

Progress in Achieving Equality Outcomes 2013-2017

April 2017

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Progress in Achieving Equality Outcomes 2013-2017

This Progress in achieving Equality Outcomes 2013-2017 report provides information about the outcomes we set in 2013, the action we have taken, and the progress we have made towards achieving them.

We consider this progress report to be a way of sharing and celebrating our achievements.

In 2015, the Equality Challenge Unit in their Reporting on equality: [Colleges and higher education institutions' performance of the Scottish specific duties requirements in 2015 stated:](#)

"Perth College UHI's outcomes reporting is detailed and evidence based. They start their report by presenting the evidence base by which they identified the progress they had made. Each equality outcome is then reported on in terms of achievements. Survey results, meeting outcomes, results of equality impact assessments and self-evaluation are presented in support of their analysis. The college also published an easy-read version of their report."

We welcomed this feedback.

In 2013 we set out an ambitious agenda for action, to ensure that we met not only our general and specific duties for equality, as required by legislation, but also to work to meet the needs of our diverse workforce, student population and communities. We believe that our achievements reflect our commitment to embedding equality of opportunity in all that we do.

We recognise that balanced reporting is as important as clear reporting and so have reported on areas where progress is good but have also identified further action where progress has been slow or performance can be improved.

Our report shows, for each outcome set:

- What we said we would do.
- What we have achieved including evidence of the impact of our equalities activities.
- Further action.

Some of the further action identified will be addressed within our new Equality Outcomes 2017-2021.

Other actions will be included and addressed through our in-house equalities Enabling Plan.

Progress in Achieving Equality Outcome 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.

Protected Characteristics Covered

All

Parts of the Public Sector Equality Duty Covered

- Eliminating discrimination.
- Advancing equality of opportunity.
- Fostering good relations.

Linked to College's Strategic Aims 2013-2016

1 2 3 4 5

What We Said We Would Do and What We Have Achieved

We said we would:

- 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.

What we have achieved:

- Members of the Board of Management have attended both internal and external Equality and Diversity training workshops including Equality Impact Assessment training.

The Board of Management Engagement Committee take responsibility for Equality and Diversity having included it in their Terms of Reference. The Board are updated on a regular basis of the College's engagement in equality work within the local community and wider sector.

- The Vice Principal, HR and Communications continues to act as an advocate for staff in terms of embedding equality and diversity into all aspects of our work.

Both the Senior Management Team and Board of Management members remain up to date on equality and diversity matters.

- The Equality, Diversity and Inclusion Team (EDIT) which reports to the Board Engagement Committee provides direction and support to college-wide activities.

Our commitment to equality, diversity and inclusion is met.

Equality and diversity matters are raised and considered at EDIT meetings and the following are some of the actions and progress we have made:

2013-2015

Installation of a Handrail

A handrail has been installed to support those with mobility difficulties making their way on foot between buildings on the campus.

The handrail helps us to better meet the needs of our disabled students.

Suitable Place to Express Milk

Following a student request for a suitable place to express milk, facilities are now in place in the college for staff and students.

2015-2017

Ablution Facilities

Washing facilities for use prior to prayer have been installed both on the main campus and at our aircraft facility at Perth Airport. Staff report that the students have welcomed and are using the facilities.

These facilities help us to better meet the needs of our Muslim students and staff.

Shuttle Bus

In response to student request, a shuttle bus service has been implemented to transport staff, students and visitors who have difficulties moving between the campus buildings. The service is currently running at lunch time but can also be booked in advance out-with this time on request.

This facility is helping us to better meet the needs of people accessing the campus who have a mobility difficulty.

Halal Meat

To meet the needs of our staff and students who require Halal meat, we have worked in partnership with our catering provider Sodexo who now provide a Halal option on their daily menu. We plan to continue our work with Sodexo in identifying further opportunities to promote equalities within services eg staff development activity in relation to disability and culture and menu labelling for those with specific dietary requirements.

Quiet/Prayer Room

We developed a guide for students and staff for the use of the Quiet/Prayer rooms ensuring that it was clear that these facilities are for all staff and students and are for all faiths and none, and can be used as a quiet space for someone who is experiencing anxiety, or who just needs a quiet and safe space.

Accessible Footpaths

New accessible footpaths have been built which will allow much increased safe access for all across the campus.

- The Equality and Diversity Adviser role has been made permanent.

There is continued advice on the development of relevant policy and procedure, the implementation of good practice across the college supported and a lead role taken in co-ordinating strategy and action planning in support of our equality and diversity commitment.

- The Equality and Diversity Adviser is now also seconded on a part-time basis to the University of the Highlands and Islands (UHI).

The implementation of the university's policies and strategies on equality and diversity are being supported and advanced.

- Equality and Diversity Leaders are allocated to each Curriculum Area.

Inclusive practice is recognised and gathered. Equalities information is disseminated among teams and appropriate equalities advice and support provided.

- The Student Convenor for Welfare and Communities as part of their role, takes responsibility for the co-ordination and running of Student's Association campaigns relating to equality, diversity and welfare issues.

A lead is being taken on the fostering of good relations with the wider community and there is representation of the Association on the Equality, Diversity and Inclusion Team (EDIT).

We said we would:

Communicate information, guidance and support to all staff and students on their responsibilities under the equalities legislation.

What we have achieved:

- Our Equality Report and Mainstreaming Plan 2013-17 was published on 30 April 2013.
- Our Equality Mainstreaming Report 2015 was published on 30 April 2015.

Equality reporting has shown to be an essential tool in supporting our continued commitment and success in relation to equality and diversity. The reports have also been used as staff development resources, communicating the progress made towards the equality outcomes we published in 2013 and how this progress has helped us mainstream equality in the college.

Quote from the Equality Challenge Unit in Reporting on equality: Colleges and higher education institutions' performance of the Scottish specific equality duties requirements in 2015:

"Perth College's outcomes reporting is detailed and evidence based. They start their report by presenting the evidence base by which they identified the progress they had made. Each equality outcome is then reported on in terms of achievements. Survey results, meeting outcomes, results of equality impact assessments and self-evaluation are presented in support of their analysis. The college also published an easy-read version of their report."

- Our Equality and Diversity Policy 2013 which sets out our commitment to tackle discrimination and promote equality and diversity was published in May 2013 and will be reviewed again in 2017.
- New/updated policies/procedures are communicated to staff through the College Blog.

Staff comment: "I am really enjoying the blog – it's good to hear about what is going on across the College."

- A Student Pregnancy, Maternity, Paternity and Adoption Procedure is in place.

Following a student request for a suitable place to express milk, facilities are now in place in the college for staff and students. This led to the development of the Student Pregnancy, Maternity, Paternity and Adoption Procedure and accompanying Support Forms.

Student Comments

"It makes me feel more confident that everything will be written down and in place to support my studying through my pregnancy."

"The policy is appreciated as it formalises what has/is currently being practiced."

- Information and guidance on good practice around equalities, equality impact assessing, our duty to make reasonable adjustments, addressing stubborn inequalities and reporting on equalities, has been communicated through our Staff Conference Days.
- Further information on equalities has been communicated to staff and students through a variety of Equality and Diversity events and through our Special Interest Groups.
- A resource bank of equalities materials and information to support staff has been developed and made available through our intranet and on our shared drive.
- Our online training programme Diversity in the Workplace which is mandatory for all staff, has been updated to better reflect the college's policies and practices.
- Two further mandatory training programmes – World Host Disabilities and World Host Culture have been introduced for all staff.
- External partners have been invited in to college to raise staff awareness of the issues and barriers being faced by those who identify as LGBT, those from a variety of Religions and Beliefs and those who are experiencing Mental Health issues.
(See also Progress in achieving Equality Outcome 2 for further evidence and impact in relation to the above achievements.)
- The Equality and Diversity Adviser has attended numerous team meetings to explore with staff what equality and diversity means in practice.

This has led to the completion of Case Studies showing how teams are mainstreaming equality, the completion of Equality Impact Assessments and improved equalities reporting.

Student Surveys – On Course

% of students who agree "My lecturers treat us all fairly and equally."

2013	2014	2015
93%	91%	91%

2016 – this question was replaced in the survey with "all students are treated fairly and equally" – **86%** students agree.

% of students agree "Learners from different backgrounds work well together."

2013	2014	2015	2016
95%	95%	94%	94%

Student Comments

"I believe that my needs have been met."

"The tutor was very adaptive to needs of class and provided varied material."

"I am treated with respect and listened to."

We said we would:

Demonstrate that impact assessments of all policies, procedures and practices are carried out at all levels of the organisation.

What we have achieved:

- Proactive steps have been taken through Staff Conference Days and team meetings to communicate to staff the importance of Equality Impact Assessing (EIA) and its requirement to be undertaken effectively.
- Our Equality Impact Assessment Guidance pack has been updated to reflect current legislation.
- An online EIA training module has been developed and launched to all staff in the college and across the university partnership.
- Face-to-face EIA training is being undertaken by staff at all levels across the college including the Board of Management.
- Information on completed assessments is published and is available on our website.
- The requirement to carry out an EIA has been built into a new 2016 Approval Process for College Strategy, Policy and Procedure.
- Monitoring and reviewing the decisions made during EIA ensures we demonstrate that the actions being taken are effective and appropriate.

Following the updating of our EIA Guidance and Screening Tool:

13 staff teams (**129** staff in total) have participated in EIA face to face training and there is an ongoing uptake of individual staff members requesting support to complete EIAs.

A new on-line EIA training module was developed and rolled out for staff to complete in June 2015.

On-line Equality Impact Assessment Training Module	
2014/2015	2015/2016
159 staff completed.	Further 58 staff completed.

The University of the Highlands and Islands has since adopted and rebranded the module and has made it available to all staff across the partnership.

A variety of EIAs have been completed across the College eg:

- All new and revised policies and procedures.
- Student field trips.
- Students who have a protected background and require enhanced transition/induction to college.
- College internal and external events.
- Estate building works.
- College facilities.

Most recently, students studying on the NC Administration Course were supported to carry out Equality Impact Assessments on in-college events they were planning.

A list of completed EIAs is published on our website.

What staff took away from the EIA training sessions

"Impact of EIA on improving customer service, learning and teaching and the student experience."

"Being more aware of the legal implications of making materials and teaching approaches accessible to all students – both current and anticipating the future needs."

We said we would:

Adopt a zero tolerance approach to unlawful discrimination and harassment.

What we have achieved:

- Our new complaints procedure implemented on 30 August 2013 shows our commitment to providing an excellent education and high quality services to our students and anyone else who uses the college. Training sessions have been delivered to staff with further guidance and information on the procedure made available on the college intranet. Data is now collected on cases specifically related to equality and diversity complaints, either as a primary or a secondary complaint.

Progress on Further Action Identified In 2015 In Relation To Equality Outcome 1

We said we would:

- 1 Launch our Equality Impact Assessment online training module.
- 2 Communicate to staff and students the importance of responding to surveys.
- 3 Analyse further the data we gather in particular relation to individual protected characteristics.
- 4 Ensure procedures are put in place when lecturers are away.
- 5 Communicate to students prior to enrolling on course of the support and advice that will be available to support their study.
- 6 Develop procedures to monitor use of prayer/washing facilities and breastfeeding facilities.
- 7 Continue to communicate to staff the importance of completing and monitoring EIAs.
- 8 Encourage and support staff teams to identify and report more transparently on their equality and diversity work.
- 9 Continue to work with our equality partners and develop new links with the community.
- 10 Develop training for Managers to support staff through their college journey including information on new and updated policies.
- 11 Develop a College-wide systematic approach to plan, implement and evaluate the mainstreaming of equality in the College.

What we have achieved:

- 1 Our EIA module was launched June 2016 (see completion progress above). The EIA module was also rebranded and launched across the whole of the University of the Highlands and Islands partnership.
- 2 The importance of participating in surveys and the anonymity of responses was communicated to both the staff and students to encourage engagement in their respective surveys. The number of staff and student respondents has however dropped this year.

Staff Survey Number of Responses		
2012	2014	2016
247 (49%)	276 (54%)	215 (45%)

Student Survey – On Course Respondents		
2014	2015	2016
1273/65.4%	1444/76.9%	1363/52.4%

Student Survey – At Induction Respondents		
2014	2015	2016
1603/78.3%	1606/82%	1977/70%

- 3 Further analysis, by protected characteristics, is beginning to be carried out on student surveys. No equalities issues have been identified. There is planned analysis of the protected characteristic data for the Staff Survey.

- 4 Reported as a challenge in 2015 there has now been a 7% increase to 81% of students agreeing 'when lecturer away, alternative arrangements are made for my class'.
- 5 Reported as a challenge in 2015 there has now been a 3% increase to 85% of students agreeing that they 'knew how to get extra support to help them learn'. The Student Services Team have implemented a variety of support methods to address this challenge.
- 6 Staff teams report that their students are using the ablution facilities and the Quiet Rooms though it is difficult to measure how many and how often as this is a private process. There have been no reported requests for use of breast feeding facilities.
- 7 A one-page guide has now been developed and uploaded to the intranet to give staff a quick overview of the Equality Impact Assessment process.
- 8 An equalities mainstreaming case study template and guidance has been issued to all staff teams to help them reflect on their equality and diversity work. Completed Case Studies were displayed at Staff Conference Day June 2016 to share good practice (see Equality Mainstreaming 2017 for completed Case Studies).

An opportunity was created for staff to attend a workshop to support the writing of Course Annual Reports and Team Evaluation Guidance has been updated, both to encourage teams to feedback on their equality and diversity work. Many teams achieve a good standard of reporting on their equalities work.

- 9 Work with our equality partners is ongoing. Further community links have been developed with the following organisations:

Horsecross Arts
LGBT Youth Scotland
Balnacraig School

(see Equality Outcome 2 for further evidence and impact of the work through our community links).

- 10 Training has been developed and delivered to help managers manage stress in the workplace so that staff are supported to perform well. The workshop gives managers and team leaders the confidence, skills and techniques to effectively manage staff and the pressures staff will face in their job. A training programme is currently being developed to take managers through the staff journey from recruitment to annual professional review and will commence in March 2017.
- 11 Equality Champions from across the organisation are engaged in planning, implementing and evaluating the mainstreaming of equality in the College. A staff equalities development programme is in place in relation to role. Equality reporting has been further embedded into Quality Reporting processes.

Further Action

- Analyse further the data we gather – see Equality Outcome 1 2017-2021.
- Revise Equality and Diversity Policy.
- Continue to encourage staff and students to participate in surveys.
- Develop and deliver Unconscious Bias training to all staff.
- Develop a procedure to support those undergoing Gender Reassignment.
- Identify an Equality Lead from within every team.
- Evaluate the training programme for managers.

Actions will be taken forward through our specific Equality Outcomes 2017-21 and/or through our Equalities Enabling Plan 2017-2021.

Progress in Achieving Equality Outcome 2

Staff knowledge and understanding of equality and diversity is increased.

Protected characteristics covered

All

Parts of the Public Sector Equality Duty Covered

- Eliminating discrimination.
- Advancing equality of opportunity.
- Fostering good relations.

Linked to College Strategic Aims 2013-2016

1 2 3 4 5

What we said we would do and what we have achieved

We said we would:

Communicate clearly to staff about their role and obligations in meeting the College's commitment to equal opportunities and on the legalities, personal responsibilities and on the College schemes in relation to the Equality Act 2010.

What we have achieved:

- Our Equality Report and Mainstreaming Plan 2013-17 was published on 30 April 2013, an essential tool in supporting our continued commitment and success in relation to equality and diversity.
- Our Equality and Diversity Policy was published in May 2013, reviewed in March 2015 and will be reviewed again in 2017.
- Our Equality Mainstreaming Report 2015 was published on 30th April 2015 showing the progress made towards the equality outcomes we published in 2013 and how this progress has helped us mainstream equality in the college.

See Progress in achieving Equality Outcome 1 for evidence and impact in relation to the above publications).

- Information and guidance on good practice around equalities, equality impact assessing, our duty to make reasonable adjustments and reporting on equalities have been communicated through our Staff Conference Days.
- Infographics posters showing the diverse makeup of our college community are displayed on screens around the college alongside 'You said – We did' posters which show our responses to equalities suggestions.
- Further information on equalities has been communicated to staff and students through a variety of Equality and Diversity events, through team meetings and through our Special Interest Groups.

% of staff who agree: "I am aware of Perth College's schemes in relation to equalities."

2012	2014	2016
80%	85%	86%

Staff Comments

"The Equality and Diversity Leader for this area is very approachable and well informed."

"I feel good that the college has taken this message and worked with it."

"Perth College has a very open policy."

"Equality and Diversity is important to Perth College. There have been tremendous improvements over the last few years to make the College accessible to all and fully inclusive."

We said we would:

Ensure staff have appropriate training and information on equality and diversity in relation to their roles.

What we have achieved:

- Differentiated equalities training materials and tailored support have been developed and are provided to staff in relation to their roles as they progress in their roles eg at Induction, through our initial teacher training programme (Teaching @ Perth) through to Teaching Qualification in Further Education (TQFE).

Staff Survey

% of staff agree "I understand my personal responsibilities for ensuring and promoting equality at work".

2012	2014	2016
94%	96%	97%

In 2016 69% of staff agree "I receive training and support to do my job well" **however 88%** of staff agree "I have received effective equality training" which could indicate that staff are finding the equalities training useful to their roles.

Staff Comments

"The opportunities for equalities training are good."

"I am proud to work in a workplace that promotes the awareness of equality and diversity as Perth College does."

Staff Induction Session

All new staff members are encouraged to attend an induction session which now includes an introduction on how Equality and Diversity impacts on job roles. Completed evaluation forms indicate that all participants see the equality part of this session as being '**completely**' relevant to their role.

Staff Comments

"Can we convene further meetings with the Equality and Diversity Adviser in respect to procuring more professional advice re equality and diversity?"

"Equality and Diversity topic very useful."

"I would like to congratulate Perth on the time spent and investment made to give new staff this induction day – it was a breath of fresh air in comparison to what I have received elsewhere in the past."

- A resource bank of equalities materials and information to support all staff has been developed and made available through our intranet and on our shared drive. This electronic resource also includes links to key external equalities organisations websites ie Equality and Human Rights Commission (EHRC) and Equality Challenge Unit (ECU).

Student Survey – On Course

% of students agree "Staff treat me with respect".

2013	2014	2015	2016
96%	97%	97%	96%

Student Comment

"I think that everyone is treated fairly and the lecturers try very hard to make the class interesting."

% of students agree "the way I am taught helps me to learn".

2013	2014	2015	2016
93%	92%	91%	90%

Leisure Class Student Comment

"The lessons are designed well to individual needs and experiences."

- In response to staff request, a handbook 'How do I? Mainstream Equality has been developed and issued to all staff – evidence shows that lecturing staff are using the equalities resources to inform their learning and teaching.
- Our online training programme Diversity in the Workplace which is mandatory for all staff, has been updated and personalised to the college. Further mandatory online staff training modules include Bullying and Harassment and Safeguarding in Further Education (FE) Colleges.

The following table shows the progress in staff numbers completing the on-line mandatory equality training modules.

On-line Training Modules	2013/14	2014/15	2015/16	Totals
	No of Staff	No of Staff	No of Staff	No of Staff
Diversity in the Workplace	335	+62	+46	443
Bullying and Harassment	102	+182	+67	351
Safeguarding in FE Colleges	99	+249	+68	416

Staff Comments when asked what would be taken away from this training:

"A better awareness of types and range of discrimination likely to be encountered."

"Importance of recognising our duties ie duty regarding diversity in the college."

All respondents said this mandatory online training would be able to be applied in the workplace.

- Two further mandatory training programmes – World Host Disabilities and World Host Culture have been introduced for all staff.

World Host Workshops	2013/14	2014/15	2015/16
	No of Participants	No of Participants	No of Participants
Culture	35	+34	+21
Disabilities	30	+45	+5

Staff Comments

"Very good workshop – learned a lot."

"I found this extremely interesting and learned a lot."

From September 2014, staff attending the World Host Training Courses have been asked to disclose their 'confidence' levels in relation to the course subject ie disability or Culture prior to and on completion of the course.

98% of staff report that their confidence levels have increased following their training.

- World Host Disabilities training has also been delivered in 2015-2016 to students attending the Public Sector Academy (18 participants) and the Hospitality Academy (10 participants).

Student Comments

"This part of the course has been really interesting".

"In future I will ask, listen and won't assume when working with people with disabilities."

- Through our Special Interest Groups, all staff have had the opportunity to hear from specialists on a variety of topics to help raise their awareness of Autism, LGBT Youth, Dyslexia, Care Leavers, Mental Health First Aid.

Staff Comments

LGBT Awareness – "delivery was knowledgeable and confident."

Religion and Belief – "very relevant to working in the college that I have an understanding."

Jamie Spurway, Religious Equalities Training Officer, Interfaith Scotland

"At Interfaith Scotland we value the opportunity to support colleges in meeting the needs of students from diverse religion and belief backgrounds. To this end we provide half day training courses covering the main beliefs and cultural practices of the largest faith groups, and discussing the various impacts that religion and belief can have on a student's studies. In summer 2016 we delivered 2 such courses to staff at Perth College UHI and had interesting and insightful discussions with staff on both occasions. The majority of delegates were teaching staff and appeared very keen to engage with the training, and learn more about how to support students with respect to their religion or belief. We look forward to continuing to work with Perth College UHI in the future."

Mental Health First Aid – "feel better prepared to support people with a mental illness."

Autism Awareness – "now have more confidence in communication with those with Autistic Spectrum Disorder (ASD)".

- Equality Impact Assessment training, including an online module, has been updated and is being undertaken by staff at all levels across the college.
(see also Equality Outcome 1 for further evidence and impact)
- Our equalities initiative '**FOR everyone**' (Fairness, Opportunities, Respect FOR everyone) has been developed to support staff and student knowledge of the equalities agenda. The logo is being displayed to help identify equalities work. A **FOR everyone** video has also been designed to help staff and students gain a greater understanding of the needs of the Equality Act 2010 and is being displayed on screens around the campus.
(see below Our work with Students for further evidence and impact in relation to our FOR everyone initiative.)

We said we would:

Work with staff, students and community groups to ensure an understanding of diverse needs of people who have protected characteristics.

What we have achieved:

Our Work with Staff

- Our mandatory staff training programmes are designed and are in place to help ensure an understanding of diverse needs of people who have protected characteristics.
- Our voluntary training programmes have been developed to help staff further understand the barriers being faced by people who have a protected characteristic.
(see above for further evidence and impact of our staff training programmes)

Our Work with Students

- During induction, information on equalities is communicated to all students. In 2016 a presentation to raise awareness of the Equality Act 2010 and its impact on students in further and higher education was developed for Personal Academic Tutors (PATs) to deliver to their students. The presentation is also delivered to new lecturing staff to introduce them to the equality and diversity agenda and to let them see the types of resources that are available to support them in their role.
 - Staff report that the resource gives clear messages and would benefit from being part of a longitudinal induction process.
- The introduction of Equality and Diversity to the Skills Framework and Personal Development Planning (PDP) process for FE students supports staff to further develop their students' skills in relation to equalities, for example:
 - Developing an understanding of the protected characteristics when working within a team (Hospitality).
 - Creating individual programmes based on test results and aims (Sport).
 - Within PDP student discussion on individual learning styles to identify diversity in learning (Beauty Care).
- The document 'Equality and Diversity – Your Rights and Responsibilities as a student in further or higher education' is available to all students through the Induction tile on the Student Portal and indicates to students their role and obligations in relation to equalities.
- Opportunities are in place to raise student awareness of equality issues through a variety of events held across college:

2015 – Sound Production students were involved in designing the audio track used in the FOR everyone initiative.

2016 – Song Writing students took part in an equalities initiative to develop a vocal soundtrack as part of our Education Has No Labels video. The video was shown to all students attending Induction sessions and embeds the message that all students regardless of protected characteristics are welcome at the College.

Feedback from the students taking part showed that these had been useful projects to be involved in.

Feedback from the students who watched the video at Induction was also positive in that this was a good message to get across.

Our work with Community Groups:

- Through our work with the Community Equality Advisory Group (CEAG) we have developed more robust links with the Minority Communities Hub (MCH) (formerly known as MEAD) and Show Racism the Red Card (SRRRC). We have developed further links with Perth and Kinross Council (PKC) and have College representatives on the following new groups:
 - Minority Ethnic Strategic Group
 - LGBT Strategic Group
 - Syrian Multi Agency Working Group

- Representatives from local groups LGBT Youth Scotland and Autism Initiatives have attended our college Special Interest Group (SIG) meetings to help raise awareness to staff of the difficulties being faced by those who identify with these characteristics.

Following an awareness raising session from LGBT Youth Scotland, in June 2016 the College signed up to work towards the achievement of the LGBT Charter of Rights.

Our links with Community Groups have led to our involvement in a variety of activities:

- The Salvation Army took part in our Interfaith and Belief event in 2015 and helped raise awareness of Easter.
- In June 2015 we worked with members of the Perth and Kinross Chinese Community Association to support the Dragon Boat Racing which took place on the River Tay.
- In March 2015 we hosted the launch and several other events as part of a week long programme of activities planned by the Perth and Kinross Be Yourself Group, to celebrate International Women's Day. The College has also participated in both the 2016 and 2017 events.
- We have developed a link with LEAD Scotland (Linking Education and Disability) through their new contact in Perth. In 2016, the College hosted the LEAD National Conference.
- In February 2016, we supported the Perth and Kinross Chinese Community Association Chinese New Year celebrations in Perth City Centre.
- In February 2016, 30 sports students took part in a Show Racism the Red Card event. The event was funded by Perth and Kinross Council.
- Our Computing students were involved in a partnership project with the Louise Brae Care Home in Perth, to benefit older adults. The students spent time with the residents, identifying songs which were personal to them then downloading music onto mp3 players for the residents to use with their own headphones.
- In February 2017 we again supported the MCH Multi Agency Working Group Future Prospects Event – an annual event where minority ethnic communities in Perth and Kinross meet with local services and businesses.
- In March 2017 we worked in partnership with MCH to host the 'Roots Exhibition' celebrating Scottish history with minority ethnic communities.

See Equality Mainstreaming 2017 for feedback from some of our community partners.

Progress on Further Action Identified in 2015 in Relation to Equality Outcome 2

We said we would:

- 1 Launch our online EIA module.
- 2 Consider introduction of the revised PDA: Advancing Equality and Diversity through Inclusiveness as staff development.
- 3 Develop a framework to encourage staff teams to report more fully on the equalities work that they are undertaking.
- 4 Equality and Diversity Adviser to attend each team meeting over the next year to explore with staff what equality and diversity means in practice.

What we have achieved:

- 1 Our EIA module has been developed and launched to all staff in the college and more widely across the University of the Highlands and Islands partnership (Progress in achieving Equality Outcome 1 2013-2017).
- 2 The revised PDA: Advancing Equality and Diversity through Inclusiveness is still undergoing development.
The College Equality and Diversity Adviser is a member of the Qualification Development Team supporting the development of this qualification and has been appointed as an External Verifier.
- 3 A Case Study template has been developed to encourage consistency of approach to staff equalities reporting.
Completed case Studies were displayed at the Staff Conference Day in June 2016 as a vehicle to share good practice.
- 4 The Equality and Diversity Adviser has attended a number of tailored team meetings to support staff in identifying what equality and diversity means in practice.
All teams who received input carried out Equality Impact Assessments on the materials they produce and the approaches they take when engaging with others.

Further Action

- Identify and deliver further relevant staff equalities training opportunities.
 - Develop a resource bank of subject specific equalities activity for teaching staff.
 - Develop and deliver Unconscious Bias training for all staff.
 - Consider introduction of the new PDA Advancing Equality and Diversity through Inclusiveness.
- Actions will be taken forward through our specific Equality Outcomes 2017-21 and/or through our Equalities Enabling Plan 2017-2021.

Progress in Achieving Equality Outcome 3

Improved disclosure and monitoring of student and staff protected characteristics ensures:

- **We identify issues.**
- **We take action.**
- **We are being fair.**
- **That people from all backgrounds are represented.**

Protected Characteristics Covered

All

Parts of the Public Sector Equality Duty Covered

- Eliminating discrimination.
- Advancing equality of opportunity.
- Fostering good relations.

Linked to College Strategic Aims 2013-2016

1 2 3 4 5

What We Said We Would Do and What We Have Achieved

We said we would:

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.

What we have achieved:

- Information flyers have been created and issued to all staff and students, to support understanding of the benefits of disclosing information in relation to all protected characteristics. The flyers are periodically attached to all staff payslips, issued to students enrolling in college and posted out to students with their acceptance letters when enrolling online.
- New staff attending the Staff Induction sessions are briefed on the reasons for the college collecting data on protected characteristics and the benefits of disclosure.
- A message to encourage staff to disclose their protected characteristics is now regularly placed on the staff self-service HR system and appears when staff log in to the system.
- A 6 monthly email is sent out to all staff to encourage the disclosure of protected characteristics via the staff self-service HR system.
- Our staff data collection systems have been modified so that we can collect information on Gender Reassignment and Pregnancy and Maternity. Though some staff do access the staff database to update their protected characteristics and indicate their pregnancy, most staff who are pregnant inform HR directly so that support can be put in place.
- Staff teams have had the opportunity to discuss the disclosure of protected characteristics during equality mainstreaming meetings and supported to understand the benefits of disclosing this information.

We said we would:

Meet our legal requirements to gather data from staff and students, for all protected characteristics.

What we have achieved:

- We have developed and put in place, systems to gather data from students and staff in relation to all 9 protected characteristics.
- Student protected characteristic data is collected at the application and enrolment process and through student surveys.
- Staff data is collected at application. Appointed staff disclose through the self-service HR system and through staff surveys.

Staff – Protected Characteristics Data – Disclosure

Although there can be reluctance on the part of some staff to disclose their protected characteristics, our data including the 'prefer not to say' option shows that there is a clear increase in the percentages of staff engaging in the disclosure process.

Our staff are less likely to disclose their protected characteristics in relation to Religion and/or Belief, Sexual Orientation and Gender Reassignment. There has however been a steady increase in the numbers of staff disclosing these protected characteristics.

Students – Protected Characteristics Data – Disclosure

On average, 99% of all students are now engaging in the disclosure of protected characteristics process. (97% for Gender Reassignment) with 100% disclosing on Age, Disability and Gender.

Our students are less likely to disclose their protected characteristics in relation to Religion and/or Belief, Sexual Orientation and Gender Reassignment particularly our FE part-time students where on average, 30% are choosing the 'prefer not to say' option.

A request has been made through the Student Survey for a non-binary option to be available.

We have a new online application procedure for students in place for 2016-17. Moving forward this will give us the opportunity to begin to analyse student protected characteristic data from application through enrolment to retention and achievement.

Staff Survey – Disclosure of Protected Characteristics

There has been a slight drop from 26% to 24% in the percentage of staff respondents choosing the 'prefer not to say' option. Those responding to the Staff Survey are most likely to disclose their Ethnicity and whether or not they identify as Disabled and are least likely to disclose their Gender and Age. Staff report that they have concerns about the Staff Survey and its anonymity and feel they may be more identifiable if disclosing their Gender and Age.

We have commissioned reports which show staff survey results by protected characteristics and plan to analyse this data as part of our 2017-2021 Equality Outcomes.

Student Surveys – Disclosure of Protected Characteristics

Moving forward, we plan to begin to analyse Student Survey protected characteristics data.

A request has been made through the Student Survey for a non-binary option to be available.

We said we would:

Analyse the gathered 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.

What we have achieved:

- Our Annual Employee Information Report 2013-2015 provides details of the progress made during that period in gathering and using staff data to better meet the equality duty.
- Information regarding the disclosure of the 9 Protected Characteristics in relation to **staff composition, applications, interviews and appointments, development, and retention** can also be found in our **Annual Employee Information Report 2016-2017**.
- Through Course Annual reporting – Curriculum Teams are encouraged to analyse their course equalities data to identify any key trends which they can then address through action planning. Some staff report that they require support and would like further training in data analysis.
- Through our BRAG (Blue Red Amber Green) Attendance and Performance Monitoring Procedure any student who needs additional help and support is identified quickly and support is provided to ensure that they are able to be successful on their chosen course. (see Case Study in Equality Mainstreaming Report 2017)
- We are working towards achieving the LGBT Charter of Rights showing our commitment to supporting LGBT staff and students and have developed an Equality Outcome in relation to this. (see Equality Outcomes 2017-2021)
- Our staff and student surveys gather protected characteristics data which in future can be fully analysed to help identify where scoring may particularly differ between protected groups.
- Analysing student disability data has helped us to identify at which times of day disabled students are most likely to need access to the shuttle bus for transfer between campus buildings.
- Analysing student survey data helped us to identify issues in relation to our Black and Minority Ethnic students. A student focus group was then held to discuss and consider how we could address the issues. This led to a review of the questions in the Student Surveys (see Case Study in Equality Mainstreaming Report 2017). We want to continue to ensure that there is equality for students and staff from minority ethnic backgrounds and we have set a new Equality Outcome to prioritise and focus on this work.

Our Board of Management

The table below shows the improvement over time in the gender imbalance of our Board.

Gender	2012-2013	February 2014	February 2015	February 2016	February 2017
Male	14 (87.5%)	12 (75%)	12 (75%)	10 (71%)	9 (56%)
Female	2 (12.5%)	4 (25%)	4 (25%)	4 (29%)	7 (44%)

The Equality Act (Specific Duties) (Scotland) Amendment Regulations 2016 came into force on 18 March 2016, and specifically the implementation of the new regulation 6A.

Regulation 6A requires that Scottish Ministers gather information on the relevant protected characteristics of board members of a listed authority, and provide this information to the listed authority in question. In turn, listed public authorities with a board are required to include in their mainstreaming reports, which are part of the requirements of the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, details of:

- The number of men and of women who have been board members of the authority during the period covered by the report;
- How the information provided about the relevant protected characteristics of its board members has been used so far; and
- How the authority proposes to use the information provided in the future to promote greater diversity of board membership.

We do not currently collect protected characteristics of Board members. The Scottish Government (SG) as a result of engagement with organisations is currently considering how best to implement regulation 6A, specifically the collection of diversity data.

Moving forward, the gender balance of our Board will be an action in our Gender Action Plan. The objectives set will adhere to the Scottish Government's Gender Representation on Public Boards (Scotland) Bill once enacted.

Progress on Further Action Identified In 2015 In Relation To Equality Outcome 3

We said we would:

- 1 To continue to encourage a diverse range of applications to Board of Management vacancies in a bid to redress gender imbalance within the group.
- 2 As we have a legal responsibility to report on protected characteristic data we will continue to collect it and will endeavour to clarify with all students and staff, the option of 'prefer not to say'.
- 3 To ensure that staff members supporting the enrolment process are able to clarify to students why we are collecting the data, how it will be stored and what we will do with the information gathered.
- 4 To continue to review our staff recruitment practices and review where posts are advertised to ensure that we attract more applications from the Black and Minority Ethnic (BME) community.
- 5 To reconsider personal information gathered for the Staff Survey taking account of comments in the IIP Report.
- 6 Encourage staff teams to further analyse their course team data to identify any issues and take action to address imbalances in relation to protected characteristics.
- 7 Review our monitoring categories to ensure they are consistently aggregated.
- 8 Implement the 'myjobscotland' on-line staff recruitment portal to ensure all 9 protected characteristics are recorded.
- 9 Gather and report on protected characteristics data for student applications, interviews and offers via new on-line application process.

What we have achieved:

- 1 Vacancies for the Board of Management are being more widely advertised across the sector and to local groups including the Perthshire Business Women's Network. A positive action statement has been added to all Board vacancies stating that 'we particularly welcome applications from women'.
Advertising a recent vacancy for Clerk to the Board we again took positive action to address the underrepresentation of mature males into administrative posts in the college stating 'we particularly welcome applications from males age 25+'.
This had a positive result in that for the first time, we had a male applying for the post.
- 2 All protected characteristic 'fields' for disclosure continue to include a 'prefer not to say' option.
- 3 The clarification to students of the procedures in relation to data collection is being communicated more robustly at enrolment. A video has been developed by our Learning Technologist to support both students and staff in the disclosure of protected characteristics. The video runs on large screens in Reception, adjacent to the student enrolment area.
- 4 A 'positive action' additional statement to address the under-representation of Black and Minority Ethnic (BME) staff in the college has been added to all job advertisements stating that 'we particularly welcome applications from BME staff'. Job advertisements are also being sent directly to local minority ethnic community groups.
- 5 We consulted with our trade union representatives about the disclosure of protected characteristics in the staff survey and as a result we continued with the disclosure of a limited number as the feedback continues to be that staff are reluctant to complete the survey if all protected characteristics are requested as staff believe that they can be identified as individuals. We have however, invested additional resources in obtaining more in-depth data analysis of the protected characteristics that are disclosed and this analysis will be taken forward in the 2017-2021 Equality Outcomes.
- 6 Through Course Annual Reporting – Curriculum Teams are encouraged to analyse their course equalities data to identify any key trends which they can then begin to address through action planning. Not all teams are yet analysing their data fully and have requested support and training.
- 7 Monitoring categories in relation to staff ethnicity have been aggregated more consistently.
The consistent aggregation of Religion and/or Belief data for staff was considered, however it was identified that it was important for staff to be able to declare their Religion and/or belief in an 'other' box which means that it would be inappropriate to aggregate data of this nature.
- 8 New on-line staff recruitment portal implemented to ensure all 9 protected characteristics are recorded.
- 9 New online application procedure for students in place for 2016-17. Moving forward this will give us the opportunity to begin to analyse student protected characteristic data from application through enrolment to retention and achievement.
Destination data is also collected for full-time FE students who successfully achieve their course/programme. We plan to analyse this data by protected characteristic in future.

Further Action

We have identified that moving forward we would benefit from establishing ways to systematically analyse further the data we gather and to take action where inequalities are identified.

We have set new Equality Outcome 1 to prioritise and focus on this work.

See Equality Outcomes 2017-21.

Actions will be taken forward through our specific Equality Outcomes 2017-21 and/or through our Equalities Enabling Plan 2017-2021.

Progress on Achieving Equality Outcome 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 progression and achievement of high quality learning outcomes.**

Protected Characteristics Covered

All

Parts of the Public Sector Equality Duty Covered

- Eliminating discrimination.
- Advancing equality of opportunity.
- Fostering good relations.

Linked to College Strategic Aims 2013-2016

1 2 3 4 5

What We Said We Would Do and What We Have Achieved

We said we would:

Ensure clear communication to students on legalities and responsibilities in relation to the Equality Act 2010.

What we have achieved:

- We have produced and made available to students, via the Student Portal, accessible documents to support our communication to students on legalities and responsibilities in relation to the Equality Act 2010 ie:
 - Overview of Equality Outcomes.
 - Equality and Diversity Policy.
 - Your Rights and Responsibilities as a student in further and higher education.
 - Equality section in Personal Development Planning (PDP) workbooks.
- A video has been developed by our Learning Technologist to support both students and staff in the disclosure of protected characteristics. The video runs on large screens in Reception, adjacent to the student enrolment area.
- Opportunities are in place to raise student awareness of equality issues through a variety of events held across college eg in 2015 our Sound Production students were involved in designing the audio track used in the equalities FOR everyone initiative.
- In 2016 a presentation to raise awareness of the Equality Act 2010 and its impact on students in further and higher education was developed for Personal Academic Tutors to share with their students.
- In 2016 our Song Writing students took part in an equalities initiative to develop a vocal soundtrack as part of our Education Has No Labels video. The video was shown to all students attending Induction sessions and embeds the message that all students regardless of protected characteristics are welcome at the College (see Case Study in Equality Mainstreaming 2017).

High percentages of students (approx 96%) continue to agree that they are aware of equality and diversity around the college.

We said we would:

Identify and plan for opportunities to promote equality and diversity within learning and teaching activities and approaches.

What we have achieved:

- The introduction of Equality and Diversity to the Skills Framework and the Personal Development Planning process supports FE students in considering and evaluating their skills in relation to equalities.
 - Some teams have identified activities which help their students to learn about equality and diversity (see examples in EO2 above) however many teams still report instead on the equality and diversity activities that they themselves are carrying out.
 - Lecturing staff undertake Equality Impact Assessment training to support the assessment of their teaching materials and approaches.

Staff Comment

"Working through the EIA form has really made me think about how what I am doing or wanting to do, could impact on people in different ways."

- A resource bank of equalities materials and information to support all staff has been developed and made available through our intranet.

Staff Comment

"The materials on the resource bank have been really useful in helping me to decide what equality work I can do with my students."

- In 2016 a presentation to raise awareness of the Equality Act 2010 and its impact on students in further and higher education was developed for Personal Academic Tutors to share with their students.
- In 2016 lecturing staff undertook LGBT Awareness and Religion and Belief training.

Staff Comment

"I found this training really useful and plan to share it with my students."

- In 2016 the How do I? Mainstreaming Equality handbook was developed and issued to lecturers to support the mainstreaming of equality in learning and teaching.

Staff Comment

"This is a really useful document that I keep on my desk so that I can just pick it up when I want to find out some equalities information."

Student Survey

90%+ students agree:

"students from different backgrounds work well together"

"all students are treated fairly and equally"

"Staff treat me with respect"

We said we would:

Consult, involve and support students from different backgrounds in the work of our Equality Diversity and Inclusion Team (EDIT) to ensure an understanding of diverse needs and the barriers and opportunities faced by different groups.

What we have achieved:

- 2013-2017 The Student President and the Student Convenor for Welfare and Communities attend and contribute to EDIT meetings on behalf of the student body.

The student officers have supported numerous equalities activities and are currently involved in identifying viable proposals for childcare options and facilities over the lunchtime period for students whose children access the college nursery.

- 2013-2017 Out-with EDIT the Equality and Diversity Adviser supports the equalities work of the Perth College Student Association(PCSA) ie
 - Support to develop accessible materials.
 - Support to deliver a presentation at the Equality Challenge Unit Conference 2016 (see Case Study Equality Mainstreaming 2017).
 - The Student President is involved in supporting the development of the college's Gender Action Plan.
- 2015 To support analysis of the student survey, a focus group for International Students was set up ie

Analysing student survey data helped us to identify issues in relation to our Black and Minority Ethnic students. A student focus group was then held to discuss and consider how we could address the issues. This led to a review of the questions in the Student Surveys (see Case Study in Equality Mainstreaming 2017).

We said we would:

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

What we have achieved:

- 2014 In addition to course teams reporting on equalities through their Course Annual Reports, staff in all areas of the college now have an opportunity to report on equality through their Self Evaluation Documents.
- An Equality section has been added to team meeting minutes. This has encouraged teams to report regularly on equalities work within the curriculum including EIA.
- Guidance issued to staff teams to support equalities reporting within Course Annual Reports, Self-Evaluation Documents and Sector Overview Reports.

For Case Studies showing equality mainstreaming activity see Equality Mainstreaming 2017.

- Equality Impact Assessment recorded in relation to student activities. Not all teams are yet completing EIAs for curriculum activities but where they do the EIAs are very detailed and considered.
- 2016 Equality Impact Assessment procedure made explicit in Approval Process for College Strategy, Policy and Procedure ie
"The Equality and Diversity Adviser is responsible for offering support and guidance on the assessment of the equality impact of Strategy, Policy and Procedures within the scope of this Procedure."

"The Lead author of the document, within the scope of the procedure, is responsible for ensuring that an equality impact assessment is completed prior to drafting the document."

We said we would:

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

What we have achieved:

- We have updated our in-house Equality and Diversity Enabling Plan 2013-17 on a regular basis to record and track action being taken towards the achievement of our Equality Outcomes.
Our report on Progress in achieving Equality Outcomes 2013-17 has been published on our website and shows the progress and impact of our equalities work over this period.
- All course teams have produced a Skills Framework to indicate how equality and diversity is embedded in the curriculum eg
Core Skills – Articles that challenge prejudice and discrimination and promote equality are included within course work
Hairdressing – Advice given on range of products available for all hair types.
Music – Investigating world music, the social implications and cross cultures.
Sport – Studying gender specific differences in body types and joint angles.
- Course Annual Reports, Team Evaluation Documents and Sector Overview Reports have encouraged staff teams to report and plan on equalities.
eg Automotive Engineering – Providing information at induction and introducing students to the support teams and mechanisms in place has been very helpful as this has encouraged students to disclose a potential support requirement. This has been evidenced by the increase of support enquires from the students in the department.
- Through the Personal Development Planning process, students are able to identify, carry out and reflect on their skills around equalities.
For **Case Studies** showing equality mainstreaming activity see Equality Mainstreaming 2017.
- Our Equality Mainstreaming Report 2015 set out further action to be taken towards the achievement of our equality outcomes.

- A programme of staff training activity to support the mainstreaming of equality in all college functions has been developed (see Equality Mainstreaming 2017).

Analysis of FE student data

Outcomes for Further Education student enrolments on full-time recognised qualifications:

Since 2010-11 success rates have increased by 8.4%. As a result of this increase, 182 additional students successfully completed their course in 2015-16.

Over this time period, we have also seen an overall growth in our full-time numbers.

It is excellent to note that we remain one of the top performing Colleges in Scotland (for full-time Day 1 outcome), and have performed more than 7% above the sector average for three years.

We would like to think that our continued work around the mainstreaming of equality in all functions of the college is contributing to this growth in numbers and increased success rates.

Further Education courses lasting 160 hours or more:

Age

It is good to note that we continue to perform above the sector level with regards to those who complete their studies successfully. In all age groups, our students perform above the overall sector average.

Whilst we are performing above the sector average, there has been a slight decline of 2.1% for those aged 'under 18'. These students study a range of courses including full-time and part-time.

Gender

It is good to note that for both genders, we continue to perform above sector level. Males do tend to outperform females at sector level and this is more noticeable for Perth with a difference of 8.6% whilst at sector level this is only 4.6% (but this has grown from 2.3% last year).

Females tend to be more successful with full-time courses (71%) than part-time courses (57%).

Males tend to be more successful with part-time courses (83%) than full-time courses (76%). This would align with the part-time provision that is sponsored by employers or sponsors where the predominant gender is male (eg construction and engineering) and where a full qualification is a recognised occupational requirement.

Evaluation and action planning to fully understand and address gender issues in course choice and success is ongoing within the developing Gender Action Plan and new Equality Outcome 2 (see Equality Outcomes 2017-2021).

Disability

Overall, students with chronic illness and mental health concerns continue to have an increased challenge in terms of retention and achievement. Attainment for those with chronic illness is 69%, and those with declared mental health conditions is 54%. The Student Services, Guidance and Counselling team, continue to work extensively with individual students, course teams and external agencies to try and improve this outcome. Evaluation and action planning in relation to all student support will be undertaken through the college's Access and Inclusion Strategy. (see Appendix 2 Equality Mainstreaming Report 2017)

Key Groups for FE Courses Lasting 160 Hours or More

In the following categories, we have seen an increase in our success rates in comparison to last year and we are performing above the sector level. The table below illustrates percentage benchmark variances:

Key Group	Perth College UHI 14-15	Perth College UHI 15-16	Sector Level 15-16
10% most deprived areas	71.1	77.3	65.7
20% most deprived areas	69.2	73.5	65.4
Ethnic Minority	68.3	72.7	71.8
Disability	66.7	67.5	65.4

Analysis of HE Student Data

Higher Education (HE)

The majority of our HE students study on full-time courses.

Gender

There continues to be more males than females studying on our full-time HE courses. Over the past few years however the overall HE gap between females and males studying full-time has reduced gradually to 2%. In 2013, the gap was 14.4% ie 57.2% males and 42.8% females.

2015-2016 data Overall HE 53% females/47% males
Full-time HE 49% females/51% males
Part-time HE 66% females/44% males

Higher Education (HE) Subject Areas	
Under-Representation of Females	Under-Representation of Males
Aeronautical and Aircraft Engineering	Beauty Therapy
Computing	Early Education and Childcare
Construction and Building Technologies	Hairdressing
Mechanical and Electrical Systems	Health and Social Care
Sound and Audio Engineering	

Disability

15% of our HE students in 2015-2016 identify as having a disability. This is consistent with previous years.

The majority of our HE students (12%) who declare a disability, study on full-time courses.

The following table shows the percentage retention rates of our HE students who have declared a disability.

Disability	2015-16	2014-2015	2013-2014
% Retention	82	89	75

Ethnicity

The following table shows the percentages of students who have declared their Ethnicity as Black or Minority Ethnic (BME).

	2015-16	2014-15	2013-14
FE Full-time	4	3.6	3.2
FE Part-time	1.8	2.8	3.7
HE Full-time	9.7	9.8	11.1
HE Part-time	6	7.2	6.7

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

Progress on further action identified in 2015 in relation to Equality Outcome 4

We said we would:

- 1 Encourage staff teams to record equalities activity which could be used to inform impacts on students from protected backgrounds.
- 2 Further analyse student enrolment, retention and achievement data to identify potential barriers to participation and successful outcome.
- 3 Support our Additional Support Officer to complete the BRITE PDA which will enable a further member of staff to undertake Needs Assessments for HE students.
- 4 Hold a race awareness event for students in partnership with Show Racism the Red Card and St Johnstone FC.
- 5 Implement an intense and committed level of marketing and promotion of the Employability Centre.
- 6 Widen the opportunity of Guidance/Support available to clients through the Employability Centre.
- 7 Develop systems for gathering the protected characteristics of service users so that we can analyse the use of services by specific groups.
- 8 Offer further support to staff teams to help them identify equality activities which will support the development of student equalities knowledge.
- 9 Gather and analyse protected characteristics data on student applications, interviews and offers via on-line application process.

What we have achieved:

- 1 Case Studies which have been developed by teams to show equality mainstreaming can be seen in our report on Equality Mainstreaming 2017.
- 2 The following examples have been extracted from Course Annual Reports and show how teams are analysing their data and addressing inequalities:
 - Delivering school talks and encouraging all genders to consider subject areas.
 - Promoting role models from underrepresented genders.
 - Ensuring course materials are not stereotypical within a subject area.
 - Encouraging students who have poor English language skills to attend the ESOL workshops provided.
- 3 Our Additional Support Officer has completed the BRITE PDA. Carrying out Needs Assessments internally means that we no longer need to refer students externally for this service.
- 4 Race Awareness event for students in partnership with Show Racism the Red Card and Perth and Kinross Council took place February 2016. Approx 30 students took part.

Presenter Feedback

"The class really interacted fantastically well; the full session and their input was first class."

Student comment

"I wasn't sure about coming to this but it was really good. I learned a lot."

- 5 Due to increasing numbers of students requesting career guidance, we have plans in place to relocate the service to another area of the college to continue to raise the profile.
- 6 There are plans in place to merge the Mental Health Hub and the Student Support Hub which will widen the opportunity of guidance/support available to clients through the Employability Centre.
- 7 We have not yet made much progress in this area but development of our Gender Action Plan will prioritise and focus this work.
- 8 Our Equality and Diversity Adviser is working with all teams across the college to support the mainstreaming of equality ie supporting teams to identify equality activities which will support the development of student equalities knowledge.

Staff report that they require further equalities training and would appreciate a resource bank of subject specific equalities activities.

- 9 Work began in 2016 to gather protected characteristics data on student applications, interviews and offers via on-line application process. We will begin to analyse this data once it is complete.

Further Action

- We have seen in 2016 a noticeable decrease in the percentage of students who agree that "lecturers use different ways to help me learn". This is being addressed through the implementation of the new Learning, Teaching and Assessment Strategy 2016.
- Support staff teams to identify and record equalities activity more overtly.
- Begin to analyse student protected characteristics data on applications, interviews, offers and destinations.
- Develop a Gender Action Plan to address severe gender imbalances in subject areas (see Equality Outcome 2 2017-2021).
- Address the slight decline in performance for those 'under 18'.

British Sign Language (BSL) Plan

The Scottish Parliament passed the historic BSL (Scotland) Act in September 2015. The Act will lay the foundation for future improvements for deaf and Deafblind BSL users. The Act means there will be the setting up of a National Advisory Group (NAG) which will produce the first BSL National Plan in 2017.

The College will be required to develop a plan to show how we allow access to our services to the BSL community, including deafblind people who use BSL.

Actions will be taken forward through our specific Equality Outcomes 2017-21 and/or through our Equalities Enabling Plan 2017-2021.

Progress in Achieving Equality Outcome 5

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

Protected Characteristics Covered

All

Parts of the Public Sector Equality Duty Covered

- Eliminating discrimination.
- Advancing equality of opportunity.
- Fostering good relations.

Linked to College Strategic Aims 2013-2016

1 4 5

What We Said We Would Do and What We Have Achieved

We said we would:

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.

What we have achieved:

- 2013 – We continue to retain the Positive About Disabled People symbol in recognition that our college is a positive place for disabled people to work and that we have made commitments to employ, retain and develop employees with disabilities.
- 2016 we have signed up to the Disability Confident Scheme that builds on the best practices of the 'two ticks' model, whilst providing online, practical advice and guidance that helps employers to attract, recruit and retain disabled talent in a modern day setting. Our staff applicants' data shows an upward trend in the number of disabled people applying for jobs at the College.

We said we would:

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.

What we have achieved:

- Our Recruitment Selection and Good Practice document presents the policy, procedures and good practice to be followed in the recruitment and selection of staff. The information applies to the recruitment of all candidates from internal or external sources, including the recruitment of temporary and hourly paid staff. A member of the HR Team attends every interview to ensure that our good practice standards are adhered to during selection decisions.

We said we would:

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.

What we have achieved:

- As part of our commitment to Healthy Working Lives (the College is a Silver HWL organisation and is working towards Gold), Perth College UHI has employment screening measures managed through our new Occupational Health Team at AbleMed (previously administered through OHSAS). A referral to the occupational health team can be made to identify any support or adjustments which may help a member of staff return to work, the focus being on support, rehabilitation and retention. In 2015/2016, 33 staff were referred to our occupational health service in order to support and retain them in work. This principle is contained in our Managing Sickness Absence Procedure. In addition to this, we also offer our staff the opportunity to self-refer to Occupational Health to promote a culture of early intervention. Monthly Mini Lifestyle Checks are carried out by the Occupational Health Nurse. The HR Team has received positive feedback on the services provided by Occupational Health in particular, the Mini Lifestyle Check appointments which are offered to staff every month. The clinics for the Mini Lifestyle Checks are always fully booked and are of popular demand as they provide general advice on health and well-being to staff as well as; Blood Pressure, Cholesterol, Height and Weight.

We said we would:

Ensure that procedures are in place to determine pay and conditions of employment which do not discriminate unlawfully and are free from gender bias.

What we have achieved:

- Our Equal Pay Gap has been reduced from 12.21% which was the published figure in April 2013 to 11.14% in 2017 and is likely as a result of introducing the Living Wage and a flat rate monetary rather than a percentage increase for the lower graded posts in the college salary structure. There are no gender pay gap concerns in each individual pay grade.

Progress on Further Action Identified in 2015 In Relation To Equality Outcome 5

We said we would:

- 1 Improve communication about CPD opportunities year on year.
- 2 Work towards a culture where staff feel more confident in declaring they have a disability.
- 3 Continue to review our recruitment practices and review where posts are advertised to ensure that we attract more applicants from the BME community.
- 4 We are in the process of reviewing our exit questionnaires to give staff leavers the opportunity to indicate whether or not their decision to leave is in relation to their protected characteristics. We intend to produce an electronic form for this purpose which will include a facility for staff leavers to indicate if their reason to leave the college is in any way connected to their protected characteristics.

- 5 Continue to be an accredited Living Wage Employer.
- 6 Continue to grant 100% of flexible working requests wherever they can be accommodated in line with business needs.
- 7 Monitor the number of applications received and approved in principle in relation to Shared Parental Leave.
- 8 Continue to monitor and analyse sickness absence rates.
- 9 Continue to review paternity leave and pay conditions.
- 10 Implement the 'myjobscotland' on-line recruitment portal.

What we have achieved:

- 1 The staff survey highlighted a drop in the % of staff who stated that the College provides good information about training and development – 79% stated good information was provided in 2014 and this dropped to 73% in 2016, though in 2016, 81% stated the College is committed to developing its employees. The average CPD days per year per employee has also reduced. Consultation has been carried out with managers to help identify issues around low take up of staff CPD and the key finding was that staff did not have the time to attend training. As a result, in-house training sessions are being offered via 1, 2 and 3 hour sessions rather than half days or full days.
- 2 Ongoing communications to staff about the importance of disclosing protected characteristics and how this information can be used to support them. There has been an increase in the number of staff declaring that they have a disability. 3.9% of staff declared they had a disability in 2014 and this has increased to 5.16% in 2017. A 'positive action' additional statement to address the under-representation of Black and Minority Ethnic (BME) staff in the college has been added to a number of job advertisements stating that 'we particularly welcome applications from BME staff' as a pilot. Job advertisements are also being sent directly to local minority ethnic community groups. The number of BME applicants has increased from 79 in 2015 to 115 in 2016. We also piloted a targeted recruitment strategy to attract male applicants to apply for support roles in the College. It was identified that male support workers were under-represented.
- 3 We have reviewed our exit questionnaires to give staff leavers the opportunity to indicate whether or not their decision to leave is in relation to their protected characteristics. This has been included in the standard exit letter. The number of exit questionnaires returned is low however, there are no reports that staff have left because of a reason related to a protected characteristic.
- 4 We continue to be an accredited Living Wage Employer currently paying a minimum staff hourly rate of £8.76, compared to the living wage rate of £8.45 per hour. We voluntarily pay student interns and modern apprentices the living wage rate of £8.45 per hour. Our contractors Sodexo and SYHA pay the living wage rate of £8.45 per hour.
- 5 We continue to grant 100% of flexible working requests wherever they can be accommodated in line with business needs.
- 6 Shared Parental Leave – the College has received no requests for shared parental care. The College highlighted the opportunity for shared parental leave via the College Blog.
- 7 Sickness absence rates in the College have increased and this will be a priority for action with additional resources being invested to manage case work in this area.
- 8 Paternity leave and conditions – these are now governed by national bargaining and out with the College's control.
- 9

- 10 New online recruitment portal implemented January 2016. A decision was taken not to proceed with myjobscotland and the College invested in a new recruitment online module from Ciphir, our HR Information System providers. The on-line recruitment module allows job applicants to disclose all nine protected characteristics and we can now report on and analyse this data which will be one of our Equalities Outcomes and actions for 2017-2021.

Further Action

- More in-depth analysis of job applicant and staff data to identify and target areas for sharing best practice and areas for improvement.
- Develop, implement and evaluate equality and inclusion training programmes for staff that will equip them with the skills, knowledge and confidence to meet the general and specific equality duties.

Actions will be taken forward through our specific Equality Outcomes 2017-21 and/or through our Equalities Enabling Plan 2017-2021.

More Information

If you would like further information or wish to provide comments and suggestions on our equality and diversity work, or wish to receive this information in an alternative format, please contact us using any of the methods listed below.

Contact: Susan Bald, Vice Principal Human Resources and Communications

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