Board of Management

People & Culture Committee

Date of Meeting	**Tuesday 13 February 2024**
Paper No.	**PCC2-G**
Agenda Item	**6.2**
Subject of Paper	**Equality, Diversity, and Inclusion Update**
FOISA Status	**Disclosable**
Primary Contact	**Naira Dar**
Date of production	**17 January 2024**
Action	**For Noting**

1. Recommendations

1.1 For the Committee to note the contents of the paper, which provides an update on Equality, Diversity and Inclusion activities and priorities.

2. Purpose

2.1 The purpose of this paper is to provide a general update to the committee on Equality, Diversity and Inclusion activities and priorities from November 2023 to January 2024.

2.2 The paper will provide an update on the following:
- Reporting Requirements
- Update on the Sottish Government Equality, Inclusion and Human Rights Mainstreaming Strategy
- Update on the Equality Impact Assessment (EQIA)
- Revised Trans Inclusion and Gender Identify Procedure for Students
- Update on Spiritual Team
- Update on Recruitment

3. Reporting Requirements

3.1 The Equality Progress Reports were published in April 2023. The College is required to publish Equality Reports every two years, the next reporting period for compliance purposes will be April 2025.

3.2 Current Reporting Requirements

3.2.1 The College is currently required to report on the following:
- Equality Workforce Data; *
- Gender Pay Gap reports for Gender; *
- Recruitment and retention data by protected characteristics; *
- Equality Outcomes Report; *
- Mainstreaming Report;*
- Occupational Segregation for Gender, Disability and Ethnicity; and
- Equal Pay Statement.

(* represents the content that will be included in the annual report for 2024.)

3.3 Future Reporting Requirements

3.3.1 From 2025, there will be new reporting requirements from the Scottish Government for Equality Outcomes and Mainstreaming activities including:
- Scottish Funding Council National Equality Outcomes update;
- Pay Gap information for Disability and Ethnicity; and
- Inclusive Communications.

3.3.2 Additional guidance on the information required for Inclusive Communications and any further requirements for publication will be made available from the Scottish Government in April 2024.

3.4 Next Steps

3.4.1 To alleviate some of the burden on reporting in 2025, an annual Equality Report will be completed by April 2024 for approval by the People & Culture Committee. This will provide baseline data, which will enable a more in-depth analysis in the 2025 reporting period.

4. Scottish Government Equality, Inclusion, and Human Rights Mainstreaming Strategy

4.1 Background

4.1.1 In 2021/22 the Scottish Government proposed the implementation of a Mainstreaming Strategy to embed equality, inclusion, and human rights within the public sector. The aim is to ensure that the public sector embeds the areas throughout its policy, practice and delivery recognising

the diverse needs and experience of the people that will be impacted by the implementation of a policy or change in delivery.

4.1.2 The Scottish Government Strategy will cover the arena of intersected characteristics and not focus on specific protected characteristic approaches. The Strategy, action plan and toolkit are planned to be completed by the end of 2024.

4.2   The Scottish Government Mainstreaming Strategy

4.2.1 The key points from the Scottish Government strategy will be structured around six main themes:
1. Strengthening Leadership;
2. Developing accountability and transparency;
3. Ensuring effective regulatory and policy environment;
4. Using evidence and experience;
5. Enhancing capability and culture; and
6. Improving Capacity.

4.3   Action Plan

4.3.1 The Scottish Government action plan has been developed that consolidates the work and aligns this with other areas of best practice and guidance across the public Sector.

4.4   The Toolkit

4.4.1 The Scottish Government toolkit is being developed to provide advice, guidance and practical steps (including best practice examples and information) for organisations to consider when mainstreaming Equality, Inclusion and Human Rights, along with suggested steps/actions for short, medium, and long-term actions.

4.5   Next Steps

4.5.1 The College will continue to work with the Scottish Government in engaging and informing the development of both the action plan and Mainstreaming toolkit through the EDI Manager's local and national networks, formal and informal.

4.5.2 The People & Culture Committee will be updated on the new requirements for the public sector and progress on the proposed changes.

5. Correspondence with Equality & Human Rights Commission (EHRC) (Appendix 1)

5.1 The EHRC wrote to City of Glasgow College in September 2023 raising concerns referred to the Commission by EIS-FELA about Public Sector Equality Duty (PSED) compliance. The concerns related to the EQIA the college had undertaken in relation to the Voluntary Severance (VS) scheme and the Commission provided context for consideration.

5.2 The College responded to the concerns by letter in November 2023, to date there has been no further response.

6. Equality Impact Assessment (EQIA)

6.1 The EQIA process is currently being reviewed, which will involve the creation of a short life working group which will review, develop and support the redesign of the EQIA process and associated documentation. The group will involve representation from the Executive Office, IT and OD.

6.2 As part of the redesign process the group will examine:
- The current template and associate documentation and consider how the process can be streamlined and be more user-friendly, to ensure the EQIAs are undertaken.
- The current training provision and consider how to support the launch of the new EQIA and the ongoing training requirements for the College (e.g. refresher training and training for new starts.)

6.3 It is anticipated that at the next People and Culture Committee in May 2024 the new EQIA template and associated documentation will be presented.

7. Trans Inclusion and Gender Identity Procedure for Students (Appendix 2)

7.1 Review

7.1.1 The purpose of the review of the Trans Inclusion and Gender Identity Procedure for Students was to:

- Update provision (including the terminology being used and the glossary.)
- ensure better management of student data and records.
- provide staff with guidance on how to support students that identify as trans.
- ensure there is a consistent approach and support for Trans Students.

7.1.2 Who was involved in reviewing the procedure:
- internally and externally through communities of interest and lived experience.
- LGBT Youth Scotland.
- the creation of a short life working group with representation from Student Support, Student Association, Student Records, IT and EDI.

7.2 The feedback from LGBT Youth Scotland described the procedure as being "comprehensive and good".

7.3 Following the review of the procedure, an update Equality Impact Assessment (EQIA) was completed to support the rollout. (**Appendix 3**)

7.4 **Launch of the Revised Trans Inclusion and Gender Identity Procedure for Students**

7.3.1 At the College Learning and Teaching Conference in January 2023, there was a workshop on promoting the revised procedure to raise staff awareness and to promote discussion. The feedback from the workshop was positive and the revised procedure was well received.

7.3.2 The revised procedure will be formally launched in February in line with LGBT History Month with training for staff being delivered via MyDevelopment and in face-to-face course, date to be confirmed.

8. Spiritual Care

8.1 The Spiritual team continue to support the College, with two spiritual care drop-ins, one held on each campus. A Mass service is conducted every Tuesday at the City Campus, room C.04.81, led by Father Gareth, due to demand for the service there will be a change of location.

9. Recruitment

9.1 The EDI advisor position was advertised in October 2023 and an offer was made. However, the candidate withdrew from the process. The position was readvertised in January 2024, and there have been 56 applications. It is anticipated that interviews will be conducted in February 2024.

10. Impact and Implications

10.1 The EDI team will ensure that any new reporting requirements and direction from the Scottish Funding Council, the Equality and Human Rights Commission and the Scottish Government are managed and that the People & Culture Committee are kept informed of the changing landscape in EDI and any potential impact on the College.

Appendix 1
EHRC Letter

Appendix 2
Trans Inclusion and Gender Identity Procedure for Students

Appendix 3
Trans Inclusion and Gender Identity EQIA

30 November 2023

Bill Stevenson
EHRC
Principal, Head of Compliance
2nd Floor, 100 Bothwell Street
Glasgow
G2 7DA

Dear Bill

Subject: Public Sector Equality Duty (PSED)

Thank you for the letter dated Friday 29 September 2023, I acknowledge your observations and the advice given to the college in response to the college's letter dated July 2023. The college recognises that it has been unable to respond until now.

However, the college would like to provide clarity and additional information on our response on the following points:

1. **"EIS have subsequently been in contact with the Commission over the summer to provide further context and information."**

   Given this, the additional information provided by the EIS has not been shared with the college. The college would request that the additional information from the EIS is shared to allow the college to consider and respond accordingly.

2. **The Equality Impact Assessment (EQIA) appears to be largely retrospective. Assessing impact must happen before you make and implement decisions because it must inform your decision-making. It cannot be retrospective or undertaken near the end of the process.**

   The college would like to advise you that the EQIA was implemented throughout the process, to ensure that the college fully understood the impact on the protected characteristics. Therefore, the Voluntary Severance Policy was developed and implemented, at the same time as the EQIA was updated. Hence, the EQIA being dated at the end of a process and not the beginning.

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City of Glasgow College Scottish Charity No SC036198.

The Queen's Anniversary Prizes
2023

3. **"Each protected characteristic was scored 'neutral' for impact. If we look at disability as an example, 11% of applicants for VS declared a visibility, 13% of staff accepting VS declared a disability, yet only 6% of staff not offered VS declared a disability. It's unclear what the drivers are behind these figures or whether mitigations could have been considered for disabled staff."**

   In response to the EQIA, the college stated that the response was neutral as you could not predict who would apply for the Voluntary Severance Scheme (VS). The VS scheme was open to all staff, across all grades, faculties, and departments. At every stage of the process staff had the right to withdraw and not participate in the VS scheme.

   The equality analysis was conducted on all applicants for VS, with further analysis on each member of staff member who accepted the VS offer. Hence the two sets of figures that you referred in relation to disability.

   In reference to the point regarding mitigations, one would suggest that by not offering staff with a declared disability the option to consider and accept VS, would contradict best practice. Given this, it would be beneficial to discuss this point further.

4. In relation to the three needs of the PSED, the technical guidance states that:
   "2.42 The three needs set out in the duty may be more relevant to some functions than others; or they may be more relevant to some protected characteristics than others."
   The college would like to request a meeting on how we can better meet this requirement, in relation to the Voluntary Severance Scheme and wider strategic policies.

In addition, the following actions have already been initiated:
- Review and development of a revised EQIA template.
- Revised Guidance on how to conduct an EQIA.
- Online training for all staff on how to conduct an EQIA.
- Review of the Policy development procedure to reinforce that an EQIA should be at the beginning of the process.
- Revised process for the publications of EQIA.

The college would welcome the opportunity to meet with the Commission to discuss to discuss our process, approach and of course any concerns raised by the EIS and the commission's interpretation of the same.

Yours sincerely

Naira Dar
EDI Manager

CITY OF GLASGOW COLLEGE

Transgender and Gender Identity Procedure (Students)

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Charity Number: SC0 36198

Version 4
February 2023
CONTROLLED VERSION ON CONNECTED

Lead Department: Equality, Diversity & Inclusion
Owner:
Page 1 of 15

Table of Contents

Version 4
February 2023
CONTROLLED VERSION ON CONNECTED

Lead Department: Equality, Diversity & Inclusion
Owner:
Page 2 of 15

1. Purpose

1.1 City of Glasgow College celebrates and values all its students, staff and visitors equally, and is committed to providing a supportive environment for trans students. The College will not discriminate against people on the grounds of their gender identity, gender reassignment, or gender expression.

2. Legislative Definition of Gender Reassignment

2.1 The Equality Act 2010 protects people who are proposing to undergo, are currently undergoing or have undergone a process (or part of a process) of gender reassignment. The act makes it clear that it is not necessary for people to have any medical diagnosis or treatment to gain this protection; it is a personal process of moving away from assigned sex at birth to one's gender identity. A person remains protected, even if they decide not to proceed further with transitioning.

2.2 Under the Equality Act 2010, a person will be protected because of gender reassignment:

- As soon as they make their intention known to someone within the College.

- Whether or not they have reached an irrevocable decision that they will undergo gender reassignment.

- If they start or continue to dress, behave or live (full-time or part-time) according to the gender they identify as, as opposed to the sex they were assigned at birth.

- If they undergo treatment related to gender reassignment, such as surgery or hormone therapy.

- If they have received gender recognition under the Gender Recognition Act 2004.

Version 4
February 2023
CONTROLLED VERSION ON CONNECTED

Lead Department: Equality, Diversity & Inclusion
Owner:
Page 3 of 15

This procedure uses the term 'trans person' to refer to someone who has the
protected characteristic of gender reassignment.

3. Definitions

3.1 Key definitions are outlined below to assist understanding and promote inclusion
of LGBTQIA+ students, staff and visitors. A fuller glossary of terms can also be
found in Section 14 of this guidance.

3.2 '**LGBTQIA+**': an umbrella term encompassing a range of sexual and gender
identities. In terms of sexual orientation, this includes but is not limited to: lesbian,
gay, bisexual, pansexual, asexual and aromantic association. In terms of gender
identity, this includes but is not limited to: transgender, non-binary, genderfluid
and other gender non-conforming identities. This guidance also covers those who
identify as intersex and/or who have intersex conditions.

This guidance recognises the reclamation of the word queer and acknowledges
people who are questioning their sexual orientation and/or gender identity and/or
expression. This guidance recognises that there are other identities and sexual
orientations that are not represented in the LGBTQIA and use the + to
encompass them.

3.3 **Sexual orientation**: sexual orientation refers to a person's sexual and/or
romantic orientation/attraction towards persons of the same sex or gender,
persons of the opposite sex or gender or persons of either sex or gender. This
also encompasses asexuality, defined as a lack of sexual orientation to others.

3.4 **Gender/gender identity/gender reassignment:**

3.4.1 **Gender:** often expressed in terms of masculinity and femininity, gender is a
social construct, culturally determined and is often assumed from the sex
assigned at birth. Gender is not and should not be assumed to be binary.

Version 4
February 2023
CONTROLLED VERSION ON CONNECTED

Lead Department: Equality, Diversity & Inclusion
Owner:
Page 4 of 15

3.4.2 **Gender Identity:** a person's innate sense of their own gender, whether male, female or something else, which may or may not correspond to the sex assigned at birth.

3.4.3 **Gender Non-Conforming** – A person who doesn't adhere to society's norms, such as not confirming to the gender expression, presentation, behaviours, roles, or expectations that society sees as the norm for their gender.

3.4.4 **Gender Reassignment:** another way of describing a person's transition. To undergo gender reassignment usually means to undergo some sort of gender affirming medical intervention, but can also mean changing names, pronouns, dressing differently and living in their self-identified gender. 'Gender reassignment' is a characteristic that is protected by the Equality Act 2010.

3.5 **Intersex:** a term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people may identify as male, female or non-binary.

3.6 **Sex:** assigned to a person based on primary biological attributes (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are interchanged to mean 'male' or 'female', despite having different meanings.

3.7 **Trans**: an umbrella term to describe people whose gender is different from, or does not sit comfortably with, the sex they were assigned at birth. This can include but not limited to transgender, transsexual, non-binary, gender non-conforming and gender fluid people. (See 3.2)

4. Scope

4.1 This procedure applies to all enrolled students at the college.

5. Responsibility

People and Culture Directorate

5.1 The Equality, Diversity and Inclusion Manager is responsible for this procedure.

Version 4
February 2023
CONTROLLED VERSION ON CONNECTED

Lead Department: Equality, Diversity & Inclusion
Owner:
Page 5 of 15

- taking the lead on creating a positive learning and working environment for trans people, including challenging prejudice towards trans people.

- ensuring appropriate training for all staff on this procedure, including College integration processes.
- maintaining an awareness of the College's statutory duties regarding trans people and updating this procedure as appropriate.

Student Experience Directorate

5.2 The named Student Advisor for LGBTQIA+ is responsible for supporting students throughout this procedure.

Student Records

5.3 The Student Records Manager is responsible for;
- maintaining the college student records system and student change of personal details process;
- issuing a student with updated ID;
- liaising with other departments such as IT to ensure that data fields such as 'sex' which trigger access to college facilities, are updated;
- liaising with external awarding bodies.

6. Name and Gender – Application and Enrolment

6.1 At application stage the College will provide all students with the opportunity to; -
- Give their formal name;
- Select their pronoun;
- Select their title prefix including gender neutral and none;
- Select their sex 'male', 'female', 'prefer not to say';
- Provide a 'knowns as" first name and family name' in addition to their formal name.

Version 4
February 2023
CONTROLLED VERSION ON CONNECTED

Lead Department: Equality, Diversity & Inclusion
Owner:
Page 6 of 15

6.2 The application form will explain that all formal communications to the student will use their formal name, plus whatever title they select, and where they give their known as name, this will be used in college internal documents.

6.3 The information collected at the application stage will be transferred to the enrolment form at point of enrolment.

6.4 Where a student enrols directly the information outlined at 5.1 will be captured directly.

6.5 The Student Smart Card will show the student known as name.

7 Name and/or Gender Change on Course

7.1 During the Academic Year a student can request a change to the following personal details at any time by completing the 'Student Change of Personal Details' form available on Citylife. (See Appendix A)

- Formal Name
- Known as Name
- Address/Email Address
- Telephone contact
- Sex/Gender
- Pronoun
- Title Prefix
- Date of Birth
- Photograph

7.2 The form will provide guidance on areas the student may need to consider, and which will initiate the creation of a Trans Student Support Plan.

7.3 Once completed and submitted the change request will be sent to the Student Records Manager and the named Student Advisor for LGBTQIA+ where the student has requested support.

Version 4
February 2023
CONTROLLED VERSION ON CONNECTED

Lead Department: Equality, Diversity & Inclusion
Owner:
Page 7 of 15

8. Supporting Transitioning Students

8.1 Trans students may use a variety of routes to tell the College that they intend to or are undergoing transition.

8.2 Where a student discloses to a member of staff that they are transitioning and the student requests support to change their name, sex, or gender they can be referred to the appropriate Student Change of Personal Details form on Citylife. https://cityofglasgowcollegeac.sharepoint.com/sites/Citylife/SitePages/MyCityLife.aspx

8.3 Once completed and submitted the change request will be sent to the Student Records Manager and the named Student Advisor for LGBTQIA+ where the student has requested support.

8.4 In some instances, for example where the student wants to simply change their name, they may require no further support.

8.5 Where the student has requested support, the Named Advisor will contact the student directly to meet and offer support.

8.6 Alternatively, the student can also be referred to Student Support and Well Being where they can 'ask for Julie' or use the email address LGBT@cityofglasgowcollege.ac.uk.

8.7 During the meeting between the student and the Named Advisor the Trans Student Support Plan will be completed which will help inform:

- Whether a student wants to continue their course of study, defer for a set amount of time or come to some other arrangement e.g. part-time study.

- The expected time scale of any medical and surgical procedures.

- The expected point or phase of change of name, personal details or gender.

- What time off will be required for treatment and/or possible side effects from any medication and how this will affect their study.

- Whether the individual wishes to inform fellow students or staff themselves or would prefer to have this done for them.

- What amendments will be required to records and systems including support for requesting changes to existing certificates such as SQA qualifications.

Version 4
February 2023
CONTROLLED VERSION ON CONNECTED

Lead Department: Equality, Diversity & Inclusion
Owner:
Page 8 of 15

- Whether training or briefing of fellow students or staff will be necessary, at what point and by whom.

- If the student's course involves placement and/or registration with a professional body, discussion of how this will be managed.

- Discuss confidentiality and explain that a limited number of staff will need to be informed that the student is transitioning. This includes the Student Records Manager who will require to speak with the student directly and the IT Business Analyst who will not need to speak to the student directly but will make changes within the IT system.

- It is essential that the student gives their consent before disclosure to any member of staff, and this will be captured on the checklist at Appendix B.

8.8 In class the trans person should be referred to by their known as name and pronoun. If there is uncertainty regarding the correct pronoun to use, the person should be asked in advance how they would prefer to be addressed. Thoughtful planning and management of the transition process should help to avoid uncertainty and embarrassment in this regard.

8.9 The EDI team will play an essential role in ensuring that all staff are aware of this procedure and have appropriate training.

9. Practical Issues

9.1 **Attendance and financial Support:** Reasonable time off for gender reassignment reasons will be considered as a mitigating circumstance in relation to attendance and a student should not receive deductions from Bursary etc.

9.2 **Accommodation:** The College provides a range of self-catered accommodation, and these can be single sex or mixed flats. Students who are transitioning or intend to transition can discuss their preferred accommodation with the Accommodation Services Manager or they can ask their Student Advisor to do so on their behalf.

If a student has been in a single sex flat and wishes to move to a mixed sex flat or a single sex flat in accordance with their gender identity, this move should be discussed and, where possible, facilitated as soon as is practicable.

Version 4
February 2023
CONTROLLED VERSION ON CONNECTED
Lead Department: Equality, Diversity & Inclusion
Owner:
Page 9 of 15

In order to engender a supportive environment, with permission from the student, it may be appropriate to inform the other residents within a shared flat.

9.3 **Facilities:** A trans person should have access to "men-only" and "women-only" areas – such as changing rooms and toilets – according to the gender in which they present. The college is committed to supporting transgender students and has allocated a number of gender-neutral toilets for students to use. Gender-neutral changing rooms are also located at C.01.073 and C.03.015, for staff to sign post students, as necessary.

Whilst such gender-neutral facilities have been provided, it is not acceptable to restrict a trans person to using the gender-neutral facilities only, and they should use the facilities they feel most comfortable with.

9.4 **Dress Code:** The College will support students in their choice of dress in connection with their gender identity. The College does not operate an overarching dress code for students, but students in some areas may be required to wear a specific uniform i.e., Air Cabin Crew, Professional Cookery.

In instances where students must follow a dress code i.e., wear a uniform, they will be supported to follow the dress code in a way in which they feel matches their gender identity.

9.5 **Criminal Records and PVG:** Where these are required, Disclosure Scotland has implemented a process specifically for trans people who do not wish to disclose their trans status to their employer or placement provider. Our named Student Advisor can provide guidance on this area.

Version 4
February 2023
CONTROLLED VERSION ON CONNECTED

Lead Department: Equality, Diversity & Inclusion
Owner:
Page 10 of 15

10. Discrimination and Harassment

10.1 The College operates a zero-tolerance policy on all forms of discrimination, bullying, harassment, and victimisation, including transphobic abuse. Some examples of direct discrimination include, but are not restricted to:

- Verbally or physically threatening a trans person.

- Verbally or physically abusing a trans person.

- Sexual harassment of a trans person.

- Revealing the trans status of a person to others.

- Refusing to address the person in their preferred gender.

- Refusing to support a student who is trans.

11. Pronouns

11.1 It is important that we use the right pronouns when supporting trans people. Labelling someone with the wrong pronoun is inappropriate and can cause distress to the student. Our most used pronouns (he/she) specifically refer to a person's gender but for queer, gender non-conforming, non-binary, and transgender people, these pronouns may not fit, can create discomfort, and can cause stress and anxiety. If unsure just ask the person how they would like to be addressed.

12. Complaints and Report and Support

12.1 Should a student wish to initiate a formal complaint due to transphobic harassment or bullying or are dissatisfied with the arrangements offered in line with their circumstances they can do so here.

12.2 The College also has a report and support tool where a student can report any form of discrimination and harassment and get the support they may need. For trans people we appreciate that this is not always easy to do and if they wish students can report an incident anonymously here. In some circumstances this

Version 4
February 2023
CONTROLLED VERSION ON CONNECTED

Lead Department: Equality, Diversity & Inclusion
Owner:
Page 11 of 15

means we cannot support the student directly but the information on the Report and Support website may be helpful.

13. Confidentiality.

13.1 For the purpose of this guidance, it is recognised that all information is confidential and only shared with relevant internal college departments and externally when and where relevant.

14. Glossary

14 The list below is not exhaustive. Consideration should be given to the fact that many LGBTQIA+ terms relate to personal identities and therefore may be used by different people to mean different things.

- **Cisgender/cis:** denoting or relating to a person whose gender identity corresponds with the sex registered for them at birth; not transgender.
- **Gender**
  Often expressed in terms of masculinity and femininity, gender is largely culturally determined and is assumed from the sex assigned at birth.
- **Gender Dysphoria:** used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who does not feel comfortable with the sex they were assigned at birth.
- **Gender Expression:** how a person chooses to outwardly express their gender, within the context of societal expectations of gender. A person who does not conform to societal expectations of gender may not, however, identify as trans.
- **Genderfluid:** Gender fluid means a person embraces an adaptable nature to the concept of gender identity and gender expression. They can be one gender, multiple genders, or no gender.**Gender Identity:** A person's innate sense of their own gender, whether male, female or something else (see non-binary below), which may or may not correspond to the sex assigned at birth.
- **Gender Non-conforming**: A person who does not adhere to society's gender norms, such as not conforming to the gender expression, presentation, behaviours, roles, or expectations that society sees as norm for their gender.
- **Gender reassignment**
  Another way of describing a person's transition. To undergo gender reassignment usually means to undergo some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender. Gender reassignment is a characteristic that is protected by the Equality

Version 4
February 2023
CONTROLLED VERSION ON CONNECTED

Lead Department: Equality, Diversity & Inclusion
Owner:
Page 12 of 15

Act 2010, and it is further interpreted in the Equality Act 2010 approved code of practice.

- **Gender Recognition Certificate (GRC)**
This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply.
You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport.
- **Heterosexual/Straight:** refers to a man who has a romantic and/or sexual orientation towards women or to a woman who has a romantic and/or sexual orientation towards men.
- **Non-Binary:** an umbrella term for people whose gender identity does not sit comfortably with 'man' or 'woman'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.
- **Queer:** queer is a term used by those wanting to reject specific labels of romantic orientation, sexual orientation and/or gender identity. It can also be a way of rejecting the perceived norms of the LGBT community (racism, sizeism, ableism etc). Although some LGBT people view the word as a slur, it was reclaimed in the late 80s by the queer community who have embraced it.
- **Outed:** When a lesbian, gay, bi or trans person's sexual orientation or gender identity is disclosed to someone else without their consent.
- **Transgender Man**: a term used to describe someone who is assigned female at birth but identifies and lives as a man. This may be shortened to trans man, or FTM, an abbreviation for female-to-male.
- **Transgender Woman**: a term used to describe someone who is assigned male at birth but identifies and lives as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female.
- **Transitioning**: the steps a trans person may take to live in the gender with which they identify. Each person's transition will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this.

For further definitions and terms please see the link below.
https://www.stonewall.org.uk/list-lgbtq-terms

15. Review

This procedure will be supported by the College and monitored by the EDI Manager. Any amendment to relevant legislation, professional good practice will be included in the amendments as required.

Version 4
February 2023
CONTROLLED VERSION ON CONNECTED

Lead Department: Equality, Diversity & Inclusion
Owner:
Page 13 of 15

16.   References

Document Type	Document Name
	Equality, Diversity & Inclusion Policy
	Student Bullying & Harassment Policy
	Student Bullying & Harassment Procedure

17.   Document Control and Review

Approval Status	
Approved by	
Date Approved	
EQIA Status	EQIA Conducted? Yes: X☐ No: ☐
Proposed Review Date	June 2025
Lead Department	Human Resources, EDI
Lead Officer(s)	Naira Dar
Board Committee	People and Culture Committee
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Version 4
February 2023
CONTROLLED VERSION ON CONNECTED

Lead Department: Equality, Diversity & Inclusion
Owner:
Page 14 of 15

18.   Revision Log

Version Date	Section	Description
Version 4, Feb 2023	Section 3	Definitions Added
Version 4, Feb 2023	Section 5 Responsibilities	Revised
Version 4, Feb 2023	Section 6, 7 and 8	Added sections to differentiate between gender identity and transitions
Version 4, Feb 2023	Section 9	Updated Practical Issues
Version 4, Feb 2023	Glossary	Added
Version 4 November 2023	9.3	Updated Procedure to add Gender neutral changing facilities. Change reference to "toilets" to facilities.
Version 4 November 2023	3.7	Added expanded definition of Trans.
Version 4 November 2023	Monitor and review	Added and updated text.
Version 4 November	Definitions	The term preferred name changed to "known as"
Version 4 December	Section 5	Responsibility changed from Human Resource Directorate to People and Culture Directorate.
Version 4 December	Section 8.2	Link added to access the Student Change of Personal Details form on City Life.
Version 4	Glossary	Changed to reflect Trans related definitions only.
Version 4	Glossary	Link to Stonewall added.

Version 4
February 2023
CONTROLLED VERSION ON CONNECTED

Lead Department: Equality, Diversity & Inclusion
Owner:
Page 15 of 15

CITY OF GLASGOW COLLEGE

Equality Impact Assessment (EqIA) Revised Form 2019

The Public Sector Equality Duty (PSED) and protected characteristics are detailed at the end of this form.
Refer to the EqIA Guidance Document for more Information on how to complete this form.

Title of Policy, Procedure, or Relevant Practice:		Lead Officer:	
Type of Policy, Procedure, or Relevant Practice:	New: Existing/Reviewed/Revised:	Date of Assessment:	

Step 1: Outcomes and Potential Impacts
What are the intended consequences (outcomes) of the policy, procedure or practice?

2A. What information do you plan to use as the basis of this EQIA?
(What information is available and if information is lacking, how will you address this shortfall?)

2B. Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.

(What does the information indicate about potential **positive, neutral and negative** impacts on people who share protected characteristics? Are the needs of people with different characteristics met? Does the policy, procedure, or practice affect some groups differently?)

Protected Characteristic	Check the relevant box and provide an explanation for each option chosen, with reference to evidence, or information. Note: in some cases, impacts can be both positive and negative.		
Age	Positive	Neutral	Negative

2B. cont'd - Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.

Protected Characteristic	Check the relevant box and provide an explanation for each option chosen, with reference to evidence, or information. Note: in some cases, impacts can be both positive and negative.		
Disability	Positive	Neutral	Negative
Gender Reassignment	Positive	Neutral	Negative

2B. cont'd - Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.

Protected Characteristic	Check the relevant box and provide an explanation for each option chosen, with reference to evidence, or information. Note: in some cases, impacts can be both positive and negative.		
Marriage & Civil Partnership	Positive	Neutral	Negative
Pregnancy & Maternity	Positive	Neutral	Negative

2B. cont'd - Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.

Protected Characteristic	Check the relevant box and provide an explanation for each option chosen, with reference to evidence, or information. Note: in some cases, impacts can be both positive and negative.		
Race	Positive	Neutral	Negative
Religion or Belief	Positive	Neutral	Negative

2B. cont'd - Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.

Protected Characteristic	Check the relevant box and provide an explanation for each option chosen, with reference to evidence, or information. Note: in some cases, impacts can be both positive and negative.		
Sex	Positive	Neutral	Negative
Sexual Orientation	Positive	Neutral	Negative

Step 3: Consider Alternatives and Mitigation	
3A. Are you able to reduce any potential negative impacts identified above?	
Yes: No:	**For 3B and 3C, please detail relevant protected characteristics and refer to evidence/information.** **Note: In some cases, both "yes" and "no" may be suitable responses.**

3B. If "Yes", what arrangements could be implemented to reduce any potential negative impacts identified above?

3C. If "No", it may be appropriate if the policy, procedure, or relevant practice affects groups differently where this is a proportionate means of achieving a legitimate aim. If this is the case, please provide explanatory details to objectively justify this decision.

(Note: you may be required to obtain legal advice to verify your decision. If you suspect this may be the case, please contact Equality, Diversity & Inclusion for direction.

Step 4: Compliance with the Public Sector Equality Duty (PSED)

4A. Does the policy, procedure or relevant practice comply with the three parts of the PSED?

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Yes: No:	For 4B- 4D, please detail relevant groups who share a protected characteristic and refer to evidence/information. Note: In some cases, both "yes" and "no" may be suitable responses.

4B. If "Yes", how?

4C. If "No", what are the negative impacts and the associated risks?

4D. If "Yes" or "No", what changes could be implemented to better comply with the PSED?

Step 5: The Involvement of Individuals, Groups and Organisations Representing Protected Characteristics

5A. Who has been involved in the undertaking of this assessment?
(Please detail the staff/student/stakeholder groups, in particular those representing protected characteristics)

5B. If you have further involvement to carry out, please list who you are going to involve, when and why?

Step 6: Making a decision and outcome

6A. What is your decision? (Please select an option from below)

    A. A positive impact is explicitly intended and very likely.

    B. A negative impact is not expected. There is clear potential to have a positive impact by minimising or eliminating barriers and inequalities that currently exist.

    C. A negative impact is not expected, but positive impact is also unlikely.

    D. A negative impact is probable or certain for some groups but the policy as a whole can nevertheless be justified as a proportionate means of achieving a legitimate aim.

(Note: you may be required to obtain legal advice to verify your decision. If you suspect this may be the case, please contact Equality, Diversity & Inclusion for direction.)

6B. Are you able to introduce the policy, procedure, or relevant practice without making any changes?	Yes: No:

6C. If "Yes", clearly explain upon which basis this decision was made

6D. If "No", what changes will you make before implementation?

Step 7: Taking action and monitoring

7D. Once implemented, how will the policy, procedure, or relevant practice be monitored, by whom and by when?

Step 8: Approval and Publishing	

- **The information contained within this EqIA needs to be confirmed and approved as the completed EqIA will be published on the College web-site.**
- **As such, EqIAs must be approved by a Dean/Director or above.**
- **Following completion, send the electronic copy to both the Quality Unity Administrator and the Equality, Diversity & Inclusion Manager.**
- **An electronic signature is acceptable, as long as a scanned or paper copy follows.**

Name:	
Position:	
Signature:	
Date:	

Miscellaneous

Please insert any supporting information, evidence sources, or data here.

Summary of the Public Sector Equality Duty (PSED) of the Equality Act 2010

Components A public authority must, in the exercise of its functions, have **due regard** to the need to:	Due Regard Having due regard specifically involves taking steps to:
a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act. **(Fairness)**	
b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. **(Opportunity)**	a) Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic * b) Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it. c) Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it. **(Respect)**	a) Tackle prejudice. b) Promote understanding.

'Due regard' comprises two linked elements: proportionality and relevance. The weight that public authorities give to equality should be proportionate to how relevant a particular function is to equality. In short, the more relevant a policy, procedure or practice is to equality and people, then the greater the regard that should be paid.

The protected characteristics are:

- **Age**
- **Disability**
- **Gender reassignment**

- **Marriage and Civil Partnership ***
- **Pregnancy and Maternity**
- **Race**

- **Religion or Belief**
- **Sex**
- **Sexual Orientation**

* Although Marriage and Civil Partnership applies to section a) in employment only, this will be considered for all stakeholders.