Equality Mainstreaming
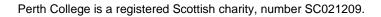
2017

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www.perth.uhi.ac.uk

University of the Highlands and Islands
Perth College

Equality Mainstreaming 2017

Introduction

Mainstreaming equality simply means integrating equality into the day-to-day working of our College – taking equality into account in the way we exercise our functions ie equality is a component of everything we do.

On 30 April 2015 we published our Equality Mainstreaming Report 2015 which showed how we were continuing on our journey of ensuring the student and staff experience at Perth College UHI is excellent, integrating equality into the day-to-day working of the college, and recognising the importance of considering ways to broaden our approach to all protected characteristics.

We continue to mainstream equality and diversity into all aspects of our operations and in doing so provide a learning and working environment which is founded on key principles of fairness, opportunities and respect for everyone.

Central to mainstreaming has been the gathering and consideration of relevant data. This has involved assessing existing available evidence and also considering what other evidence may be available to help us make progress in further meeting the general equality duty. See Appendix 2 – Evidence and Information to Support the Mainstreaming Duty.

Reporting on this work will help us to demonstrate to our staff, students and other stakeholders that we are taking steps to further mainstream the equality duty into the functions of our College, and the progress we have made.

The following further equality reports which were discussed and approved by our Board of Management on 22 March 2017 are also available on our website:

- Progress in Achieving Equality Outcomes 2013-2017.
- Equality Outcomes 2017-2021.
- Annual Employee Information 2016-2017.
- Equal Pay Statement 2017.

Our Equality Mainstreaming Report 2017 shows the progress we have made to make the Equality Act 2010 general equality duty integral to the exercising of our functions:

- Equality has become part of the structures, behaviours and culture of our college.
- We are promoting equality in the carrying out of our functions.
- The mainstreaming of equality is contributing to our continuous improvement and better performance.

We have taken an overview of the college's functions and show for how each of these main functions, our mainstreaming activity maps to the aims of the Strategic Plan 2013-2016 shown below and the Public Sector Equality Duty (PSED) ie

How, for those with protected characteristics, we are:

1   Eliminating discrimination and other unlawful conduct.
2   Advancing equality of opportunity.
3   Fostering good relations.

A selection of Case Studies (see Appendix 1) are also included in the report which complement this overview and in particular show the impact of our mainstreaming work.

Taking this strategic corporate view of progress towards meeting the general equality duty recognises that the contributions of individual departments and services do not work in isolation and that cumulative impact and progress across the whole authority is being considered.

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.

Strategic Context

Strategic Plan 2013-2016

The following Strategic Aims formed the basis for the direction of travel for Perth College UHI for the duration of the plan.

Aim 1:   Inspiring and supporting our students to achieve their potential.

Aim 2:   Working in partnership to meet the needs of our local economy and beyond.

Aim 3:   Providing a progressive curriculum which meets economic and social needs and aspirations.

Aim 4:   Developing a successful and sustainable organisation.

Aim 5:   Developing staff to successfully deliver our vision.

Our Board of Management

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.

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%)

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.

Mainstreaming Equality in College Teams

Management Teams	Mainstreaming Equality Initiative(s)	Link to Strategic Plan 2013-2016	Link to Equality Act 2010 PSED
Board of Management	▪ The Board of Management Engagement Committee take responsibility for Equality and Diversity having included it in their Terms of Reference.	1, 2, 3, 4, 5	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.
Senior Management Team	▪ 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, as well as ensuring that both the Senior Management Team and Board of Management members remain up to date on equality and diversity matters. This post-holder chairs the Equality, Diversity and Inclusion Team (EDIT).	1, 2, 3, 4, 5	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.
College Management Team	▪ Ensuring that an equality impact assessment has been carried out where strategy, policy and/or procedure documents are presented for approval/endorsement.	1, 2, 3, 4, 5	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.

Cross-College Teams	Mainstreaming Equality Initiative(s)	Link to Strategic Plan 2013-2016	Link to Equality Act 2010 PSED
Alumni	▪ Helping our former students regardless of background to keep in touch to grow socially and professionally.	1, 2	Advancing equality of opportunity. Fostering good relations.
Corporate Services*	▪ Delivering a wide range of inclusive resources to students and staff.	1, 5	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.

Cross-College Teams	Mainstreaming Equality Initiative(s)	Link to Strategic Plan 2013-2016	Link to Equality Act 2010 PSED
Curriculum Administration Team	▪ Providing an inclusive administration service to managers, staff, and students.	1, 4	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.
Development Trust	▪ Providing essential financial support to help ensure students regardless of background have the most stimulating learning environment and facilities available through fundraising and investment activities and individual scholarships. ▪ Enhancing relations with our alumni, friends and benefactors of the College to help increase all opportunities for our students both on campus and in the workplace.	1, 2, 4	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.
Distance Learning	▪ Providing flexible and accessible learning opportunities ie enabling our students to learn without having to attend regular classes on the main campus, so they can study where they want, when they want delivering courses in a variety of ways: by video-conference; using paper-based materials; through discussion on the internet, or by online tutor-led workshops.	1, 2, 3, 4	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.
Estates*	▪ Ensuring an accessible and inclusive campus for a diverse range of users.	1, 2, 4	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.
Executive Support Team	▪ Providing a high level inclusive PA service to the Senior Management Team and the College Executive.	2, 4	Advancing equality of opportunity. Fostering good relations.

Finance	▪ Providing an inclusive non-biased service to clients both internally and externally in relation to budget distribution, purchase orders processing, expenses and salary payments.	2, 4	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.
Health and Safety	▪ Ensuring the campus is accessible and as safe as possible for a diverse range of staff, students and stakeholders. ▪ Ensuring a healthy inclusive environment in which our students, staff and visitors can learn and work.	1, 2, 4, 5	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.
Human Resources and Equality and Diversity*	▪ Attracting, retaining and developing a diverse range of high-quality and creative staff to meet students' constantly changing educational needs and aims, and to create a culture of excellence. ▪ Support and guidance to staff to embed equality.	2, 4, 5	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.
International Centre	▪ Providing friendly and professional advice and support for a diverse range of international students covering everything from finding accommodation to questions about money or health.	1, 2, 4	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.
Learning and Teaching	▪ Driving forward the high standards and inspirational teaching direction for the college.	1, 2, 3, 4, 5	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.
Marketing	▪ Promoting the College as effectively as possible, through inclusive and accessible design, press, events and digital media.	1, 2, 4	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.

Procurement	▪ Working in partnership with Finance to ensure that we are meeting our internal and external targets for procurement – both in terms of efficiencies and legislative compliance eg the Scottish Specific Duty to consider award criteria and conditions in relation to public procurement.	2, 4	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.
Quality*	▪ Guiding and supporting individuals and staff teams to report on the mainstreaming of equality through the Course Annual Reporting/Team Evaluation process. ▪ Providing inclusive and accessible training and development in relation to quality issues. ▪ Handling student complaints in an objective, impartial and fair way.	1, 2, 4, 5	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.
Student Records*	▪ Implementing inclusive approaches to support a diverse range of students accessing Student Records. ▪ Managing student records and producing essential management reports, (including students protected characteristics data), from application and enrolment to retention and achievement.	1, 4	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.
Student Services*	▪ Offering accessible and inclusive impartial information, advice, guidance and services/provision to support all students regardless of background.	1, 2, 4	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.
Business/ Operational Planning	▪ Offering support and advice in the annual operational planning process so that teams identify priority objectives that will help to achieve the College's Strategic Plan, plan for access, inclusion and diversity, and the resources required to deliver our aims.	1, 2, 3, 4, 5	Eliminating discrimination. Advancing equality of opportunity. Fostering good relations.

The Business Link	▪ Helping a diverse range of students and staff take the spark of an idea and turn it into a real business success. ▪ Providing access to accessible training and support through funding opportunities.	1, 2	Advancing equality of opportunity. Fostering good relations.

*A selection of Case Studies (see Appendix 1) are also included in the report which complement this overview and in particular show impact of our mainstreaming work.

Operational Planning

Each year the college sets priorities in relation to Equality and Diversity.

Cross-College Teams then identify objectives for inclusion in operational planning as appropriate.

Below are a number of examples of the college's equalities priorities and example actions from some of the Teams.

Cross cutting theme **2015-16**

Inclusive and effective processes and systems – 6 out of 13 Cross College Teams specifically identified this as an objective ie 46%.

The Curriculum Teams addressed Equality and Diversity, Access and Inclusion through the College Priorities 2015-16, 'Student engagement', 'Curriculum design and delivery' and 'Student achievement and progression' rather than the cross cutting theme which aligned more closely to the work of the Support Teams.

Examples:

Human Resources:

Develop a systematic approach to review and analyse staff protected characteristics data throughout each academic year, identifying trends and taking action to better meet the equality duty.

Student Services:

Improving through projects: Equitable Admissions, Transitions to Employment (College/Enable Scotland), Smart Travel pilot (Student Funding with Transport Scotland, Perth Transport Unit/Stagecoach).

Quality:

Review student engagement in quality methods and outcomes ie student survey questions and unit evaluations and the expected evaluation by Teams within the annual monitoring process to ensure effective correlation. Link to the student engagement strategy, and include part time and modern apprenticeships.

Cross-cutting theme **2016-17**

Access and inclusion ('stubborn inequalities') – how we address student demographics, needs and geography – 22 out of all 39 teams (Curriculum and Cross College) specifically identified this as an objective ie 56.4%

Examples:

National Training Programmes:

Support local employers to understand the adjustments needed to be inclusive.

Beauty Therapy:

Increase male candidate applications by reviewing and adapting provision to include the investigation of the inclusion of potential male personal care courses.

Learning Zone:

To develop appropriate dyslexia testing tools for English for Speakers of Other Languages (ESOL) students.

Cross-cutting theme **2017-18**

Cross College Themes (CCT)

Staff CPD and Skills Development: There is a need to prioritise staff CPD and skills development to be able to respond to the changing requirements on academic staff to engage in research/scholarly activity and for all staff to engage with the Access and Inclusion agenda.

Key Priorities (KP)

Access and Inclusion:

We seek to be an inclusive college whose services are designed to be accessible to all members of the communities we serve. We seek to improve access and equality of opportunity to support our customers, staff and learners to achieve their goals and aspirations.

All staff engaged in reviewing "what this means for me, how I do my job and provide services to all?"

Policy Development

A range of policies to support staff and students are in place and are published on our website.

The requirement to carry out an Equality Impact Assessment (EIA) has been built into a new 2016 Approval Process for College Strategy, Policy and Procedure. This has resulted in an EIA being carried out prior to the development of every policy/procedure.

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 was reviewed, revised and re-issued in March 2015. The policy will be reviewed again in 2017.

We have recently published a [Student Pregnancy, Maternity, Paternity and Adoption Procedure](#). This procedure is accompanied by Support Forms and has been developed to support students who are experiencing pregnancy, maternity, paternity or adoption, by formally recording for example, agreed time off and study support. The procedure also clarifies staff roles in supporting such students.

A guide for other use of the Quiet/Prayer Room was developed and implemented to ensure these facilities are accessible to all.

Further action we have identified:

Having recognised the importance of the development of a procedure in relation to student pregnancy and maternity we have identified the need to formalise responsibilities and procedures through the development of further student policies in relation to other protected characteristics eg Gender Reassignment.

Student Services

The development, through 2017, of our SFC Access and Inclusion Strategy will highlight current and planned actions to enable us to move forward with continuing to ensure that we meet both our Strategic Aims and specific Regional Outcome Agreement targets. This will ensure effective and efficient delivery of services to all students in Perth College and across the wider region.

See Appendix 3 – Perth College UHI Access and Inclusion Strategy: Initial Draft: December 2016.

Learning and Teaching

The Learning and Teaching team drives forward the high standards and inspirational teaching direction for Perth College UHI.

From our Learning Zone on the top floor of the Study Centre in the Brahan Building, to our Learning and Teaching Leaders and the Take 5: Learning, Teaching and Assessment Strategy, students really are at the heart of all we do.

Developing Learning and Teaching Materials

Whenever materials and assessments are reviewed or developed, consideration of equality and diversity is included.

Reprographics and Desk Top Publishing (DTP) requests include a reminder about equality and diversity considerations.

DTP support the production of materials and assessments in alternative and accessible formats.

The Additional Support Coordinator, and the Learning Zone team provide guidance and support in respect of accessible and inclusive learning and teaching approaches.

The Learning Technologies Centre give guidance on accessibility of e-learning materials.

Embedding Equality and Diversity in the Curriculum

All course teams produce Skills Frameworks which indicate how equality and diversity is embedded in the curriculum.

Through the Personal Development Planning process, students are able to identify, carry out and reflect on their knowledge and skills around equalities.

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 and on our shared drive.

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 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."

Sharing Good Practice

The Learning and Teaching Leaders disseminate equalities information amongst curriculum teams and provide equalities advice and support.

Equality mainstreaming Case Studies are developed and shared through Staff Conference Days and equality publications (see Case Studies Appendix 1).

Curriculum Teams have an opportunity to report on their equalities work through their Course Annual Reports, Team Evaluation Documents and Sector Overview Reports.

Feedback from Student Surveys

90%+ students agree:

"students from different backgrounds work well together"

"all students are treated fairly and equally"

"staff treat me with respect"

Challenges we are facing:

Some staff members report that they require more support in:

- Embedding equality and diversity in the curriculum.
- Reporting more fully on equalities activity.

Further action we have identified:

To develop a resource bank of subject specific equalities activity for teaching staff. Develop further training and support for teaching staff to analyse equalities data and to address any inequalities identified.

Staff Development

Differentiated equalities training materials and tailored support have been developed and are provided to staff in relation to their jobs 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).

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.

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.

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."

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
Diversity in the Workplace	335	+62	+46	443
Bullying and Harassment	102	+182	+67	351
Safeguarding in FE Colleges	99	+249	+68	416
Equality Impact Assessment	n/a	159	+58	217

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 Number of Participants	2014/15 Number of Participants	2015/16 Number 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, Religion and/or Belief Awareness.

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 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 Progress in achieving Equality Outcome 1 for further evidence and impact.)

Our equalities initiative **'FOR everyone'** (**F**airness, **O**pportunities, **R**espect 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.

Challenges:

Some staff report that they find it difficult to find the time to access training courses and that training is not always on at a time that best suits them.

Training sessions are sometimes cancelled at short notice, due to staff finding that they are no longer able to attend.

Further action we intend to take:

We plan to carry out a staff survey to find out what days/time of day etc suits staff to undertake training courses so that we can better plan training delivery.

We will continue to identify and deliver relevant equalities training sessions for staff.

Learning Zone

Our Learning Zone is a dedicated area where students can study and complete course work with support from Study Skills Tutors either on a one to one basis or in small groups. Constantly responding to and adapting to the student need, the Study Skills Tutors use adapted materials, new technology and have excellent links with colleagues across the college.

As part of the team, our Learning Mentors support identified students in the classroom helping them to access their learning, stay on task and organise their work.

In 2013-14 approximately 420 student contacts were made by Learning Mentors across 20 courses.

In 2015/16 22 courses were supported by Learning Mentors with around 360 student contacts. These students had contact in classes for between 1 and 4 classes a week throughout the year.

International Centre

Over the years our International Centre has been delighted to welcome hundreds of students from over 50 countries around the world.

Applications are welcomed for all courses from international students, a key strength being our responsiveness to student need, from the first enquiry to the receiving of graduation certificates.

Our international students' social programme provides the opportunity to visit interesting and historical places in Scotland whilst also supporting students to recognise cultural diversity and to mark cultural landmarks.

Air Service Training (AST)

Air Service Training is a wholly owned subsidiary of Perth College UHI. Formed in 1931, AST has a long and distinguished history in the Aviation field especially in the training of aircraft pilots and engineers. AST trains aircraft engineers at its Perth base from all over the world and has a global reach with academies in Jordan, Indonesia, Iceland and Kuwait. AST also delivers training and/or exams to a number of countries worldwide including India, Pakistan, Malaysia, Qatar, Oman and Egypt.

Community Engagement

We recognise that the involvement and engagement of community groups and stakeholders will help to improve the services we provide and enable us to make better, more sophisticated decisions about our services.

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 (formerly known as MEAD) and Show Racism the Red Card (SRRC).
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 event where minority ethnic communities in Perth and Kinross meet with local services and businesses.

We would like to thank the following community organisations for their positive feedback on our partnership work.

Minority Ethnic Access Development Project (MEAD)

"I am pleased to confirm that Partnership working with Perth College UHI has greatly benefited both services and adults and families from minority ethnic communities, with increased provision, access to provision and services and enhanced understanding and awareness of different cultures."
Mohammed Afzal, Service Manager, Services for Minority Communities (MEAD)

Community Equalities Advisory Group (CEAG)

"Through the ongoing involvement of the Perth College/UHI Equality and Diversity Advisor in the work of the CEAG, the sharing of best practice between the College and the Council continues. The partnership working which has taken place regarding the new Syrian Refugee families has been notable and has played a key part in the refugees settling in this area. In addition, the College Advisor's involvement in our newly established Minority Ethnic and LGBTI Strategic Groups has contributed hugely to their successful progress."
Councillor Archie MacLellan, Chairperson, Community Equalities Advisory Group

Be Yourself Group

"The partnership with the College, while organising the Women's Festival in Perth and Kinross, has been extremely supporting and proactive. The Be Yourself Group is very grateful to the College for the valid contribution throughout the planning stage of each annual event and for the events organised for the Festival by different departments.
Nicoletta Pascolini, Chairperson, Be Yourself Group

Balnacraig School

The team workshop session, with Perth College UHI, was a great success and has helped our Balnacraig School Community re-define our approach and share a common understanding to ensuring wellbeing equality and inclusion. Highlighted for improvement planning this year will be to develop an IDEAS forum, an acronym for, Inclusivity Diversity Equalities Accessibility and Success. We are inspired to work more collaboratively with care and social work teams both within our organisation and in the wider community to improve opportunities for Looked After Children and Young Adults. Thank you.
Jo West, Head of Education Services, Balnacraig School

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 overleaf.

Contact: Susan Bald, Vice Principal Human Resources and Communications

Telephone: 01738 877229 (Direct Line)

E-mail: susan.bald.perth@uhi.ac.uk

Post: Susan Bald, Vice Principal Human Resources and Communications, Perth College UHI, Crieff Road, Perth, PH1 2NX

Appendix 1 – Case Studies

Mainstreaming Equality in Perth College UHI

Team: **Air Service Training Ltd**

Protected Characteristic(s): **Race**

Key area/example of where progress has been made with regard to equality and diversity: Supporting students who have specific needs regarding preparation for prayer.
Action we have taken to progress this key area: Identified the specific needs regarding the washing required in preparation for prayer by our Muslim students at the AST Hangar at Scone Airport. Sourced a suitable alternative to the ablutions facilities currently in place in the AST Hangar washroom, that were unsuitable for washing of feet in preparation for prayer. Arranged the modification of facilities to install suitable facilities.
Measures we are using to monitor our progress: Usage of new facilities. Feedback from students, staff and cleaners at the hangar.
Evidence of progress that has been made: Good feedback from all parties at the hangar. Cleanliness of washroom at hangar has improved, along with the safety of all users due to the cessation of wet floors in this area.
Challenges that have been faced in progressing this key area: Budget limitations. Money for installation came from AST Hangar Maintenance budget.
Further action we intend to take: Education of all students to ensure understanding of the needs of all groups.

Mainstreaming Equality in Perth College UHI

Team: **Cross-College**

Protected Characteristic(s): **All**

Eliminating Discrimination/Advancing Equality of Opportunity/Fostering Good Relations.

Key area/example of where progress has been made with regard to equality and diversity: An attendance monitoring system was initially introduced in AY 2011-12 and was developed into the BRAG (Blue, Red, Amber, Green) Attendance and Performance Monitoring Procedure (BRAG procedure) – our college system for supporting student attendance and performance (attainment and attitude).
Action we have taken to progress this key area: Students are supported in an effective manner and with a consistent approach ensuring that the interventions are timely and appropriate. Using the BRAG Attendance and Performance Monitoring Procedure ensures that any student that 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.
Measures we are using to monitor our progress: ▪ Student survey data. ▪ Improved College Key Performance Indicators (KPIs) in relation to retention and attainment. ▪ Minutes from Course Team meetings where BRAG outcomes are discussed. ▪ Minutes from the Curriculum and Business Planning Group meetings where BRAG outcomes are discussed.
Evidence of progress that has been made: Published Performance Indicators demonstrate that our success rates (partial and full) have improved.
Challenges that have been faced in progressing this key area: Some students who declare that they have a disability do not request support and so they are currently not flagged in the BRAG system. Moving forward we are going to flag these students so that their progress can be monitored more closely and where difficulties arise, support can be offered more quickly.
Further action we intend to take: Now that the activity has been embedded in the Personal Academic Tutor role the system has been enhanced this academic year to include part-time as well as an early indication of KPIs and how the college is performing overall.

Mainstreaming Equality in Perth College UHI

Team: **Core Skills ICT**

Protected characteristic(s): **Gender Re-Assignment, Marriage and Civil Partnership, Disability**

Fostering Good Relations.

Key area/example of where progress has been made with regard to equality and diversity: Core Skills ICT planned to upgrade all of their course workbooks to Microsoft (MS) Office 2013 and thought it an ideal opportunity to include some "Mainstreaming Equality" content in the tasks that all of their students create/read as part of their Core Skills Unit.
Action we have taken to progress this key area: MS Office workbooks have had all old content replaced with examples of equality, diversity and inclusion: ▪ Word 2013 – generic. ▪ Excel 2013 – spreadsheet detailing some of the assistive technologies available in the college (examples sourced from Student Support), Tutor Marked Assignments include health and fitness and the Fairtrade initiative. ▪ Access 2013 – diversity of cultures in customer lists used. For example; when editing customer information; one customer called Robert has become a woman and has a name change to Rowan. ▪ Level 6 Mail Merge – all address lists used are in global context.
Measures we are using to monitor our progress: ▪ Plan to use Student feedback – verbal and ongoing/survey monkey. ▪ Anticipate some student discussion in particular with the gender change in the Access materials.
Evidence of progress that has been made: ▪ MS Office workbooks have all had old content replaced with examples of equality, diversity and inclusion (as above). ▪ Interestingly only one student has commented on the gender change in the Access booklet, there was a brief discussion. All other students have completed the tasks without any comment.
Challenges that have been faced in progressing this key area: ▪ Finding appropriate equalities scenarios. ▪ Time to create suitable topics.
Further action we intend to take: ▪ When upgrading and developing new materials – to try and mainstream equalities scenarios/data where possible. ▪ Continue to monitor student feedback in relation to equalities materials. ▪ To continue to attend equalities CPD opportunities to gain further awareness of equalities agenda and resources.

Mainstreaming Equality in Perth College UHI

Team: **Employability Centre**

Protected characteristic(s): **All**

Advancing Equality of Opportunity.

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Key area/example of where progress has been made with regard to equality and diversity:

Widen the opportunity of Guidance/Support available to clients through the Employability Centre.

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Action we have taken to progress this key area:
Measures we are using to monitor our progress:
Evidence of progress that has been made:

We have explored the possibility of enhancing some of the more productive and, perhaps, creative endeavours undertaken this year which, by their very nature, could be construed as **accessible, client centred** and extremely relevant. For example:

- Expansion of opportunity to access our Job Shop, a unique and free, online/practical noticeboard based job search facility that provides help and advice in finding part-time work, graduate vacancies and voluntary work. Not only have we secured the support from colleagues in our team to help us to ensure that the information we receive from local employers and voluntary agencies is accurate, updated and comprehensible but we have also striven to ensure that the information palpably presented on the noticeboards at Brahan is methodically replicated on the notice boards at Goodlyburn. In this way we can try to guarantee that an objective level of service is delivered.

- A drop in service runs one morning per week at the Goodlyburn Campus an initiative essentially geared towards making sure that everyone can afford themselves the opportunity to access the services of a Careers Adviser regardless of the location of their area of academic/vocational study.

- We have forged closer links with various departments, students and academic staff based on the demands and requirements identified as being important at certain times of the year. For example, we will make contact with students who maybe imminently going out on work placements or a volunteering opportunity and by so doing prepare them for the world of work more fully and with as much information and guidance as is necessary.

- The provision of support and guidance for UCAS applicants has also increased markedly and as a consequence is something we can derive professional gratification from as it is my contention that the high level of input we have provided has, in turn, rendered our students both enthusiastic and confident and, in effect, ready for the next progressive step in their academic journey. We encourage the students to use the Employability Centre if not extensively then certainly very liberally during the course of the time they are tasked with completing their application. By doing so staff can be on hand to help and advise, in respect to course choice, entry requirements and most frequently, personal statement composition. Being able to access the centre to address these fundamentally important issues has been crucially invaluable, views which have been echoed by students and academic staff alike.

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- During the period of time we spent recently, helping to design and prepare the Workfest event at the Union-Link, (employability, guidance and practical advice sessions), not only were we able to supply a wealth of information and advice to a diverse range of clients, all of which could only be construed as helpful, but we did also highlight the purpose of the Employability Centre and the resources therein.

- Employability event at Union-Link.

- Group work and lessons with a broad range of client groups within both campuses, (ESOL, UCAS, Interview Techniques, Post College Life, CV compilation).

- Contribution towards the success of Careers Day (Business students).

- Collaborating with organisations such as The Hub and Autism Awareness to ensure that they were able to promote their services and availability. Access to our students was arranged in such a way as to ensure that they were given prominent place within the college as well as guaranteeing that their vacancies and volunteering opportunities were promoted in the normal manner through noticeboards, flyers and posting on the student section of the intranet.

Challenges that have been faced in progressing this key area:

Promoting and marketing all of which we do is indeed a real challenge at times.

Further action we intend to take:

We will attempt to provide a consummate level of professional practice and hopefully build upon the successes so far and in so doing ensure that service users can become better equipped with the skills and knowledge they need to enable them to make realistic and aspirational choices about their future.

Mainstreaming Equality in Perth College UHI

Team: **Estates**

Protected Characteristic(s): **All**

Eliminating Discrimination/Advancing Equality of Opportunity/Fostering Good Relations.

Key area/example of where progress has been made with regard to equality and diversity: The Academy of Sport and Wellbeing is a learning and teaching facility which also provides staff and students with leisure and well-being facilities based at Perth College UHI on the Crieff Road Campus in Perth. The new inclusive multi-storey Academy, which opened in September 2016, provides modern training facilities for students studying Sport and Fitness, Hairdressing and Beauty Therapy courses.
Action we have taken to progress this key area: We believe that we are meeting the needs of the widest range of people in the design and operation of this facility having followed inclusive design principles and carried out equality impact assessment.
Measures we are using to monitor our progress: We continue to monitor staff, student and stakeholder feedback. External equalities stakeholder feedback has impacted on our overall design and facilities.
Evidence of progress that has been made: Through the Equality Impact Assessment process we were able to ensure that for all decisions being made we were eliminating any potential discrimination, advancing equality of opportunity and fostering good relations for those with protected characteristics.
Challenges that have been faced in progressing this key area: A challenge has been to ensure that our facility promotes inclusion rather than have special facilities or poorly designed environments which can create segregation. Consulting with a range of external equality organisations however has helped us to consider overall inclusive design.
Further action we intend to take: We will continue to monitor feedback and address any identified inequalities.

Mainstreaming Equality in Perth College UHI

Team: **Human Resources (HR)**

Protected Characteristic(s): **All**

Advancing Equality of Opportunity/Fostering Good Relations.

Key area/example of where progress has been made with regard to equality and diversity: Flexible Working Requests.
Action we have taken to progress this key area: Staff requesting flexible working submit an application to HR. Formal meeting is held with the staff member to discuss implications of changing working pattern/hours etc. Meetings can be conducted via telephone to accommodate staff need. Creating a culture of confidence for staff to submit requests – approachable staff, information available on intranet. 100% of Flexible Working Requests received from 15/16 and 16/17 to date have been authorised in relation to the following; disability, caring responsibilities, childcare, work-life balance, continued study, new roles, paternity/maternity/pregnancy etc. Temporary adjustments include; working hours, pattern, workload, working from home, compressed hours.
Measures we are using to monitor our progress: The number of staff requesting flexible working submit an application to HR. Formal meeting is held with the staff member to discuss implications of changing working pattern/hours etc. Staff members are given the opportunity to be accompanied by a Trade Union Rep or work colleague. Requests can be granted on a permanent basis however trial periods offered on an interim basis to measure impact – review meetings held with staff.
Evidence of progress that has been made: 100% of Flexible Working Requests received from 15/16 and 16/17 to date have been authorised. Positive feedback from staff.
Challenges that have been faced in progressing this key area: Disruption to services, backfilling staff – costs/time, large volume of requests from one area.
Further action we intend to take: Further accessibility of information. Continue to monitor and where possible, authorise requests. Continue to raise aware of employee rights and entitlements.

Mainstreaming Equality in Perth College UHI

Team: **Learning Centres**

Protected Characteristic(s): **All**

Advancing Equality of Opportunity/Fostering Good Relations.

Key area/example of where progress has been made with regard to equality and diversity: Equalities training in place for Learning Centre Managers and Leisure Tutors.
Action we have taken to progress this key area: Mainstreaming Equality training delivered to Leisure Tutors and Learning Centre Managers including reasonable adjustments, working with the student support and additional support teams to come up with appropriate questioning techniques when boxes are ticked on enrolment forms. Equality Impact Assessing (EIA) training delivered to Learning Centre Managers.
Measures we are using to monitor our progress: Records of attendance at training sessions. Staff feedback.
Evidence of progress that has been made: 15 members of staff have attended training sessions. Feedback from leisure tutor: "I found this CPD Session very interesting. There were things I didn't know about and I'm very glad I came along." Equality Impact Assessments completed. As a result of an EIA, we have been able to get a mobile Smartboard for downstairs in Pathways to ensure that should we have a student who is unable to manage the stairs, for whatever reason, there is no impact on the learning experience through the relocation of the class to the ground floor. I think overall the staff (Learning Centre and leisure tutors alike) feel more comfortable and confident in dealing with students, knowing what can be considered reasonable.
Challenges that have been faced in progressing this key area: Can be difficult to arrange a time for training that is suitable for all Leisure Tutors and Learning Centre Managers. The leisure classes vary in content and therefore have different challenges, it can be difficult to ensure that training is relevant for all.
Further action we intend to take: To provide further training for leisure tutors to support them with classroom management skills.

Mainstreaming Equality in Perth College UHI

Team: **Library**

Protected Characteristic(s): **Disability**

Advancing Equality of Opportunity/Fostering Good Relations.

Key area/example of where progress has been made with regard to equality and diversity: Perth College Library quiet study area has had existing furniture moved and ergonomic furniture installed to meet the requirements of one of our regular disabled users.
Action we have taken to progress this key area: We rearranged the existing furniture as there was not enough space between them for one user's mobility device. We also installed a height adjustable table to meet his requirements and an ergonomic chair with a foot stool is now available for him. A number of disabled students use the library facilities regularly and we recognise that it is important not to disadvantage any students. Most library staff have completed the World Host Customers with Disabilities training and are always happy to try to meet the particular requirements of individual students. Staff will do whatever is required to assist disabled users to obtain materials for example they will retrieve materials from shelves for disabled users on request.
Measures we are using to monitor our progress: Observation of increase in disabled users accessing the library space. Feedback from students.
Evidence of progress that has been made: Adapted areas within the physical library space to meet the requirements of individual users with disabilities. Feedback from disabled users shows they are happy with measures we have put in place.
Challenges that have been faced in progressing this key area: Space within the Library is at a premium however positive staff attitude towards reasonable adjustment ensures that any barriers identified are overcome eg "I am always open to suggestions for improvements and will adapt our space, as far as is reasonably possible, and put measures in place to enable disabled users to gain access without being disadvantaged." (Library Team Leader)
Further action we intend to take: Continue to observe users accessing the Library space and to monitor user feedback. Ensure all staff attend the World Host Customers with Disabilities training when the opportunity arises. Keep up to date with Equality Impact Assessments in all areas and with each proposed change within the library space.

Mainstreaming Equality in Perth College UHI

Team: **Music**

Protected Characteristic(s): **Age, Gender, Disability, Race**

Fostering Good Relations.

Key area/example of where progress has been made with regard to equality and diversity:

NC Music students studying song-writing engaged in a project to write an equalities song to accompany a potential Education has no labels video that is being developed in the College.

Action we have taken to progress this key area:

The College Equality and Diversity Adviser met with song-writing students to discuss the equalities agenda and to deliver a design brief for a project to develop an equalities song. Some of the students collaborated together for their song whilst others wrote solo. The winning song accompanied an Education has no labels video which was launched at Student Induction in September 2016. The video is designed to encourage students to accept difference and diversity within education regardless of people's protected characteristics.

The following panel members reviewed the entries:

- Susan Bald VP HR and Communications
- Richard Ogston Head of Student Services
- Lisa Lulis Music Lecturer
- Helen Duncan Equality and Diversity Adviser

Measures we are using to monitor our progress:

- Student interest/enthusiasm for participating in the project.
- Six songs were submitted to the panel for judging.
- Feedback from students, tutors and panel members.

Evidence of progress that has been made:

Student Feedback:
"it was good to have a project like this to work on"
"hopefully the video will help other students to understand about equality"

Tutor Feedback:
"The students engaged well with the project and produced a song that demonstrates the ability and creativity of our learners"
"The students were engaged and enthused to work on this project, showing extra commitment by booking rehearsal rooms within their own time to practice and produce the song. They worked well together as a band allowing everyone to have creative input."

Panel Member Feedback:
"The top entry for me was the most poignant with regard to text and I felt that the combination of soft rap with the melodic chorus was a catchy though creative and effective format that could spark attention on a large scale."
Challenges that have been faced in progressing this key area:
No real challenges other than time at the end of the semester to re-record the winning entry.
Further action we intend to take: Showcase the video at student induction. Gather feedback from students at induction. **Update: February 2017** The project has now been embedded into the curriculum NC Music module Creative Project. Although the final outcome won't be the same (prizes and video) the concept was good and therefore we intend to use it every year as a practical task for our students.

Song Lyrics:

Verse 1

1   I'd like to mention something, that really bothers me,
2   That within education, there is inequality,
3   We are here to spread our message, with love and dedication,
4   And that labels shouldn't have a place in education,
5   What's worse as a quality, than inequality within a nation?
6   Internal segregation that gets fed by discrimination,
7   We have tolerance for those, who keep on spinning hatred,
8   Accept false projections of our own limitations,
9   We show compassion for the ignorance of every single grinning racist,
10   These kids are wasted, almost everything they live is aimless,
11   We live with strangers, wisdom gained is shared with inspiration,
12   There's written pages, that when obtained are innovative.

Bridge 2 bars
Education is for everyone……….if we separate we won't get anything done.

Chorus/Hook 4 bars
We won't change ourselves to please you,

We don't have to try and fit in,

Education has no label,

So we can be happy in our own skin!

Mainstreaming Equality in Perth College UHI

Team: **Music**

Protected Characteristic(s): **Disability**

Advancing Equality of Opportunity/Fostering Good Relations.

Key area/example of where progress has been made with regard to equality and diversity: Limelight Music – student work experience placements.
Action we have taken to progress this key area: Students undertaking the Community Project module as part of the Popular Music Honours Degree course are introduced to Limelight Music – an organisation who work with people who have disabilities who want to engage in musical projects. From this initial introduction, students are able to express an interest in carrying out a work placement with the organisation.
Measures we are using to monitor our progress: Student achievement of the Community Project module. Student portfolios: eg Zoë Faulkner
Evidence of progress that has been made: This is the first student placement that has been undertaken at Limelight Music, although the relationship has been building over the last 2 years; with an initial seminar delivered by their team in academic year 2104-15. **Student Feedback:** "for me working with Limelight Music has just reiterated how vital the role that music plays in aiding those with disabilities"
Challenges that have been faced in progressing this key area: **Student Comment:** Some of the pupils can be difficult to work with/engage. **Module Leader Comment:** As Limelight placements may be at a distance from Perth UHI (Zoë was in South Lanarkshire), travel expenses can be a barrier for students considering this type of placement. Where students are considering a placement out with the Perthshire area and this incurs travelling expenses then we will support them to explore what funding may be available. Where no additional funding becomes available, the lecturer can advise and assist students taking this module to find local placements.

Further action we intend to take:

This is an important area of employment and training for graduates and under-graduate placements in Community Music specialism.

As Module Leader I plan to bring the Limelight team back this autumn to deliver a seminar/workshop and continue to raise awareness of those working in music across a range of abilities.

Zoë helping out at Limelight Music in Libberton Primary, on 3 March 2016 – World Book Day.

Mainstreaming Equality in Perth College UHI

Team: **National Training Programmes (NTP)**

FOR everyone — Fairness Opportunities Respect

Protected Characteristic(s): **Disability/Race/Care Experienced**

Key area/example of where progress has been made with regard to equality and diversity: Following a successful funding bid to Skills Development Scotland (SDS) to participate in the Equality Challenge Fund project, a 4 week employability programme was created aimed at addressing the under-representation of the following groups in accessing employment and Modern Apprenticeships: Black and Minority Ethnic (BME), disabled people, including additional support needs, care leavers and young carers.
Action we have taken to progress this key area: **Service-Provider Event:** Local service providers were invited to an event at the College to hear about the programme, help identify potential candidates and to discuss the types of support that may be needed to address the barriers being faced by those from underrepresented groups in accessing and undertaking Modern Apprenticeships. **Candidate Launch Event:** Potential candidates were invited to a launch event to hear about the programme structure, the individual support and guidance that would be put in place and to ask any questions. **Employers:** Employers were contacted and asked about the mechanisms they already have in place to support underrepresented groups. **The Programme:** A 4 week programme was created that included work experience for candidates within a trade of choice. Whilst at college, candidates were supported to understand employer needs, identify their own strengths and challenges and to consider future steps.
Measures we are using to monitor our progress: Feedback from candidates. Feedback from service providers. Feedback from employers.
Evidence of progress that has been made: Three candidates moved into work from the course and 2 started an apprenticeship following their probationary time. Where required, Modern Apprentices were referred to Student Services to help identify any support needs: Some were supplied with a lap top. Additional time was added for some candidates whose English is not their first language, or may have caring duties. As a team we are now more aware of the types of support students accessing or undertaking a Modern Apprenticeship may require and how easy it is to access the help the employers and MA candidates need.

Challenges that have been faced in progressing this key area:

Potential barriers identified for candidates accessing or undertaking a Modern Apprenticeship:

- Worrying about disclosing the difficulties they face.
- Lack of confidence.
- Lack of support from family and friends.
- Lack of flexibility in working hours.
- Fear of starting something new or being judged.
- Bad experience at school – worry about academic pressure.
- Lack of understanding of what support is in place to help progress through qualification.
- Fear for future potential options.
- Been treated differently.
- Isolation from inclusion.

Employer understanding – sometimes they see reasonable adjustment and additional support as a negative and not a positive.

Candidates actually disclosing the information and what support is needed – candidates also need to come into the college to meet Student Services – sometimes they see this as an effort and don't attend. Embarrassed about speaking about their requirement.

Further action we intend to take:

Continue talking about this to employer's candidates and encourage MAs to speak about additional support and the benefits.
Encourage 'Buddy' within the workplace for Mas.
Staff to attend as much CPD as possible and networking opportunities with other local providers so we are up to date with support out there.

Mainstreaming Equality in Perth College UHI

FOR Fairness Opportunities Respect **everyone**

Team: **New Opportunities**

Protected Characteristic(s): **Age/Intergenerational**

Advancing Equality of Opportunity/Fostering Good Relations.

Key area/example of where progress has been made with regard to equality and diversity: Establishment of an intergenerational digital support group to facilitate learning opportunities between 2 different groups of marginalised learners, each facing disadvantage. This is an inter-generational learning project aimed at improving communication between young and older people through the sharing of young people's knowledge of computers, tablets, smartphones and other technologies with older people who are at risk of becoming digitally excluded.
Action we have taken to progress this key area: The "Digital Ninja" group – a group of school students requiring meaningful opportunities which would enhance life chances and be used on a CV or in university/college applications (these volunteering opportunities can be difficult for young people to find, particularly for those under 16 who do not have insurance and who do not participate in sport or have not been part of a uniformed youth organisation) agreed to host the digital support group.   The "elderly client" group – older people identified as perhaps at risk of becoming digitally excluded and of danger in becoming socially isolated (research suggests that digital engagement reduces social isolation and can help address feelings of loneliness, depression and other age-related conditions in older people).   Bringing these 2 groups together allows both needs to be addressed, whilst developing young people's confidence, communication and interpersonal skills.   Training was provided for the young volunteers between October and December 2016 after school in the Pathways Learning Centre (Pathways is one of the college's learning centres which are community resources providing access to education and training in the communities they serve. This 8 week (1 hour per week) programme has helped them prepare for their volunteering activity and has identified their personal aims and has built on any weaknesses they wished to address.   From January – June 2016, they undertook 6 months of volunteering; 1 hour per week enabling completion of the volunteering requirement for Bronze or Silver Duke of Edinburgh awards. The 2 groups meet on a Tuesday at Pathways Perth, facilitated by a member of Perth College staff for one hour. This has so far proved very successful and beneficial to both groups.   The groups are now into the "client based volunteer section" with the volunteers successfully sharing knowledge of technology. All clients who turned up on the first night returned the following week, each expressing how beneficial it had been, and how it had reaffirmed their belief in young people.

This opportunity was offered to all schools in the Perth area but only students from Perth Grammar took up the initiative. Other schools in the outlying areas have expressed a keen interest in the project. Advertisement for clients was done through posters designed by the volunteers distributed and displayed by Pathways and through direct contact by Pathways to prospective clients. Further advertisement of the initiative is in progress through local press.

Measures we are using to monitor our progress:

Attendance records. Feedback from participants.

The volunteer students are keeping a reflective diary of each session.

Evidence of progress that has been made:

Although very early into the initiative the volunteers have grown in confidence in interacting with people from a variety of backgrounds and ages from them. The first clients have returned for further instruction and have expressed their delight and enjoyment of being taught in a relaxed atmosphere with no jargon. The clients have also expressed a wish to donate some money to a charity as means of expressing their gratitude and value they place on the service the volunteers are providing.

For both groups, participating in this project appears to have contributed to their increased confidence, the breaking of age related barriers and has encouraged both groups to continue lifelong learning.

Challenges that have been faced in progressing this key area:

In the first instance, the host group were well planned and organised, but still extremely anxious. When the first clients turned up they had to be prompted and directed to take on "a client". Those not directly involved in the one to one needed direction on what they should do. The second session had more clients and this initially was a problem for the volunteers however with a little prompting they paired off to give one to one tuition and managed to successful identify each other's strengths and switched clients mid-session.

The clients appeared nervous of their lack of knowledge which initially was challenging but the volunteers quickly broke down those barriers.

Further action we intend to take:

We would like to role this initiative out to the other schools in the Perth area (outlaying schools have already expressed an interest in a local initiative) and perhaps utilise this format within the college as a volunteering option for college students too.

Mainstreaming Equality in Perth College UHI

Team: **New Opportunities**

Protected Characteristic(s): **Race – Gypsy Travellers**

Advancing Equality of Opportunity/Fostering Good Relations.

Key area/example of where progress has been made with regard to equality and diversity: Working in partnership with Perth and Kinross Council Adult and Family Learning to engage gypsy traveller girls and their mothers in college education.   As part of the ongoing literacy provision delivered to the young gypsy travellers, a visit to Perth College UHI was arranged so that the young people could be introduced to the curriculum area of their choice as well as feel more relaxed in the college environment. This was to encourage them to think about future options and the possibility of applying to college in the future.   Although Kinross-shire as a whole is a relatively affluent area, the Kinross Locality Plan for CLD service encourages workers to reach out to local Gypsy/Traveller families who are a marginalised and socially excluded group. Young Gypsy/Travellers experience significant interruptions in school based formal learning. Young People aged 11-18 years often do not attend school or learning activities, other than those provided by the family and peers.
Action we have taken to progress this key area: Working in partnership with Perth and Kinross Council Adult and Family Learning, a group of gypsy traveller girls and their mothers were identified as possible students. Girls are encouraged to finish their formal education at the end of primary school but it was recognised that some form of learning was sought-after by some of the community. The girls were encouraged to take part in an informal class once a week centred around communication and numeracy.   It was arranged that a mini bus would bring all the learners to college where they were met by their college lecturer who facilitated a tour of both college buildings. Once the tour was completed the learners then went to the Hair and Beauty department where they met with the Subject Leader and found out about entry requirements, the types of things they would do on the course and how to apply. They then had lunch at the college restaurant to experience what the Hospitality students study and the type of things they do.
Measures we are using to monitor our progress: **Weekly Attendance Records**: The students are semi-permanent and static in the winter months.   **Monthly Review Sheets**: The students fill out their review sheets each month.   Most importantly – they attend.

Evidence of progress that has been made:

The group came away with a much better understanding of the college and how the application process works; they felt more confident to be in college and ask questions. The practical step of coming to college was a massive undertaking for all of them and this helped to alleviate their fears to some extent.

Taking the learners out of their comfort zone and taking part in something that they were so concerned about, was a massive achievement for them. They had spoken about the possibility of a visit for a long time but had been concerned about what people would think or how they would be received. Collectively they do not have formal qualifications and the learning from the visit was that taking part in the literacy group would give them the qualifications they would need if they were to apply. For this group of young people this made a huge impact.

Culturally, for any of the girls to attend college was a massive step. Traditionally they stop attending full time education when they finish primary school and are expected to run the family home until they have a home of their own. These girls were stepping away from this and thinking about breaking 'the mould'. The visit has let them see that this is a possibility, should they want to take it.

This was a new approach – the girls have been engaged with the college for some time but had not been fully introduced to the wider context. There are core students however who value the opportunity and the doors that it may open. It has taken a number of years to get to this level, to allow the students to accept the idea, trust the tutors and make the journey.

Individual Learning Plans: regular reviews and evaluation; they have progressed from informal learning to achieving SQA Level 3 Communication in 2015-2016. Some of the students are considering full time education in the future.

Student Feedback:

'The visit was really good and let me see that I could apply to college now'

'I loved getting to see around the salon and what the students were doing'

Staff Feedback:

This group of girls have been out of mainstream education for a number of years but are keen and willing to learn. They embrace each new challenge and meet it head on. The learning has been reciprocal – as a lecturer I have learned so much about their culture and way of life and can use this knowledge to garner support from the next group to start.

Student/Staff Feedback

Challenges that have been faced in progressing this key area:

- There are often absences due to family commitments and or travel.
- There is an expectation that the girls will marry young and so some families do not see the point in an education.
- This was a massive undertaking for the students as they were being taken well out of their comfort zone.

Further action we intend to take:

We will continue to work with this cohort of students.

The class is moving from the Community Campus in Kinross to the college learning centre – this is the next step in introducing the students to a more formalised education environment. They took part in a visit to college in February in 2016 and the hope would be that they could repeat this in 2017.

We would like to work with another cohort of Travellers on the same/similar project so will try to keep the original group engaged as they tend to bring others who want to learn.

We plan to track the students to see if they do ultimately apply for a college place by keeping in touch and continuing to engage. I would hope to actively help them with the application process and track accordingly.

Update February 2017

The group still meet although a lot more sporadically than before. Some of the original group have moved site and so it has been hard to engage with new students without the tangible connection to the others. They are more focussed on self-development, confidence and self-esteem than qualifications but still appreciate the benefits that further educational opportunities could bring.

As far as applying to college is concerned, none of the girls carried through with this but of the original group, 2 are now working part time which they admit would not have been possible without the intervention from college and the partnership working with the Community Adult and Family Worker. Links are still in place with Perth and Kinross Council workers and the offer of further opportunities through college is open ended.

Mainstreaming Equality in Perth College UHI

Team: **New Opportunities**

Protected Characteristic(s): **Race**

Advancing Equality of Opportunity/Fostering Good Relations.

Key area/example of where progress has been made with regard to equality and diversity: Establishment of a Coffee and Chat group to facilitate conversational opportunities between 2 different groups of marginalised learners, each facing disadvantage.
Action we have taken to progress this key area: The Return 2 Learn Group, a group of adult learners facing barriers to learning, agreed to host this initiative as a volunteering activity and a way of improving their social skills and building confidence. The 2 groups were timetabled together so that each Friday morning, the Return 2 Learn Group could invite students from the ESOL Next Steps course, a course designed to provide contextualised learning for speakers of other languages who are lacking confidence, to join them for activities and chat. This was also offered to external partners and students across College for whom English was not their first language eg following a visit by a member of the staff team to PKAVS Minority Hub (a local community organisation supporting minority groups) to discuss the integration of Syrian Refugees into the community, local Syrian Refugees were then also invited to the Coffee and Chat Group. Staff from this community organisation have also attended the Coffee and Chat Group so that they are better able to support their learners to access College. Other Syrian students from the wider college were also involved. A winter festival party was a great opportunity for cultural exchange, with ESOL learners preparing and sharing food from their own countries and R2L students organising typical British games. A trip to the beach with barbecue and a walk across the Forth Road Bridge were also vehicles for successful interaction and enjoyed by all who took part. Other activities have included bingo, discussions on traditional food and history from each country, playing card games, and a crochet lesson.

Measures we are using to monitor our progress:

Attendance records.

Students in the Return 2 Learn Group kept a reflective diary of each session.

Evaluation discussions took place at the end of this volunteering initiative.

Evidence of progress that has been made:

As a direct result of the Coffee group, learners from both groups have grown in confidence in interacting with people from a variety of backgrounds. The ESOL learners have demonstrated increased vocabulary and confidence in using it as well as reporting that their exposure to local dialect has been beneficial. They feel better able to listen to others and step out of their comfort zone to establish relationships with others outside their usual social circle. Students from both groups have reported an increased tolerance and understanding of people from other cultures and their beliefs and values.

The Return 2 Learn group report a significant shift in their attitudes towards migration and the situations people in their communities find themselves in, as well as opening up their minds to the benefits of volunteering.

For both groups, the skills they have learned by participating in this project have contributed to their increased confidence and because of this, their decision to continue into further learning. All those who progressed on to further study in September of last year have sustained their places on their courses and 2 from Return 2 Learn will be receiving an award at FE Prize Giving for their endeavours in other curriculum areas.

Two of the Syrian guests have applied and been accepted onto to the ESOL Next Steps Course which started in September 2016.

Challenges that have been faced in progressing this key area:

In the first instance, the host group were well planned and organised, but extremely anxious and completely unable to interact when the ESOL learners arrived. With support and practice, they have managed to turn this around and now can participate fully and with increased independence.

Preparing both groups to meet was challenging ie
the R2L group were anxious about meeting people from a different culture
the ESOL students were reticent to meet "Scottish people".

Further action we intend to take:

We have now embedded this initiative into our curriculum and will develop it by encouraging more people from the wider community to come along. The group has been put forward to the Student Association as a formal college group and a member of the class has put herself forward to be considered as President. Another member of R2L may also continue with the group in an official capacity too to support the new groups to run the project in the next academic year.

Update: February 2017

The Syrian ladies who attended the Coffee and Chat group are at present on the ESOL Next Steps Course and are flourishing both in self-confidence and in confidence using the English language.

The Return to Learn students all completed their module and the majority have returned to college, studying in different department areas.

A similar project will run again between the 2 classes this year and the planning has started already by the present Return to Learn cohort.

The "Official Coffee and Chat Group" is not currently running due to accommodation and timing issues but it is hoped to reinstate this group in the future.

Mainstreaming Equality in Perth College UHI

Team: **New Opportunities**

Protected Characteristic(s): **Age**

Advancing Equality of Opportunity/Fostering Good Relations.

Key area/example of where progress has been made with regard to equality and diversity: Return 2 Learn – A course designed for learners aged 25 and over.
Action we have taken to progress this key area: The course is for adult learners who are looking to return to education but have additional barriers such as social isolation, drug and alcohol abuse, mental health conditions, long term illness and/or physical disability or who need to build confidence and gain qualifications and need to do that in a nurturing environment. The course is substantial part-time at 14 hours per week which means that those who are on benefits can remain on benefits as most of the learners find coming off benefits too big a step to take. The group complete 20 hours of volunteering each year and part of this is running the Conversational English Coffee Group where they work with the ESOL Next Steps students and members of the wider college population and community including Syrian refugees to progress the spoken 'Scottish' of their guests. The group complete a Wellbeing Award which promotes strategies to improve their wellbeing and hopefully make them more resilient to the demands of life both at college and in general. Many Return 2 Learn students have no one to give them a reference or have never had a CV or perhaps even a job. Some of the women who come through the programme have been caring for children and husbands for years and have no friends or interests and no confidence. The Return 2 Learn course has been particularly beneficial to this group of learners.
Measures we are using to monitor our progress: ▪ Personal Development Plan – recorded goals being met. ▪ Achievement of units. ▪ Students successfully progressing to full-time course and/or employment and coming off their benefits. ▪ Student feedback. ▪ Other activities such as social activities arranged by the group and the soft skills that are hard to record but are seen to improve throughout the year.

Evidence of progress that has been made:

Students have regularly progressed onto other courses and employment removing the dependency on benefits.

Students often get work while on the course.

Students gain a circle of friends which, for some, is the first time ever that they have.

Some students meet or even surpass their own goals.

Student Comments:

"Want to make my family proud. I am so proud of myself"

"Used to think I was useless but I'm not!"

Challenges that have been faced in progressing this key area:

Funding – Payment of fees can be an issue for many of the students.

Disabilities – Moving the student group across the campus can be challenging.

Students with severe social anxiety find the college and the canteens very busy. This has led to some students preferring to eat in isolation for example, in their cars. Some use the Union-Link building but can feel uncomfortable there too. They are constantly looking for quiet spaces and empty classes away from the main busy areas.

Recruitment – Some students accessing the course find that they are often not yet ready to cope with college life and therefore may drop out after only a couple of weeks.

Some of the learners have never met or worked with people from other nationalities before. For some, this has been challenging.

Benefit dependency and chaotic lives can mean that some learners can't make 9am class times or have to leave early to pick up children, go to medical appointments etc. This has been addressed by timetabling classes with the needs of the learners in mind, as much as possible.

It can be challenging for students to access external appointments out with timetabled classes.

Most college days are equally busy now and students on the course have found this to be challenging. Four of the class in semester 1 of the 2016/17 academic year left the course identifying car parking, quiet places to eat, busy corridors and feeling uncomfortable moving around the building when gripped by panic and anxiety as the barriers to continuing.

Further action we intend to take:

We are working with external agencies on referrals to the course to ensure that potential students are better prepared to cope with the course and college life in general. We are for example, offering alternative courses such as the CONNECT course, literacies in the community and Core Skills Infill with a view to students progressing to the Return 2 Learn Course the following year.

We are working with the Job Centre around flexible appointment times out with class time.

We are exploring the possibility of 'reserved' car parking spaces for students who would benefit from this the most.

Further information:

Access for wheelchair users around the campus has been addressed with the installation of a stair-lift and new pavements and pathways. A wheelchair accessible shuttle bus is also available to transfer students between buildings.

Mainstreaming Equality in Perth College UHI

Team: Student Services – **Nursery**

Protected Characteristic(s): **Race**

Eliminating Discrimination/Advancing Equality of Opportunity/Fostering Good Relations.

Key area/example of where progress has been made with regard to equality and diversity: Supporting 16 families attending the Nursery whose first language is not English.
Action we have taken to progress this key area: ▪ We use Google translate if the parent does not understand what is being conveyed. ▪ One member of staff speaks Czech and Polish. ▪ Staff TLC (Talk Listen and Communicate) training. ▪ The use of signage and pictures. ▪ Duel language bag home link. ▪ Advice/Guidance from speech and language therapists.
Measures we are using to monitor our progress: Children's progress. Parents comments.
Evidence of progress that has been made: Assessment of language skills/development. Speech and language therapy reports. Improved behaviour due to language progression.
Challenges that have been faced in progressing this key area: Communication difficulties and understanding. Children taking longer to settle in and following routines.
Further action we intend to take: Further training courses as and when available. Further bilingual home/nursery links. English as another language team Perth & Kinross Council.

Mainstreaming Equality in Perth College UHI

Team: **Quality**

Protected Characteristic(s): **All**

Advancing Equality of Opportunity/Fostering Good Relations.

Key area/example of where progress has been made with regard to equality and diversity: Review of Student end of course/exit Survey.
Action we have taken to progress this key area: A small working group came together to look at a matrix of how we currently survey students using the current Induction and Exit survey models from QDP.   The group looked at the wording of the questions being asked and discussed ways of making the surveys more accessible to all of our students for example, SVS students, and International students.   Some questions were reworded to support understanding and identified irrelevant questions were removed.   The group also considered how many surveys are already circulated each year, and decided on a set of questions that should be asked to each target group, taking into consideration the bank of questions currently used from our survey provider QDP and the 10 questions that must be included in the exit survey by the Scottish Funding Council.   It was reported that by expanding the student group being surveyed will provide more information per protected characteristics which will be analysed.
Measures we are using to monitor our progress: Student feedback.   Staff feedback.   Survey data returns and analysis.
Evidence of progress that has been made: The college currently use a bank of questions provided by QDP, who prepare our surveys, and these were able to be reworded to appropriate language suitable for all Full-time, and Part-time students in college. A separate meeting was held with New Opportunities/Social and Vocational Studies (SVS) and the Language department to agree appropriate wording specific to those students.   Following the consultation meetings, the Chair advised members that that there will be approximately 3 different surveys available asking similar questions, which will be able to be correlated collectively across the college and for the first year, will now engage feedback from the entire student population taught on campus.

Challenges that have been faced in progressing this key area:

Finding a suitable time for the working group to all come together.

SFC wanted us to gather information using unique identifiers. This however would have meant changing from paper to electronic surveys and would lower the response rate which is currently high.

Further action we intend to take:

Although there will now be more than one questionnaire, analysis will still be able to be achieved for specific groups ie Higher Education, Full-time, Part-time etc in particular as a comparison to previous years. The overarching results will be reported in the September Quality Enhancement Committee (QEC) meeting – a realistic report for this group in September which looks at the success of different constituent questionnaires used. All students will still have a choice as to whether they complete the survey or not.

The Chair of QEC is continuing the consultation with staff members to adapt the survey further for appropriate use with Distance Learning, Work Based Learning and Online students. The exercise of reviewing the questions and wording was repeated for the Induction and Early Experience Questionnaire also. However only one questionnaire version was used, and students in SVS and Languages were given additional support and guidance to help with their completion.

Mainstreaming Equality in Perth College UHI

Team: **Student Association**

Protected characteristic(s): **All**

Advancing Equality of Opportunity/Fostering Good Relations.

<table>
<tr><td>Key area/example of where progress has been made with regard to equality and diversity:

Making Student Representative training accessible for all.</td></tr>
<tr><td>Action we have taken to progress this key area:

Our Student Engagement Strategy and its accompanying enabling plan identifies and enables actions to meet the Student Partnership in Quality Scotland (SPARQS) framework and the Quality Assurance Agency's expectation that we work in partnership with our students to drive quality enhancement.
The SFC/NUS/Colleges Scotland/Scottish Government Framework for the Development of Strong and Effective College Students' Associations in Scotland has 5 themes that ensure there are processes, procedures and structures in place which enables our Perth College Student Association (PCSA) to represent the interests of All its students and to create positive change on their behalf. It is important that our students are empowered to get involved in the life and work of the College, that they recognise that we have a diverse student body and that we have statutory duties under the Equality Act 2010 to ensure that we:

▪ Eliminate discrimination.
▪ Advance equality of opportunity.
▪ Foster good relations for people who have protected characteristics.

Inclusive student representative training is one of the ways we do this and following guidance from the Equality and Diversity Adviser, the Quality Officer and Student President worked together to embed equality and diversity into the training.

The activities created ensure that everyone can participate regardless of background or protected characteristics eg:

▪ All materials are accessible and available in alternate formats.
▪ Where sweets are used as a prop to help engage students in group work they are suitable for vegans/vegetarians/diabetics.
▪ Where resources are being used as part of the activities they can be used by all eg previously used lego bricks have been replaced by larger connect blocks to support those students who have restricted motor skills.
▪ A communication activity introduces students to the fact that we communicate in different ways and that consideration needs to be given to ensure that where someone may have a visual or hearing impairment that it may be necessary to consider alternative ways to communicate.
▪ Inclusive approaches are taken by those presenting to ensure all students are involved in the training activities.
▪ Follow up materials are available in both hard and electronic copies.

Most importantly throughout the training where accessible and inclusive approaches are being used this is highlighted to the students to help them further understand the difficulties that many students may face and the importance of recognising and respecting difference.</td></tr>
</table>

Measures we are using to monitor our progress:

Student Feedback:

There is an evaluation form completed at the end of the training, and self-reflection by the trainers. Both of these inform further development.
'I like that there were hands-on exercises to do with input from everyone involved'
'It was very interactive and we all mixed so we got to know other Reps'
'I felt confident enough to speak out'
'It was inclusive getting reps to work in groups so you weren't just sitting with your friends'
'I liked that everyone had a chance to speak and be involved in the exercises'

Staff Feedback:

On how well students fulfil their role is recorded within Course Annual Reports, particularly where the staff feel the Reps have done especially well. A more systematic approach to staff feedback is being developed.

External Feedback:

Feedback from attendees at the ECU Conference was very positive eg
"I just wanted to congratulate you on your workshop yesterday at the ECU national conference in Glasgow. It was well-designed, highly participative and very well delivered. More importantly, it raised awareness of what can be done in terms of inclusive approaches, as well as giving a national platform to the work of the College and PCSA."
Iain Morrison – Dean of Students – University of the Highlands and Islands

Evidence of progress that has been made:

By training our reps inclusively and making them aware of equality and diversity issues they have themselves become more inclusive and demonstrate respect for others, treat others fairly and give all their classmates an equal opportunity to have their voice heard. Evidence can come in a variety of ways:
▪ Reps being nominated by staff and students for our student-led OBI Awards (Outstanding, Best, Inspiring). Nominations often mention how inclusive the Reps are.
▪ Student Representative Council minutes show respectful debates and dialogue between Reps.
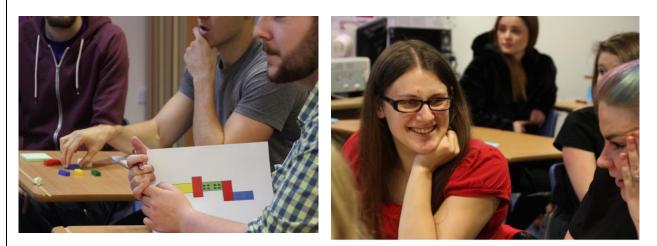▪ Course Annual Reports show where Reps have facilitated an inclusive atmosphere in class eg in group work.

What our student reps told us that they like about our inclusive training:
▪ 'I like that there were hands-on exercises to do with input from everyone involved'
▪ 'It was very interactive and we all mixed so we got to know other Reps'
▪ 'I felt confident enough to speak out'
▪ 'It was inclusive getting reps to work in groups so you weren't just sitting with your friends'
▪ 'I liked that everyone had a chance to speak and be involved in the exercises'
▪ 'Meeting other students from different courses and levels'
Our successes this year:
▪ Men's basketball team in the Scottish finals.
▪ Parent's club started.
▪ Islamic society – open to all to promote a better understanding of Islam.

- Reps at NUS Sections Conference and NUS National Conference – informing debate.
- SRC voted to permit staff to accompany reps with additional support needs.
- Student President, Quality Officer and Equality and Diversity Adviser asked to present overview of our student rep training at Equality Challenge Unit national conference.

Challenges that have been faced in progressing this key area:

The only challenge has been fitting everything into a 90 minute training session. There is so much we want our Student Reps to be aware of and embody within their role – Fairness, Opportunity and Respect are key messages that make it easier for them to fulfil their representative role.

Further action we intend to take:

A mechanism is being developed for formal staff feedback on how well our Student Reps embody equality and diversity into their actions.

A specific question will be added to the Student Rep Training evaluation to evidence how their understanding of their role with regard to promoting equality and diversity, has been impacted by the training.

Appendix 2

Mainstreaming Equality Evidence Base

Evidence and Information to Support the Mainstreaming Duty

We recognise that the gathering and consideration of relevant data is central to mainstreaming and so have established an equalities evidence base which we are able to draw upon to help us better understand the make-up of our college community, identify the progress we are making and any challenges we are facing in relation to the mainstreaming of equality and diversity.

Internal Sources of Evidence

Student Protected Characteristics Data

Student protected characteristics data ie age, disability, gender-reassignment, pregnancy and maternity, race, religion and/or belief, sex, and sexual orientation is requested from all students during the application and enrolment processes. This allows for analysis to take place at course team level, for service monitoring and for student involvement in activities.

Staff Protected Characteristics Data

Staff protected characteristics data ie age, disability, gender-reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex, sexual orientation is requested at application. Appointed staff are then encouraged to disclose their protected characteristics through an HR self-service system. Our Annual Employee Information Report 2015-2017 provides details of the progress made in gathering and using staff data to better meet the equality duty.

Student Surveys

On Programme/Exit and following Induction – Our students are invited to participate in annual surveys to give feedback via questions designed to provide information which is used to identify where improvements can be made. Protected characteristics data is requested for both surveys so that analysis can be carried out and inferences made about students who share a specific protected characteristic eg differences in engagement with college services by ethnicity or disability or difference in strength of opinion on a certain topic by gender.

Staff Survey

Bi-Annual All Staff Survey – Our staff are invited to undertake an online staff survey, administered by Scotinform, examining 8 key aspects of the employment experience, one of which is Equality and Diversity. Protected characteristics data is requested from staff responding to the survey. As for students, the data is analysed so that inferences can be made about staff members who share a protected characteristic eg differences in engagement with college services by ethnicity or disability or difference in strength of opinion on a certain topic by gender.

Equality Diversity and Inclusion Team (EDIT) Actions/Minutes

Chaired by our Vice Principal HR and Communications, EDIT aims to provide direction and support to college wide activities which meet our commitment to equality, diversity and inclusion. The Committee reports to a Board of Management sub-committee.

Equality Impact Assessments (EIAs)

Equality Impact Assessments are used to examine 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. Relevant evidence including evidence received from equality groups, informs the assessment of impact of proposed new or revised policies. Results of completed EIAs are published on the college website.

Team Self-Evaluation Documents/Sector Overview Reports

Carried out annually, Subject Area and Support Area teams evaluate key strengths and weaknesses, identify areas for development, report changes made and set future actions in relation to equality and diversity and other key areas.

Course Annual Reports

Each Course Committee produces an annual report which reviews and evaluates all aspects of delivery over the previous Academic Year. In relation to equality and diversity data, Committees comment and set targets on Key Performance Indicators (KPIs) eg initiatives to address gender imbalance and report on mainstreaming of equality within delivery and assessment procedures.

Student Records

Essential student management reports, from application and enrolment to retention and achievement are produced and analysed so that inferences can be made about students who share a protected characteristic.

Records of Complaints

Our Complaints Handling Procedure Quarterly Reports are published on our website and examine collected data relating to Further Education complaints. Data analysis and attention to emerging and continuing themes around complaints assists us to monitor and improve services. Analysis can be carried out so that inferences can be made about complainants who share a protected characteristic.

Investors in People Reports

We were the first college in Scotland to be awarded Investors in People (IIP) status in 1994 and have continued to hold it ever since. IIP is the UK's leading people management business improvement standard, helping to deliver improved performance to organisations across the UK. Staff are asked to disclose their protected characteristics so that inferences can be made about those respondents who share a protected characteristic.

College Facebook/Twitter Sites

Our social media sites advertise and report on equality and diversity events and interested parties contribute feedback.

External Community Engagement Partners and Stakeholders

Consultation and involvement of equality groups and committees is at the heart of our equalities work and informs the assessment of impact of proposed new or revised policies and evidence to support the setting and achievement of our equality outcomes.

Staff Records

CIPHR Net is our online system for HR functions and processes. It enables staff to view and amend certain data within their own records including protected characteristics data, to log staff development activity, and input feedback on training and events undertaken. Analysis of staff development activity and other staff data such as sickness absence is carried out so that inferences can be made about staff working in the college and staff undertaking development who share a protected characteristic.

Operational Plans

Annually, teams create an Operational Plan of priority objectives which reflect college strategy, and community and regional outcome agreements. Interim and end of year reviews are then carried out to identify progress made and to set further targets.

Our Equalities Policy and Documents

Equality and Diversity Policy, Job Evaluation Review Procedure, Equality and Mainstreaming Reports, Annual Employee Information Reports, Equal Pay Statement – set out our principles and framework for mainstreaming equality.

External Reports

Education Scotland Reviews

Annual Engagement Visit 23 April 2015

Equality and Diversity Feedback:

"The college's Equalities Mainstreaming Report 2014-15 is detailed and comprehensive. The report analyses learners' achievements across a range of equality-related themes. It identifies progress made and highlights future improvement actions against the college's 5 equality outcome themes. Staff work diligently and enthusiastically to enhance staff awareness of equality issues. Through the key themes of fairness, openness and respect, equality principles are communicated to staff across the college."

Education Scotland Review 2016

Equality and Diversity Feedback:

"In almost all curriculum areas, lessons are well planned and take good account of equality and diversity. Learners from other European countries are integrated effectively within class groups and enjoy their learning as a result. In curriculum areas where equality, diversity and discrimination are an explicit element of programmes, learners have a good understanding of these matters."
"The college has a strong track record for its work on equality and diversity. Its Equalities Mainstreaming Report provides clear and comprehensive information about what is being done to ensure the delivery of 5 Equality Outcomes. Equality and diversity is promoted well and is highly visible in all college documentation."

Appendix 3

Perth College UHI:
Access and Inclusion Strategy
Initial Draft – December 2016

Access and inclusion Strategy (to include):

1   A definition of the inclusive service we provide.

2   How the College monitors its effectiveness and the impact of the strategy.

3   An outline of our inclusive services provided to students.

4   Set out ambitions.

5   How the college is working to the government's manifesto commitment. 'we will explore how students health and well-being can be better supported to reduce drop-out rates and ease hardship'.

This document will set out and map existing work structures and practice at Perth College UHI as part of the commitment to place 'accessibility and Inclusiveness' at the forefront of our work and culture.

The aim in this document is to demonstrate the college's positive position on accessibility and inclusiveness, by framing existing work and approaches around 5 main questions (set out at the start of this document). This will highlight (through a comprehensive mapping exercise) and demonstrate relevant approaches and provision that underpin 'Access and Inclusion' themes and agendas.

1 Define the Inclusive Service Provided by Perth College

Introduction:

Perth College UHI is fully committed to developing an inclusive college culture and improving its accessibility. This aim will improve the positive outcomes and the lives of the people in its local and learning communities.

Perth College UHI defines in its strategic plan 2016-2021 – Explicit commitments under an accessible and inclusive College culture. The College Vision is to be an inspirational partner in economic and social transformation, the mission is to change lives through excellence in education, developing knowledge and skills and the experience to succeed: and the College values are ambition, integrity and respect.

This commitment incorporates and includes all aspects of College life and provision. It covers all aspects of the student journey: pre-entry – through to destinations. It includes teaching, support, structures and systems used in College. From the continual evaluation and adaptation of our support provision and approaches, to the education and learning we offer; through to the improvement of the systems, processes and protocol we use. In short, it includes a shift in mind-set as well as in practice.

The work of the college under 'access and inclusion' also includes working closely with our key stakeholders and partners to ensure all the community can engage with, participate in, and benefit from the opportunities that Perth College UHI offers.

Perth College has a genuine desire to put the student at the heart of everything it does (Student Centred). This in turn, will enable all our learners to be successful, fulfil their potential and achieve positive outcomes. This is stated as the first aim in the College strategic plan 2016-21.

Aim 1: Inspire and empower our students, regardless of background, to recognise and achieve their potential.

Perth College does not currently have a specific strategy for Access and Inclusion. However, we have a range of effective strategies, policies and procedures that underpin our practice and approaches and make a positive contribution, College wide, to the access and inclusion agenda. (See below)

- Perth College Strategic Plan 2016-21.
- Student Charter (Code of Conduct).
- Discretionary and Child care Funds Policy and Procedures.
- Drugs and Alcohol Policy.

- E-safety Policy.
- Complaints Handling and Student Disciplinary Procedures.
- Equality and Diversity Policy and Mainstreaming Reports.
- Equality Outcomes.
- Extended Learning Policy and Procedure.
- FE Fee Waiver Policy and HE Part-time Fee Waiver Policy.
- Fitness to Study Guidelines.
- Guidance Policy.
- ICT Acceptable Use Policy (UHI wide).
- BRAG Attendance and Performance Monitoring Procedure.
- Admissions Policy (UHI).
- Safeguarding Policy and Procedures.
- Data Protection Policy.
- Student Engagement Strategy and Enabling Plans.
- Protecting Vulnerable Groups Scheme Policy and Procedures.
- Recruitment of Ex-Offenders Policy (Staffing).
- Student Mental Health and Well-Being Policy.
- Student Maternity Procedure.
- Skills for Life Learning and Work Policy.
- UHI Blended Learning Standards.

Perth College recognises that the student journey is key to its success:

We understand that a learning journey for any student starts well before they arrive at College. It begins at the 'pre-entry and transition stage, it goes through into enrolment, induction, on course, then moves to pre-exit and to destination stages'. We endeavour to have effective processes and appropriate support at every stage of this student journey.

This section of the document identifies some of the processes and provision currently used and in place at Perth College UHI to support students on that journey.

Perth College offer **learning opportunities to a wide range of learners** across our local learning communities. Our learning portfolio, is offered and delivered in a range of study modes and at different study levels. Modes of study include, full-time, part-time, online learning, distance learning, block release, day release, short courses and leisure classes. Study levels cover Access level all the way to Post-Graduate study (SQFC levels 3-12) and everything in between.

Perth College also provides a **service to rural communities** in Perth and Kinross, through a range of learning opportunities at College Learning Centres in Blairgowrie, Crieff, Kinross and Pathways (in Perth city centre).

The centres offer a range of provision which supports access and inclusion, eg courses which support the development of a range of core skills whilst at the same time providing a supportive and friendly environment in which to learn.

As well as leisure classes which are often the first step on a journey for those furthest from mainstream provision, the centres offer accredited provision at a range of levels and offer progression from non-accredited CLD provision.

Perth College has in place comprehensive support structures at all stages of the student journey (from pre-entry through to pre-exit and destination stage); our access and inclusion approaches are integrated into this journey.

Pre Entry: Includes support services to support those applicants who will need help and assistance adjusting to and coping with College (**Enhanced Transition Plans)**. This support includes those with diagnosed needs, but also includes (in ever increasing numbers) plans for those with undiagnosed needs (emotional and behavioural especially). We work closely with schools and local partners on all of our enhanced transition provision.

Perth College also offers a number of successful **pre-entry programs** aimed at preparing and supporting those furthest from formal learning and to our most vulnerable applicants.

College Admissions Systems use more inclusive processes as we aim to be consistent, transparent and fair in the selection and recruitment of our students. Staff directly involved receive specific training in selection and recruitment of students and on the recording methods we use.

Student Services: Play a key role in the 'Access and Inclusion' agenda. Providing a range of specialist services, support, provision and staff expertise to manage and support all students and applicants. Student Services have specialist expertise and support from the pre-entry stage; this continues throughout college and on to the pre-exit stage. Student Services offer support at every stage of the student journey. Staff expertise include for those students' who require a Personal Learning Plan (PLSP), or for students requiring reasonable adjustments to ensure they can access all College facilities. This can include adjustments to student residences and across the campus.

Perth College, have a specific support team for students with **Mental Health conditions** or related issues and likewise for anything related to **Student Funding**.

Overall, demand for these services remains very high (growing year on year) and is straining with the support services resources we have to offer. Refining models and smarter working practices have been implemented to stream line processes and improve effectiveness. However, it is not changing the fact that demand is way higher than support resources currently available.

Systems: Perth College UHI has comprehensive and robust systems to record, manage and collate data and information on all our applicants and learners. This information is used to assist work in College and to improve the experiences for all leaners and applicants.

A key element to our access and inclusion approach is our effective working relationships and **strong local partnerships** with a range of local stakeholders. All aimed to enable better experiences and access for all potential leaners in our community.

Baseline numbers highlighting the increasing work load in supporting students:

Students with a formal PLSP: Students requiring support in the form of a PLSP has risen from 352 in 2012/13 to 510 in 2015/16: indications are this is still rising in 2016/17. Mental health PLSP are contributing to part of this increase.

A rise in related work is also noted at the same time. For example, an increase in the volume of support for internal assessments: 393 in 2012/13 to 571 in 2015/16. Support for external exams will also mirror these statistics.

Likewise the number of DSA applications has risen from 86 to 113 in the same 2012/13-2015/16 time period, as has the work for those students requiring the use of Assistive Technology.

Our career guidance team saw at total of 887 students in 2015/16 – up from 796 in 2014/15. This includes face to face, e-guidance and telephone appointments.

Our Counselling Service had 87 referrals in 2015/16 (not including assessments) we use a waiting list to manage the counselling provision, students are entitled to a maximum of 6 sessions. We run separate service structures for students in crisis.

In 2015/16 out-with the 146 PLSPs set up for those with mental health conditions, we also set up 55 support plans for those students with significant undiagnosed needs.

We also have record levels of students who are actively using our student support services for a range of undiagnosed issues including emotional and behavioural and a range of personal difficulties; these are managed through daily and weekly sessions and appointments.

2   Describe How the College Monitors Effectiveness and Impact (Evidence)

The College has an **Equality and Diversity Adviser** (Part–time) and the remit includes leading on issues around the mainstreaming of equality and diversity eg offering advice, training and support to college staff/teams on the embedding of equality and diversity in key activities. Promoting the equality and diversity agenda across the College; collating, compiling and reporting on the work Perth College is doing to mainstream equality and diversity.

The remit of this position also includes the setting of equality outcomes and the development of reports that highlight on progress and developments in Equality and Diversity; including producing the statutory 'mainstreaming reports' which are overseen by the EHRC.

At Perth College **all policies and procedures under-go an equality impact assessment (EIA)** process before they are approved and adopted by the College. The Equality and Diversity Adviser also plays a key role working in partnership with College departments, teams and external stakeholders in developing our structures, strategies and practice; ensuring we develop our provision and services to be aware of all potential learners; and to ensure equality and diversity is part of our College culture and mind-set.

Student Services Annual Reports: We have 7 departments within Student Services at Perth College:

Admissions, Student Funding, College Nursery, Student Union, Additional Support Team: Student Support Team (Counselling, Enhanced Transitions, Mental Health and Well-Being, Careers and Employability, PLSPs for Mental Health related conditions).

Each department is heavily involved in developing processes and provision that are effective and also accessible and Inclusive. Each department completes an annual report that summaries the work that has taken place. Reports record and highlight the volume of work ie volume of students accessing the services and provision, the types of issues or conditions being supported, the demand by month and year.

Each report includes some details about those accessing the provision and benefiting from our interventions (eg age, gender, course, level of study etc). They also highlight any changes, or issues. eg any emerging or growing issues, training or staffing issues, success, any new provision, modes of delivery and the highlights and challenges of the year completed.

The reports are used within the College planning cycle and we also use the comparative data from previous years to see overall patterns of change, including to work remit as well as to volume and demand. The reports are also used to identify those who do and those don't use our services and make changes to help this as appropriate.

Some departments within Student Services have recently introduced student feedback surveys and questionnaires specific to their service areas, this will enable them to evaluate practice and provision further.

BRAG (Blue Red Amber Green) System: Is an online Perth College UHI system that monitors the attendance and academic performance of every FE student class by class, course by course. It is an early intervention system that is linked to class registers and to relevant support and student funding team staff. The College can identify early any student who is either not attending regularly or not achieving academically and who may potentially be a risk of not achieving or staying at college. The BRAG system enables academic and support staff to work in partnership to benefit those students identified as at risk as part of an early intervention approach.

Admissions Data: High level reports are circulated each year documenting total number of applicants for both FE and HE courses. Also recorded are the mode of study, and offers made. This covers both UHI and Perth College UHI contexts.

Weekly reports are circulated to relevant Perth College UHI staff between March and September each year; highlighting the movement of applicants within the system eg volume of applications received each week, type of offer made, number of applicants awaiting decision, offers made to target numbers etc.

Further data is available if required to review the weekly situation course by course. There are numerous places in our application form and through the application stage for applicants to disclose personal protected characteristics and other circumstantial factors they wish eg LAC, disability, health factors, criminal background etc. Any disclosures are passed to the relevant staff to take forward as appropriate.

The admissions process and related information is discussed through the monthly **Curriculum and Business Planning Committee** meetings along with associated work, such as, Marketing and promotion of College courses etc.

Selection and Recruitment of Students for courses at Perth College UHI is done using a new process that was introduced in 2014-15. Our aim was to develop a fairer, more transparent and consistent student selection process. The new process is used with all FE applicants (all FE students and applicants up to HNC level).

The system also ensures that staff are supported and confident in making decisions on student applicants. The new process was developed initially through of a project called '**Equitable Admissions**' where the ECU (Equality Challenge Unit) worked directly with specific FE colleges (Including Perth College UHI) to evaluate and develop their current systems for more equitable admissions purposes. Those students who are not successful (rejected) in their applications are followed up (where possible and practical) by College guidance staff to ensure all applicants are aware of other relevant opportunities at College and elsewhere.

Relevant information disclosed by the applicant is stored in the college systems but appropriate information is passed to relevant staff and departments to be acted on (and considered) as part of our support for student and applicants including at selection stages.

Transitions Support: Perth College UHI has a comprehensive set up for supporting students who need additional assistance on their journey to College. We set-up **Enhanced Transition Plans** to those identified by local schools at ASN and post 16 meetings. This also includes bespoke provision for those young people identified as needing extra assistance in adjusting and coping with College life. We enrol students on our pre-induction program '**Get Ready for College**' (referrals from external local agencies) other programs include a Study Skills pre-induction program: **Prepare to Study**.

The College Transition Officer passes relevant information on those needing enhanced transitions to appropriate College support staff; including those who will need a formal PLSP; or for those applicants with undiagnosed support needs.

All students with a PLSP (or formal support plan) will be recoded on the AAM system. The College also assist and work in partnership with external stakeholders for those applicants who need a package of care to attend a College course. For example, a student with a disability may need the College to adapt a range of college campus facilities, residences, or campus areas. A student may need social work and OT services to provide us with recommendations and develop a care package: this is done on a case by case basis. A student's care plan will be recorded on the AAM system.

Some assistance is often arranged for those applicants at the selection or interview stage to ensure they are not discriminated against through our selection and recruitment methods. All those who have disclosed relevant information and supporting evidence will have an appropriate PLSP put in place. Student Support services also offer screening, diagnosis and assessment services to those who are referred after course offers are made or teaching starts.

Students receiving any support input from Student Support Team will have the details of that **support recorded in a bespoke department based spreadsheet** that hosts details and the running record of all appointments and basic details of the issues involved. (Emotional, mental health, drugs/alcohol addiction, personal issues etc.)

Buttle Quality Mark Award 2012: Perth College UHI was successful in achieving this quality mark award in 2012 for its work and support structures for those from Care Experienced backgrounds. Although this standard is no longer available, this commitment will continue and improve further under the new Corporate Parenting legislative duties and via a Perth College UHI Corporate Parenting Plan.

Internal Assessments/Exam Arrangements: Our Additional Support Team and Student Records Teams (MIS) Teams manage necessary alternative arrangements for all students who require this for all internal assessments or external exams. These arrangements are formally recorded on our AAM system (part of SITS). The volume of these are growing year on year.

Study Skills Support (Core Skills) these are offered and delivered via a separate department to Student Services teams who arrange PLSPs and related support. Due to increasing need for student skills for some students as part of their PLSP requirements, we can face some capacity issues in house at times of high demand. To help with this we use a range of external agencies to supply these services to students who need them; however, it is expensive and takes lots of staff time arranging this support. Study Skills Services offer students dyslexia screening services, and one to one support as directed by a PLSP and similar. Study Skills Support includes a range of support provision to those with or without a PLSP; including: note taking, presentation skills, exam preparation, communication skills, revision techniques.

College Nursery (and Child Care provision) – Perth has its own onsite Nursery provision – it is open to students and for commercial use. We also offer separate lunch facilities for those students with children at the nursery to be able to see and eat with their children on campus (out-with the Nursery). The College also support students with child care costs who use provision out with the college.

Student Surveys and Feedback: The views of all students are sought on a regular basis through a range of **formal internal and national surveys**. For example, Induction surveys, Course review surveys, Course annual reports, student experience survey, NSS surveys, etc.

Individual services and departments also collect feedback. The results from formal surveys are published, shared and discussed at formal College committee meetings, this along with departmental data is used within self-evaluation and operational planning processes.

Other **less formal feedback** is gathered from students on an on-going basis. The 'student voice' is important to Perth College UHI and this is promoted at induction and ongoing through-out the year. The PCSA members also represent the student's voice at formal key internal committee meetings. Perth are part of the UHI red button scheme where any student can feedback on anything they wish. PCSA and student volunteers are involved in progressing specific initiatives within the College. For example, access and inclusion agendas and cultural events etc. Perth College UHI is a third party reporting organisation under the hate crime theme and we have student members on that group. We are working in partnership with Police Scotland to make a HATE Crime video to promote a tolerant and multi-cultural learning community.

Quality Team: Our quality team investigate any complaints raised by applicants, students or the public; including those related to any potential discrimination, **or practice that may be of a biased nature, or viewed as unfair treatment of individuals** etc. They manage the quality affairs of Perth College UHI and set standards for compliance and practice through robust structures procedures, policies and reviews.

PAT System: Every student at Perth College UHI has a Personal Academic Tutor (PAT) allocated to them. The role of the PAT is to deal with issues related to the student's study or academic performance, it can involve some pastoral issues and advice. PATs work very closely with Student Services Support Teams and issues are recorded and managed appropriately. PATs are offered regular training on a broad range of issues affecting students.

Perth College Continuous Planning and Evaluation Cycle: Within Perth College each department and service area carries out an annual self-evaluation review. This includes a focus on equality and diversity, accessibility and inclusion and evidence to question what we do and how. Each year a new self-evaluation document is completed. The aims within these documents link to formal operational plans which are completed each year around February and March. The aims within the operational plans, although specific to each department, link to wider College and regional strategic aims. Departments and services also agree to collaborate on specific aims with other departments, or set aims that require effective external partnerships to achieve. All aims within operational plans contribute to the wider strategic aims set out in the College strategic plan.

The College Management Team meet in January each year to consider the wider College strategy and its aims; some of these aims have to dovetail into and contribute to wider regional and UHI wide strategic aims and plans.

Student Records: Collect and collate data on all students through enrolment, this includes data on personal protected characteristics. Student Records record statistics for each department and course. Student Records also use a flagging system to highlight particular students in the system who may need extra support, (identified as more at risk than others, more likely not to attend or achieve) or monitored closely by those in supportive roles. Student Records also collect the destination statistics for our FE cohort each year. HE student destinations are collected through the wider UHI partnership. Perth College are also one of the organisations involved in the local data sharing hub with SDS, local Schools and other relevant partners.

Please find below the evidence base for Equality and Diversity Work in Perth College; from the Perth College UHI 2015 Equality and Diversity Mainstreaming Report.

- Student Surveys – On Programme/Exit and Induction – Our students are invited to participate in annual surveys to give feedback via questions designed to provide information which is used to identify where improvements can be made.

- Staff Surveys – Bi-annual All Staff Survey – Our staff are invited to undertake an online staff survey, administered by Scotinform, examining 8 key aspects of the employment experience, one of which is equality and diversity.

- Equality Diversity and Inclusion Team (EDIT) Actions/Minutes – Chaired by our Vice Principal HR and Communications, EDIT aims to provide direction and support to college wide activities which meet our commitment to equality, diversity and inclusion. The Committee reports to a Board of Management sub-committee.

- Equality Impact Assessments (EIAs) – Equality Impact Assessments are used to examine 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.

- Team Self-Evaluation Documents – Carried out annually, Subject Area and Support Area teams evaluate key strengths and weaknesses, identify areas for development, report changes made and set future actions in relation to equality and diversity and other key areas.

- Course Annual Reports – Each Course Committee produces an annual report which reviews and evaluates all aspects of delivery over the previous Academic Year. In relation to equality and diversity data, Committees are asked to comment on Key Performance Indicators (KPIs) and equalities within Delivery and Assessment Procedures.

- Student Records – Essential student management reports, from enrolment to retention and achievement – by protected characteristics.

- Records of Complaints – Our Complaints Handling Procedure Quarterly Reports are published on our website and examine collected data relating to Further Education complaints. Data analysis and attention to emerging and continuing themes around complaints assists us to monitor and improve services.

- Investors in People Reports – We were the first college in Scotland to be awarded Investors in People (IIP) status in 1994 and have continued to hold it ever since. IIP is the UK's leading people management business improvement standard, helping to deliver improved performance to organisations across the UK.

- College Facebook/Twitter Sites – Our social media sites advertise and report on equality and diversity events and interested parties contribute feedback.

- External Community Engagement Partners and Stakeholders – Consultation and involvement of equality groups and committees is at the heart of our equalities work and informs evidence towards the achievement of our equality outcomes.

- Staff Records – CIPHR Net is our online system for HR functions and processes. It enables staff to view and amend certain data (including protected characteristics) within their own records, log staff development activity, and input feedback on training and events undertaken.

3   **Provide an Outline of our Inclusive Services provided to Students.**

Library: The Library staff work with Student Services teams about what we can do to make library service more inclusive. The Library issue accessibility hardware on behalf of Student Services. A self-issue system is under consideration in terms of benefits for inclusion.

Perth College UHI adhere to the University of Highlands and Islands (UHI) blended learning standards and have specific PC guides for creating accessible word, pdf and PowerPoint. We are in the process of building accessibility and inclusion into our day to day project processes, which is ensuring learning materials being made routinely accessible and inclusive.

Transition Services: The College employs a Transitions Officer. They have a work remit that includes working directly with local schools, and other key stakeholders, they attend ASN meetings and Post 16 meetings to identify those with support needs who see College as their next step, or for those identified as needing extra help in coping and adjusting to College (diagnosed and undiagnosed) and put in place an 'Enhanced Transition Plan'. Transition plans and detail of needs are passed to relevant College staff eg student services and or departments connected with selection and interviewing. The Transition Officer also picks up on information declared or disclosed in application or directly to college that would involve a transitions help eg a disability that creates an issue for access and/or living-in college residences.

Language School and ESOL Courses: Perth College UHI have a language school offering a range of provision to those groups where English is not their first language. It attracts a lot of applicants from local migrant populations, some of whom use the program as a stepping stone to study on mainstream courses. We offer a range of levels, and study options.

Our target groups include: EU nationals resident in Perth and Kinross area. Students wishing to progress on to further study within the college; mothers with children attending nursery/primary school; older students wishing to find employment in areas they have experience of in their home countries; EU residents applying from abroad; people wishing to upskill and return to their own country for employment; students on Semester Abroad programmes; Students with larger study abroad groups; students who have places on courses but need their English skills to improve before commencing (Air Service Training AST students). The Language School works closely with other departments in College and with core skills teams.

New Opportunities: The New Opportunities curriculum area supports learners facing challenges in accessing education, who may not yet be ready for courses in a specific curriculum area. The course include those that are delivered under the DPG 18 category. Below is a brief summary of provision.

Next Steps 2 Learning: Full time: 16-24 year olds who need to gain more qualifications to access a curriculum area or who need to gain confidence and the skills to be a successful student.

Return 2 Learn: Part time: 25+ and been away from education for some time.

Community Learning: Short courses responding to community need and delivered in community settings. The focus of these course are on softer skills, core and essential skills, confidence building, life skills, personal development and employability. SQA level 4 qualifications are included.

Princes Trust: Full time x 12 weeks 16-24 year olds facing barriers to education or employment.

Connect: Part time provision over 16 weeks. For those over 16 with experience of mental ill health.

Moving On: Full time: for 15-17 year olds who have experienced challenges in school and may have had difficulties in attending. Focus like above is on confidence building, employability, and personal development – including working with others, work experience etc. A range of qualifications are included including SQA at level 3 and 4 and ASDAN.

Admissions: All applications are considered on merit and on the basis of ability to achieve, without discrimination on grounds of age, disability, gender identity, pregnancy and maternity status, race, religion and/or belief, sex, sexual orientation or socio-economic background. Applications are welcomed from all prospective students and we aim to provide appropriate services to students with learning support needs or disabilities, we also accept contextualised applications.

Induction: The College has a structured and robust induction program which caters for all student types and courses. Some bespoke induction arrangements are made for those students who will be living on campus in student residences and for those students from overseas. Induction includes a mixture of fun, social and more structured activities that covers key information about college life and their course of study.

Information is available in many formats, both online and in hard copy format. All Full time students receive a letter to ensure they know about their own specific arrangements. Some student groups have pre-induction arrangements, some attend programs to help them get familiar with college and help them cope with college life.

Perth College UHI provide all PATs with formal information to support them during induction. This includes comprehensive information and guidelines and master documentation to be used for induction. All PATS are encouraged to use the induction checklist. The checklist is to support PATS at student induction time, ensuring that the essential information and key aspects of induction are covered.

A Fresher's fair is organised each year with various social events during induction week. All induction and key information for both staff and students are hosted on the student portal and intranet. A range of information and resources are made available and accessible to all students: videos (Equality and Diversity) tours of campus facilities, residences welcome party, 'welcome to college induction talks' (highlighting support and college wide information). Two main documents are produced every year for new students containing everything they need to know. These are also available on the student portal, via the induction pages of the intranet and in hardcopy format.

Safeguarding: Perth College UHI have strong policies, procedures and practice linked to ensure that we provide all our learners with a safe environment to learn. We have a wide remit under this responsibility but we offer those with criminal convictions a chance to achieve and progress with their lives through education; while effectively managing the risks involved to all concerned. Online safety, training and awareness raising to staff and students is key, for example Prevent (WRAP training) LAC, hate crime, sexual exploitation. Perth College UHI has a Safeguarding Coordinator to lead and manage these issues on behalf of the college, and who is now chair a similar group as part of the UHI.

Inclusive Learning Approaches are applied and developed by lecturers throughout all courses at Perth College UHI. These approaches are applied so that all learners have the best chance of success on their course. It also enables students to maximise their potential at any study level. These approaches are supported through a **Learning and Teaching Strategy**. **Learning mentors** are employed as a resource in College to provide extra learning support for specific students or classes should they need it. This covers a range of subjects and levels.

Student Funding: We aim to be inclusive in all aspects of student funding from the pre-entry stage through funding application to award payment and attendance monitoring. If students need help completing the online funding application, they can make an appointment with the Student Funding Assistant. Additionally, we can make a large print paper version of the form available to students with visual impairments if need be.

Funding eligibility is assessed on the basis of national policies but these have been impact assessed to take into account vulnerable groups such as Care Leavers. We have a College-specific attendance policy, which allows us to take into account student maternity and paternity leave. There may be some cases where students have a Personal Learning Support plan, which requires us to make reasonable adjustments to their attendance requirements. We work with the Additional Support and Student Support teams to identify students where this may be the case.

Student Maternity Procedure: Is an inclusive procedure that ensures that students experiencing pregnancy, adopting a child, or who require paternity leave, receive support that enables them to successfully stay on their course.

Other Facilities

Student Union-Link Building: In 2014 the union-link building underwent a significant re-modelling, re-think and revamp. This was done to create a more inclusive and accessible culture; we wanted the users of the Union Link space to be representative of the wider student population. We were also more involved in local authority groups to look at more community and cultural based events, the staff and Union space was a resource for wider as well as student community engagement approaches. The Union/Link places a key role in student life socially and in areas like employability, enterprise and citizenship. It hosts fresher's fair each year and organises a host of cultural and social events each year – as well as facilitating in student led activities. We have an inclusive culture which is demonstrated by the range of student types and course areas accessing the space – it also serves as a busy lunch and hang out space for all students. It is open 5 days per week Monday-Friday, evenings 4 days a week (Monday-Thursday) and is open on Sundays 1-7pm for students living in college residences.

Perth College UHI has a **Careers and Employability Centre** where any student (or potential student) can receive impartial careers guidance from the qualified staff there. Individual appointments are available any time of the year. We offer advice at pre-entry, on-course and at progression and pre-exit stages. The staff work in partnership with SDS, especially for students who are leaving college early or wish to explore relevant local options. The Careers Service offers a wide range of provision for students on various programs and studying at various levels. The team offer a range of employability resources including on-line services and group sessions focused on developing career management skills and similar. The team work closely with other departments to develop the employability skills and knowledge of students and in close partnership with the wider UHI HE Careers Service.

International Centre: Perth College UHI has an International Centre where staff manage the affairs and issues of overseas students and applicants. This includes a bespoke advice and guidance service.

PCSA: (Perth College Student Association) actively encourages student representation and engagement in influencing the work and life of the College. This includes volunteer posts to support and champion for example, mature students, LGBT students. Part of the PCSA remit includes promoting, setting up and facilitating a range of clubs and societies that are open to any student to join; they are largely made up of sports, cultural, or social activities and interests. The PCSA and the College have developed a Partnership Agreement which set themes for annual joint focus.

4   **Set Out Ambitions**

Perth will continue to be proactive to fulfil its strategic aims and to be accessible and inclusive to all:

Some areas and issues for the college to consider and progress are set out below:

- **Perth College Strategic plan 2016-2021** – Sets out our strategic ambitions under 5 key aims to be progressed and achieved. These are:

  1   Inspire and empower our students, regardless of background, to recognise and achieve their potential.

  2   Work in partnership to foster and drive positive change and growth in local, regional, national and international economies.

  3   Provide dynamic learning and research experiences within a curriculum that meets economic and societal needs and aspirations.

  4   Optimise the sustainable use of our systems, processes and resources to provide the best possible student experience and outcomes.

  5   Have talented, confident and inspirational staff who contribute to and make a vital difference to the success of students, the life of the College, the University and our communities.

- Perth College UHI will further improve the experience of those from **Care Experienced Backgrounds** through specific aims highlighted in the Perth College UHI Corporate Parenting Plan.

- A partnership between Perth College UHI and Perth Volunteering Services (PKAVS) has just been established (Nov 2016) to progress our support (through an action plan) **to Carers; including Young Carer's**.

- **UHI Wide Paperless Admissions Process:** Will be introduced (currently at the project stage). This is a new web-based customer facing system allowing applicants to monitor and manage their own application (based on the student journey). The system will allow each College or Academic Partner to communicate directly with each applicant at each stage of the process.

- **A 'Gender Action Plan'** will be introduced at Perth College UHI to tackle and address subject and vocational areas where stereotypical barriers are strongest and change most difficult.

- Utilise enhanced data available to assist the College with planning and provision. eg local sources like schools, local authorities, national trends, demographics, economic reviews etc.

- Utilise Perth College UHI in-house data sets to assist the planning process and to ensure we are doing as much as we can in attracting a diverse range of learners.

- Our Marketing team should continue to work in conjunction with College management and College professionals (to develop new strategies, and interventions) to reach groups we do not normally attract and to assist in achieving the aim above.

- The College will work with local stakeholders and be a key partner within community plans to develop strategies for tackling local inequalities, including rural deprivation and exclusion.

- Look holistically at the effective use of College space and processes regarding best practice in supporting student's needs.

- Work closely with government and relevant agencies around use of funding – with a view to act collectively in supporting students and developing effective models of support.

- Contribute to raising the Gross Value Added (GVA) as part of the contribution Perth College UHI makes to local economic development and Regional outcome agreements.

- Continue a collaborative approach with agencies and internal departments in selecting and recruiting students. To ensure the student and the College are effective at attracting and supporting a diverse learning community.

- Develop creative models/ways of early intervention that will identify the real support levels required for students across the College year on year. This will allow Student Services to plan more effective support provision, becoming more proactive.

- Staff need further training so they are more able and aware of how to manage the growing demands of students who present with complex disabilities, conditions or difficult behaviour needs, and to better support those students and applicants who already have a history of failure.

5   **How the College is Working to the Government's Manifesto Commitment "We will Explore How Students' Health and Wellbeing can be Better Supported to Reduce Drop-Out Rates and Ease Hardship**."

Enhanced Transitions: Working closely with local schools and agencies to identify those students who will need additional help and support to enable them to manage their journey into college pre-entry onwards: attend ASN and Post 16 meetings at local schools as part of this approach.

Vulnerable students are flagged early for formal support (PLSPs etc) and also for interventions for those with undiagnosed need eg chaotic lives, very low/underachievers, emotional or behavioural issues, care experienced, young carers etc. Pre-induction programs are in place for some. Alternative arrangements or extra help are also available for course interview etc.

BRAG System: A practical system that monitors all students attendance and performance, it is also linked to the funding system for bursary and EMA, childcare etc. The system has a colour coded (traffic lights) way of highlighting individual students who may be at risk (those on red or amber). Student support and funding team have access to the systems part of an early intervention system – PATS along with Support staff can focus on those presenting as at risk and discuss each case/share information, review cases and decide any appropriate action. It is aimed to improve retention and achievement rates via an internal partnership approach and early intervention.

Corporate Parenting Plan – Care experienced applicants and students are being supported at every stage of the student journey. Our commitments and specific support is written into the Perth College CPP plan – that includes details of our commitments and support and pre-entry, induction/enrolment application, on-course and pre-exit. Further support is planned around student residences, funding and bespoke commitments under each stage of the journey.

Student Support Team – PLSP (Mental Health) various interventions, team and roles delivering support under a triage model: including an in-house counselling service, crisis intervention and other emotional and behavioural support. Structures are in place to ensure support is available at each stage of the student journey. We have a suite of self-help resources online and bespoke group sessions as appropriate (eg meet and eat group – safe space at lunch times for referrals autism/anxiety etc conditions.) Resilience training for staff/students. Linked mental health and well-being events, first aid mental health training for front line staff and PATs.

Student Support work closely with other key partners locally for referral reasons and have built and maintained key working local partnerships for supporting those with mental health conditions and for emotional and behavioural issues and general well-being. These models are supporting staff and students at every stage of the journey.

Additional Support Team: Provide support for those with a disability, learning difficulty and with non-medical needs (including study related) PLSPs for every student (non-mental health related) training carrying out needs assessments, dealing with all equipment and related assistive technology, training of students and staff on use of equipment and technology/software etc coordinating all support required for in-house course learning assessments and exams (not external) and working with exams coordinator for external exam support. Identifying, recruiting and managing all internal and external staff that support student eg study skill related, readers, interpreters, scribes, proof-readers. DSA and SAAS applications and arranging support.

The Additional Support Team covers a range of services to students with support requirements.

In general there are 2 main areas – PLSP creation and associated services and the generation of Needs Assessments for Disabled Students Allowance purposes. Both areas interweave and see referrals from PLSP creation to the Study Bar and referral from the Study Bar to PLSP creation. In between this the Learner Support worker will at some point par take in all of the activities to varying degrees.

The team also assesses the needs of students with disabilities and or additional support requirements, create Personal learning Support Plans (as per the Equality Act 2010,) set up alternative assessments arrangements, and support external exams, assistive technology, dyslexia screening including training of staff and consultation college wide.

Support Teams are very pro-active in provide academic staff with CPD training: eg Mental Health First Aid training as above for appropriate staff, dealing with students in crisis. The Student Support Team attend regular training, workshops and conferences as appropriate. Staff work together in local network professional groups and across the UHI with shared protocol and developing practice and processes.

SITS: Our SITS system flags various applicants if they declare a disability, a care experienced background, a health issue (including mental health) etc and this allows us to approach students to offer appropriate support.

Safeguarding: Perth College UHI has a very robust and comprehensive set-up around its safeguarding duties. We ensure our learning community is safe for all users but we give those with a criminal past a chance to move on in life. Specific arrangements and support is set in place for students/applicants who pose a direct risk to others at College. This includes the drafting of an individual risk action plan setting out conditions and responsibilities that enable us to protect all parties involved. This group also benefit from being closely monitored, and receive specific student support and employability services – including help with disclosure for employment and related reasons and how to manage and move forward with a criminal past.

New Opportunities Curriculum Area: New Opportunities courses include, a variety of course provision for those under DPG 18 categories. Non DPG 18 provision in this area takes the form of 2 programs Next Steps to Learning (18-25s) and Return 2 Learn (25+) these are bespoke courses aimed at allowing very vulnerable groups (young people and adults recovering from addictions (drug, alcohol), those with serious mental health problems, other ongoing health issues and those who have been away from education for some time etc) to make a slower stepped but supported progression towards mainstream study (awards are at SQA SQFC level 4) – whilst benefiting from an very supported environment and building confidence, self-esteem, resilience, communication etc. Other courses are provided in year depending on demand and need.

Union Link: The Student Union link building was remodelled in 2014 specifically to be a more inclusive and accessible space. We know the users before 2014 were not representative of our wider College community and set out plans to change that. The space, furniture, activities and ambience of the resource were completely revamped and from 2015 the Union Link building began to see an increasingly wider range and representation of student groups accessing and using the space. It now works closer with all departments for events linked to curriculum, enterprise and employability areas.

Spiritual Care Team: We have a small team of volunteers, from different faiths and beliefs, available for any student should they wish their support and help. The Spiritual Care Team also get involved in cultural and celebratory events – they are also part of structures to help in crisis situation like 'Student Death'. They do offer workshop sessions to students (and staff) in areas like mindfulness.

The Student Funding team aim to be inclusive in all aspects of student funding from the pre-entry stage through funding application to award payment and attendance monitoring. If students need help completing the online funding application, they can make an appointment with the Student Funding Assistant. Additionally, we can make a large print paper version of the form available to students with visual impairments if need be.

Funding eligibility is assessed on the basis of national policies but these have been impact assessed to take into account vulnerable groups such as Care Leavers. We have a College-specific attendance policy, which allows us to take into account student maternity and paternity leave. There may be some cases where students have a Personal Learning Support plan, which requires us to make reasonable adjustments to their attendance requirements. We work with the Additional Support and Student Support teams to identify students where this may be the case.

Student Funding: Smart Travel (Pilot Project) arrangements: Those under 18 and eligible for travel assistance are to be part of a pilot scheme that involves smart travel arrangements.

Local Partnership Working – Data sharing protocols, multi-agency partnerships, excellent professional relationship, agreed protocols and referral systems with our key stakeholders locally.