
April 2013

Also available in large print (16pt) and electronic format.

Ask Student Services for details.

www.perth.uhi.ac.uk

Perth College is a registered Scottish charity, number SC021209.
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Equality and Diversity Vision</td>
<td>1</td>
</tr>
<tr>
<td>Core Values</td>
<td>1</td>
</tr>
<tr>
<td><strong>Our Equality Report and Mainstreaming Plan 2013-2017</strong></td>
<td>1</td>
</tr>
<tr>
<td>Strategic Context – Update from our Strategic Plan 2010-2013</td>
<td>2</td>
</tr>
<tr>
<td>Equality Commitments</td>
<td>3</td>
</tr>
<tr>
<td>Equality, Diversity and Inclusion Team (EDIT)</td>
<td>4</td>
</tr>
<tr>
<td><strong>The Legal Context</strong></td>
<td>5</td>
</tr>
<tr>
<td>The Equality Act 2010</td>
<td>5</td>
</tr>
<tr>
<td>The Public Sector Equality Duty</td>
<td>5</td>
</tr>
<tr>
<td><strong>Operating Environment</strong></td>
<td>6</td>
</tr>
<tr>
<td>Local Data</td>
<td>6</td>
</tr>
<tr>
<td><strong>Involving Others</strong></td>
<td>8</td>
</tr>
<tr>
<td>Our Equality and Diversity Partners</td>
<td>8</td>
</tr>
<tr>
<td>Consultations</td>
<td>9</td>
</tr>
<tr>
<td><strong>Our Students</strong></td>
<td>12</td>
</tr>
<tr>
<td>Equal Opportunities Data – Students – 2009-2012</td>
<td>12</td>
</tr>
<tr>
<td><strong>Student Support</strong></td>
<td>16</td>
</tr>
<tr>
<td>Student Association</td>
<td>18</td>
</tr>
<tr>
<td><strong>Our Board of Management</strong></td>
<td>18</td>
</tr>
<tr>
<td><strong>Our Staff</strong></td>
<td>18</td>
</tr>
<tr>
<td>Staff Equal Opportunities Data: February 2012 – January 2013</td>
<td>20</td>
</tr>
<tr>
<td><strong>Our Curriculum</strong></td>
<td>26</td>
</tr>
<tr>
<td><strong>Learning, Teaching and Assessment</strong></td>
<td>27</td>
</tr>
<tr>
<td><strong>Quality Assurance</strong></td>
<td>29</td>
</tr>
<tr>
<td><strong>Equality Impact Assessing</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>Staff Development and CPD</strong></td>
<td>31</td>
</tr>
<tr>
<td><strong>Procurement</strong></td>
<td>34</td>
</tr>
<tr>
<td>Perth College UHI Procurement Policy</td>
<td>34</td>
</tr>
<tr>
<td>Public Procurement and Equality of Opportunity</td>
<td>34</td>
</tr>
<tr>
<td><strong>Successes</strong></td>
<td>35</td>
</tr>
<tr>
<td><strong>Strengths</strong></td>
<td>36</td>
</tr>
<tr>
<td><strong>Next Steps</strong></td>
<td>36</td>
</tr>
<tr>
<td><strong>Evaluating and Reporting</strong></td>
<td>37</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>37</td>
</tr>
<tr>
<td><strong>Our Equality Outcomes</strong></td>
<td>38</td>
</tr>
<tr>
<td><strong>Further Information</strong></td>
<td>39</td>
</tr>
</tbody>
</table>
Introduction

For over 50 years Perth College UHI has been serving the community of Perth and Kinross and beyond, inspiring students and staff to achieve their ambitions and to reach their potential.

We have, in Scotland's newest University, reached a momentous new chapter in our history. We are now the largest academic partner of the University of the Highlands and Islands, which was granted University Title in 2011.

As part of UHI, we have created a new and innovative model of education for teaching and research which supports easier access to university education for our local community and beyond.

The existence of a University in Perth acts as a major driver for economic growth, attracts new talent and retains locally highly skilled and qualified individuals in the area.

We continue on our journey of ensuring the student and staff experience at Perth College UHI is excellent. We are mainstreaming equality and diversity into all aspects of our operations and in doing so we provide a learning and working environment which is founded on key principles of equality and fairness.

Equality and Diversity Vision

At Perth College UHI we have a passion for achieving more, a passion to become the most inclusive college in Scotland.

Core Values

Our Equality and Diversity vision statement strongly reflects the college’s Core Values:

Ambition: We have a passion for achieving more.
Integrity: We do the right thing and are worthy of trust.
Respect: We treat each other the way we want to be treated.

Our Equality Report and Mainstreaming Plan 2013-2017

Perth College UHI regards its Equality Report and Mainstreaming Plan as an important strategic document, and an essential tool in supporting our continued commitment and success in relation to equality and diversity. Overall, its purpose is to:

- Report on current progress in mainstreaming the general duty from the Equality Act 2010 into all functions.
- Outline a framework for ensuring equality of opportunity, supporting inclusion and celebrating diversity.
- Act as a tool to support positive change that will impact on students, staff and the College community as a whole.
- Enable everyone associated with the College to have a clear understanding of our commitment to Equality and Diversity.
- Facilitate our on-going monitoring and evaluation of progress.
- Ensure that responsibility for equality and diversity is clearly identified and effectively led by management.
- Identify resources for the effective implementation of necessary equality and diversity activities.
The Equality Report and Mainstreaming Plan re-affirms our commitment to the principles of equality and diversity and to encouraging all staff and students to reach their potential. It is intended to be an interactive document, driven forward and further developed as part of our commitment to equality across all protected characteristics, as set out in the Equality Act 2010.

The plan sets out an ambitious agenda for action, ensuring that we meet our general and specific duties for equality, as required by legislation, and that we work effectively to meet the needs of our diverse workforce, student population and the communities served by the College. This document presents an update on our activities, and our plans for moving forward.

**Strategic Context** – update from our Strategic Plan 2010-2013

Our Strategic Priorities of 2010-13 demonstrated that Perth College UHI values people – our staff, students, stakeholders and service users – and we recognise diversity in our communities through promoting equality of opportunity, enabling access and inclusion in our employment, course provision and activities, and through challenging stereotyping and discrimination.

Examples from our Balanced Scorecard Indicators 2010-2013 show the following student focussed successes in relation to some of our equality and diversity aims and targets:

<table>
<thead>
<tr>
<th>Aim/Target</th>
<th>Sample Measure</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop a sense of community among our students and offer a range of</td>
<td>Establish through the Student Association 6 active clubs or societies.</td>
<td>2 to 9 2009-2012 Increase in new active clubs and societies.</td>
</tr>
<tr>
<td>opportunities for students to get involved in social activities, volunteering, and the life and work of the College.</td>
<td>Increase participation by the Student's Association in college decision making.</td>
<td>86 to 196 2009-12 Increase in student reps.</td>
</tr>
<tr>
<td></td>
<td>Increase the number of students from non-local backgrounds who participate in Student Association-led activities.</td>
<td>0 to 6 2009-2012 Increase in the number of College Committees Student reps attend.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 to 200+ 2009-2012 Increase in numbers of students participating.</td>
</tr>
<tr>
<td>To provide a range of easily accessible, flexible, excellent facilities and</td>
<td>All programmes use technology to access learning.</td>
<td>65% to 77% 2009-2012 Increase in number of programmes with course shells on the Virtual Learning Environment.</td>
</tr>
<tr>
<td>learning resources which meet the needs of all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To systematically evaluate learning and teaching and use our reflection on</td>
<td>100% of annual course review reports consider equality and diversity statistics</td>
<td>70% to 100% 2009-2012 Increase in number of annual course review reports showing consideration of equality and diversity statistics.</td>
</tr>
<tr>
<td>the results to improve each student’s experience.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Source: Perth College UHI: Balanced Scorecard and Key Performance Indicators February 2013)

Moving forward, our Strategic Plan 2013-2017 will build on this success by ensuring that we meet our equality commitments as we strive to become the most inclusive college in Scotland.

Perth College UHI
Equality Commitments

Perth College UHI is committed to being both a college and employer of choice. We are committed to carrying through our statutory duties to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people from different groups.
- Foster good relations between people from different groups, tackling prejudice and promoting understanding.

We aim to ensure that all of our policies, procedures and practices do not unfairly discriminate and that positive measures are taken to redress any inequalities in employment practices, provision of services to students and customers, or the way in which we manage our business.

We will demonstrate our commitment to equality and diversity by:

- monitoring the impact of our policies on different protected characteristics;
- removing barriers to maximise participation, retention and achievement of our students and staff;
- fostering respect for differences between groups and individuals;
- promoting positive non-discriminatory behaviour;
- ensuring appropriate support for our staff and students;
- encouraging links with the wider community.

The College’s Director of HR/Communications is the key institutional Equality Champion and acts as an advocate for staff in terms of embedding equality and diversity into all aspects of our work, as well as ensuring that both the Senior Management Team and Board of Management members remain up to date on equality and diversity matters.

An Equality and Diversity Adviser has been in place within the College since October 2012 and works on a part-time basis to advise on the development of relevant policy and procedure, support the implementation of good practice across the college and take a lead role in co-ordinating strategy and action planning in support of our equality and diversity commitment.

Our key institutional committee relevant to equality and diversity work is the Equality, Diversity and Inclusion Team (EDIT). The team’s membership comprises of staff members from Management, key College areas, elected EIS-FELA and UNISON representatives and Student Representatives. The College’s Director of HR/Communications and Equality Champion is the chair of EDIT.

Our Equality and Diversity Policy sets out our commitments to the promotion of equality and diversity and our belief that there is no place for unlawful discrimination in any of our services and activities.
Equality, Diversity and Inclusion Team (EDIT)

Chaired by the College’s Director of HR and Communications EDIT, aims to provide direction and support to college-wide activities which meet our commitment to equality, diversity and inclusion. It enables compliance with equalities legislation in the interests of staff, students and service users and helps promote the College as both an educational institution and as an employer of choice.

The purpose of EDIT is to:

- Jointly devise, implement and monitor progress of equality, diversity and inclusion action plans, including plans relating to our statutory duties.
- Receive and disseminate updates on cross-College activity in mainstreaming equality, diversity and inclusion.
- Provide direction on practices, advise curriculum areas and College departments on equality, diversity and inclusion and to ensure provision of staff information and training and development opportunities as required.
- Advise and make recommendations on all aspects of the College’s physical environment to ensure appropriate responses and actions to support inclusion.
- Share information and good practice on all equality, diversity and inclusion aspects of College operations.
- Work in partnership with relevant organisations to promote and support equality, diversity and inclusion.
The Legal Context

The Equality Act 2010

The Equality Act 2010 came into force in October 2010 providing a modern, single legal framework with clear streamlined law, to be more effective in tackling disadvantage and discrimination. The Equality Act 2010 brings together, harmonises, and in some respects extends, the previous equality legislation. It aims to make it more consistent, clearer and easier to follow, in order to make society fairer.

The Equality Act 2010 recognises the following 'protected characteristics'.

- Age.
- Disability.
- Gender re-assignment.
- Marriage and civil partnership.*
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

* Marriage and civil partnership is listed in the Act as a protected characteristic. The Act provides protection against discrimination only in respect of the requirement of the need to eliminate unlawful discrimination in employment.

The Public Sector Equality Duty

The Public Sector Equality Duty (PSED) of the Equality Act 2010 came into force in April 2011, replacing the previous separate equality duties for disability, gender and race. The PSED consists of a general duty supported by specific duties.

The General Duty requires the College to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people from different groups, considering the need to:
  - Remove or minimise disadvantages suffered by people due to their protected characteristics.
  - Meet the needs of people with protected characteristics.
  - Encourage people with protected characteristics to participate in public life or in other activities where their participation is low.
- Foster good relations between people from different groups, tackling prejudice and promoting understanding between people from different groups.
The supporting **Specific Duties** are intended to assist the College to better meet the general duty and require us to:

- Report on progress on mainstreaming the general duty into all functions.
- Develop and publish a set of equality outcomes that cover all protected characteristics (or explain why not all protected characteristics are covered).
- Assess the impact of policies and practices against the needs of the general duty.
- Gather and use information on employees.
- Publish gender pay gap information.
- Publish statements on equal pay for gender, race and disability.
- Have due regard to the general duty in specified procurement practices.
- Publish information in a manner that is accessible.

**Operating Environment**

Perth College UHI offers a range of full and part-time programmes to the community within Perth and Kinross and beyond. A large number of international students attend the College. The main College campus is based in the west of Perth and includes student accommodation which opened in August 2010. There is also a nursery facility for staff, students and commercial users. Programmes are delivered in outreach learning centres, in secondary schools across the Perth and Kinross region and in other sites across the UHI partnership. Full-time programmes range from Scottish Credit and Qualifications Framework (SCQF) level 1 to 12. **Specialist Centres** for Culture, Heritage and Tourism, Mountain Studies and Rural Childhood have been established within the College.

The College's wholly-owned subsidiary, Air Service Training Engineering Ltd., is approved to deliver courses and examinations under the European Aviation Safety Agency Part 147 regulations. Students come from a wide range of international locations to study on these programmes.

Through its membership of UHI the College has an impact beyond Perth and Kinross region. Perth and Kinross has a varied economy, and includes the city of Perth, the town of Kinross, and Highland Perthshire. The regional area has a higher percentage of people in work than the national average but has also suffered from the current economic downturn. Employment continues to be dominated by tourism, the service sector and small businesses. The workforce in Perth and Kinross is generally better qualified than in Scotland as a whole, although the percentage of people with no qualifications is similar to the national average at 12%. Young people attending schools in Perth and Kinross are achieving higher levels of qualifications than across Scotland. The local area has the third highest level of inward migration in Scotland, mostly by people from the new EU countries. Senior staff members represent Perth College UHI on the Community Planning Partnership, the Chamber of Commerce and NHS Tayside.

**Local and National Data**

*(source: National records of Scotland December 2012)*

The 2011 population for Perth and Kinross is 149,520, an increase of 1.2 per cent from 147,780 in 2010. The population of Perth and Kinross accounts for 2.8 per cent of the total population of Scotland.

In Perth and Kinross, 17.7 per cent of the population are aged 16 to 29 years. This is smaller than Scotland where 18.7 per cent are aged 16 to 29 years. Persons aged 60 and
over make up 27 per cent of Perth and Kinross. This is larger than Scotland where 23.3 per cent are aged 60 and over.

By 2035 the population of Perth and Kinross is projected to be 195.187, an increase of 32.1 per cent compared to the population in 2010. The population of Scotland is projected to increase by 10.2 per cent between 2010 and 2035.

Over the 25 year period, the age group that is projected to increase the most in size in Perth and Kinross is the 75+ age group. This is the same as for Scotland as a whole.

The population aged under 16 in Perth and Kinross is projected to increase by 31.7 per cent over the 25 year period.

Further 2011 Census data for Perth and Kinross will be available later in the year. This will give us the opportunity to better measure our own statistics against those of the local community. Census information will include some data on protected characteristics.

An Overview of Equality in Colleges in Scotland

Profile over time: 'student numbers have seen a sharp decline since 2008/09, with 2010/11 numbers representing a 21.8% drop from the peak in 2007/08.'

Level of study: '86.6% of students in colleges in Scotland study at a further education (FE) level and 13.4% study at a higher education (HE) level'.

Subject areas HE: 'at HE level the 3 most commonly studied subjects are business and administrative studies (28% of all HE students), creative arts and design (17.2%) and engineering and technology (13.4%)'.

Subject areas FE: 'at FE level the most commonly studied subject is care (14.4% of all FE students). This is followed by computing and ICT (14.1%) and special programmes (9.9%).'

Modes of study: 'At HE level, the majority of students study full-time (60.6%). At FE level, 70.7% of students are in part-time study'.

Retention: '82.8% of students studying at HE level and 88.7% of those studying at FE level complete their course'.

Completion outcome: 'of those who complete their course, 82.6% of students studying at HE level and 91.6% of those studying at FE level do so successfully'.

Region: 'more than 1 in 5 (21.6%) students study in the Glasgow region and 10.5% study in Fife. 9.7% of students study in Edinburgh with a slightly lower percentage (9.5%) studying in the Highlands and Islands Region'.
Involving Others

Consultation and involvement is at the heart of the current public equality duties. The Equality Act 2010 requires that public bodies publish equality outcomes based on evidence and informed by involvement of equality groups and communities.

Perth College UHI recognises that the involvement and engagement of community groups and stakeholders will help to improve the services provided by the institution and enable it to make better, more sophisticated decisions about the services it provides.

The College has undertaken extensive consultation with students, staff and community groups to inform the future development of its Single Equalities Plan*. Currently, publication of information in relation to disability, gender and race is up to date and clear.

(Source: Education Scotland Report: Perth College UHI: May 2012)

Our Key Equality and Diversity Partners

- **Perth and Kinross Community Equality and Advisory Group (CEAG)**
  The CEAG brings together community representatives with an interest and a focus on all 9 equality protected characteristics and related matters.

- **UHI Equality and Diversity Working Group UHI (EDWG)**
  The EDWG brings together representatives from across the UHI partnership who have Equality and Diversity as part of their remit and who as a working group support and guide the implementation of the equality agenda across the partner colleges.

- **The Scottish College's Liaison Group (CLG)**
  The Scottish College Liaison Group (CLG) is an advisory group which meets to inform Equality Challenge Unit (ECU) work to deliver strategic advancement of equality for the sector. The group is run by ECU to provide an opportunity for equality and diversity specialists and those whose work involves the promotion of equality and diversity from Scottish colleges to discuss issues of common strategic interest.

- **The Equality Challenge Unit (ECU)**
  Equality Challenge Unit (ECU) works to further and support equality and diversity for staff and students in higher education across all 4 nations of the UK, and in colleges in Scotland.

- **Advanced Procurement for Universities and Colleges (APUC)**
  Procurement Centre of Expertise for all of Scotland's universities and colleges.

- **Multi-Faith and Belief Support Team**
  For students and staff of "all faiths and none". They are there to offer spiritual guidance and practical support, or simply to listen. Support offered to students or staff is confidential, and non-judgemental regardless of their beliefs or life situations. The team work collaboratively with other student support and college support systems forging and developing links between the College and community groups.

- **Perth Association for Mental Health (PAMH)** – a community based voluntary organisation committed to supporting and promoting the mental wellbeing of people in the Perth and Kinross area.

- **NHS Tayside** – We are currently in the process of undertaking a 'Dementia Research Project' in partnership with NHS Tayside. The core cultural purpose of establishing Alzheimer research in Perth is to investigate families affected by dementia within a rural context. The college already has a good relationship with the...
Community Health Partnership NHS Tayside who are funding a pilot project to investigate and raise awareness of the reality of the issues surrounding dementia that face the local community.

Consultations

Information has been gathered through previous involvement exercises, staff and stakeholder surveys and other research findings.

October 2010: Perth College UHI Equality and Diversity Community Engagement Survey

The College carried out research with its external groups and stakeholders to invite views on the profile and priorities of its work on equality and diversity, in order to help shape the preparation of its then Single Equality Outcome Scheme plans.

Response rate: 16%

Recommendations:

- To consider developing a communications and external relations strategy in relation to equality groups and stakeholders.
- To also consider findings from both staff and student surveys and consultations.
- To consider the purpose of monitoring data for specific activities and show how the use of such information will benefit those involved.

November 2010: UHI Equality and Diversity Survey

The aim of this study was to conduct a survey of UHI partner staff and students regarding various equality and diversity issues.

Response rate:  
survey average staff 32%  
Perth College UHI Staff: 25%

survey average students 3%  
Perth College UHI Students 7%

Suggested priorities for the Single Equality Scheme:

- 27 people said there should be equal treatment for all/all issues are equal.
- 15 people said that the main characteristic to concentrate on should be Disability.
- 11 people suggested UHI focus on Accessibility.

Final comments:

- 70 people suggested that UHI on the whole were doing a good job in relation to equality and diversity.
- 2 people suggested that the survey was simply lip service/a tick box exercise.

November 2011: Staff Conference

Our staff conference day included a workshop on Diversity to support all staff across College in completing the Equality and Diversity section of their department's annual Self Evaluation document.
Result: 2011-12: *100% of annual course review reports considered equality and diversity statistics.
(Source: Perth College UHI: Balanced Scorecard and Key Performance Indicators 2012)

*Reporting would benefit however from more specific analysis of the data.

**July 2012: Perth College UHI Staff Survey**

Commissioned by 7 UHI partners, one of the main objectives was to explore views on Equality and Diversity.

Average response rate: across all partners 57%  Perth College UHI Staff 49%

Findings specifically to Perth College UHI:

Overall agreement with a series of statements about equality and diversity were reasonably high. Of particular note is that 94% of respondents agreed/agreed strongly with "I understand my personal responsibilities for ensuring and promoting equality at work" and 88% agreed/agreed strongly with "I have received effective equality training".

**February 2013: Staff Conference Day – Consultation on Setting Equality Outcomes for Perth College UHI**

Following an overview of the Equality Act 2010 and its legal obligation on public sector organisations staff were invited to attend workshops where they contributed to the setting of our Equality Outcomes.

231 members of staff attended the overview presentation.

69 members of staff attended the workshops.

Comments and suggestions received from staff have been considered and added to the Equality Report and Mainstreaming Plan where appropriate.

Sample comments and suggestions:

- requests for 'updated online mandatory training relevant to role'
- support to 'identify barriers to recruitment, retention, promotion and personal development and to devise ways of overcoming these barriers'
- further ideas 'to help engage students'
- awareness sought of 'different opportunities available to voice staff and student opinions'

**March 2013: Staff and Student Consultation on Draft Equality Report and Mainstreaming Plan 2013 – 2017**

The Report has been published on the college's external website and internal intranet along with a set of questions so that staff and students can make comment on the Report itself and have an opportunity to contribute to the setting of our Equality Outcomes. People were also invited to contribute via the college’s Facebook and Twitter pages.

22 individual online responses and 1 individual paper response were received 2 paper collated group responses were received from the Social and Vocational Studies students who were supported in this process by their Personal Academic Tutors.
The Equality Report 2013-2017 has been edited following constructive feedback.

Sample suggestions and comments:

- ‘Perhaps a 'red button' type set-up for people to report any unfairness related to the protected characteristics – it would have to be truly anonymous to encourage use.’
- ‘There needs to be positive promotion of equality and diversity – examples of good practice and in easy read format.’
- ‘Staff and students need to be assured that only the necessary individuals are party to personal data information. However it is also important that certain members of staff know about personal student information.’
- ‘There needs to be positive promotion of equality and diversity in learning and teaching, not just for social science subjects but across the curriculum’.

March 2013: Student Association – Consultation on setting Equality Outcomes for Perth College UHI

Members of the Student Association carried out a survey across College gathering information from students as to how they would like to see our Equality Outcomes implemented.

March 2013: Our Equality and Diversity Partners and the Wider Community

Our key equality and diversity partners were contacted directly with the link to the report which was published on the college website. They too were invited to make comment on the report and to contribute to the setting of our Equality Outcomes.

March 2013: College Engagement Committee – Consultation on Draft Equality Report and Mainstreaming Plan 2013 – 2017

March 2013: Board of Management – Consultation on Draft Equality Report and Mainstreaming Plan 2013 – 2017

All comments and suggestions received in relation to the setting of our Equality Outcomes have been welcomed, considered and added to the Mainstreaming Report where appropriate.
Our Students

Each year, we provide learning and teaching to approximately 7,000 students on a full-time, part-time, leisure and distance/open learning basis. Data is currently gathered on disability, gender, age and ethnicity by student self-declaration at the time of enrolment. Student withdrawals, retention and achievement are monitored by reference to this data. From August 2013 we will commit to collecting information on Further Education students from all protected characteristic backgrounds in order to make sure that we are being fair and that people from all backgrounds are represented. Data for Higher Education students is to be collected through UHI Executive office.

Equal Opportunities Data – Students – 2009-2012

Age – Further Education

Our age range data aligns with the Highlands and Islands Regional Outcome Agreement age ranges and shows that the majority of our FE students are in the 25+ age range, have the highest retention rate and are most likely to achieve a successful outcome.

In all age groups it is of note that we are above the sector norm, with the biggest difference being for age 40+ where we are reporting 88% successful attainment against a sector of 76% (+12%).

<table>
<thead>
<tr>
<th>Category: Age</th>
<th>2009/10 Perth College UHI</th>
<th>2010/11 Perth College UHI</th>
<th>2011/12 Perth College UHI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrs</td>
<td>Ret (%)</td>
<td>Successful Outcome (%)</td>
</tr>
<tr>
<td>Under 16</td>
<td>939</td>
<td>94%</td>
<td>78%</td>
</tr>
<tr>
<td>16-17</td>
<td>739</td>
<td>80%</td>
<td>60%</td>
</tr>
<tr>
<td>18-19</td>
<td>422</td>
<td>86%</td>
<td>65%</td>
</tr>
<tr>
<td>20-24</td>
<td>593</td>
<td>84%</td>
<td>63%</td>
</tr>
<tr>
<td>25+</td>
<td>3529</td>
<td>96%</td>
<td>79%</td>
</tr>
</tbody>
</table>

Gender – Further Education

In Perth College UHI the trend continues with more female students studying on Further Education courses than males.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Females</td>
<td>57%</td>
<td>61%</td>
<td>59%</td>
</tr>
<tr>
<td></td>
<td>Males</td>
<td>43%</td>
<td>39%</td>
<td>41%</td>
</tr>
</tbody>
</table>


FE subject areas in Perth College UHI where most female students choose to study: Computing, Health, Social Studies.

FE subject areas in Perth College UHI where most male students choose to study: Computing, Transport, Social Studies.
FE subject areas in Perth College UHI where there are low proportions of female students:

Construction, *Engineering, Sport/Recreation

*Engineering – though there are low female numbers, there is a high retention rate and high rate of females achieving successful outcomes in this subject area.

FE subject areas in Perth College UHI where there are low proportions of male students:

*Office/Secretarial, Social Work

*Office/Secretarial has however seen an increase in male students from 6 to 23 from 2009-2012.

Retention figures for both male and female students studying in Further Education at Perth College UHI remain similar and high at an average of 91%.

**Successful Attainment by Gender for Courses Lasting 160 Hours or More**

It is interesting to note that males across the sector tend to more successful than females. This pattern is almost reflective in the majority of Scotland's Colleges, including Perth. Whilst we are above the sector norm for males we are slightly below for females (-1%), however in both categories, we have made significant improvements over the last 3 years. The table below illustrates these figures:

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College</td>
<td>Sector</td>
<td>College</td>
</tr>
<tr>
<td>Male</td>
<td>60</td>
<td>67</td>
<td>70</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>63</td>
<td>58</td>
</tr>
</tbody>
</table>

**Gender** – Higher Education

In Perth College UHI there are more male students studying on Higher Education courses than females. This is in contrast to the national data where figures show that women tend to be in the majority across both HE and FE levels of study.

<table>
<thead>
<tr>
<th>HE</th>
<th>Perth College UHI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009-2010</td>
</tr>
<tr>
<td>Females</td>
<td>48%</td>
</tr>
<tr>
<td>Males</td>
<td>52%</td>
</tr>
</tbody>
</table>

HE subject areas in Perth College UHI where most female students choose to study:

Creative Arts/Hospitality, Humanities/Language /Business, Other Health/Welfare

HE subject areas in Perth College UHI where most male students choose to study:

*Engineering/Technology, Creative Arts/Hospitality

*Engineering/Technology has seen an increase in the enrolment of male students from 320-411 from 2009-2012. The average retention rate remains high at 89%.
HE subject areas in Perth College UHI where there are low percentages of female students studying:

Built Environment, Engineering/Technology, Science, Computing/Information Science

HE subject areas in Perth College UHI where there are low percentages of male students studying:

*Education, Other Health/Welfare

*Education however has seen a consistent retention of male students of 100% from 2009-2012.

Retention figures for both male and female students studying in Higher Education at Perth College UHI remain similar and high at an average of 86%.

Disability – Further Education

In FE, the percentage of full-time students who declared that they have a disability and who have been retained and who have achieved successful outcomes, has steadily increased over the past 3 years.

Although the retention percentages remain high for those students who declared a disability and who study part-time in FE, the figures show that those who are retained are not always achieving a successful outcome.

<table>
<thead>
<tr>
<th>Category: Disability</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declared a Disability</td>
<td>Retention %</td>
<td>Retention %</td>
<td>Retention %</td>
</tr>
<tr>
<td>FE Full time</td>
<td>67%</td>
<td>74%</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>177</td>
<td>185</td>
<td>195</td>
</tr>
<tr>
<td></td>
<td>145</td>
<td>167</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>175</td>
</tr>
<tr>
<td>FE Part time</td>
<td>96%</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>864</td>
<td>764</td>
<td>440</td>
</tr>
<tr>
<td></td>
<td>74%</td>
<td>83%</td>
<td>76%</td>
</tr>
<tr>
<td></td>
<td>666</td>
<td>675</td>
<td>363</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Achievement data also indicates that the rates of disabled students achieving successful outcomes are slightly lower than that of non-disabled students for FE.

Disability – Higher Education

In HE there has been a 14% increase from 2010/11 to 2011/12 in the percentage of HE full-time students who declared a disability, and who were retained.

<table>
<thead>
<tr>
<th>Category: Disability</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declared a Disability</td>
<td>Retention %</td>
<td>Retention %</td>
<td>Retention %</td>
</tr>
<tr>
<td>HE Full-time</td>
<td>79%</td>
<td>74%</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HE Part-time</td>
<td>89%</td>
<td>81%</td>
<td>87%</td>
</tr>
</tbody>
</table>
**Ethnicity** – Further Education

<table>
<thead>
<tr>
<th>Category: Ethnicity</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Retention</td>
<td>Successful Outcome</td>
<td>Retention</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>No. of students</td>
<td>%</td>
</tr>
<tr>
<td>White</td>
<td>92%</td>
<td>261</td>
<td>92%</td>
</tr>
<tr>
<td>Other White</td>
<td>87%</td>
<td>5356</td>
<td>87%</td>
</tr>
<tr>
<td>*BME</td>
<td>86%</td>
<td>104</td>
<td>89%</td>
</tr>
<tr>
<td>Other</td>
<td>86%</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>Not Provided</td>
<td>~</td>
<td>~</td>
<td>94%</td>
</tr>
</tbody>
</table>

*Within this report where BME is stated, this refers to Black and Minority Ethnic Backgrounds.

In FE, though the retention rate of *BME* students is high, they do not always appear to achieve successful outcomes.

National data shows that across both HE and FE, white students are most likely to complete their course successfully.


**Ethnicity** – Higher Education

<table>
<thead>
<tr>
<th>Category: Ethnicity</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Retention</td>
<td>Retention</td>
<td>Retention</td>
</tr>
<tr>
<td>White</td>
<td>83%</td>
<td>90%</td>
<td>97%</td>
</tr>
<tr>
<td>Other White</td>
<td>90%</td>
<td>85%</td>
<td>86%</td>
</tr>
<tr>
<td>BME</td>
<td>86%</td>
<td>92%</td>
<td>83%</td>
</tr>
<tr>
<td>Other</td>
<td>92%</td>
<td>100%</td>
<td>71%</td>
</tr>
<tr>
<td>Not Provided</td>
<td>100%</td>
<td>75%</td>
<td>88%</td>
</tr>
</tbody>
</table>

In HE, the retention rate of all students, regardless of their Ethnic Origin, generally remains consistently high.

Withdrawal, retention and achievement rates for FE and HE are discussed regularly in curriculum teams, at course review meetings and academic review meetings to determine trends and to identify actions that could be put in place to make improvements.

During 2011-12, we had no formal complaints reported by students related to equality. In the annual student survey, 97% of respondents agreed that they are treated with respect by staff and 91% agreed that lecturers treat all students fairly and equally.

High levels of respect and encouragement between students and staff create a positive and supportive climate for learning throughout the College.

(Source: Education Scotland Report: Perth College UHI: May 2012)

Overall, the commitment, effort and systems put into place to assist with the monitoring, tracking and support of students is proving successful, and is reflected in the information presented.
Our future work, collecting student statistics for all characteristics, will put us in a position to better analyse student data. This will help us to:

- Identify specific trends.
- Monitor progress on achieving our equality outcomes.

**Student Support**

Our **Student Services** department in the college consists of a variety of teams offering impartial information, advice and guidance to support all students. The services offered are underpinned by the key values of being Student-Centred, Supportive, Confidential, Empowering and Proactive. The following advice is offered:

- Choosing the right course.
- Sources of funding.
- Budgeting.
- Discretionary funds.
- Careers guidance and planning.
- Job seeking.
- Applying to universities.
- Personal well-being.
- Counselling.
- Additional support for learning.
- Support for disability.
- Childcare.

The College has effective arrangements to identify and provide additional support for students.

(Source: Education Scotland Report: Perth College UHI May 2012)

During 2012/2013, our current Student Services staff are supporting around 336 students with additional support needs. Personal Learning Support Plans (PLSPs) have been put in place. The support needs include visual impairments, dyslexia, mental health difficulties, autistic spectrum disorder and physical disabilities. We make reasonable adjustments by providing readers and scribes, providing assistive technologies, providing appropriate furniture, ensuring materials are available in suitable formats, and providing one-to-one tailored and on-going support sessions.

Feedback from our students on their experience in terms of learning, support and equality of opportunity is used to inform our future practices.

**Learning Support** is available to all students in terms of guidance and counselling and student-centred learning through drop-in or other arrangements.

**Extended Learning Support (ELS)** is also available to students where specialised educational support is identified and which through an effective and consistent approach can be adopted and a streamlined service provided.

The **Additional Support Co-ordinator** follows up disclosures of need and referrals, and works with students in assessing need and determining appropriate support measures.
The **Transitions Officer** supports applicants and students who are identified as requiring an enhanced transition into the college. This role involves working closely with schools, pre-entry and in partnership with local organisations and agencies.

**Student Link Workers** support and guide students who are at risk of leaving their course.

The **Guidance and Counselling Advisors** offer a range of information, advice, guidance and support services around the areas of career choice and planning, job search, further study, personal well-being and mental health, also individual counselling sessions on a one to one basis. They also create PLSPs for students who have emotional and behavioural issues and who require support; but who have not undergone a formal diagnosis.

The data below shows that since 2009-2010 there has been a 30% increase in the percentage ratio between those students who are retained and those who achieve a successful outcome.

<table>
<thead>
<tr>
<th>Category: Extended Learning Support (ELS)</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>Successful Outcome</td>
<td>Retention</td>
<td>Successful Outcome</td>
</tr>
<tr>
<td>In Receipt of ELS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FE Full-time</td>
<td>94%</td>
<td>42%</td>
<td>73%</td>
</tr>
<tr>
<td>FE Part-time</td>
<td>80%</td>
<td>40%</td>
<td>89%</td>
</tr>
<tr>
<td>Total</td>
<td>92%</td>
<td>42%</td>
<td>76%</td>
</tr>
</tbody>
</table>

The **Social and Vocational Studies (SVS) curriculum team** provides effective, flexible, individualised programmes of learning which meet the needs of students with additional support needs. In many instances, this involves close partnership working with key external agencies.

(Source: Education Scotland Report: Perth College UHI May 2012)

The **New Opportunities** full-time courses are designed to help young people progress successfully from school or unemployment to further learning. Part-time courses for young people and adults are also available.

We deliver our **Connect Course** in partnership at the PAMH premises. The college provide a member of staff, so that students receive the expertise of teaching staff. PAMH provide qualified social workers who can further support students’ emotional wellbeing where appropriate. We also deliver an **Asdan Peer Mentoring Award** in partnership with PAMH which is funded through the NHS for 2 years.

The **New College Learning Programmes** for 16-19 year olds were introduced in January 2013. These accredited courses combine employability skills with valuable vocational and work experience which may lead to employment.

The **Health and Social Care Academy** course is a product of funding through Skills Development Scotland. The course is designed and delivered through partnership. The College leads the way on the delivery and the partners support the students through visits, talks and placements. This course targets hard to reach groups of adults in the community. All students are referred on to us through agencies such as Job Centre Plus. The aim is to support these adults to become job ready and access employment. This has been a successful course with evidence of students progressing into employment and training and also into further and higher education.
Our Alumni: We are extremely proud of our Perth College UHI graduates. That's why we ensure that once they leave us for exciting new challenges, our students remain part of the wider Perth College UHI community as alumni. Members enjoy a range of benefits and special networking events, all geared towards helping our former students keep in touch to grow socially and professionally. Former students forging a successful future have also become student mentors, guest speakers and professional contacts.

The Multi-Faith and Belief Support Team is for students and staff of "all faiths and none". The team offer spiritual guidance and practical support, or are simply there to listen. Perth College UHI offers a quiet room for personal reflection and worship. It is open to any student or member of staff and to a wide range of belief groups.

Student Association

The Student Association represents the views of all the College's students to others, both within and outside of the College. They aim to be the voice of students, and to pass on student feedback to College staff to help make the Perth College UHI student experience an excellent one.

The Association is run in conjunction with current students and in addition to campaigning and raising awareness of student issues, they also organise social events and run clubs and societies within the College such as Equality and Diversity week.

The College also works proactively with our Student's Association and International Centre to develop an on-going programme of events and activities to celebrate diversity eg our annual Diwali celebration.

Our Board of Management

The Perth College UHI Board of Management is charged with setting the strategic direction for the College.

The Board come from, and represent, different backgrounds such as business, government, education, art and advocacy organisations, as well as Perth College UHI staff and students.

The College's leadership is driven by the Board's vision for the organisation to ensure we become a sector leader and that our students are always at the heart of all we do.

We aim to identify a Board Equality Champion to work with our Equality Champion (Director of HR/Communications) in leading on embedding equality and diversity into all aspects of the college work and ensuring that the Board remain up to date on equality and diversity matters.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

The data shows that we have a larger proportion of males than females on our Board and that over time the number of female members has steadily decreased.
We will encourage a diverse range of applications to Board of Management vacancies in a bid to review gender balance within the group.

Our Staff

The College collects the following equality information for existing staff:

- Gender.
- Age.
- Nationality.
- Ethnicity.
- Marital Status.
- Disability.

This is collected through updates to individual staff records by way of an online self-service HR information system which provides staff with on-going opportunities to disclose and update equality information throughout their employment at the College. This also has the advantage of allowing the college to produce detailed analysis which cross references other variables included in the staff record, such as full or part time status, occupation type, department and salary.

For new applicants, we collect data for 7/9 of the protected characteristics through an online Equal Opportunities Monitoring Form ie Age, Sex, Ethnicity, Religion, Marital Status, Disability, Gender Reassignment. From August 2013 we also plan to collect monitoring data for Pregnancy and Maternity and Gender Reassignment.

At the end of February 2013, we had a headcount of 508 staff.

In the last year, we received around 400 applications for employment. Applications are mainly made using our recruitment on-line module, but can also be in paper format. Contact details are provided for applicants who require support in completing their application form. In both instances, we ask for completion of an equal opportunities monitoring form which asks for self-disclosure of protected characteristics.

There can be reluctance on the part of some staff to identify themselves as having a protected characteristic and we will continue to work towards a culture where staff feel more confident in declaring this information.

During the year, there were no issues addressed through the disciplinary or grievance procedures that related to equality.
Baseline Staff Equal Opportunities Data: February 2012 – January 2013

Age

<table>
<thead>
<tr>
<th>Age Band</th>
<th>Number of Staff</th>
<th>% of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 to 20</td>
<td>5</td>
<td>0.98</td>
</tr>
<tr>
<td>21 to 25</td>
<td>19</td>
<td>3.74</td>
</tr>
<tr>
<td>26 to 30</td>
<td>27</td>
<td>5.31</td>
</tr>
<tr>
<td>31 to 35</td>
<td>54</td>
<td>10.63</td>
</tr>
<tr>
<td>36 to 40</td>
<td>52</td>
<td>10.24</td>
</tr>
<tr>
<td>41 to 45</td>
<td>65</td>
<td>12.80</td>
</tr>
<tr>
<td>46 to 50</td>
<td>77</td>
<td>15.16</td>
</tr>
<tr>
<td>51 to 55</td>
<td>85</td>
<td>16.73</td>
</tr>
<tr>
<td>56 to 60</td>
<td>75</td>
<td>14.76</td>
</tr>
<tr>
<td>61 to 65</td>
<td>28</td>
<td>5.51</td>
</tr>
<tr>
<td>66 to 70</td>
<td>13</td>
<td>2.56</td>
</tr>
<tr>
<td>Over 70</td>
<td>8</td>
<td>1.57</td>
</tr>
<tr>
<td></td>
<td>508</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Staff aged 41 – 60 currently make up the majority of our staff team at 59%.

Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Number of Staff</th>
<th>% of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>294</td>
<td>57.87</td>
</tr>
<tr>
<td>Male</td>
<td>214</td>
<td>42.13</td>
</tr>
</tbody>
</table>

In 2010 our Gender Equality Scheme 2007-2010 showed that we had 54% of females and 46% of males – a difference of 8%.

In 2011 55% of staff were female and 45% were male – a difference of 10%.

In 2013 there are now 16% more female members of staff than males.

Disability

According to the Labour Force Survey, disabled people are now more likely to be employed than they were in 2002, but disabled people remain significantly less likely to be in employment than non-disabled people. In 2012, 46.3 per cent of working-age disabled people are in employment compared to 76.4 percent of working-age non-disabled people. There is therefore a 30.1 percentage point gap between disabled and non-disabled people, representing over 2 million people. The gap has reduced by 10 percentage points over the last 14 years and has remained stable over the last two years despite the economic climate.

(Source: Office for Disability Issues: Disability Facts and Figures 2012)
<table>
<thead>
<tr>
<th>Disability Status</th>
<th>Number of Staff</th>
<th>% of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled</td>
<td>19</td>
<td>3.74</td>
</tr>
<tr>
<td>Not Disabled</td>
<td>489</td>
<td>96.26</td>
</tr>
</tbody>
</table>

Overall, 3.74% of staff in Perth College UHI have declared that they have a disability and in the main we have information recorded (not for publication) on the nature of their disability. This shows a slight increase from 3.69% of those recorded who declared they had a disability in October 2011.

The number of staff who have advised and are recorded on our HR database as having a disability is below the national statistical estimates of the working-age population who are disabled which is currently around 20%

(Source: Labour Force Survey 2012)

This may reflect reluctance on the part of some staff to identify themselves as having a disability. We will continue to work towards a culture where staff feel more confident in declaring they have a disability.

**Ethnic Origin**

<table>
<thead>
<tr>
<th>Ethnic Origin</th>
<th>Number of Staff</th>
<th>% of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>412</td>
<td>81.1%</td>
</tr>
<tr>
<td>Other White</td>
<td>20</td>
<td>3.9%</td>
</tr>
<tr>
<td>BME (Black and Minority Ethnic)</td>
<td>9</td>
<td>1.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>66</td>
<td>13%</td>
</tr>
<tr>
<td>Disclosed</td>
<td>1</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

70.87% of our staff classify themselves as White Scottish. This remains a similar figure to previous years.

Our numbers of staff who have declared themselves as being from an ethnic minority group has remained the same since 2011 at 1.8% and is slightly higher than in 2009/2010 which was 1.72%

**Religion and Belief and Sexual Orientation**

In both of these categories the data shows that 80% of staff chose to select:

Not disclosed or unknown.

The College will continue to work towards a culture where staff feel more confident in declaring their protected characteristics.

**Marital Status**

The data shows that the majority of the staff who declared, are 'married', though 51% chose the 'unknown' option.
Applications, Interviews and Appointments February 2012 – January 2013

In the last year we received a total of 398 applications. 113 applicants were interviewed and 31 staff appointed.

Age

153 out of 398 applicants chose not to declare their age. (38%)

Of the 31 applicants appointed, there was a very broad range of ages.

Sex

Of the 398 applicants, 168 (42%) were female, 112 (28%) were male, 118 (30%) chose not to disclose their gender.

53 females (47%), 25 males (22%) and 35 (31%) who had chosen not to declare their gender, were interviewed.

15 females (48%), 12 males (39%) and 4 (13%) who had chosen not to disclose their gender, were appointed.

Disability

11 out of 398 applicants (2.76%) declared that they have a disability.

2010/2011, 3.98% of applicants declared they have a disability. In 2009/2010 this figure was 3.08%

2 applicants were interviewed but neither were successful in achieving their posts.

For each vacancy advertised, the equal opportunities monitoring forms of applicants are reviewed by the Human Resources Department to ensure that disabled applicants who meet the minimum criteria are invited for interview.


## Ethnic Origin

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>*BME</th>
<th>Other White</th>
<th>Not Disclosed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Applications</td>
<td>238</td>
<td>23</td>
<td>19</td>
<td>118</td>
</tr>
<tr>
<td>Number of Interviews</td>
<td>68</td>
<td>3</td>
<td>5</td>
<td>37</td>
</tr>
<tr>
<td>Number of Appointments</td>
<td>25</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

*Black and Minority Ethnic Background

The majority of those who apply, are interviewed and are appointed are currently from a White Scottish background.

5.8% of applicants were from an ethnic minority group. This is a reduction from last year (8.16%) and from the previous year (9.74%).

The decrease in applicants from ethnic minority groups has been noted and it is recognised that further work in ensuring our vacancies reach all areas of the community is required.

We will review our recruitment practices and review where posts are advertised to ensure that we attract more applicants from the BME community.

## Marital Status

Of the 398 applicants, 109 disclosed they were single, 98 disclosed they were married and 134 chose not to declare their marital status.

The majority of those appointed had disclosed that they were single.

## Religion and Belief and Sexual Orientation

In both of these categories, large numbers of applicants chose 'not disclosed'.

## Staff Turnover Data: February 2012 – January 2013

The following data tables show the numbers of employees who have left their employment at Perth College UHI during the period February 2012-January 2013. The percentage figure is in relation to the total number of staff which is 508.

There has been a total turnover of 14% of Perth College UHI employees during this period.
<table>
<thead>
<tr>
<th>Age Band</th>
<th>No of Staff</th>
<th>% of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 to 20</td>
<td>2</td>
<td>0.39</td>
</tr>
<tr>
<td>21 to 25</td>
<td>6</td>
<td>1.18</td>
</tr>
<tr>
<td>26 to 30</td>
<td>6</td>
<td>1.18</td>
</tr>
<tr>
<td>31 to 35</td>
<td>10</td>
<td>1.97</td>
</tr>
<tr>
<td>36 to 40</td>
<td>8</td>
<td>1.57</td>
</tr>
<tr>
<td>41 to 45</td>
<td>7</td>
<td>1.38</td>
</tr>
<tr>
<td>46 to 50</td>
<td>8</td>
<td>1.57</td>
</tr>
<tr>
<td>51 to 55</td>
<td>9</td>
<td>1.77</td>
</tr>
<tr>
<td>56 to 60</td>
<td>9</td>
<td>1.77</td>
</tr>
<tr>
<td>61 to 65</td>
<td>4</td>
<td>0.79</td>
</tr>
<tr>
<td>66 to 70</td>
<td>1</td>
<td>0.20</td>
</tr>
<tr>
<td>Over 70</td>
<td>1</td>
<td>0.20</td>
</tr>
<tr>
<td></td>
<td>71</td>
<td>13.98</td>
</tr>
</tbody>
</table>

**Sex**

As can be seen from the data table, there was a similar turnover of both male and female staff during this period.

<table>
<thead>
<tr>
<th>Sex</th>
<th>No of Staff</th>
<th>% of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>36</td>
<td>7.09</td>
</tr>
<tr>
<td>Male</td>
<td>35</td>
<td>6.89</td>
</tr>
<tr>
<td></td>
<td>71</td>
<td>13.98</td>
</tr>
</tbody>
</table>

**Diability**

We have retained 95% of those employees who declared a disability.

<table>
<thead>
<tr>
<th>Disability Status</th>
<th>No of Staff</th>
<th>% of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled</td>
<td>1</td>
<td>0.20</td>
</tr>
<tr>
<td>Not Disabled</td>
<td>70</td>
<td>13.78</td>
</tr>
<tr>
<td></td>
<td>71</td>
<td>13.98</td>
</tr>
</tbody>
</table>

**Ethnic Origin**

We have retained only 67% of our BME employees as 3 out of 9 of our BME staff have left the college.

<table>
<thead>
<tr>
<th>Ethnic Origin</th>
<th>No of Staff</th>
<th>% of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>BME</td>
<td>3</td>
<td>0.6</td>
</tr>
<tr>
<td>White</td>
<td>47</td>
<td>9.25</td>
</tr>
<tr>
<td>White other</td>
<td>6</td>
<td>1.18</td>
</tr>
<tr>
<td>Not disclosed</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>Unknown</td>
<td>14</td>
<td>2.76</td>
</tr>
</tbody>
</table>
Religion and Belief

Of the 71 members of staff who left our employment, 53 (75%) had chosen to declare 'no religion' or 'none'.

Due to the small numbers (22%) of staff disclosing their 'religion or belief' it is not possible to publish further data in relation to Religion and Belief, due to the requirements of the data protection Act 1998 which states that 'colleges must not publish information that would make it possible to identify individuals'.

Sexual Orientation

72% of the staff who left our employment had chosen to declare 'not disclosed' or 'unknown' for the category of sexual orientation.

Marital Status

Of the 71 members of staff who left our employment, 44% had declared their marital status as 'unknown'.

56% had declared their marital status in the categories offered but as this is shown in the data tables across a wide range of categories it is not possible to publish this data due to the requirements of the data Protection Act 1998, which protects the identity of individuals.

Occupational Segregation

The position is similar to previous years in that we have male and female staff across all levels of the College but, conforming to traditional norms, we have:

- more females than males in clerical and administrative roles;
- the majority of our cleaners are female;
- all our IT technical staff and caretakers are male;
- 58.3% of our lecturing staff are male;
- all of our Nursery staff are female.

A full report on the College's occupational segregation is contained in our Equal Pay Statement which is available on our website.

Job Evaluation

Using an analytical job evaluation scheme for all College posts, we established a methodology for collating and analysing job factors to determine if there were any equal pay issues. The project was fully implemented and outcomes equality impact assessed by Northgate Arinso (NGA).

Our Equal Pay Statement also provides more information on the gender pay gap in hourly rates .The College's gender pay gap is 12.21% down from 14.02% in 2010 before the job evaluation exercise.

This information is published on our website.
Our future work, collecting statistics for all characteristics, will put us in a position to better analyse staff data. This will help us to:

- Identify specific trends.
- Monitor progress on achieving our equality outcomes.

**Our Curriculum**

The College offers a wide range of full time FE and HE programmes many of which are available through part-time or distance study and these are located in learning centres across the region, through blended learning or are offered within the workplace. We also work with partners in community settings to deliver to communities of interest who might not otherwise be able to access College. This enables students to access study in flexible ways that fit with their lives.

The College also offers a range of school-college programmes, mostly on school premises. This has helped to cut down travel time for young people undertaking these programmes. It is currently working with Perth and Kinross Council to ensure that appropriate Skills for Work programmes continue to be offered for local young people, within the current economic climate. The College plans to continue to offer programmes for the senior phase of Curriculum for Excellence in the next academic session, including distance learning programmes at Higher Level.

College programmes meet the needs of students, the local community and employers well. Almost all students begin their studies at appropriate levels. Many programmes prepare students well for employment as well as for further study. The College has revised its portfolio of FE programmes recently with the aim of aligning it better to local need. This has resulted in the withdrawal of a number of poorly performing programmes and the introduction of a suite of more appropriate access programmes. These help students to develop good learning and employability skills, while trying out a range of vocational subjects.

The College has established the *Skills Development Framework – Skills for Life, Learning and Work*, which integrates essential skills, employability and sustainability effectively within programmes. The College has a positive, welcoming and inclusive ethos. It provides good support for the large number of international students who attend the College, helping them to embrace Scottish culture and share their own cultural traditions.

Almost all students in the College express a high level of satisfaction both with their programmes and their overall College experience.

(Source: Education Scotland Report: Perth College UHI: May 2012)

*Equality and Diversity was integrated into the Skills Development Framework – Skills for Life Learning and Work for session 2012-13.*
Learning, Teaching and Assessment

Education Scotland is confident that the College has in place high quality learning and teaching processes.

(Source: Education Scotland Report: Perth College UHI: May 2012)

The College provides a welcoming environment for students from a wide range of backgrounds. Students are treated fairly and with respect. International students access a range of well-designed and well-delivered programmes which fulfil their needs and enable them to further their careers. The College communicates very clear messages in its public spaces about inclusion and zero tolerance of discrimination.

Most learning tasks and activities are appropriate for the levels of study involved. Many teaching staff work very well with local partner agencies and businesses to provide a range of additional activities and live projects which enhance the curriculum.

Staff ensure that students who require additional support have their needs evaluated swiftly. These students have access to a wide range of appropriate resources, including assistive technologies. Curriculum teams review existing learning and teaching materials regularly to ensure they meet the requirements of equality and diversity.

Almost all teaching staff use professional knowledge and up-to-date industry expertise effectively to reinforce high standards. This makes most lessons interesting and relevant. In a few classes, staff offer flexible choices in teaching approaches, responding well to individual learner preferences and needs.

Most teaching staff use an appropriate range of questioning techniques that stimulate discussion and enquiry by learners, but a few miss opportunities to do this. Teaching staff make effective use of group work in the majority of classes and make effective use of ICT frequently to enhance learning and teaching. Many are making increasingly effective use of social networking technologies to enhance communication with and amongst students.

High levels of respect and encouragement between students and staff create a positive and supportive climate for learning throughout the College. Most teaching staff plan lessons well which ensures that lesson objectives are clear. In most classes, learning activities are provided at the right level of pace and challenge and build well on students’ previous knowledge and skills. A recent strong drive to contextualise the core skills of communication and numeracy means that most are now relevant to the main subject area being studied. Where this happens, students benefit from a realistic and helpful learning experience which helps them to prepare for employment. A few programmes now deliver core skills through team teaching within vocational subjects. This has had a positive impact on attainment and has been well received by students. However, contextualised delivery of core skills does not yet take place across all programmes.

Almost all teaching staff support and prepare students well for assessment. They communicate schedules clearly, and build in sufficient time for practice assignments or papers. Many teaching staff have adjusted assessment methods and schedules in response to learner feedback. Staff in the majority of curriculum areas are developing integrated assessment approaches which reduce the assessment burden and link up areas of learning more clearly. Most teaching staff use on-going assessment approaches well to check students’ understanding.
Almost all students benefit from prompt and helpful feedback on assessments. This supports them well to reflect on their progress and further improve the standard of their work. In a few areas, students make good use of technology in the form of film clips which supports peer or self-assessment well.

Students with additional support needs, such as dyslexia, are able to undertake assessments with good levels of support. Staff plan these special assessment arrangements carefully in consultation with students, which helps students to undertake assessments with confidence.

The Education Scotland report highlighted a few areas where development for the College was indicated. The following items will be included as action points within the College enabling plan:

- Most teaching teams do not identify or plan opportunities to promote equality and diversity within learning and teaching activities in a sufficiently systematic way.
- Teaching staff do not always use a sufficiently wide range of teaching approaches in their classes and occasionally students become disengaged.
Quality Assurance

All teams carry out self-evaluation procedures and draw information on equality and diversity from a range of evidence sources, including:

- The views of students.
- Observations of learning and teaching.
- Findings from external and internal moderation reports.
- Analysis of performance indicators relating to student retention, attainment and progression.
- Reflections gathered by individuals and members of academic and support teams.

Opportunities exist within the following College Quality documents for staff and students to reflect on how we promote all aspects of equality and diversity:

- Course Annual Reports
- Self-Evaluation Reports
- Unit Evaluation
- Internal Verification
- Course Team and Committee Meetings
- Course Review Report – the information on equality and diversity produced on Course Review Reports is incorporated in to the College quality and reporting outputs and action plans.
- Audit of samples of learning materials.
- Review of teaching eg in teaching qualifications, probation and peer review.

Through these processes of self-evaluation, teams and individuals have the opportunity to evaluate their service or provision, identify any equalities impacts, and use available equality and diversity information to plan actions and set targets.

All programme teams have a clear student focus on securing improvement. They engage constructively in reviewing their programmes in order to identify what works well and what needs to change. Student representatives contribute effectively to most programme team meetings and their views inform annual programme reviews.

Most programme teams carry out self-evaluation thoroughly and well. Reports have become increasingly rigorous and staff have benefited from effective support from the College’s Quality Unit staff. In general, teaching staff demonstrate insight about what needs to change, including the adoption of different approaches to teaching.

(Source: Education Scotland Report: May 2012)

The number of annual course review reports showing consideration of equality and diversity statistics has increased from 70% in 2009 to 100% in 2012.

(Source: Perth College UHI: Balanced Scorecard of Key Performance Indicators February 2013)
Equality Impact Assessing

Equality impact assessment is a way of examining policies, proposals and plans to detect and assess their differential impact on those who have a protected characteristic so that any potential inequalities can be addressed before implementation.

The requirement for Perth College UHI to carry out impact assessment is included within the specific duties. This means assessing the impact of applying a proposed, new, revised or existing policy or practice. 'Policies and practices' covers all the proposed and current activities that we carry out, including our employment and service delivery functions.

In assessing the impact of policies and practices, we:

- Consider relevant evidence relating to those who share a protected characteristic and those who do not.
- Take account of the results of the policy or practice.
- Publish the results of an assessment if we decide to implement a policy or practice.
- Review and where necessary revise existing policies and practices.

In relation to meeting the general duty, we:

- Ensure that the policy or practice does not discriminate unlawfully.
- Consider how the policy or practice might better advance equality of opportunity.
- Consider whether the policy or practice will affect good relations between different protected characteristics.

Perth College UHI considers relevant evidence, including evidence received from equality groups and other groups that represent people with a shared protected characteristic. Where a negative impact or missed opportunity to promote equality of opportunity is identified through an impact assessment, we consider taking action to address the issues, eg removing negative impact where possible and exploiting any potential for positive impact.

Equality impact assessment provides us with a mechanism to build equality considerations into policy making and decision making, providing a clear and structured way to consider evidence about the needs of equality groups.

We have recently updated our Equality Impact Assessment: Screening Tool to enable us to fully reflect on the 'general duty'.

Completed Equality Impact Assessments are published on our website. Upon request we may make completed assessments available.
Staff Development and CPD

In respect of compliance and promotion duties under the Equalities Act 2010, the College has adopted an on-going procedure of revising its approaches to ensuring the systematic nature and visibility of equality and diversity within learning, teaching and assessment. The approach taken has been to consider this across a number of inter-related categories of activity, with input from across the College and links to other related processes.

- All staff complete mandatory online Equality and Diversity, and Adult/Child Protection training.
- Workshops, presentations and Special Interest Groups (SIGs) on Equality and Diversity have been provided to ensure staff have the relevant knowledge and understanding.
- The Teaching at Perth (initial teacher training course), Professional Development Award (PDA) and Teaching Qualification in Further Education (TQFE) all address issues of equality and diversity.
- Our Peer Review Process and Probation Teaching Observations ask the staff to plan for and reflect on equality and diversity.
- A number of equality and diversity CPD events have been attended by staff across academic and support areas and feedback incorporated into information and processes where appropriate.
- A brief Equality and Diversity summary brochure outlining the key points of responsibility, points of contact and top level reflective questions has been developed and issued to all academic staff and academic support/materials development.
- A space on the college intranet has been developed with more extended equality and diversity links and resources. Examples of good practice, hints and tips from the College and the wider sector are added as an on-going process.
- Key points regarding inclusive teaching has been collated into a brief guide within the resource above and also within the International Student Adviser pack.
- The College Style Guide along with a Guide to Producing Accessible Materials have been developed to support staff in ensuring that all materials produced follow accessibility guidelines and do not discriminate in any way.
- Our Annual Professional Review Process has recently been revised and all Professional Reviews will be recorded on our HR system which will enable effective monitoring for equality and diversity purposes.

Implementation of the Perth College UHI Learning, Teaching and Assessment Strategy has successfully supported a range of approaches which have had a positive influence on levels of learner engagement, retention and attainment.

(Source: Educational Scotland Report: Perth College UHI: May 2012)

Staff Conference November 2010: Staff attended an overview presentation of the new Equality Act 2010 followed by a presentation for teaching staff on the Promotion of Equality and Diversity in Learning and Teaching Approaches.

Equality and Diversity Week 2011: Staff were invited to a diverse mix of workshops which raised awareness of a variety of equality and diversity issues. There were also presentations of good practice within the college and a variety of display stands and information points offering guidance and support.
Staff Conference November 2011: Included a workshop on Diversity so that staff teams could support the completion of the Equality and Diversity section of their department’s annual Self Evaluation document.

Mainstreaming Equality: Managing Change in Changing Times 2012: A team of key college staff and students commenced on an on-going programme working with the Equality Challenge Unit to develop the college’s approach to mainstreaming equality, with a focus on fulfilling the new requirements of the Scottish Specific Duties.

Staff Conference February 2013: Staff attended an Equality and Diversity awareness session and consultation workshops to help in the setting of our Equality Outcomes.

Staff Training and Development Days February 2012 – January 2013

The College target is 6.5 days of CPD per person per year. College managers are issued with reports for their teams, tracking progress in relation to achieving this target.

Our staff training and development programme is given in induction packs and published on the staff intranet to ensure accessibility to all.

Age

From February 2012 to end of January 2013, overall, the average number of training and development days per member of staff was 8.

The biggest uptake of training days was by staff in the 31-35 year age group who undertook an average of 18 days.

The least uptake was by staff under 30 and over 56 years of age.

Sex

Average number of training and development days: Male staff: 9.76 days Female staff: 6.82 days

Disability

The average number of training and development days undertaken by disabled staff was 7.47. This is slightly lower and the overall average of 8 days.

Ethnic Origin

Those from a 'white' background took up the largest number of training days at 9.24. This is above the average take up of 8 days.

Those least likely to take up training opportunities were those from 'other white' backgrounds at 1.6 days. BME staff took up an average of 4.5 training days.
Due to insufficient data on other protected characteristics it is currently not appropriate to consider Training and Development Days in relation to Religion and Belief, Sexual Orientation and Marital status.

Our future work, collecting staff statistics for all characteristics, will put us in a position to better analyse staff data. This will help us to:

- Identify specific trends.
- Monitor progress on achieving our equality outcomes.
Procurement

Procurement is the complete process of acquiring goods and services from third parties. The UK higher education sector and college sector in Scotland procure a wide range of goods and services worth in excess of £4 billion annually, from office furniture and IT systems to the services of architects, marketing consultants and website designers. With activity on such a scale, there is opportunity for Higher Education Institutions and colleges to make a significant contribution to advancing equality through procurement.

(Source: Equality Challenge Unit – Equality through Procurement in FE and HE 2012)

Perth College UHI Procurement Policy

Purpose

The key elements of the College's Procurement Policy are:

- To maintain the highest ethical standards.
- To promote sustainable development.
- To act fairly towards suppliers.
- To achieve value for money.
- To promote equality, diversity and sustainability throughout procurement matters.

The College complies with its legal obligations concerning EU procurement directives.

These regulations require the College to advertise large contracts for the supply of goods and services in the Official Journal of the European Community.

All intended purchases that exceed £25,000 are subject to competitive tendering. For all other purchasing transactions, thresholds are applicable.

Public Procurement and Equality of Opportunity

The College has a statutory duty to eliminate unlawful discrimination, advance equality of opportunity and foster good relations between people of different groups, in all of its functions. We ensure that the purchase of goods, services and facilities is undertaken in line with our equality and diversity commitments.

We do not use suppliers who do not share our values on equality of opportunity and diversity.

The College remains responsible for meeting its obligations under the various statutes even when an external contractor provides one or more of the College's functions.

Perth College UHI work in partnership with APUC – Advanced Procurement for Universities and Colleges the Procurement Centre of Expertise for all of Scotland's universities and colleges.
Successes

- **Investors in People** – the UK’s leading people management standard. The College was the first educational provider in Scotland to secure this award in 1994 and has maintained it ever since.

- **Changing Places** Venue – installed in 2012, this specialist toilet facility in the College is available for use by those who are unable to use standard accessible toilets. This includes people with profound and multiple learning disabilities and their carers, as well as many other disabled people and is a suitable space for use by breast-feeding mothers. Use of the facility is being monitored and shows that it is being used on a regular basis.

- **Buttle UK Quality Mark 2012** – this award recognises our commitment to meeting the needs of young people who are looked after and/or accommodated or who are care leavers.

- **UKBA Highly Trusted Sponsor 2012** which indicates that we have reached the required level of compliance with UK Borders Agency regulations to be permitted to enrol international students at the College. Granting of this status is by assessment of a range of statistical benchmarks set by UKBA alongside an inspection visit.

Education Scotland is confident that:

- Students are progressing well and achieving relevant, high quality outcomes;
- The College has in place high quality learning and teaching processes;
- Students are actively engaged in enhancing their own learning and the work and life of the College;
- The College is led well and is enhancing the quality of its services for students and other stakeholders.

(Source: Education Scotland Report: Perth College UHI: May 2012)

**Sector – Leading and Innovative Practice**

During the Education Scotland external review May 2012, the College submitted examples of what it considered to be sector-leading or excellent practice and the review team also identified examples worthy of dissemination.

All are examples of how equality and diversity is being embedded across College.

- Use of mobile technologies to enhance learning.
- Football club for students with additional support needs.
- Partnership support for young people at risk of dropping out.
- Show Racism the Red Card campaign.

(Source: Education Scotland Report: Perth College UHI: May 2012)
Strengths

- The College has achieved, or is making good progress against, most of its key strategic targets represented within its *Balanced Scorecard* indicators for 2010-2013.
- There has been significant improvement in overall student attainment rates within FE programmes which lead to a recognised qualification over the past 3 years, particularly over the last year.
- College programmes meet the needs of students, the local community and employers well.
- The College provides a welcoming environment for students from widely different backgrounds. Students are treated fairly and with respect.
- In almost all classes, students are well motivated in their learning and keen to acquire the skills that will lead to further study or employment.
- High levels of respect and encouragement between students and staff create a positive and supportive climate for learning throughout the College.
- In many subject areas, students take increasing responsibility for their learning and provide effective peer support for each other.
- The principal is supported very well by a senior management team and directors who work together to provide clear leadership for learning and effective management of College functions.
- Leadership of services to support students is very effective, with students experiencing well-coordinated support both prior to and throughout their College experience.
- All programme teams have a clear focus on securing improvement. They engage constructively in reviewing their programmes in order to identify what works well and what needs to change.
- There is a strong and effective quality culture across the College. Staff work well together and are responsive to the views of students, which helps them to reflect constructively on the learning experience.

(Source: Education Scotland Report: Perth College UHI: 2012)

Next Steps

In our strategic planning we recognise the importance of actively promoting, delivering and reviewing equality, diversity and inclusion, in all our activities. Our approach to equality and diversity is all-encompassing and focuses not just on the need to comply with the wide ranging legislation but also on identifying best sectoral practice and in applying this flexibly across all our services. Our long-term aim is to ensure that equality issues become part of mainstream thinking and delivery.

Through the implementation of our Equality and Diversity Mainstreaming Plan the College will:

- Develop an inclusive culture and promote a college-wide understanding of equality issues.
- Improve the staff and student experience.
- Enhance the college's reputation for employment and study.
Evaluating and Reporting

We will continue to consult with our students, staff, stakeholders and members of the community we serve, on our priorities for our future work on equality, diversity and inclusion to help with the on-going shaping and implementation of our Equality and Diversity Mainstreaming Report and Future Plan 2013-17.

This mainstreaming report and associated enabling plan is required to be published on or before 30th April 2013.

- We will report progress on our mainstreaming plan every 2 years and refresh our equality outcomes every 4 years.
- Within the Mainstreaming Report we will also publish employment information, a statement on equal pay and will consider award criteria and conditions in relation to public procurement.
- We will publish gender pay gap information every 2 years.
- Our equality impact assessments will be published on an on-going basis.

All information will be published in a manner that is accessible to the public.

The Equality and Human Rights Commission is the regulator of compliance with the public sector equality duty.

Summary


The Plan consists of:

- A report on how we are currently embedding equality and diversity within our College functions.
- An Enabling Plan which sets out our Equality Outcomes and the actions we will carry out to achieve these outcomes.

Our Equality Outcomes

Our Equality Report shows that we have already made significant progress in integrating the equality duty into our functions and also presents an update on our activities and our plans for moving forward to achieving our Equality Outcomes.

Our Mainstreaming Plan sets out an ambitious agenda for action, ensuring that we meet not only our general and specific duties for equality, as required by legislation, but also work to meet the needs of our diverse workforce, student population and the community. We believe this reflects our commitment to embedding equality of opportunity in all that we do.

Each action has been allocated a timescale and a lead or leads responsible for:

- taking the action forward;
- involving and updating key stakeholders;
- recording and reporting on key milestones reached.

Our Equality Outcomes meet the 3 needs of the general duty for all protected characteristics and have been developed following consultation with our staff, students, partners and the wider community.
Equality Outcomes

1 Inequalities affecting those with protected characteristics are reduced and eliminated through strong leadership and accountability of equality and diversity being embedded in local college governance and management structure.

We will:

- Identify key equality champions from across all levels of the organisation, who will lead on embedding equality and diversity into all aspects of the college work.
- Communicate information, guidance and support to all staff and students on their responsibilities under the equalities legislation.
- Demonstrate that impact assessments of all policies, procedures and practices are carried out at all levels of the organisation.
- Adopt a zero tolerance approach to unlawful discrimination and harassment.

2 Staff knowledge and understanding of equality and diversity is increased.

We will:

- Communicate clearly to staff on the legalities, personal responsibilities and on the College policies in relation to the Equality Act 2010.
- Ensure staff have appropriate training and information on equality and diversity in relation to their roles.
- Work with staff, students and community groups to ensure an understanding of diverse needs of people who have protected characteristics.

3 Improved disclosure and monitoring of student and staff protected characteristics ensures that we identify issues and take action, that we are being fair and that people from all backgrounds are represented.

We will:

- Develop and implement a communications strategy to improve understanding of the benefits of disclosing information in relation to all protected characteristics for all staff and students.
- Meet our legal requirements to gather data from staff and students, for all protected characteristics.
- Analyse the data to identify any key trends and inequalities and manage these as part of a wider equality and diversity organisational strategy.
- Use this information to introduce positive changes to increase equality and promote an inclusive and diverse environment.

4 For all students across all protected groups:

- Awareness and understanding of equality and diversity is increased.
- Participation, retention, attainment and progression into employability is increased.
- There is evidence of improved progression and achievement of high quality learning outcomes.

We will:

- Ensure clear communication to students on legalities and responsibilities in relation to the Equality Act 2010.
Identify and plan for opportunities to promote equality and diversity within learning and teaching activities and approaches.

Consult, involve and support students from different backgrounds in the work of EDIT to ensure an understanding of diverse needs and the barriers and opportunities faced by different groups.

Record through our quality systems and procedures how equality and diversity is embedded in activities and curriculum provision.

Produce action plans to show how we plan to promote equality and diversity to make improvements or changes and to promote equality of opportunity.

5 Equality of opportunity in relation to the recruitment, retention development and pay of all staff across all protected characteristics is improved.

We will:

- Provide equality of opportunities in relation to recruitment, staff development, promotion and other employment practices to all applicants for College vacancies and to all current employees.
- Make every effort to ensure that no job applicant or employee suffers discrimination or harassment by being treated less favourably than another on the grounds of: sex, marital or family status, race, colour, nationality, ethnic or national origin, physical or mental disability, trade union membership, age, religion or belief, political opinion, sexual orientation, or membership of a minority or vulnerable group.
- Take steps to ensure, where possible in terms of available resources and other practical considerations, that employees who become disabled remain in the College's employment.
- Ensure that procedures are in place to determine pay and conditions of employment which do not discriminate unlawfully and are free from gender bias.

Reporting – We will report progress on our Mainstreaming Plan every 2 years and refresh our Equality Outcomes every 4 years.

Further Information

We are confident that, through time, with the engagement of our staff, students, stakeholders and relevant national and local groups and representatives, we will achieve our equality and diversity goals of eliminating unlawful discrimination and harassment, promoting equality of opportunity and fostering good relations between people of different groups. Your views, comments and suggestions are vital to our work. If you would like to comment on our Equality Report and Mainstreaming Plan 2013-2017, or have any questions, please contact:

Susan Bald
Director of HR/Communications
01738 877229
susan.bald@perth.uhi.ac.uk or

Helen Leitch
Equality and Diversity Adviser
01738 877287
helen.leitch@perth.uhi.ac.uk