and creating an equitable environment for all staff.

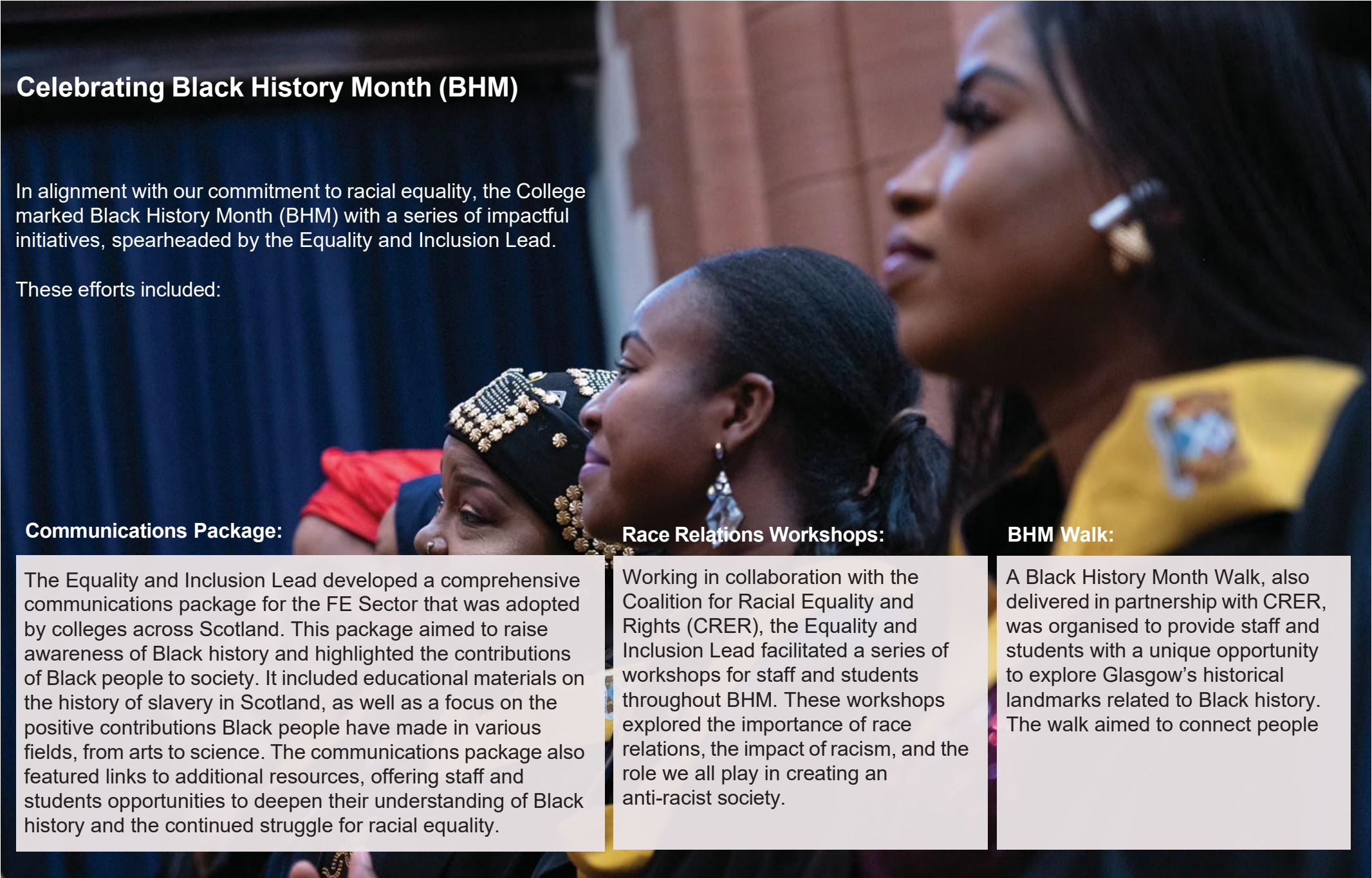
Current Workforce Diversity

- **Representation Trends:** While most staff identify as White, the percentage of staff from a ethnic minority background remains consistent, we will aim to enhance diversity further through our attraction, recruitment and retention initiatives.
- **Underrepresentation of Minority Ethnic Groups:** Staff from Asian, Black, and Mixed backgrounds remain underrepresented compared to the Regional demographics, underscoring the need for targeted interventions and strategic initiatives.
- **Increasing Non-Disclosure Rates:** A rise in blank and non-disclosed responses to ethnicity data collection, whilst it is acknowledged that the move to a new HR system may have compounded the lack of data, indicates the importance of building trust and communicating the value of this data.

Key Actions Taken

- **Strengthened Attraction and Recruitment Practices:** Enhanced attraction and recruitment materials and processes to attract candidates from diverse racial and ethnic backgrounds.
- **Engagement and Dialogue:** Workshops and open forums to engage staff and students in discussions about race, equity, and inclusion.
- **Supported awareness campaigns:** such as Black History Month and anti-racism initiatives, to promote dialogue and understanding.
- **Cultural Competency Training:** Introduced training on unconscious bias and cultural competence to support staff in creating an inclusive environment.





Celebrating Black History Month (BHM)

In alignment with our commitment to racial equality, the College marked Black History Month (BHM) with a series of impactful initiatives, spearheaded by the Equality and Inclusion Lead.

These efforts included:

Communications Package:

The Equality and Inclusion Lead developed a comprehensive communications package for the FE Sector that was adopted by colleges across Scotland. This package aimed to raise awareness of Black history and highlighted the contributions of Black people to society. It included educational materials on the history of slavery in Scotland, as well as a focus on the positive contributions Black people have made in various fields, from arts to science. The communications package also featured links to additional resources, offering staff and students opportunities to deepen their understanding of Black history and the continued struggle for racial equality.

Race Relations Workshops:

Working in collaboration with the Coalition for Racial Equality and Rights (CRER), the Equality and Inclusion Lead facilitated a series of workshops for staff and students throughout BHM. These workshops explored the importance of race relations, the impact of racism, and the role we all play in creating an anti-racist society.

BHM Walk:

A Black History Month Walk, also delivered in partnership with CRER, was organised to provide staff and students with a unique opportunity to explore Glasgow's historical landmarks related to Black history. The walk aimed to connect people

Planned Initiatives

- **Anti-Racism Action Plan:** Developing a comprehensive plan to address systemic barriers and support equity, with external partners Radiant and Brighter informed by a staff and student survey. With support from Radiant and Brighter the next steps include:
 - Seek to understand the Structural, Cultural, Institutional and Personal antiracism needs of the College
 - Issue a survey to all students and staff both on campus and online. The survey will be anonymised and have a question on ethnicity to gain a richer understanding of the diverse needs of staff and students.
 - An analysis of the raw data, which will be managed by Radiant and Brighter to encourage trust from the respondents.
 - The results of the survey will inform an action plan for the College going forward.
- **Transparency and Engagement in Data Collection:** Improve processes to collect and analyse ethnicity data and build trust by clearly demonstrating how data supports equality initiatives.
- **Cultural Competency and Anti-Racism Training:** Continue to prioritise cultural competency and anti-racism training for staff, which includes workshops on unconscious bias, cultural awareness, and race relations. These training sessions are designed to equip staff with knowledge and tools to create a welcoming and inclusive campus environment.
- **Promoting Racial Equity in the Curriculum:** Continue to work to ensure that our curriculum is reflective of diverse perspectives, incorporating anti-racist and decolonised approaches. This includes expanding course content to feature contributions from diverse racial and ethnic groups and challenging historical narratives that perpetuate bias and exclusion.

At Glasgow Kelvin College, we are committed to ensuring that our curriculum reflects diverse perspectives and fosters an inclusive learning environment. One of the keyways we aim to achieve this is by incorporating anti-racist and equality approaches into our teaching materials, course content, and classroom practices. Our goal is to equip students not only with academic knowledge but also with a broader understanding of the world around them, including the diverse cultures, histories, and experiences that shape our society.

Example of Collaboration

One example of this commitment is our work with curriculum areas like Childcare, where we have focused on expanding the content to be more inclusive and reflective of the diversity of the communities our students we work with. In collaboration with the Equality and Inclusion Lead, the Childcare team has worked to diversify the teaching of play within the curriculum, exploring how play can be used to promote cultural understanding and inclusion. This includes looking at traditions and celebrations beyond the widely recognised ones, such as Christmas, and exploring the rich tapestry of cultural festivities that students may encounter in their future roles as childcare professionals.

For example, we have integrated celebrations such as Diwali, Hanukkah, and Kwanzaa into the curriculum to broaden students' understanding of winter festivals around the world. This inclusion not only enriches the learning experience for students but also provides them with ideas for incorporating these celebrations into their future childcare placements. By broadening their perspective on global traditions and celebrations, students are better equipped to create inclusive environments for the children they care for, encouraging respect for diverse cultures and traditions.

Through these efforts, we are not only educating students on the importance of cultural awareness but also providing them with practical tools and ideas that they can take into their careers. This approach fosters a more inclusive and culturally responsive curriculum that prepares students to work in diverse settings and engage meaningfully with the children and families they serve. In doing so, we aim to challenge the historical narratives that perpetuate bias and exclusion, ensuring that all students, regardless of their background, feel seen, heard, and valued in their educational journey.

Complaints

During AYs 2022/2023 and 2023/2024, the College received zero complaints in relation to race/religion.

The College Complaints Handling Procedure (CHP) mirrors the Scottish Public Sector Ombudsman's Model CHP and reflects best practice and legal requirements.

The CHP is reviewed every three years as part of the College governance review cycle, and we would update if any changes came from the SPSO (this is imminent as there is currently an open consultation on the CHP principles).

Throughout both academic years the Corporate Support & Administration Manager delivered staff training and awareness sessions for staff during staff development days.

We ensure that the CHP is accessible as possible with multiple mechanisms in place to submit concerns; our learners have direct access to submit a complaint via MyKelvin.

There is a system in place for tracking complaints and outcomes, ensuring accountability. The College also identifies learning opportunities from each complaint such as process reviews, staff training etc. and these actions are documented on our system. If a complaint involves harassment or bias against a staff member, HR colleagues are immediately alerted, and appropriate policies and procedures are applied. As part of College's Continuous Improvement process, a complaint satisfaction survey is issued to complainants at the end of each quarter to garner feedback on our process (responses are low).

Feedback received is reviewed ensuring the CHP is fit for purpose and those with concerns feel supported and safe to raise these concerns with us. Complaints data is reviewed by the SCM Quality Forum and Senior Management Team on a quarterly basis too.

Impact to Date

- Improved Awareness: Staff feedback highlights increased awareness of race equity and cultural competence through training and open dialogue.
- Engagement with Inclusion Efforts: Staff and students actively participated in forums and campaigns, contributing to a more inclusive culture.
- Enhanced Representation in Applications: Initial efforts in outreach and recruitment have begun to attract candidates from a wider range of racial and ethnic backgrounds.

By continuing to align our efforts with the College's anti-racism journey and equality outcomes, we aim to create a work and learning environment that is both inclusive and representative of our diverse community. Our commitment to improving equity across all areas of employment and study remains central to achieving these goals.

Looking Forward

Glasgow Kelvin College remains dedicated to creating a diverse and inclusive environment for all. By continuing to align our efforts with both National Equality Outcomes and our own institutional goals, we aim to foster a workforce and learning environment that is reflective of Glasgow's rich diversity. Through sustained efforts in attraction, recruitment, awareness, training, and cultural celebration, we strive to be a leader in racial equity across the college sector.

Our continued commitment to transparency, inclusivity, and racial justice ensures that all staff and students can contribute to and benefit from an equitable, diverse, and supportive community.

Religion/ Belief

National Equality Outcome

Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose.

At Glasgow Kelvin College, we recognise the importance of providing an inclusive and supportive environment that respects the diverse religious and belief-based practices of our staff and students.

This commitment is reflected in several initiatives aimed at meeting the needs of our diverse college community:

Report It Tool

As described previously in this report.

Supporting Faith and Belief at College

Our College is committed to fostering an inclusive environment where students and staff feel respected and supported in practicing their faith and beliefs. We achieve this by providing appropriate facilities, guidance, and adjustments that enable individuals to observe their religious and spiritual practices with confidence. For example:

- Ramadan Guidance for Staff and Students: To support Muslim staff and students during Ramadan, we created clear guidance that provides information on how the College can accommodate fasting and prayer needs. This includes considerations for class schedules, energy management during the day, and spaces for breaking fast at sunset. The guidance demonstrates our commitment to respecting and supporting religious practices.
- Washing Facilities for Prayer: Acknowledging the importance of ablution (Wudu) for Muslim prayers, we have enhanced our showering facilities at key campuses to include practical solutions for foot washing. These facilities ensure that students and staff can comfortably prepare for prayers while respecting their spiritual needs.

Quiet Rooms for Prayer and Reflection

Each campus is equipped with quiet/reflection rooms dedicated to prayer, meditation, and quiet contemplation. These spaces are available to students and staff of all faiths or none, fostering a sense of inclusion and respect for individual practices. The availability of these spaces ensures that everyone has access to a welcoming environment to engage in their spiritual or personal reflection needs.

Diversity Calendar

The College has developed and implemented a Diversity Calendar, which highlights key religious and cultural dates throughout the year. This calendar raises awareness among staff and students about significant celebrations and observances across different faiths and belief systems, fostering understanding and inclusivity within the College community.

Impact:

- **Enhanced Inclusivity:** Practical measures like prayer rooms and washing facilities provide tangible support, enabling staff and students to participate fully in their spiritual practices while on campus.
- **Fostering Cultural Awareness:** The Diversity Calendar and Ramadan guidance contribute to an informed and empathetic college culture, encouraging staff and students to respect and celebrate diversity.
- **Improved Access to Facilities:** By addressing the specific needs of students and staff from faith-based communities, the College reinforces its commitment to inclusivity and equal opportunity for all.

Through these efforts, Glasgow Kelvin College demonstrates its dedication to ensuring that all staff and students feel valued, respected, and supported, regardless of their religious beliefs or practices.

Sex

| National Equality Outcome | College Outcome |
|---|---|
| Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose. | Tackle gender-based violence to keep staff and students safe and able to work and study; reduce the level of gender based occupational segregation within the College. |
| Institutions can evidence approaches that prevent and respond to violence, harassment and abuse. | |
| Men (staff and students) know how to access mental health support (recognising intersectionality within that group). | Improve the disclosure rate of staff and students in relation to mental health conditions through establishing strategies and support which enables them to maintain good mental health and progress in work and study. |
| Institutions will have regard to significant imbalances on courses and take action to address it. | |

Gender Based Violence

Our College remains committed to ensuring that students, staff, and visitors are safe and empowered to live, work, and study in an environment free from gender-based violence (GBV). This commitment aligns with National and College Equality Outcomes aimed at preventing and responding to violence, harassment, and abuse.

Progress and Initiatives

Implementation of Reporting Systems:

Previously, the College adopted the "Report and Support" tool through Fearless Glasgow, enabling anonymous and eponymous reporting of GBV incidents.

Our "Report It," allows students, staff, and visitors to report incidents securely and anonymously if preferred. This ensures a more streamlined and responsive process to tackle GBV across our campuses. The site also provides information and sign posting for staff and students.

Training and Empowering First Responders:

- During the last reporting period, 30 staff members were trained as GBV First Responders across various grades and departments, including HR, Guidance and Learner Support, the Student Association, and course tutors.
- Recognising the importance of disclosures being made in trusted spaces, this training equips staff with the skills to handle sensitive conversations and support those affected by GBV.
- The College plans to train additional staff, with a particular focus on involving more male staff members to lead by example in addressing GBV.
- Our senior management team undertook GBV training to improve their understanding about gender inequalities and help initiate change in the working and learning environment.

Partnerships and Collaborations

- Our partnerships with Glasgow Rape Crisis Centre continue to deliver impactful GBV workshops, providing crucial resources and awareness to staff and students.
- The College remains a proud supporter of the White Ribbon Campaign, actively engaging in its mission to end GBV through advocacy, awareness campaigns, and pledge-signing events. Recent initiatives include a collaboration at Queen Street Station, engaging the wider community in pledging their commitment to end GBV.

Policy Development and Awareness:

Implementation of Reporting Systems:

The Student Association has prioritised GBV awareness, running ongoing campaigns and strengthening partnerships with external organisations like White Ribbon Scotland. The College recognises that both those who have experienced and who are perpetrators of GBV can bring these issues into the workplace which can affect them, their colleagues and the working environment and wider society if the matter is not tackled. The College aims to develop a policy on GBV to promote equality, raise awareness of and challenge GBV.

Curriculum-Based Approaches:

We plan to deliver male-led GBV sessions to male students, starting with the Joinery curriculum. These sessions will foster open conversations about respect and challenge harmful stereotypes, with plans to expand to other curriculum areas.

Positive Impact

- **Increased Reporting and Awareness:** The introduction of the "Report It" system provides a robust mechanism for reporting and addressing incidents, empowering students, staff, and visitors to seek help when needed.
- **Enhanced Skills and Confidence:** The GBV First Responder training has equipped staff with the knowledge and skills to handle disclosures sensitively and effectively, ensuring support is available where it's needed most.
- **Community Engagement:** The White Ribbon Campaign events, such as the one at Queen Street Station, have amplified awareness beyond the College, reinforcing a collective stance against GBV.
- **Cultural Shift:** Senior managers acting as champions for this work supports a cross campus and cross department commitment to preventing and eradicating gender-based violence in education. Also, the inclusion of male-led sessions within the curriculum and partnerships with organisations like Glasgow Rape Crisis Centre highlight the College's commitment to addressing GBV through education and advocacy.

Looking Ahead

Expansion of Training Programs: Continue to train staff, with a particular focus on male staff and students, to challenge gender stereotypes and promote respect.

- **Broader Curriculum Integration:** Extend male-led GBV workshops to additional curriculum areas, fostering a College-wide culture of respect and equality.
- **Strengthening Community Connections:** Improve understanding of equality and inclusion. Deepen collaborations with external organisations to provide ongoing resources, workshops, and campaigns that address GBV comprehensively.
- **Develop a GBV Policy for Staff:** A policy on GBV to promote equality, raise awareness of and challenge GBV.

Through these actions, the College continues to lead by example, fostering a safer, more inclusive community for everyone.

Mental Health

Staff and student mental health and wellbeing has been one of the College's key priorities during this reporting period. We have worked to provide holistic support that can enhance our students, staff and community's wellbeing. We provide in-house counselling for students, demand for which has grown immensely because of the pandemic and growing pressures on our student population.

The College employs a Wellbeing Officer to support students alongside colleagues across the College, they coordinate a range of activities and initiatives. These include specific sessions on managing stress and building resilience, supporting other staff and students' wellbeing, managing finances, women's and men's mental health, mental health first training. The Wellbeing Officer

offered workshops to support positive mental health with male dominant curriculum areas such as construction and plumbing, this was met with mixed engagement levels. Going forward the format of this will change to encourage better take up and 10-minute drop-in sessions will be offered. The take up will continue to be monitored.

The College has deployed Ripple, a crisis intervention tool, across our hardware which intercepts harmful online searches related to suicide and signposts the users to internal and external support services.

In the UK, the male **suicide rate** is its lowest since 1981 – 15.5 deaths per 100,000. But suicide is still the **single biggest killer of men** under the age of 45. And a marked gender

split remains. For UK women, the rate is a third of men's: 4.9 suicides per 100,000. It's the same in many other countries. Compared to women, men are three times more likely to die by suicide in Australia, 3.5 times more likely in the US and more than four times more likely in Russia and Argentina. WHO's data show that nearly 40% of countries have more than 15 suicide deaths per 100,000 men; only 1.5% show a rate that high for women. The College has undertaken specific initiatives during this period which focus on supporting the mental health of male staff and students.

Initiatives to support the mental health and wellbeing of staff and students are detailed below:

MenSelf:

The College has partnered with MenSelf, an organisation that provides a safe space for men to explore their mental health challenges, learn coping strategies, and foster resilience. Through workshops and events, MenSelf encourages open discussions, breaking down barriers and stigma often associated with men seeking help for their mental wellbeing. These events have proven to be successful with good engagement.

Brothers in Arms

Collaborating with Brothers in Arms, a digital platform for men's mental health, the College offers app-based resources to support emotional wellbeing. The platform provides tools like the "Check-In" service, allowing men to monitor their mental health progress and access support when needed. This innovative approach appeals to the College's diverse male demographic, providing discreet and effective help.

Mental Health Pop-Ups:

To help make mental health support more visible and accessible, the College organises pop-up events across the campuses. These events, led by a group of key staff and supported by external organisations, focus on stress management, mindfulness, and resilience. These relaxed and approachable sessions have proven effective in encouraging participation from students and staff who may not engage with traditional mental health services.

WorkRite:

Online training is available, with many modules being compulsory, to equip staff with tools to identify and address mental health challenges. The training focuses on workplace wellbeing, teaching participants how to create supportive environments and recognise early signs of distress. This proactive approach ensures a culture of care and understanding across the College, whilst only available to staff, the skills and techniques acquired can also be applied when supporting students.

We are also promoting active travel through our Velocity Hub and provide support to students and staff to access and repair bikes; this contributes to making the College a more environmentally friendly place to study and work and promotes a healthy lifestyle. Additionally, we have been providing free nutritious breakfasts for students on our campuses to alleviate some of their financial pressures, encourage attendance and contribute to their sense of belonging.

The College continues to implement multiple mental health and wellbeing initiatives and approaches for staff and students. The College provides support staff with access to a mobile app provided by its Group Life Assurance Scheme provider which gives staff and their family members free access to mental health support, GP consultations, second opinion services, and health and wellbeing advice. We are working closely with our staff and students encouraging feedback through various mechanisms to understand their needs and ensure that future measures we put in place prevent ill mental health and respond effectively to their circumstances.

Our College Student Support Services Department and Student Association partnered to develop a Student Mental Health Agreement (SMHA) guided by NUS Scotland's Think Positive Campaign. The SMHA covers a 2-year period (2023/25) following research, feedback and analysis of student needs. The partnership group will continue to monitor and evaluate the work as it is delivered throughout the period of the agreement and will work to develop and create a further agreement covering 2025/27.

The SMHA contains five main working areas, they are as follow:

Promotion of College

which includes working with the College support departments and teaching areas to identify and promote services available to students, including counselling services, wellbeing workshops and physical activities, such as fitness classes and lunchtime clubs.

Tackling Stigma:

Working to end the stigma surrounding poor mental health.

Improving links with External Mental Health Agencies:

Building stronger links with existing organisations and develop new relationships with organisations that can help support students.

Student Involvement:

Encouraging students to voice their opinions in all aspects of college life and to take ownership of clubs and societies.

Health & Wellbeing:

Creating a safe social space to help students connect with each other and work with our partner organisations to create events throughout the year and promote their services.

The College's initiatives for staff and students' mental health have had a significant positive impact, this is demonstrated by:

- **Increased Engagement:** The introduction of tailored resources, like MenSelf and Brothers in Arms, has fostered increased engagement among male students and staff. These programs have created safe spaces for men to discuss mental health issues without fear of judgment.
- **Reduced Stigma:** By normalising conversations around men's mental health through pop-ups and targeted campaigns, the College has taken a critical step in breaking down stigma. Participants report feeling more comfortable seeking help and supporting peers.
- **Empowered Staff:** The WorkRite training has empowered staff to address mental health challenges effectively, promoting a healthier workplace culture. Feedback indicates improved awareness and a greater sense of responsibility towards fostering mental wellbeing.
- **Enhanced Accessibility:** With the implementation of digital tools like Brothers in Arms, combined with face-to-face engagement at pop-ups, the College ensures mental health resources are accessible to everyone. The blended approach accommodates different preferences, making support widely available.
- **Culture Shift:** These efforts contribute to a broader cultural shift within the College, encouraging both men and women to view mental health as a shared responsibility. This aligns with the College's commitment to creating a supportive and inclusive environment.

In addition to the comprehensive support available, looking forward Advice, Guidance & Learner Support is developing an online resource geared towards men and their mental health, when students go to the wellbeing area there will be specific pages for men due to roll out April 2025 this will include a bank of resources.

Our Student Association is also looking for a Men's Officer from the student population in the next AY to support students.

By embedding these initiatives into the fabric of college life, we continue to lead the way in promoting mental health and wellbeing, demonstrating a commitment to inclusive practices that benefit all members of the community.

National and College Equality Outcomes 2025-2029

As part of its commitment to the Public Sector Equality Duty (PSED), Glasgow Kelvin College will continue to build on its existing progress by setting ambitious and meaningful equality objectives. The focus will be on strengthening inclusion, addressing disparities, and fostering an environment where all students and staff can thrive.

These objectives align with the National Equality Outcomes for the 2025-2029 period, ensuring that the College contributes to sector-wide priorities while focusing on specific areas of improvement. Key priorities include tackling gender-based violence, improving mental health support, addressing occupational segregation, promoting race equality, and ensuring an inclusive and supportive learning and working environments for all. By embedding these priorities into our equality agenda, we aim to create lasting and measurable changes for students, staff, and the wider community.

Strengthening Gender-Based Violence (GBV) Prevention and Support

Rationale

The College has made significant progress in raising awareness and supporting those affected by GBV. However, ongoing work is needed to ensure that GBV prevention is embedded across all curriculum and support areas and that staff and students continue to receive support and education on the issue.

National Equality Outcome (Sex):

- Staff and students know how to access support about violence, harassment, and abuse, report their experience, and feel properly supported in doing so.
- Institutions can evidence approaches that prevent and respond to violence, harassment, and abuse.
-

Enhance Mental Health and Wellbeing Support

Rationale

While the College provides robust wellbeing services, low disclosure rates for mental health conditions suggest that further work is needed to normalise help-seeking behaviors among students and staff. With particular focus on male staff and students.

National Equality Outcomes (Disability & Sex):

- The success and retention rates of students who declare mental health condition will improve.
- Men (staff and students) know how to access mental health support (recognising intersectionality).

Advance LGBTQ+ Inclusion

Rationale

The College is working towards achieving the LGBTQ+ Youth Scotland Bronze Award, long-term success requires embedding LGBTQ+ inclusion into everyday practice.

National Equality Outcomes (Gender Reassignment & Sexual Orientation):

- Trans staff and students report feeling safe to be themselves in the tertiary system.
- Lesbian, Gay, and Bisexual staff and students feel safe being 'out' at college.

Improve Disability and Neurodiversity Support

Rationale

The College is committed to enhancing support for neurodivergent staff and students and those with disabilities by improving both learning environments and accessibility across all campuses.

National Equality Outcome (Disability):

- Disabled students report feeling satisfied with the overall support and reasonable adjustments received.
- Disabled staff and students report feeling safe in the tertiary system.
- Increase representation of disabled staff in the workforce and on college boards

Strengthen Race Equality and Build an Anti-Racist College

Rationale

Glasgow Kelvin College recognises the importance of actively working towards an anti-racist culture. This includes improving representation of non-white staff in management positions, fostering a more diverse workforce, and ensuring staff and students from all racial backgrounds feel fully included and supported.

National Equality Outcome (Race):

- Staff and students feel supported and safe and are confident that complaints of racial harassment or bias will be addressed effectively.
- Institutions should ensure their curriculum is diverse and anti-racist.
- Increase the racial diversity of staff and leadership where representation is not proportionate.

Success Rates for College Students Aged Under 19 Will Improve

Rationale

- Data analysis indicates that students under 19 face specific challenges impacting their success rates, including transition difficulties from school, financial pressures, and personal wellbeing.

National Equality Outcome (Age):

- The success rates for college students aged under 19 will improve.

Improve Equality Monitoring and Data-Driven Decision Making

Rationale

The College has conducted detailed analysis on student/staff participation and performance across key protected characteristics. The next step is to use this data to drive strategic interventions and initiatives.

National Equality Outcome (All Protected Characteristics):

- Institutions should ensure equality data informs decision-making, including addressing disparities in attainment, representation, and support.

These future goals will ensure that Glasgow Kelvin College continues to foster a culture of equality, inclusion, and diversity. By implementing these initiatives, the College will build on its strong foundation and create a learning and working environment where all individuals feel valued, respected, and empowered to succeed.

Our Commitment

Glasgow Kelvin College remains firmly committed to fostering an inclusive and equitable learning environment for all students, staff, and stakeholders. This Public Sector Equality Duty (PSED) report reflects our dedication to advancing equality, tackling discrimination, and embedding good relations across our College community. Through strategic initiatives, policy development, and targeted interventions, we have taken meaningful steps to create a culture where diversity is celebrated, and everyone can thrive.

Our analysis of student and staff data has provided valuable insights into participation, attainment, and areas

requiring further attention. The College continues to make progress in key areas, including gender-based violence prevention, mental health support, accessibility improvements, and reducing occupational segregation. The proactive measures we have implemented demonstrates our ongoing commitment to removing barriers and ensuring equitable opportunities for all.

While we celebrate our achievements, we recognise that there is still work to be done. Moving forward, we will continue to monitor our progress, engage with students and staff, and adapt our strategies to address emerging challenges. Our participation

in initiatives such as the LGBT+ Youth Scotland Bronze Award, improvements to campus facilities, and ongoing EDI training will further strengthen our efforts to create a truly inclusive and supportive College environment.

We extend our gratitude to all staff, students, and external partners who contribute to making Glasgow Kelvin College a place where equality, diversity, and inclusion are at the heart of everything we do. By working collaboratively and maintaining our focus on continuous improvement, we are confident in our ability to build on our successes and drive meaningful change for the future.

Case Study: Fostering Good Relations Through Practical Learning in Hospitality

Glasgow Kelvin College's Easterhouse Campus Bistro showcases how fostering good relations can be seamlessly integrated into the curriculum through community engagement and practical learning opportunities.

The Bistro, operated by the College's talented hospitality and cookery students, invites staff, students, and the public to enjoy a three-course meal for £8.50. This initiative goes beyond culinary education, providing an inclusive space that connects the College with the wider community.

This aligns with the General Duty to Foster Good Relations by:

Creating Inclusive Spaces: The Bistro serves as a welcoming environment where individuals from diverse backgrounds can interact, promoting understanding and collaboration.

Bridging Gaps Between Communities: By inviting the public to participate, the College strengthens ties between its students and the local community, fostering mutual respect and appreciation.

Building Cultural Awareness: Through diverse menus and culinary experiences, the students showcase cuisines from different cultures, encouraging dialogue and understanding of cultural diversity.

This initiative not only enhances students' professional skills but also cultivates a sense of pride and connection within the College and its surrounding community, reflecting the broader principles of equality and inclusion.

Case Study: Advancing Equality of Opportunity through Curriculum Integration

The success of Christopher Currie, a Senior Phase student from Williamwood Secondary School, who won the prestigious Hammerman Prize, highlights Glasgow Kelvin College's commitment to advancing equality of opportunity through innovative curriculum integration. Christopher is currently balancing his studies in HNC Mechanical Engineering at the College with Maths, Physics, and Chemistry at school. This dual enrollment model exemplifies the College's effort to provide students with pathways that expand their academic and career prospects, irrespective of their background or circumstances.

By offering Senior Phase students access to higher education opportunities alongside their school curriculum, the College ensures that students like Christopher can pursue advanced learning and professional development earlier in their educational journey. This approach reduces barriers, particularly for students from underrepresented or disadvantaged groups, by:

- Providing access to high-quality vocational education.
- Encouraging diverse participation in traditionally male-dominated fields like mechanical engineering.
- Building confidence and competence through opportunities to achieve excellence, such as competing for and winning awards like the Hammerman Prize.

Christopher's achievement reflects the success of a curriculum design that aligns with the General Duty to Advance Equality of Opportunity by creating flexible pathways for learners, empowering them to reach their full potential and inspiring others in the College community.



Case Study: Advancing Equality of Opportunity Through Collaborative Learning in 'The Event Space'

Glasgow Kelvin College celebrated the grand opening of its new performance venue, 'The Event Space', with a showcase that brought together the collective talents of students from business, music performance, music business, and sound production courses. This interdisciplinary collaboration highlights the College's commitment to advancing equality of opportunity by providing students with authentic, real-world learning experiences.

How Equality of Opportunity was Advanced

The event featured performances from three talented bands, The Fenicks, Feckless, and Papercut Peach—offering students an opportunity to apply their skills in a practical setting while embracing diversity in creativity and professional roles.

- **Holistic Learning Approach:** Students gained hands-on experience in event management, sound engineering, and performance, bridging academic theory and industry practice.
- **Inclusive Opportunities:** By combining multiple disciplines, the initiative allowed students from diverse courses and skill sets to contribute equally, promoting collaboration and shared learning.
- **Skill Development:** The event fostered key skills such as teamwork, communication, and project management, essential for success in creative industries.
- **Celebrating Talent:** The bands' diverse genres and styles reflect the College's celebration of artistic diversity, showcasing how different perspectives enrich the student experience.

The collaboration demonstrates Glasgow Kelvin College's dedication to preparing students for the professional world while promoting equality of opportunity within a supportive, inclusive environment. By creating a space that fosters innovation and creativity, 'The Event Space' embodies the College's mission to empower every student to achieve their full potential.



Case Study: Advancing Equality of Opportunity in Refrigeration and Air Conditioning Education

The achievements of Glasgow Kelvin College students at the annual Institute of Refrigeration (IOR) Awards Dinner on November 9th underscore the College's commitment to advancing equality of opportunity in technical education. Hosted by KB Refrigeration, this event celebrated the outstanding skills and professionalism of apprentices in refrigeration and air conditioning, highlighting the success of students trained at the College.

How Equality of Opportunity Was Advanced

The recognition of five students as nominees—Jack McKnight, Scott Fosbury, Nicky Ross, Kai Feeney, and Matthew McLennan—and the exceptional performances of Nicky Ross (1st place), Kai Feeney (2nd place), and Scott Fosbury (3rd place), demonstrate the College's dedication to creating opportunities for learners to excel.

Inclusive Excellence: By providing comprehensive training in refrigeration and air conditioning, the College ensures that students from diverse backgrounds have access to high-quality vocational education and can compete at national levels.

- **Celebrating Achievement:** The success of these students showcases how the College supports learners to reach their potential and be recognised within their industry.
- **Building Industry Connections:** The invitation to the IOR dinner and interaction with professionals in the field provided students with invaluable networking opportunities, enhancing their career prospects.
- **Staff Dedication:** Positive feedback from industry members who fondly remembered their time at the College reflects the enduring impact of the institution's commitment to quality education and support for learners.

This case illustrates how Glasgow Kelvin College aligns with the General Duty to Advance Equality of Opportunity by equipping students with the skills, confidence, and exposure needed to thrive in competitive technical fields, empowering them to build successful careers.



Case Study: Advancing Equality of Opportunity and Skills Development Through Halo Beauty Salon

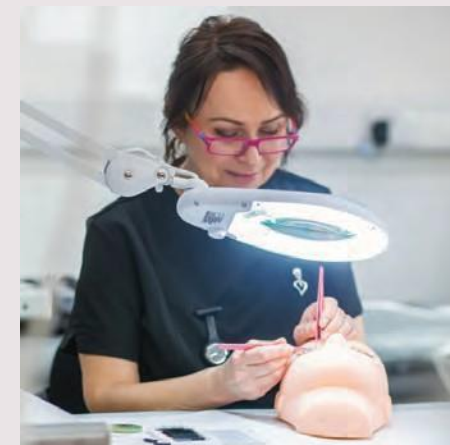
Glasgow Kelvin College's Halo Beauty Salon at the Easterhouse campus serves as an excellent example of how the College is advancing equality of opportunity while enhancing student learning and community engagement. Through this initiative, Beauty Therapy students gain practical experience in a professional setting, which not only supports their career development but also contributes to a more inclusive and accessible educational environment.

How Equality of Opportunity Is Advanced

- **Inclusive Learning Environment:** Halo Beauty Salon provides an opportunity for students from diverse backgrounds to build their confidence and treatment skills, regardless of their prior experience. By working in a realistic environment, all students, whether from disadvantaged backgrounds or facing other barriers to employment, are provided the chance to develop valuable skills that enhance their employability.
- **Community Engagement:** The salon is open to both the College community and the local public, creating an accessible and inclusive space where all can benefit from affordable beauty treatments while supporting student learning. This fosters strong community ties and encourages participation in the salon's educational objectives.
- **Enhancing Career Opportunities:** The practical, real-world experience gained through Halo Beauty Salon allows students to improve their treatment skills and confidence, equipping them with the knowledge and expertise to succeed in the beauty industry.

Practical Outcomes and Impact

- **Hands-On Experience:** Students have the opportunity to practice various beauty therapies, including facials, massages, and manicures, offering them real-life assessment opportunities that contribute to their academic progress.
- **Support for Local Communities:** The salon's open hours make it convenient for local residents to access affordable beauty services, while at the same time giving students the chance to practice in a professional setting, enhancing their employability.
- **Skill Development and Confidence Building:** Students gain more than just technical skills—they also develop the soft skills required to interact with clients, manage appointments, and create a welcoming atmosphere, which is essential for their professional success.



Halo Beauty Salon is not only an innovative learning tool but also a bridge to greater equality and opportunity for students at Glasgow Kelvin College. By offering real-world training in a community-oriented setting, the College provides its students with the tools to succeed, fosters inclusive access to affordable services, and enhances the local community's connection to the College. Through initiatives like this, the College continues to live up to its commitment to fostering good relations and advancing equality of opportunity for all.

Case Study: Enhancing Equality of Opportunity Through Youth Work Taster Sessions

The Youth Work Taster Session held at Glasgow Kelvin College, in partnership with MCR Pathways, exemplifies how the College is advancing equality of opportunity by engaging young people in community learning and development activities. This event, facilitated by staff provided an opportunity for participants to explore the benefits of youth work and the qualifications available in this field.

How Equality of Opportunity Is Advanced

- **Inclusive Engagement:** The session was designed to be accessible to all young people, regardless of background or experience. By offering an introduction to youth work, the event created a space where students from various communities could come together, participate in group activities, and engage in meaningful discussions about their future in the youth work sector.
- **Promoting Educational Pathways:** The session highlighted the qualifications offered at Glasgow Kelvin College, specifically in Community Learning and Development (CLD) and Youth Work. By informing young people about these pathways, the College opened doors to future educational and career opportunities, ensuring that all participants have access to opportunities that can lead to meaningful careers in their communities.
- **Building Confidence and Awareness:** Through the Q&A session and the group activities, participants gained a deeper understanding of what it means to work in youth work, which can be a stepping stone to empowering young people to take on leadership roles in their own communities.

Practical Outcomes and Impact

- **Increased Awareness:** The session introduced participants to the youth work profession, providing insight into the skills required and the impact youth workers can have on their communities.
- **Access to Supportive Networks:** By collaborating with MCR Pathways, the event connected participants to a wider network of support and guidance, helping them to envision a career in youth work and providing them with resources to take the next steps in their educational journey.
- **Encouraging Future Participation:** The session was a great success in engaging young people, sparking their interest in pursuing further education and qualifications in youth work. Many attendees left with a renewed interest in exploring the profession and understanding how they could make a positive impact on others in their communities.

The Youth Work Taster Session exemplifies how Glasgow Kelvin College is promoting equality of opportunity by engaging young people from diverse backgrounds, introducing them to vocational qualifications in youth work, and providing them with the tools to succeed in future community-based careers. This session not only contributed to the personal development of the young people who attended but also fostered a sense of community and belonging, reinforcing the College's commitment to fostering good relations and offering equal opportunities for all students.

Case Study: Advancing Equality of Opportunity - Green Gown Award 2023

We were thrilled that Glasgow Kelvin College won the prestigious Green Gown Award for Next Generation Learning & Skills at the UK & Ireland ceremony held in Liverpool. The award was presented for our innovative fashion project, "Fighting Fast Fashion," which is aimed at promoting sustainability within the fashion industry and supporting the broader goal of advancing equality of opportunity.

Our entry, which included two key projects – The Bridal Project and Project Runway – focused on reusing and transforming fashion garments. These initiatives not only provided an opportunity for our fashion students but also for local school pupils to participate in eco-friendly challenges that align with sustainable fashion practices, creating an inclusive and engaging learning environment.

This project demonstrates our commitment to Advancing Equality of Opportunity by offering students and local young people, particularly those from underrepresented communities, the chance to develop practical skills and gain real-world experience in the fashion industry. These projects empower students to develop both their creative and business skills, fostering an inclusive atmosphere that values innovation, sustainability, and personal growth.

The College competed with eight other finalists, including University of Edinburgh, Queen's University Belfast, Dundee and Angus College, and University of Gloucester, to secure the award in our category. Sandra Thomson, Sarah Shea, and Iain Gordon represented the College in accepting the award on behalf of all those who contributed to the success of this project.

We will proudly showcase the Green Gown Award at each campus over the coming week so that all staff can see our new award and continue to be inspired by our commitment to sustainability and equality in education.

A big round of applause to everyone who made this incredible achievement possible!



Case Study: December Training Opportunities – Advancing Equality of Opportunity General Duty: Advancing Equality of Opportunity

In December, Glasgow Kelvin College offered a series of Health & Safety training courses to support the ongoing professional development of both staff and students. These courses are a great opportunity to ensure that all members of the College community have access to essential knowledge and skills that can help create safer and more inclusive working environments.

This initiative aligns with the general duty to advance equality of opportunity, providing everyone with equal access to training and development resources. The available courses aim to improve workplace safety and foster an environment where all individuals—regardless of their role, background, or experience—can thrive.

The training sessions include:

1. **Manual Handling**, led by Red Cross Training, at our Easterhouse Campus. This session provided attendees with essential skills to handle materials safely, an important aspect of health and safety that applies to many roles across the College.
2. **Emergency First Aid at Work** on, offered by Skills Training Group, at Springburn Campus. This course provided vital knowledge that empowers individuals to respond effectively in emergency situations, ensuring that all staff and students have the confidence and competence to manage first aid needs.
3. **Cancer Awareness Webinar**, facilitated by Cancer Research UK, online via Teams. This training supported staff and students in understanding cancer risks, symptoms, and preventative measures, contributing to a culture of health awareness and inclusion at the College.
4. **WorkRite Demonstrations**, hosted by Glasgow Kelvin, online via Teams. These demonstrations cover risk management and training within the context of workplace safety, helping employees gain a better understanding of compliance and safety protocols.

By offering training opportunities, Glasgow Kelvin College ensures that staff and students have access to critical resources that help them succeed in their roles, while promoting inclusive practices. This initiative not only advances professional development but also fosters a safer and more supportive environment for everyone, regardless of their background or circumstances.

We encourage all staff and students, where appropriate to take advantage of these opportunities to enhance their skills and contribute to a positive and inclusive culture at Glasgow Kelvin College.

Case Study: Advancing Equality of Opportunity - Herald Award for Marketing/PR Campaign of the Year – National Opportunity Day

Context and How it Relates: Glasgow Kelvin College's recent recognition with the Marketing/PR Campaign of the Year award at the Herald Higher Education Awards underscores the institution's commitment to promoting equality of opportunity.

The award-winning campaign, National Opportunity Day, was designed to showcase the College's efforts in supporting access to education and employment opportunities, especially for underrepresented communities.

The National Opportunity Day campaign aimed to highlight the College's inclusive ethos, ensuring that all potential students, regardless of their background, understand that opportunities for higher education and career advancement are accessible to everyone. By engaging with a wide range of audiences, the campaign promoted equal access to resources and opportunities that are critical to personal and professional development, reflecting the College's dedication to equality and inclusion.

Specific Duty: The success of the National Opportunity Day campaign directly aligns with the College's responsibility to promote equality of opportunity. The campaign was not only about marketing the College's offerings but also about creating a platform for diverse students to see the possibilities of higher education and career paths available to them, without facing the barriers often posed by socio-economic backgrounds, disability, or other challenges.

Key elements of the campaign focused on inclusivity:

- **Highlighting Access to Education:** The campaign specifically aimed to break down misconceptions about who could attend higher education, ensuring that individuals from all walks of life understood that opportunities were available to them.

- **Engagement with Local Communities:** Through the campaign, the College reached out to underrepresented groups within local communities, ensuring that individuals who may feel excluded from higher education were given information about how they could access opportunities at Glasgow Kelvin College.
- **Diversity in Representation:** The marketing materials and promotional efforts featured diverse groups of people, showcasing the College's commitment to reflecting the communities it serves and promoting a message of inclusivity in all its forms.
- **Outcome and Impact:** The campaign's impact was recognised at the Herald Higher Education Awards, where the College won the prestigious Marketing/PR Campaign of the Year award.

This recognition not only affirmed the College's commitment to promoting equality of opportunity but also brought attention to the success of the National Opportunity Day initiative in reaching and inspiring a wide range of prospective students. By promoting National Opportunity Day, the College effectively communicated that opportunities for education, growth, and success are available to all, regardless of background. The award is a testament to the College's efforts to provide equal opportunities and reinforce the idea that higher education is a space for everyone, particularly those who have historically faced barriers to entry.

Promotion and Future Steps: The recognition of the campaign will likely encourage continued efforts to highlight equality of opportunity within the College's broader communications strategy. Future campaigns will build on the success of National Opportunity Day, ensuring that the message of inclusion and equal access to education continues to be shared with both prospective students and the wider community. Additionally, the College plans to use the momentum from the award to further engage with local communities, offer guidance to potential students on how to access higher education, and continue developing initiatives that provide equal opportunities for everyone.



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