

# Equality Outcomes

2017-2021

**April 2017**

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

Ask Student Services for details.

[www.perth.uhi.ac.uk](http://www.perth.uhi.ac.uk)

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## Perth College UHI Equality Outcomes 2017-2021

### Introduction

Under the Scottish specific duties of the Equality Act 2010, the College is required to prepare and publish equality outcomes at intervals of not more than 4 years.

We published our first set of equality outcomes in 2013. The following reports show the progress we have made towards achieving those outcomes:

Equality Mainstreaming Report 2015

The final report that will show Progress in Achieving Equality Outcomes 2013-2017 will be published on 30 April 2017.

We are now in the process of developing our 2017-21 Equality Outcomes. These will demonstrate the results that our College aims to achieve in order to further one or more parts of the **public sector equality duty** ie for those with protected backgrounds, to:

- **Eliminate discrimination.**
- **Advance equality of opportunity.**
- **Foster good relations.**

They show the changes that will result as a consequence of institutional action that will improve equality for individuals, communities and society.

Our equality outcomes are strategic and will focus our equality work for the next 4 years. They link to our college's **Strategic Aims 2016-2021**:

- 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.

Our equality outcomes cover the full range of protected characteristics ie:

Age, disability, gender-reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

## **Summary of Equality Outcomes**

### **Equality Outcome 1**

#### **Data and Evidence**

The most pressing equality challenges affecting those with protected characteristics are identified and addressed through the gathering and analysis of comprehensive, robust evidence.

### **Equality Outcome 2**

#### **Gender**

Gender imbalances are tackled across the college so that all individuals can achieve their potential.

### **Equality Outcome 3**

#### **Sexual Orientation**

LGBT people in the college and wider community are valued, included and supported.

### **Equality Outcome 4**

#### **Race**

Equality for students and staff from minority ethnic backgrounds is ensured.

### **Duty to Prepare and Publish Equality Outcomes**

Regulation 4 of the specific duties requires the College to set equality outcomes. It requires that the equality outcomes are based on evidence and involvement of equality groups and are published.

The College has:

- ✓ Prepared and published this set of equality outcomes to enable us to better perform the public sector equality duty.
- ✓ Taken reasonable steps to involve people who share relevant protected characteristics, or who represent the interest of those people.
- ✓ Considered relevant evidence relating to people who share a relevant protected characteristic.

### **For Each Equality Outcome We Have:**

- Shown evidence of need, including what our own data and evidence is telling us.
- Outputs we plan to achieve.
- Activities we will carry out.

## **Recording Progress in Achieving Equality Outcomes**

An Equalities Enabling Plan has been developed and will be used as a working tool to record achievement and to identify further beneficial actions. It sets out an ambitious agenda for action, ensuring that we meet not only our general and specific duties for equality, as required by legislation, but also work to meet the needs of our diverse workforce, student population and communities. We believe this reflects our commitment to embedding equality of opportunity in all that we do.

Each action in the Enabling Plan has been allocated a timescale and a lead or leads responsible for:

- Taking actions forward;
- Involving and updating key stakeholders;
- Recording and reporting on key milestones reached.

Through the implementation of our Equalities Enabling Plan we will continue to:

- Put the individual at the centre of our policies and practices.
- Develop an inclusive culture and promote a College wide understanding of equality issues.
- Improve the staff and student experience.
- Build upon our innovative approach to learning, the quality of our students' experience and their achievement.

## **Equality Outcome 1**

### **Data**

The most pressing equality challenges affecting those with protected characteristics are identified and addressed through the gathering and analysis of comprehensive, robust evidence.

### **Protected Characteristics Covered**

All

### **Parts of the Public Sector Equality Duty Covered**

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

### **Links to Strategic Aims 2016-2021**

1 2 3 4 5

### **Evidence of Need**

We recognise that the gathering and consideration of relevant data is central to mainstreaming and so have established an equalities evidence base (Appendix 1) 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.

Moving forward we would benefit from establishing ways to further encourage students and staff to feel more confident in disclosing their protected characteristics and to systematically analyse further the data we gather, taking action where trends are identified.

Staff who carry out an analytical role however, report that they need appropriate training and support on equality. It will be important to address this issue.

Considering relevant evidence in this way will help us to:

- Further tackle inequality within the College's sphere of influence.
- Ensure that our assessments of the impact of proposed new or revised policies and practices are well informed.
- Demonstrate that we have met the specific equality duties. As a listed authority we aim to have the best evidence possible to enable us to set meaningful equality outcomes, measure progress towards those outcomes, and accurately assess impact.
- Have 'due regard' to the need to eliminate discrimination and harassment, advance equality of opportunity and foster good relations.
- Improve the quality of our services, criteria and practices, to make them more responsive to the needs of those affected, and to lead to better outcomes.

## **Gender Action Plan**

We are required by the Scottish Funding Council (SFC) to develop a Gender Action Plan which sets out our plans to address any complex gender imbalances for students, staff and our Board. This will be addressed under Equality Outcome 2.

### **What Our Own Data and Evidence is Telling Us**

#### **Staff Protected Characteristics Data – Disclosure**

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

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

#### **Staff Survey – Disclosure of Protected Characteristics**

We invested additional resources in the staff survey reports in order to allow a more in-depth analysis of the protected characteristics data so that key priorities can be identified and actions taken to address.

More generally, the 2016 staff survey showed there has been a slight drop from 26% to 24% in the percentage of staff respondents choosing the 'prefer not to say' option. Those responding to the Staff Survey are most likely to disclose their Ethnicity and whether or not they identify as Disabled and are least likely to disclose their Gender and Age. Staff report that they have concerns about the Staff Survey and its anonymity and feel they may be more identifiable if disclosing their Gender and Age. This is a concern we are committed to addressing moving forward.

#### **Students – Protected Characteristics Data – Disclosure**

We are delighted with the progress we are making in relation to the gathering of student protected characteristics. On average 99% of all students are now engaging in the disclosure process (other than for the category of Gender Reassignment ie 97%) though some still choose the 'prefer not to say' option.

Of particular note:

- 30% of our FE Part-time students continue to choose the 'prefer not to say' option in relation to the newer protected characteristics of Religion and/or Belief, Sexual Orientation and Gender Reassignment. Our HE Part-time students however are most likely to disclose under these categories with only 6% choosing the 'prefer not to say' option.
- A request has been made through the Student Survey for a non-binary option to be available as part of the Gender category.
- We have a new online application procedure for students in place for 2016-17. Moving forward this will give us the opportunity to begin to analyse student protected characteristic data from application through enrolment to retention and achievement.

## Student Surveys – Disclosure of Protected Characteristics

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

## Our Board of Management

There is ongoing under-representation of females on our Board.

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

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

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

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

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

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

Vacancies for the Board of Management are being more widely advertised across the sector and to local groups including the Perthshire Business Women's Network. A positive action statement has been added to all Board vacancies stating that 'we particularly welcome applications from women'.

Advertising a recent vacancy for Clerk to the Board we again took positive action to address the underrepresentation of mature males into administrative posts in the college stating 'we particularly welcome applications from males age 25+'.

This had a positive result in that for the first time, we had a male applying for the post.



## Outputs

- Student Survey responses analysed by protected characteristics – most pressing equality challenges identified and addressed.
- Non-binary option included in the Student Survey.
- Staff Survey 2016 responses analysed by protected characteristics – most pressing equality challenges identified and addressed.
- Guidance in place to support teams to analyse equalities data and identify and address most pressing equality challenges in their areas.
- Staff who carry out an analytical role are given appropriate training and support on equality.
- Routine and ongoing analysis and reporting of student equalities data by all curriculum area teams – most pressing equality challenges identified and addressed.
- Routine and ongoing analysis and reporting of student equalities data by all Support Area teams – most pressing equality challenges identified and addressed.
- Supportive culture developed which encourages all students, particularly FE Part-time, and staff to disclose their protected characteristics.
- Diversity of our Board is increased.
- The steps we have taken, and the steps we plan to take across all relevant protected characteristics to promote board member diversity are monitored and reported on.
- New Equality Outcome in relation to Data achieved.
- New Equality Outcome in relation to Race achieved.
- New Equality Outcome in relation to Gender achieved.

## Activity

- Analyse Student Induction Survey 2016-17 results by protected characteristics. Identify and address any equality challenges.
- Analyse Student Survey On Course/Exit Survey 2015-16 results by protected characteristics. Identify and address any equality challenges.
- Include a non-binary option in the Student Surveys.
- Analyse Staff Survey 2016 results by protected characteristics. Identify and address any equality challenges. Consider how all 9 protected characteristics can be disclosed without staff feeling they can be identified on an individual basis.
- Develop guidance to support teams in the analysis of their subject area Key Performance Indicators protected characteristics data.
- Develop and deliver appropriate training and support on equality for staff who carry out an analytical role.
- Course Teams to analyse and report more fully their subject area Key Performance Indicators protected characteristics data. Identify and address any equality challenges.
- Subject Teams to analyse and report more fully their service users' protected characteristics data. Identify and address any equality challenges.
- Continue in a supportive way, to encourage all students and staff to disclose their protected characteristics.
- Develop a process to use future information provided from the Scottish Government about the relevant protected characteristics of our Board, to promote board member diversity.

## Equality Outcome 2

### Gender

Gender imbalances are tackled across the college so that all individuals can achieve their potential.

### Protected Characteristic Covered

Gender.

### Parts of the Public Sector Equality Duty Covered

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

### Linked to Strategic Aims 2017-2021

1 2 3 4 5

### Evidence of Need

We are required by the Scottish Funding Council (SFC) to develop a Gender Action Plan which sets out our plans to address complex gender imbalances ie

- The historical severe gender imbalances in some subject areas.
- The gap between male and female participants in undergraduate study.
- Gender balance on our Board of Management.
- Gender equality in relation to staff.
- The gender pay gap.

We welcome the opportunity to focus on this gender work in partnership with the Scottish Funding Council.

### What Our Own Data and Evidence is Telling Us

#### Subject Areas Where there is a Severe Gender Imbalance ie 75:25

<b>Further Education (FE) Subject Areas</b>	
<b>Under-Representation of Females</b>	<b>Under-Representation of Males</b>
Automotive Engineering	Beauty Therapy
Construction and Building Technologies	Early Education and Childcare
Computing	Hairdressing
Mechanical and Electrical Systems	Health and Social Care
Music and Music Business	
Sport and Fitness	

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

## **Student Journey – Enrolment, Retention, Achievement**

### **Further Education (FE)**

The trend continues with more female students studying on FE courses than males.

2015-2016 data	Overall	53% females/47% males.
	Full-time	52% females/48% males.
	Part-time	54% females/46% males.
2014-2015 data	Overall	53.5% females/46.5% males.

### **Further Education Courses Lasting 160 Hours or More**

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

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

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

### **Higher Education (HE)**

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

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

## Gender Balance of Our Board from 2012-2017

As a college we are required under the 2017 specific duties reporting requirements to provide the following information and to take reasonable steps to address any gender imbalances.

- The gender breakdown of governing body/board members.

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%)

## Staff Gender Data

2013-2017 Report – The trend from 2014 has been that the number of females in the College has continued to increase and females make up the majority of the College's staff. However this trend has slowed and although the majority of staff are female – 60.76% in 2017, this is down from 62.41% in 2016. The percentage of males has increased from 37.23% in 2016 to 39.07% in 2017.

## Staff Recruitment

2013-2017 Report – From 2013, the majority of applicants, those interviewed and those appointed have been female and this is reflected in the current staff composition. There was a significant increase in the number of applicants leaving the gender field blank in 2017 and this will need to be investigated further and actions identified to address this.

## Staff Development

2013-2017 Report – In 2017, the majority of CPD activity – 62% of CPD days – continues to be undertaken by women, and this reflects the composition of the workforce where the majority of staff are female.

## Staff Retention

2013-2017 Report – Female turnover has been higher than male turnover since 2013 and this reflects the composition of the workforce.

## Outputs

- Gender Action Plan developed.
- Key ambitions outlined to tackle gender imbalances at subject level, focusing on those subjects with the greatest gender imbalances in the college.
- Imbalances between male and female students within completion in a particular subject area identified and outcomes to be achieved outlined in addressing this imbalance.
- How we are proactively promoting gender equality in relation to staff outlined. This will include progress with addressing gender imbalances at all levels and how we are working towards eliminating the gender pay gap.
- How we are working towards improving gender imbalances on the College Board, demonstrated.

- The number of college subjects where there is an extreme gender imbalance is reduced.
- Extreme gender imbalances in subject areas are eradicated.

### **Activity**

- Develop a Gender Action Plan outlining the actions we will undertake to address the aims of the plan.
- Develop working group to progress gender action plan activity.
- Identify those subjects with the greatest gender imbalances in the college.
- Develop plans to tackle imbalances in subject areas.
- Analyse student data to identify and address gender inequalities in the student journey.
- Analyse staff data to identify and address any gender inequalities in the staff journey.

## **Equality Outcome 3**

### **Lesbian, Gay, Bisexual, Transsexual (LGBT)**

LGBT people in the college and wider community are valued, included and supported.

#### **Protected Characteristics Covered**

Sexual orientation.  
Gender reassignment.

#### **Parts of the Public Sector Equality Duty Covered**

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

#### **Linked to Strategic Aims 2017-2021**

1 2 3 4 5

#### **Evidence of Need**

LGBT people can face discrimination on a daily basis, in the street, in their place of work and sometimes from the services that they use. LGBT Youth Scotland's recent survey Life in Scotland for LGBT Young People<sup>1</sup> found that 69% of respondents had experienced homophobic or biphobic bullying at school, 25% at college and 14% at university. Transgender young people faced an even tougher time, with 77% of respondents experiencing homophobic, biphobic or transphobic bullying in school, 69% in college and 38% at university.

The past 20 years has seen significant legal change for the LGBT community in the UK to almost full legal equality. That includes the recognition of same-sex civil partnerships, gender recognition for transsexual people, hate crime legislation and same-sex couple adoption. Social attitudes have improved with 27% of people in Scotland believing that same sex relationships are always or mostly wrong in 2010; compared with 48% in 2002.

However, social attitudes towards transgender people remain some of the most negative with 49% of people in Scotland saying that they would be unhappy about a family member forming a relationship with someone who has transitioned gender.

Article 1 of the Universal Declaration of Human Rights (UDHR) states that 'All human beings are born free and equal in dignity and in rights.' Similarly Article 2 of The United Nations Convention on the Rights of the Child (UNCRC) states that 'children's rights should be respected and ensured without discrimination of any kind.' However discrimination and prejudice towards LGBT people combined with a general lack of knowledge about LGBT issues still exists. This often results in LGBT people being excluded and isolated in communities and a society which can be intolerant and judgemental.  
(Source: LGBT Charter of Rights Award Standards 2014)

## **LGBT Charter of Rights**

The LGBT Charter process is a powerful, easy to use tool and will help everyone in our organisation focus on the quality of services they provide.

It will help demonstrate our organisation's commitment to LGBT people in the local area by supporting them to identify their rights.

The Charter will help our organisation look at our policy and practice, including our legislative obligations in the context of LGBT equality.

As an organisation we will display the Charter when we have adequate mechanisms in place to validate and support it, such as equal opportunities policies and group agreements, staff training and information available on LGBT issues.

By displaying the LGBT Charter of Rights, we will be sending a positive message to LGBT people in our area that they are included, valued, supported and will be treated fairly when they access our services.

We will also make it clear to other organisations and service users that equality and diversity is at the heart of our services.

Displaying the Charter will reassure people that our workplace is a safe and supportive place for LGBT people.

## **What Our Own Data and Evidence is Telling Us**

Student LGBT Support groups have been set up in the past however their continuity has been dependant on the good will and availability of the students involved. Often, when students who have been key to the organising of a group leave the college, the group has been disbanded.

LGBT Youth Scotland report that some young LGBT people do not feel confident about accessing the college because as we do not hold the LGBT Charter of Rights, (which some other colleges do) students are concerned that their needs may not be met.

Data shows that our FE students are least likely to disclose their sexual orientation or answer the gender-reassignment questions – instead choosing the 'prefer not to say' option.

## **Student Disclosure Data**

### **Sexual Orientation**

99% of all students are now engaging in the disclosure of protected characteristics process other than for Gender Reassignment (97%). This includes the 'prefer not to say' category.

The following table however shows the percentages of those students who choose the 'prefer not to say' option for the Sexual Orientation category.

	2015/16	2014/15
FE Full-time	13%	11%
FE Part-time	31%	30%
HE Full-time	10%	8%
HE Part-time	8%	8%

Our FE Part-time students are least likely to disclose their Sexual Orientation and many instead choose the 'prefer not to say option'.

## Gender Reassignment

The following table shows:

Percentages of those students who choose the 'prefer not to say' option/percentage of those who engaged in the disclosure process for Gender Reassignment.

	2016-17	2015-16	2014-15	2013-14
FE Full-time	6/99	8/93	6/98	5/98
FE Part-time	#	29/99	24/80	10/77
HE Full-time	3/96	6/97	4/100	1/90
HE Part-time	#	4/100	8/97	9/32

# – data not yet available.

Our Part-time students are engaging more fully in completion of the Gender Reassignment category. Many of our FE Part-time students however choose the 'prefer not to say option'.

Course Teams do not currently analyse student data in relation to Sexual Orientation or Gender Reassignment. Prioritising Sexual Orientation and Gender Reassignment as an Equality Outcome gives us focus to analyse this aggregated data and to identify and address any inequalities.

## Staff Composition 2013-2017 Data

The numbers of staff currently identifying under the specific categories of LGBT are currently extremely small and therefore cannot be published in order to protect individual identity.

Sexual Orientation – The number of staff choosing to leave this field blank is on a downward trend and the majority of staff are now recording in this data field.

Gender Reassignment and Transgender – The College reviewed its monitoring categories for protected characteristics and identified a gap for gender re-assignment and transgender and added in this field to the HR Information System. Staff data for this category can now be monitored. The College aimed to reduce the number of staff choosing to leave this field blank in the self-service HR information system and raised awareness of the importance of disclosing information on protected characteristics via an information flyer attached to staff payslips, a 6-monthly reminder e-mail and a statement on the log-in page of the self-service HR system. The number of staff choosing to leave these fields blank is on a downward trend and has decreased from 87.62% in 2014 to 64% in 2017 for Gender Reassignment; and decreased from 85.74% in 2014 to 58% in 2017 for Transgender.



## **Staff Applications 2013-2017 Data**

Sexual Orientation – The percentage of applicants who chose not to disclose or left the field blank has decreased from 44.8% in 2014 to 26.5% in 2017. The large number of blank fields in 2016 has reduced in 2017. This reflects the improvements in general staff data as the number of staff choosing not to disclose or leaving this data field blank has reduced from 80% to 48%

Transgender/Gender Reassignment – The College invested in a new on-line recruitment module to ensure that the transgender protected characteristic is recorded during recruitment so that analysis can be undertaken. All 9 protected characteristics can now be recorded and analysed. The Employee Information Report 2017 provides data available at the time of publishing this Equality Outcome and this will be built on and progress will be reported on in 2019.

## **Staff Development 2013-2017 Continuing Professional Development Data**

Sexual Orientation – Although there has been a slight improvement, the data available for CPD activity for non-heterosexual staff remains low. Analysis of this protected characteristic is reliant on staff disclosing and the College will continue to address this via the Equality Outcome 2017-2021: LGBT people in the college and wider community are valued, included and supported.

Gender Reassignment/Transgender – The data available in the 2017 Annual Employee Information Report shows that the majority of data fields are blank and this will be addressed as the college works towards achieving the 2017-2021 Equality Outcomes.

## **Staff Retention 2013-2017 Data**

Sexual Orientation – Although there has been an improvement in staff completing data fields for this protected characteristic, it is too early to analyse trends for leavers and this will continue to be monitored and reviewed.

Gender Reassignment/Transgender – As with sexual orientation, there has been an improvement in staff completing data fields for this protected characteristic in that the numbers preferring not to say, or leaving the field blank has reduced slightly, however, it is too early to analyse trends for leavers and this will continue to be monitored and reviewed as the College works towards achieving this Equality Outcome.

## **Outputs**

- Staff to receive briefing, sharing key lessons from LGBT awareness training.
- Website includes links to LGBT Youth Scotland and other relevant LGBT organisations.
- Activities to mark commemorative days/weeks/months relevant to LGBT people are undertaken ie
  - International Women's Day – 8 March 2017
  - Anti-bullying week – 14-18 November 2017
  - Trans Day of Remembrance – 20 November 2017
  - LGBT History Month – February 2018
- A campaign is undertaken which directly addresses prejudice and discrimination.

- Aggregated student data in relation to Sexual Orientation and Gender Reassignment is monitored and analysed. Inequalities identified are addressed.
- The LGBT Charter of Rights Foundation Award is achieved.

### **Activity**

- Develop a working group of Equality Champions to progress activity towards LGBT Charter of Rights.
- Develop and deliver a briefing for all staff to raise awareness of LGBT issues.
- Analyse aggregated student data to identify and address inequalities in relation to Sexual Orientation and Gender Reassignment.
- Upload to website, links to LGBT Youth Scotland and other relevant organisations.
- Promote on website that we are working towards achieving the LGBT Charter of Rights.
- Encourage in particular, FE Part-time students to feel more confident in disclosing their Sexual Orientation.
- Plan and implement a calendar of events to mark commemorative events relevant to LGBT people.
- Identify and undertake a campaign which directly addresses prejudice and discrimination in relation to LGBT people.

## **Equality Outcome 4**

Equality for students and staff from minority ethnic backgrounds is ensured.

### **Protected Characteristic Covered**

Race

### **Parts of the Public Sector Equality Duty Covered**

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

### **Linked to Strategic Aims 2017-2021**

1 2 3 4 5

### **Evidence of Need**

In March 2016 the Scottish Government produced the Race Equality Framework for Scotland setting out their approach to promoting race equality and tackling racism and inequality between 2016 and 2030. The Framework is based on the priorities, needs and experiences of Scotland's minority ethnic communities, with expertise contributed by the public and voluntary sectors and academia to ensure that the Framework is practical and deliverable; and to create measurable progress on race equality.

As a college, we recognise that we too have a role to play in creating a fair and equal Scotland and are determined to advance race equality, tackle any racism and address any barriers that prevent students and staff from minority ethnic backgrounds from realising their potential.

We plan to do this through taking a partner-based approach working with our minority ethnic staff, students and local community groups in consultation and involvement activities which inform policy making.

Our focus will be on:

- The analysis of data that we are gathering to identify and seek reasons for any inequalities affecting staff and students; and
- The implementation of specific actions to address any inequalities.

### **What Our Data and Evidence is Telling Us**

#### **Student Data**

The following table shows the percentages of students who have declared their Ethnicity as Black or Minority Ethnic (BME). Data shows that there is a slight increase in the number of BME students enrolling on our FE Full-time courses however numbers in all other categories are declining.

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

### **Further Education (FE)**

In FE though the retention rate of our BME students is high, they do not always appear to have successful outcomes. In 2015-16 however, we have seen a slight increase in success of 4% to 72.7% for our ethnic minority students who study on courses over 160 hours.

### **Higher Education (HE)**

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

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

### **Staff Data**

#### **Staff Composition**

2013-2017

Ethnic Origin – There has been an increase in the percentage and number of Black, Minority and Ethnic (BME) and Other White people employed by the College. Following a review of the employee information, the College began to directly promote vacancies to BME groups to encourage applicants from this community to apply.

#### **Staff Recruitment**

2013-2017

Ethnicity – The College advertises vacancies to BME community groups and there has been a steady increase in the number of BME job applicants – 59 in 2014, 79 in 2015, 115 in 2016 and 98 in 2017. The number of White Other applicants and those appointed has also increased. The percentage of BME applicants interviewed and appointed has been on a downward trend and this will be addressed under the 2017-2021 Equality Outcome – Equality for students and staff from minority ethnic backgrounds is ensured.

### **Staff Development**

2013-2017 – Over 9% of CPD activity is undertaken by BME staff (including White Other) in 2017, an increase from 4.97% in 2016. The 2017 staffing composition shows that 9.29% of staff fall into the BME (including White Other) category.

### **Leavers**

In 2017 There were 10 leavers in this category (an increase of 3 from 2016) but it now includes White Other, therefore this data will be analysed further as the College works towards achieving the Equality Outcome for Race.

## Outputs

- Issues affecting people from minority backgrounds are identified, having gathered a combination of internal and external information on issues affecting people from minority backgrounds.
- Robust evidence on race equality in key areas where inequality can arise is ensured, having incorporated data analysis processes into this evidence gathering work.
- Staff who carry out an analytical role are given appropriate training and support on analysing equality data.
- Inequalities in the student journey are identified and reasons sought, having analysed data by ethnicity in each subject area.
- Any inequalities in the staff journey are identified and reasons sought, having analysed data by ethnicity.
- Measurable targets for improvements are set.
- Impact of targets set are evaluated and progress made in ensuring the equality of staff and students from minority ethnic backgrounds.
- Ethnicity data is continually monitored and analysed to identify and seek reasons for, any inequalities in the staff and student journey.

## Activity

- Develop a working group of Equality Champions to progress activity towards ensuring equality for all staff, students and stakeholders from minority ethnic backgrounds.
- Collate and analyse internal and external evidence on issues affecting people from minority ethnic backgrounds.
- Utilise evidence gained to identify any potential barriers for our BME staff and students.
- Support and guide staff who carry out an analytical role to analyse equality data.
- Course teams to fully analyse their Key Performance Indicators (KPI) to identify and address inequalities affecting BME students, within the student journey.
- Analyse staff ethnicity data to identify and address any inequalities.
- Set Specific, Measurable, Achievable, and Realistic Targets (SMART) for improvement of equality for those from a BME background.
- Evaluate the impact of processes put in place to support the equality of BME people.

## More Information

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

**Contact:** Susan Bald, Vice Principal Human Resources and Communications

**Telephone:** 01738 877229 (Direct Line)

**E-mail:** [susan.bald.perth@uhi.ac.uk](mailto: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**

### **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 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 five Equality Outcomes. Equality and diversity is promoted well and is highly visible in all college documentation."