

Mainstreaming Equality, Equality Outcomes, and Workforce and Students Profile

An Integrated Report
2021-25

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

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Glossary of Core Terms

<p>Mainstreaming Equality</p>	<p>Mainstreaming equality is about integrating equality into the day-to-day working of an organisation. The following General Duties are codified in the Equality Act 2010 and required to be complied with and reported on every 4 years (with an update 2 years after publishing a report) by public bodies that meet criteria for the Public Sector Equality Duties. There are 3 General Duties; those are:</p> <ol style="list-style-type: none"> 1 <i>Eliminating discrimination and other unlawful conduct.</i> 2 <i>Advancing equality of opportunity.</i> 3 <i>Fostering good relations.</i> <p>These relate to organisation's functions as an employer and a service provider.</p>
<p>Equality Outcomes</p>	<p><i>Equality Outcomes are targets which every qualified body was legally required to set and publish in the public domain. These are required to be updated 2 years after publishing the original report. A new report with revised/new outcomes is expected to be published every 4 years. Perth College UHI has formerly worked towards meeting the following of its equality outcomes:</i></p> <ol style="list-style-type: none"> 1 <i>The people who manage the college will work with the staff and students to make sure that everyone is treated fairly.</i> 2 <i>Staff will be trained to understand about people from different backgrounds and groups and the support they might need.</i> 3 <i>The College will get to know their staff and students better by gathering more information about them.</i> 4 <i>Students will have the opportunity to get to know people from different backgrounds, will be treated fairly and will be encouraged to be all that they can be.</i> 5 <i>Staff will be treated fairly and will have the same chances to be promoted and to learn more about their job.</i> <p><i>This report provides revised equality outcomes for the next 4 years, which are:</i></p> <ol style="list-style-type: none"> 1 <i>More learners than before are disclosing they are Care Experienced. These learners tend to have additional barriers which negatively impact attainment scores compared to their peers. We will work with the learners and other agencies to deliver interventions and support to narrow the attainment gap.</i> 2 <i>There is an increase in learners disclosing mental ill health. These learners tend to have additional barriers impacting their attainment score compared to their peers. We will work with the learners and other agencies to deliver interventions and support to narrow the attainment gap.</i>

	<p>3 <i>We recognise that there are gender imbalances across some areas of our curriculum, we will take active steps to promote accessibility of these programmes and challenge gender stereotyping.</i></p> <p>4 <i>We are committed to being an anti-racist organisation and will seek to eliminate racism in all of its forms throughout all parts of the College.</i></p> <p>5 <i>The College has a declining proportion of staff disclosing a disability in comparison with the local population. We will look to ensure that our policies, processes and practices are supportive of recruiting and retaining disabled staff. We will focus on hidden disabilities and wellbeing at work.</i></p>
<p>Staff/Students Profile</p>	<p>This is widely known as demographic information about a society and in this report relates to Perth College UHI students and staff population. As an organisation meeting criteria for the public Sector Equality Duties, Perth College UHI is obliged to collect, process, analyse, publish and use to inform decision making information about specified by the Equality Act 2010 protected characteristics of its staff on at least an annual basis. The protected characteristics are: age, sex, disability, marriage and civil partnership, gender reassignment, sexual orientation, ethnicity/race, religion or belief, pregnancy and maternity. Moreover, the Act also protects carers from discrimination by association based on the looked after person's older age and/or a disability. This report provides the most current profile of both staff and students.</p>

Mainstreaming Equality

1 Introduction

This report outlines our current position with meeting the General Duties as a service provider and employer associated with the Equality Act 2010 and other relevant legislation. Moreover, the report comprises of a designated section on Workforce and Staff Profile. As well as a section outlining our new equality outcomes set for the next 4 years.

2 Mainstreaming Across the Organisation

At Perth College UHI we have a passion for achieving more, to become the most inclusive college in Scotland. Crucial to achieving the ambition and associated General Duties and Equality Outcome 1 is our leadership alongside our corporate policies, systems and processes impacting on the whole Perth College UHI community.

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. The following **General Duties** codified in the Equality Act 2010 has formed the basis for our corporate and day-to-day mainstreaming work to date:

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

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.

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

Vision: To be an inspirational partner in economic and social transformation.

Mission: To change lives through excellence in education, research and innovation, developing knowledge and skills and the experience to succeed.

Values: Ambition, Integrity and Respect.

The following Strategic Aims outlined in **our Strategic Plan 2016-2021** formed the basis for the direction of travel for Perth College UHI for the duration of the plan and these are aligned with our equalities duties and goals:

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

Aim 2: Working in partnership to foster and drive positive change and growth in local economy and beyond.

Aim 3: Providing dynamic learning and research experience within a curriculum that meets economic and societal needs and aspirations.

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

Aim 5: Having 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.

In addition to mainstreaming equalities, we committed ourselves to setting and meeting equality outcomes and, in April 2017, published a set of the following equality outcomes:

- 1 ***The people who manage the college will work with the staff and students to make sure that everyone is treated fairly.***
- 2 ***Staff will be trained to understand about people from different backgrounds and groups and the support they might need.***
- 3 ***The College will get to know their staff and students better by gathering more information about them.***
- 4 ***Students will have the opportunity to get to know people from different backgrounds, will be treated fairly and will be encouraged to be all that they can be.***
- 5 ***Staff will be treated fairly and will have the same chances to be promoted and to learn more about their job.***

By taking strategic corporate view of progress towards meeting the general equality duty and equality outcomes we recognise 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.

In April 2017 we published our Equality Mainstreaming Report 2017 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.

In our Integrated Mainstreaming, Equality Outcomes and Staff and Students Profile Update Report of 2019 we reported on the progress with both mainstreaming equalities in all we do, and with the equality outcomes we set for the College in 2017. Due to the close relationship between these 2 reports as well as other reporting requirements associated with staff and students profile and equal pay and occupational segregation data, we opted to avoid duplication and streamline the reporting process by publishing a single integrated update report in 2019 and now also in 2021 for the 4 yearly reporting.

3 Our Board of Management – Leadership for Mainstreaming and Equality Outcomes 2021-25

The Senior Management Team (SMT) plays a key role in ensuring the fulfilment of the 3 General Duties and provides the key leadership function. The Senior Management Team through their delegated responsibility from the Board of Management ensures that the corporate ambitions are largely met via corporate policies and procedures, functions and structures, structured engagement activities, staff training and the feedback and complaints mechanisms out in place for both staff and students. We recognise the importance of Equality Impact Assessments and that equality monitoring has with respect to meeting our legal and ethical obligations. We are currently conducting multiple reviews of a number of corporate-level policies, procedures and monitoring systems to improve the evidence base to better inform our policies and actions, to monitor and to evaluate impact of these on protected characteristics.

Further sections below detail the policies, training, engagement systems and the core functions and support services provided to staff and students.

The recognition of the importance of the leadership function and diversity within the board members to securing the General Duties 1, 2 and 3 has been reflected in the Equality Act (Specific Duties) (Scotland) Amendment Regulations 2016 which came into force on 18 March 2016, and specifically the implementation of 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.

In addition, the Gender Representation on Public Boards (Scotland) Act 2018 sets a gender representation objective for the non-executive member component of public boards. The objective is that 50% of non-executive members are women. The Act was introduced to improve the representation of women on the boards of Scottish public authorities and is a result of Scottish Government consultation in 2014 on how to shape proposals on using legislation to achieve gender equality on the boards of public bodies and a further consultation on a draft Gender Representation on Public Boards (Scotland) Bill in 2017.

Our current workforce data analysis concluded that:

- The gender representation objective codified in the Gender Representation on Public Boards (Scotland) Act 2018 as being 50% of non-executive members being women was met as at March 2018 (54%), yet was not met as at March 2019 (42%). Our March 2020 data indicate that although our female representation increased to 45%, the target was still not met in 2020.
- The gender composition of Staff Board Members is: 67% women and 33% men as at March 2018, 33% women and 67% men as at March 2019 and 50% each in 2020 meaning that gender equality was achieved in 2020.
- Perth College UHI women are less represented among non-executive board members comparing to Scotland Colleges (45% v 48%) with a 3% underperformance gap.

The gender composition of Senior Management Team (SMT) has been as follows: 100% women and 0% men in March 2018 and 67% women and 33% men in both March 2019 and March 2020, however in July 2020 this gap had reduced to 60% women and 40% men.

Gender Split on Perth College Board of Management and Senior Management Team (March 2018)

Board of Management*				Senior Management Team	
Non-Executive Board Members		Staff Board Members			
Male	Female	Male	Female	Male	Female
46%	54%	33%	67%	0%	100%

*Student Board members were excluded as being subject to different selection processes (democratic voting processes) and different legislative requirements.

Note: Please note that the % were calculated from small numbers.

Gender Split on Perth College Board of Management and Senior Management Team (March 2019)

Board of Management*				Senior Management Team	
Non-Executive Board Members		Staff Board Members			
Male	Female	Male	Female	Male	Female
58%	42%	67%	33%	33%	67%

*Student Board members were excluded as being subject to different selection processes (democratic voting processes) and different legislative requirements.

Note: Please note that the % were calculated from small numbers.

Gender Representation on Perth College Board of Management and Senior Management Team (March 2020)

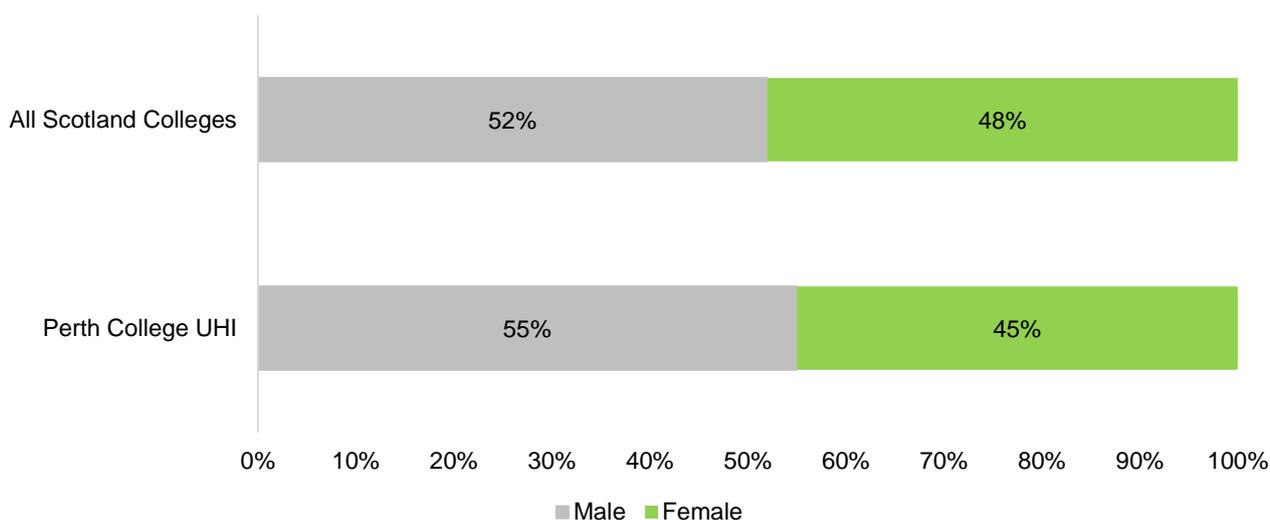
Board of Management*				Senior Management Team	
Non-Executive Board Members		Staff Board Members		Male	Female
Male	Female	Male	Female	Male	Female
55%	45%	50%	50%	33%	67%

*Student Board members were excluded as being subject to different selection processes (democratic voting processes) and different legislative requirements.

Note: Please note that the % were calculated from small numbers.

Perth College UHI women are less represented among non-executive board members comparing to Scotland Colleges (45% v 48%) – **the underperformance gap is equal 3%**

Gender Distribution: Non-Executive Board Members, 2020

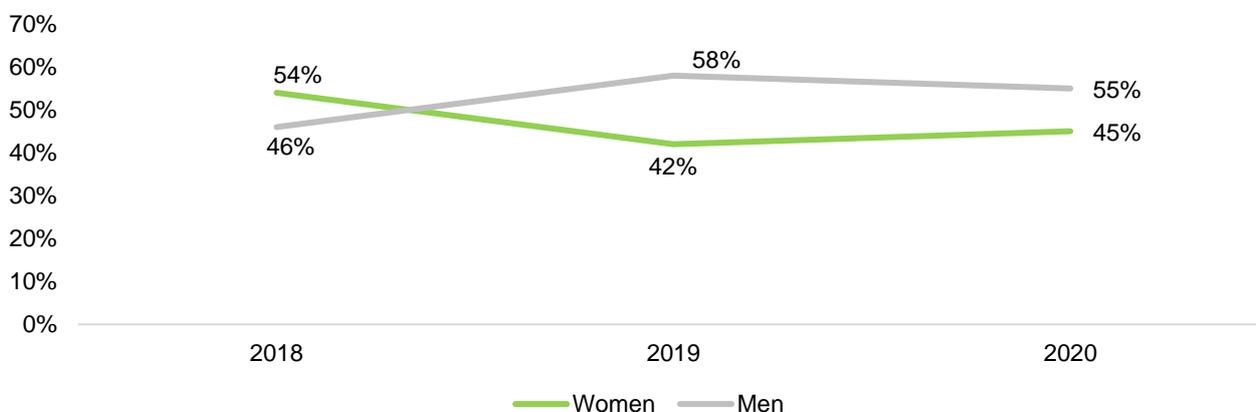


Sources:

Perth College UHI records – end March 2020

Scotland Colleges – Colleges Scotland: Keyfacts 2020 report

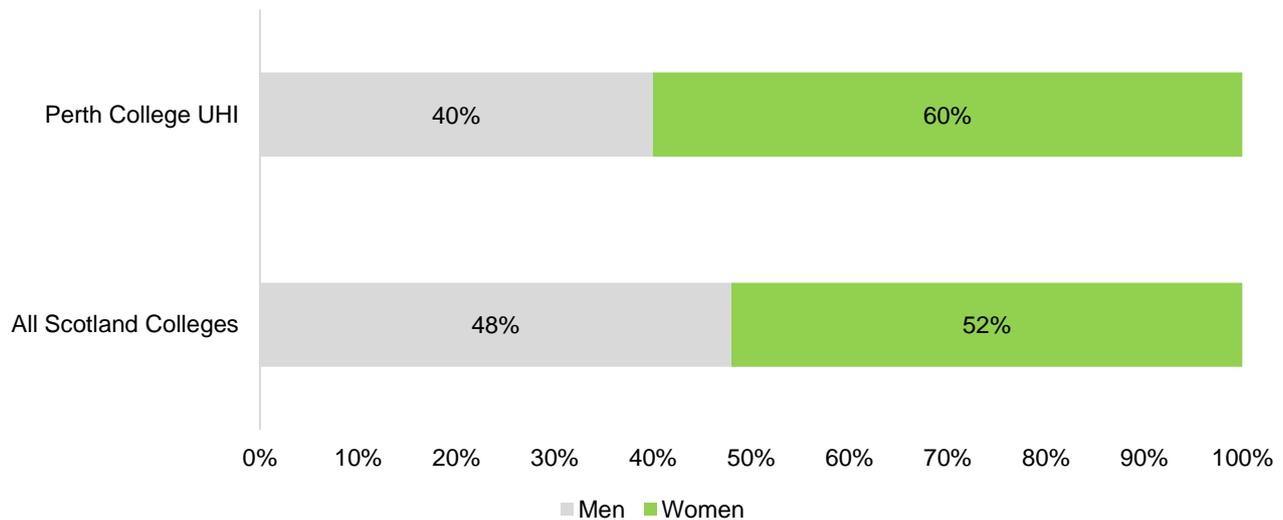
Gender Distribution: Non-Executive Board: Trend



Source: Perth College UHI records – end March 2020

Perth College UHI has a greater than Scotland Colleges overrepresentation of women in roles within the Senior Management Team (occupational segregation).

Gender Distribution: Senior Management Team July 2020



Sources:

Perth College UHI database – end March 2020

Scotland Colleges – Colleges Scotland: Keyfacts 2020 report

Securing the gender balance and gender equality in Perth College UHI and in our Board of Management are elaborated on further in our Gender Action Plan (iGAP 2021). The focus of the **document** has been the encouragement of lower graded staff to undertake training and development to up-skill them for higher graded job opportunities; the encouragement of lower graded post-holders to apply for internal career opportunities. In the future, integral to securing a positive action in recruitment policy will be to ensure a presence of a standard diversity statement on all vacancy adverts related to recruitment to employment and to the Board of Management, and to train relevant staff in positive action in recruitment. Please refer to iGAP 2021 report for further details.

4 Mainstreaming Equality and Equality Outcomes 2021-25 across Core Functions and Teams

Management Teams	Mainstreaming Equality Initiative(s)	Link to Strategic Plan 2016-2021
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
Senior Management Team	The Depute Principal 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.	1, 2, 3, 4, 5

Cross-College Teams	Mainstreaming Equality Initiative(s)	Link to Strategic Plan 2016-2021
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. The Head of HR and OD chairs the Equality, Diversity and Inclusion Team (EDIT).	1, 2, 3, 4, 5
Curriculum Administration Team	Providing an inclusive administration service to managers, staff, and students.	1, 2, 4, 5
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

Cross-College Teams	Mainstreaming Equality Initiative(s)	Link to Strategic Plan 2016-2021
Development Trust Cont/	Helping our former students regardless of background to keep in touch to grow socially and professionally.	
Estates	Ensuring an accessible and inclusive campus for a diverse range of users.	1, 2, 4, 5
Executive Support Team	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
Finance	<p>Providing an inclusive, non-biased service to clients both internally and externally in relation to budget distribution, purchase orders processing, expenses and salary payments.</p> <p>Ensuring 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.</p>	2, 4
Human Resources and Organisational Development	<p>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.</p> <p>Service improvement.</p> <p>Strategic and operational support and guidance on equality matters pertinent to both staff and students.</p> <p>Strategic and operational support and guidance on matters concerning health and safety.</p>	1, 2, 3, 4, 5
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

Cross-College Teams	Mainstreaming Equality Initiative(s)	Link to Strategic Plan 2016-2021
Learning and Teaching Enhancement	Driving forward the high standards and inspirational teaching direction for the college.	1, 2, 3, 4, 5
Marketing and Communications	Promoting the College as effectively as possible, through inclusive and accessible design, press, events and digital media.	2, 4
Quality	<p>Guiding and supporting individuals and staff teams to report on the mainstreaming of equality through the Course Annual Reporting/Team Evaluation process.</p> <p>Providing inclusive and accessible training and development in relation to quality issues.</p> <p>Handling student complaints in an objective, impartial and fair way.</p>	1, 2, 4, 5
Student Engagement – Student Records	<p>Implementing inclusive approaches to support a diverse range of students accessing Student Records.</p> <p>Managing student records and producing essential management reports, (including students protected characteristics data), from application and enrolment to retention and achievement.</p>	1, 3, 4
Student Engagement – Student Services	Offering accessible and inclusive impartial information, advice, guidance and services/provision to support all students regardless of background.	1, 2, 4
Business Development	<p>Helping a diverse range of students and staff take the spark of an idea and turn it into a real business success.</p> <p>Providing access to accessible training and support through funding opportunities.</p>	1, 2, 4, 5

5 Mainstreaming and Equality Outcomes 2021-25

Our Corporate Policies and Procedures

Perth College UHI has a range of policies and procedures which help us meet all of our General Duties and Equality Outcomes 2021-25 associated with our employer and service provider functions. The discrimination prevention, equal opportunities and inclusion aspects are either the core focus of these policies or are mainstreamed within with the impact of the policies being routinely monitored via mandatory Equality Impact Assessments and an ongoing impact monitoring. These include policies and procedures for students and staff, particularly:

- **Equality, Diversity and Inclusivity Policy 2020**
- **Access and Inclusion Strategy 2017-2022**
- **Whistleblowing Policy and Procedure 2020**
- Dignity in the College – Anti-Bullying and Harassment Policy and Procedure 2012
- **Student Code of Conduct 2019**
- Student Charter
- Student Disciplinary Procedure 2017
- Student Engagement Strategy 2016-19
- **Tertiary Learner Support Policy (August 2019)**
- **Promoting a Positive Learning Environment Policy (2019)**
- Staff Complaints and Grievances Procedures 2013
- The Staff Disciplinary Procedure 2016
- Vision 2021: Strategic Plan 2016-21
- **Procedure to Approve College Policy, Strategy and Procedure 2020**
- **Organisational Change Procedure 2019**
- **Redundancy Procedure 2019**
- **Complaints Handling Procedure 2021**
- Risk Management Policy (2014)
- Stress Management Policy 2014
- Student Mental Health, Well-being and Counselling Policy 2014
- Student Mental Health, Well-being and Counselling Procedure (December 2014)
- **Promoting a Positive Learning Environment Policy (2019)**
- Curriculum Strategy 2017-2021
- **Tertiary Learner Support Policy (August 2019)**
- **Student Pregnancy, Maternity, Paternity and Adoption Procedure 2017**
- **Discretionary and Childcare Funds Policy 2018**
- **BRAG Attendance and Performance Monitoring Procedure (November 2017)**
- Mitigating Circumstances Procedure (August 2016)
- **Work Placement Procedure 2017**
- Flexible Working Guidelines 2016
- Guidance for College Managers – Time Off for Dependents
- Shared Parental Leave Policy and Procedure
- Paternity Leave Policy 2009
- Sickness Absence Procedure 2012
- **Safeguarding Policy 2016 (updated in Sept 2020)**
- Protecting Vulnerable Groups Scheme Policy 2015
- Protecting Vulnerable Groups (PVG) Scheme Membership for Students 2020
- **Corporate Parenting Plan 2017-21**

- Recruitment of Ex-Offenders Policy 2015
- **Volunteer Policy 2018**
- Student Partnership Agreement
- Procurement Policy 2020
- Procurement Strategy (2019-2021)
- Procurement Terms and Conditions

These policies have undergone a routine scrutiny for their potential impact on equality and their impact has been monitored on an ongoing basis and links with grievance and complaints monitoring. We are currently conducting a review of quality assurance policies and processes (including Equality Impact Assessment and equality monitoring) generally and specifically in relation to mainstreaming equalities.

In the near future, we will review and update some of the existing policies and develop new policies. We intend to develop a set of new policies/guides on hate incidents/ crime, menopause, domestic abuse and any other policies or guides deemed necessary or desirable based on our current and future evidence of need along with guidance on matters such as reasonable adjustments. These will be accompanied by staff training. We will also look to join the Disability Confident employer scheme and other schemes related to other protected characteristics.

The Quality Department is responsible for policy governance and holds a registry of all approved policies as well as ones due for review/development in the forthcoming year.

The College's "Approval Process for Cross College Strategy, Policy and Procedure 2020" details a mandatory requirement for the EQIA completion on all policies, strategies, reviews, etc and is complemented by a mandatory form prompting to an EQIA at a stage when policy is being submitted for approval to its relevant committee. To support this, we have previously provided staff with training on Equality Impact Assessments which also evidence our progress towards ensuring that staff are trained to understand about people from different backgrounds and groups and the support they might need. The guidance and associated processes including training are currently undergoing a review which will determine further quality improvement actions impacting on policy development, monitoring, staff development and support.

This report is aligned with the following equalities reports:

- **Equal Pay Statement 2019 and 2021**
- **Gender Action Plan (iGAP 2021)**
- UHI BSL Plan 2018-2024

As multiple equality actions are currently dispersed across various documents, we have recently conducted a mapping of these and their relationship with one another and policies and strategic targets.

6 Other Staff and Students Benefits

In addition to internal staff and students benefits, we procure and contract external organisations to provide services on our behalf, and equality monitoring and Equality Impact Assessments are integral to our procurement and commissioning processes. These include:

- **Rowan Consultancy**

Provides a range of services for the staff of Perth College UHI which include: employee Counselling Service, a self-referral service, critical incidents support and in exceptional cases mediation and training on people skills and management. In Jan-Dec 2017 period, 4.33% of staff used Rowan counselling service and this rose to 6.24% in the August 2018-July 2019 period and then 7.41% for the period August 2019 – July 2020. This shows a progressive yearly increase from 2015.

In **Jan-Dec 2017**, 59% of the services provided were support for personal issues, **14% for work related issues** and 27% for combined work and personal issues. In the **August 18-July 2019 period**, 27% of the services provided support for personal issues, **37% for work related issues** and 36% for combined work and personal issues. For the **period August 2019-July 2020** 34% of the services provided support for personal issues, **19% for work related** issues and 47% for combined work and personal issues. This indicates an increase in counselling provision for work-related issues and combined work and personal issues. In Jan-Dec 2017 period, the most emerging needs related to (from most to least common): personal stress, work stress, anxiety/panic attacks, bereavement, personal relationships, depression and addictions. In August 2018-July 2019 period, the emerging needs related to (from most to least common): work stress, bereavement, anxiety/panic attacks, personal stress, ill health, addictions, personal development and personal relationships. In August 2019-July 2020, the emerging needs related to (from most to least common): work stress, personal relationships, anxiety/panic attacks, depression, personal stress, addictions, bereavement, personal development and trauma.

- **MediGold**

Medigold provides our staff with Occupational Health Screening as well as a general Occupational Health provision which helps us to make informed decisions about putting reasonable adjustments and other support in place based on individual staff needs and circumstances. During the Covid-19 pandemic MediGold provided support and advice to the College on the risk levels for staff to be able to return to campus when we started to be able to reopen for essential teaching and support services.

- **Sodexo**

Provides catering services to staff, students and visitors in Brahan, Goodlyburn and Webster building. They provide services via a Food Court, Costa and a Shop. The company collaborates with the Food Studies and Hospitality sector which uses the Food Court in the Brahan Building as a practical aspect of the nationally set curriculum during lunch times (term-time only) and this collaboration has recently

been recognised with the Perthshire Chamber of Commerce Business Star Award for Developing Young Workforce – Perth & Kinross.

In terms of service delivery, the company secures a range of options reflective of the diversity of demand for different foods and diets, from vegetarian, vegan, halal, and special diets related to health status, such as gluten free options. Sodexo promotes the right to an informed choice by labelling the foods according to the diverse dietary requirements, ie vegetarian, vegan, gluten free, halal, kosher, etc. It also uses a diversity calendar and organises special menu for different festivals or special days.

Sodexo has robust routine equality monitoring systems in place and policies and procedures on securing equal opportunities for its staff and clients and enabling a life-work balance. This is reflected in the availability of part time positions often preferred by those with caring responsibilities. Moreover, they proactively seek feedback from the college's staff and students on their services and reports back on actions that it has taken in response to a prior feedback.

- **HISA**

We have a service level agreement with the Highlands and Islands Student Association (HISA) via a Student Partnership Agreement. HISA works closely with the Student Support Team members and there is a review of their activities on an annual basis; they are striving to be more reflective of the needs and expectations of all sections of the student population. Two student association (HISA) members sit on the Board of Management. The students' association is further represented on the Staff and Student Engagement Committees and Academic Affairs Committee. The student association (HISA) representatives also attend the Board/SMT strategy days and development evenings, contributing fully to the discussions and informing the decision-making process.

To view the work of the HISA, please visit: <https://twitter.com/HISAPerth>;
<https://en-gb.facebook.com/pg/HISAPerth/posts/> or contact HISA directly using details provided on the following webpages:
<https://www.perth.uhi.ac.uk/student-life/hisa-perth---students-association/> **or**
<https://www.perth.uhi.ac.uk/student-life/hisa-perth---students-association/our-officers/>

All above mentioned organisations follow their own policies and procedures with respect to compliance with the Equality Act 2010 and are compatible with the policies of Perth College UHI. Furthermore, they are working together with the college on progressing their equality monitoring and impact assessments on their services.

In addition, staff and students enjoy the benefits of:

- National Living Wage guarantee.
- In-house nursery provision alongside staff and student discounts.
- Disabled parking spaces and a scheme for allocated parking space for those requiring this reasonable adjustment on a temporary or permanent basis.
- A range of special leave options, including carers leave.
- Above statutory annual leave, maternity pay and sickness entitlement.
- A range of discounts on in-house sports and wellbeing services.

- Quiet Room for prayer/meditation/contemplation and purposes associated with reasonable adjustments.
- First Aid Room with fridge facilities also designed for breastfeeding mothers.
- Careers Course and Progression Advisory Service.
- A childcare voucher scheme for employees who started using them prior to government changes.
- A cycle to work scheme for staff.
- A rewards platform for staff.

7 Mainstreaming Across the Organisation – Staff Training

In the period of February 2019-January 2021:

- 431 members of staff completed our in-house "Bullying and Harassment" training.
- 430 staff completed our in-house "Diversity in the Workplace" in-house training.

Our Additional Support Team's staff underwent additional training to aid them in their role of supporting students with a disclosed disability/ies or long-term condition/s.

The Student Support Manager completed the Associate Membership of the British Dyslexia Association training which allows him to diagnose Specific Learning Difficulties and teach students who present with SpLD. This means that the Student Support Manager can now:

- Meets the British Dyslexia Association (BDA) criterion for competent observation of dyslexic difficulties.
- Fulfils the BDA criterion for competent assessment of the cognitive abilities and difficulties of students who fail to become competent in literacy and/or numeracy.
- Fulfils the BDA criteria for reflective and critical appraisal of a range of learning and structured, sequential, multi-sensory language and numeracy teaching programmes.
- Fulfils the BDA criteria for production and critical evaluation of appropriate programmes in relation to the assessed needs of a range of dyslexic learners.

Furthermore, our Additional Support Officer completed Brain in Hand Training. This allows them to deliver this training in house and has the potential to bring in additional income.

Our Student Support Team also completed the following **externally provided training**:

- Mental Health First Aid.
- Equally Safe training.
- Coercive Controlling Behaviour.
- Addictions.

At present, the list of mandatory trainings is included in the Induction Policy and procedures and new staff are required to complete these during their probation period. These include:

- Stress Management for All Staff.
- Safeguarding in FE Colleges.
- Bullying and Harassment (Part 1 and 2)

In 2021 a new mandatory training of Gender Based Violence was also implemented at the College.

Numerous staff have also completed externally provided Mental Health First Aid training. Furthermore, our Staff Conference Days which take place 4 times per year are often utilised to provide training. A recent staff conference provided staff with a Resilience training.

In terms of management and leadership skills, a number of our staff have completed leadership and management courses during the academic year 2018/19 and then 2019/20.

Perth College UHI also holds the Gold Award for Healthy Working Lives and in 2020, two new formal subgroups of the Health and Safety Committee was created with a focus on Health and Wellbeing for Staff and Health and Wellbeing for Students. The staff group has commenced with a Stress Survey based on the HSE Stress Management Guidelines, whereas the Student Group is continuing the work of the Stress Strategy amongst other matters.

We have also upgraded our HR system CIPHR and so are looking at what changes we can make to better capture training data and alert us when refresher training is required.

8 Student and Staff Engagement

The Quality Department holds the responsibility for complaints whilst the HR and Organisational Development Department holds responsibility for staff grievances. The engagement activities are vital to meeting our **General Duty No 3 on "fostering good relations"**.

Our Access and Inclusion Strategy 2017-2022 and Student Engagement Strategy 2016-19 form the basis for our engagement activities and each have embedded the General Duties and Equality Outcomes 2021-25. We recognise the importance of monitoring of the impact of policies and further developments are projected following our current review.

We recognise that staff and student engagement is a crucial component of the Equality Impact Assessment process which is to be undertaken at the policy development stage. Further improvements in this area will be identified as part of a current review process.

For students, the majority of engagement activities take place as part of service provision and from the corporate teams: Student Engagement which encompasses the Student Support Team and HISA (student association). In addition, feedback is routinely captured via surveys, including our internal Additional Support needs survey, which include equality related aspects alongside equality monitoring. Moreover, we engage with staff and students using online platforms such as Facebook and Twitter, via our website and intranet for staff, via course learning platforms and staff conference and other interactive events taking place throughout each academic year. Students also have a class rep and a designated Tutor to approach for any matters which are then brought forward to the appropriate governance groups or teams. Further improvements in this area are identified on an annual basis.

Our recent **Student Experience Survey 2018/19** indicated a 91% overall student satisfaction with the College experience. Moreover, **87% stated that they "believe that all students at the college are treated equally and fairly by staff"** with the satisfaction rate here being slightly higher among Higher Education students (88%) than Further Education students (87%). In terms of course accessibility to students' varying lifestyles, 90% said that "the timetable works efficiently for them" with the satisfaction rates being higher among the Further Education students (92%) comparing to Higher Education students (88%).

With regards to **General Duty No 3** on fostering good relations and **Equality Outcome No 4**, 92% students stated that they "have had the right opportunities to work with other students as part of their course" and 83% "feel part of a community of staff and students". 84% "believe that the College's Student Association influences change for the better", 91% of students "know who their class rep is" and 86% "know what the role of their class rep is".

Furthermore, our most recent data indicate that 86.2% students are "aware of the role of the Highlands and Islands Student Association (HISA)" and 79.5% agree that "the fresher's activities provided them the opportunity to mix with other students". Both are above the average of 63% and 53%, respectively.

Our Early Student Experience Survey and the Student Satisfaction and Engagement Survey provide a further insight into the student experience thanks to equality monitoring which captures surveys' participants' gender, age, ethnicity and disability status.

In addition to generic student surveys, our **Additional Support Team** has sought feedback from their primary stakeholder – students accessing support via the Additional Support Team, for the fourth year in 2017/18. All students who had a PLSP via the Additional Support Team were sent a questionnaire which was made available in various accessible formats. From the questionnaires that were sent out 46 responses were received. This represents an increase in responses from the previous year's 36 responses. This is representative of an increased response rate of circa 28%. Questionnaires were sent out via the Bristol Online Survey. It is thought that this methodology (implemented by the Additional Support Administrator) has improved the response rate.

Respondents were asked a series of questions relating to the rating of the various elements of Additional Support Team Activity.

For the fourth year in a row the responses were, overall, positive. An extra question was added in 2017/18 given the increased use of external agencies such as Be Personnel and Gowrie Care used to support our students. The response of the students to this type of support was yet again very positive.

Question	% of "very good" and "good" responses
Availability of Appointments	89%
PLSP Interview – Rate	89%
Interview Space – Suitability	80%
SpLD Diagnosis – Rate	67%
Disabled Students Allowance (Timescale)	63%
Disabled Students Allowance (Effectiveness)	50%
Study Skills Support – Internal	39%
External Agencies – Rate	37%
Alternative Assessment Arrangements – Rate	37%
Additional Support Team – Overall	93%

Further, students were encouraged to provide comments concerning their experience, 8 chose to do so, from the responses, 5 comments were deemed positive, 3 included both positive and negative comments and 1 negative. Less positive comments relate to the size of an interview room and having extra classrooms for examinations which are being looked into.

Furthermore, our Additional Support Team continuously engages with our utmost vulnerable students on a day to day basis and have provided an ever-growing number of in-house Needs Assessments. Perth College UHI completes more Needs Assessments in house for students than any other institution in the UHI partnership.

Perth College UHI's Student Support Team, part of which is the above-mentioned Additional Support Team, regularly engage with students and provide a wide range of support services related to:

- Transition into college.
- Providing a confidential space to talk.
- Signposting to support within the college and to external agencies.
- Mental Health and Wellbeing support and advice.
- Wellbeing Workshops.
- Student Counselling Service.
 - 1-2-1 support.
 - Workshops.
 - Drop-in.

In terms of the additional support, pre-entry transitions additional support is available for potential students with an enhanced support need. The criteria for accessing transitions support is meeting any of the following conditions/criteria:

- A physical or learning disability.
- A diagnosis of profound and complex need.
- Autistic spectrum disorder (ASD).
- Severe and enduring mental health condition.
- ADHD and associated impact on learning/behaviour.
- Anyone in receipt of a co-ordinated Support Plan (CSP) or Young Person's Plan (YPP).

Enhanced Support is also available for young people with:

- Significant school attendance issues.
- Gaps in education.
- Social, emotional and behavioural difficulties (SEBD).
- Drug, alcohol or substance misuse.
- Social work involvement/Youth justice.
- Young carer responsibilities.
- Those accessing a specialist provision – eg residential school for their support requirements or looked-after and accommodated.

Anyone who meets the above criteria is entitled to pre-entry transitions support from the Transitions Officer through a referral process. The same basic Transitions model operated in 2018/2019 as previous years.

The number of referrals for enhanced transitions support this academic year has been as follows:

Total Active Caseload Academic Year 2018/2019	187* (*excluding one-off group sessions/visits. Info below)
Number of Referrals in Academic Year 2018/19	158
Continuing Referrals from Academic Year 2017/18	29

*The stats above do not include group facilitation visits where the Transitions Officer has had contact with pre-entry students not referred directly as yet. The active caseload figure only includes those who the Transitions Officer is working directly 1:1 and are at some stage of the established transition process.

Additional Individuals Met as Part of One-Off Group Sessions/Visits	80
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In terms of **our staff**, the main engagement mechanisms are provided via our Staff Engagement Group, our Joint Negotiating Committee with our Trade Unions, and via suggestion boxes, feedback forms and our engage.perth email address. We are also working closely with our recognised Trade Unions to review and improve our performance as an employer.

We have not conducted a formal Staff Survey since 2016, however one is planned for 2021. However, our latest Healthy Working Lives Survey in 2020 asked a number of pertinent questions related to Equality and Diversity and the results indicated that

- 83% of staff were aware of the College's policy related to Equality Opportunities.
- 87% were aware of the information available to staff on mental health and wellbeing.
- 88% of staff were aware of the Confidential Counselling Service available.
- 42% were aware of the Gender Based Violent training available (this was prior to this training becoming mandatory).

Engagement also takes place via corporate Committees such as the Equality, Diversity and Inclusion Team, Staff and Student Engagement Groups, Safeguarding group, Conference Days and through other routes. Moreover, we are intending to recruit Equality Champions from across our core teams to strengthen the ongoing links and both horizontal and vertical engagement. There is also an update on student and staff engagement taken from operational teams through to the Engagement Committee of the Board.

In 2020 as a response to a report from Universities UK on Tackling Racial Harassment and the 2019 report from the Equality and Human Rights Commission the College set up a short life working group lead by a member of the College’s Board on what actions the college could take to prevent racial discrimination and racial harassment. This group continues to meet in 2021 and an action plan linked to one of our 2021-2025 Equality Outcomes on this topic is forthcoming.

9 Complaints and Grievances

Staff Complaints and Grievance Procedures (October 2013) and Perth College UHI Complaints Handling Procedure 2021 regulate the complaints procedures for the organisation. We have a routine system in place for a quarterly review and reporting on complaints relating to Higher and Further Education and our internal monitoring systems review the relevance of these to the equality and inclusion agenda and incorporate equality monitoring. Further review of the policies, systems, processes and tools will affect in future developments in this area.

In the 2019-20 academic year, our quarterly complaints reports indicate that a total of 44 complaints received of which 54% (n=24) were a stage 2 complaints. The average (mean) time for resolving all complaints was 13.84 days which is below the legal target of 20 working days.

In Quarter 1 of the academic year 2020/21, a total of 25 complaints were received of which 40% (n=10) were stage 2 complaints. The average (mean) time for resolving all Q1 2020/21 complaints was 8.19 days which is below the legal target of 20 working days.

With respect to staff, the following summary provides an overview of the case management data available in February 2021 for the preceding 12 months which had an equality/protected characteristic element.

HR Issue	Number	% with an E and D/Protected Characteristic Element
Investigations	3	67%
Disciplinary Hearings	2	50%
Informal Complaints	1	100%
Formal Grievances	3	67%

As can be seen numbers of formal matters was low and therefore the data can look skewed, however it is still significant that two-thirds of the matters reviewed did have an Equality and Diversity or Protected Characteristic element. When reviewing this data further there was no incidents of direct or indirect discrimination.

The outcome of this data is to ensure that there is an identified need for further training for managers to try to reduce the incidents of matters getting to formal stages as they are dealt with at an earlier stage ie, informally.

10 External Engagement

We have continued collaborating with our external partners in relation to mainstreaming equality, and our protected characteristics as well as local multi-agency activities.

We have been an active member of structured engagement platforms which provides us with an opportunity to promote and influence the mainstreaming of General Duties; examples of these include:

- UHI's EDICT, a newly formed partnership equality forum called comprising of the UHI and its partner Colleges and Institutions.
- Perth and Kinross Council's Equalities Strategic Forum incorporating local public, 3rd and private sector organisations.
- UHI's Disability Practitioners Group (DPG).
- UHI's Student Health Group.
- UHI's PLSP Quality Assurance Group (PQAG).
- UHI's International Development Group.
- Scotland's Skilled Workforce (Subgroup of College Principals Group).
- Perth College and Sodexo Partnership Group.
- Perth Community Planning Partnership (CPP) Executive Officers Group.
- Perth and Kinross Council's Community Planning Partnership (CPP) – Economy and Lifelong Learning Group.
- Perth and Kinross Employability Network Governance Group.
- Perth and Kinross European Social Fund Employability/Poverty Board.
- Perth and Kinross Council's ESOL Funding Group.
- Perth and Kinross Council's Adult Protection Committee.
- Perth and Kinross Council's Corporate Parenting Strategic Group.
- Perth and Kinross Council's Children, Young People and Families Committee.
- Perth and Kinross Adult Literacy Partnership Managers Group.
- Perth and Kinross Council's Culture and Sports Advisory Group.
- Perth College Joint Negotiating Committee – UNISON.
- Perth College Joint Negotiating Committee – EIS-FELA.
- JISC – Assistive Technology Interest Group.
- Community Development Network (CDN) – Access and Inclusion Network.
- Community Development Network (CDN) – Essential Skills and Volunteering.
- British Dyslexia Association – Member.
- Caledonia Housing Association Board (voluntary position).
- Mindspace Board.
- The Keys to Life Strategy Group.
- CDN Complaints Handling Advisory Group.
- Police Scotland.
 - Hate Incidents Reporting.
 - Safeguarding vulnerable people.
- Perth and Kinross Council Social Work Department.
 - Reasonable adjustments.
 - Safeguarding vulnerable people.

In addition, we have continued to engage with various 3rd sector organisations which either specifically represent the vulnerable groups holding protected characteristics or play a crucial role in protecting people from harm and securing equal opportunities; examples of these are:

- Highlands and Islands Student Association (HISA).
- Perth and Kinross Association of Voluntary Services.
 - Ethnic Minority Hub.
 - Carers Services.
 - Voluntary Action Perthshire.
- Perth Citizens Advice Bureaux.
- Perth and Kinross Foodbanks.
- Perth and Kinross Job Centre.
- Skills Development Scotland.
- Craigowl Communities.
- Women's Aid.
- Scottish Domestic Violence Helpline.
- RASAC PK.
- Rape Crisis.
- Tayside Council on Alcohol.
- Insight Counselling.
- Mindspace Counselling.
- Well Connected Perth and Kinross.

11 Mainstreaming Equality in Our Key Performance Indicators (KPIs) and Quality Improvement

The **General Duties** related to preventing **discrimination, advancing equal opportunities and promoting good relations** are also mainstreamed within our targets (KPIs) and quality improvement reporting and planning.

Our recently published **Evaluative Report and Enhancement Plan 2019-21** evidences performance trends and outlines a good practice areas as well as improvements required to secure quality of provision of services for all our learners. It also develops our existing equalities evidence base by offering a performance analysis for the protected characteristics of: age, gender, socio-economic status, disability status, ethnicity and also for other vulnerable groups protected via other legislation (ie care experienced people).

The following Key Performance Indicators is reflective of Academic Year 2018-19, inclusive of the latest data available for the sector.

Successful Outcomes by Age Group

Table below illustrates, by age group, those students who successfully completed their further education programmes with us, including how we are performing against the sector.

Table – Successful Outcome for FE by Age Group

Age Group	Sector Level	Perth College UHI	(+/-) Difference
Under 18	61.5%	66.1%	4.6 pp
18-20 year olds	69.4%	68.9%	-0.5 pp
21-24 year olds	70.6%	64.3%	-6.3 pp
25-40 year olds	72.7%	70.3%	-2.4 pp
41 and over	72.7%	66.0%	-6.7 pp

Note: Sector level data also includes higher education as well as further education.

Table below provides the same information split by mode full-time and part-time.

Table – Successful Outcome for FE by Age Group and Mode

Mode of Study	Completed Successfully	Aged Under 18	Aged 18-20	Aged 21-24	Aged 25-40	Aged 41+
Full-time	67.4%	65.4%	63.8%	61.3%	77.6%	71.0%
Part-time (>=160 hrs)	66.9%	66.3%	80.6%	67.0%	57.4%	56.9%

There are notable differences between modes of study and the varying age groups. Those aged 18 up to 24: part-time learners are more successful than full-time learners. Those who study vocational qualifications as part of their apprenticeship tend to be even more successful as they are likely to be motivated by the possibility of gaining successful employment.

Those aged 25+: full-time learners are more successful than part-time learners. Highers and National 5's tend to be an area where there is least success, where we offer face to face teaching and in some subject areas we also offer distance learning, the latter we acknowledge that to study distance learning takes a lot of commitment from the individual. We also acknowledge that the outcomes for national qualifications is impacted negatively by conditional and unconditional offers for future higher education level study.

Successful Outcomes by Subject Areas

Our curriculum offers covers a variety of subject areas, as illustrated in the Table below.

Table – Successful Outcomes by 'Sector' Subject Area

Subject Area	No of Students	Completed Successfully	Partial Success	Withdrawal
Special Programmes	163	91.4%	2.5%	6.1%
Languages and ESOL	108	85.2%	2.8%	12.0%
Construction	178	83.7%	2.8%	13.5%
Engineering	306	83.7%	3.3%	13.1%
Sport and Leisure	58	72.4%	10.3%	17.2%
Hospitality and Tourism	74	67.6%	12.2%	20.3%
Business, Management and Administration	87	65.5%	12.6%	21.8%
Hairdressing, Beauty and Complementary Therapies	177	59.9%	11.3%	28.8%
Care	254	57.9%	19.3%	22.8%
Media	112	46.4%	19.6%	22.8%
Social Subjects	87	35.6%	23.0%	41.4%
Science	117	25.6%	43.6%	30.8%

Social subjects and Science are predominantly areas that deliver Highers and National 5's.

In comparison to the sector, areas where we are more successful include: Special Programmes (15.1 pp better); Sport and Leisure (10.1 pp better); Engineering (9.8 pp better); Construction (8.1 pp better); Languages and ESOL (8.1 pp better); Business, Management and Administration (3.3 pp better); Hospitality and Tourism (2.4 pp better). We also offer provision in the areas of Art and Design and Computing and ICT, however our numbers are not substantial enough to be included in this publication, nor to be compared with the sector.

Our own internal subject areas that deliver the programmes have access to a dashboard where they are able to drill down further into the data (eg disability, age, gender, ethnicity, SIMD, care experienced) where they will, by exception, produce a report and action plan. This is overseen by the Curriculum and Student Experience Group, membership including the Associate Principal – Academic; Sector Development Directors; Head of Learning and Teaching, and Head of Student Experience.

Successful Outcomes by Gender

Table below illustrations successful completion and how we are performing against the sector.

Table – Successful Outcome by Gender

Gender Group	Sector Level	Perth College UHI	(+/-) Difference
Female	65.7%	61.9%	-3.8 pp
Male	69.4%	73.7%	4.3 pp

Male learners achieve at a higher level overall than female learners in both full-time and part-time courses. We have seen a slight increase in males being successful by 0.9 pp. Males who study full-time tend to be less successful (69.6%) than males who study part-time (79.2%). High success for males, particularly apprenticeships, in areas such as Automotive Engineering, Electrical Engineering and Construction continues to be a key factor.

There has been a decline in female learner success, falling from 67.0% to 61.9%. Female learners who study full-time have been more successful (65.9%) than those who study part-time (55.2%). The qualifications where success is low for this group relates to Highers and National 5's and this is influenced by the learners being offered future progression which does not require completion of their current courses of study.

Successful Outcomes by Key Groups

Table below illustrates successful outcomes by key groups.

Table – Successful Outcomes by Key Groups

Key Group	Sector Level	Perth College UHI	(+/-) Difference
All enrolments over 160 hours	68.7%	67.5%	-1.2 pp
10% most deprived postcode areas	65.6%	67.4%	1.8 pp
20% most deprived postcode areas	66.0%	70.2%	4.2 pp
Ethnic minority	69.9%	64.8%	-5.1 pp
Disability	65.5%	65.8%	0.3 pp
Year of study greater than first year	81.2%	93.1%	11.9 pp

***Note:** Sector Level also includes higher education as well as further education.

Learners disclosing mental health illness, or a learning disability such as dyslexia or those with multiple disabilities tend to be less successful (61.8%) than learners who have other disabilities (78.6%) (eg visual impairment, hearing impairment, mobility impairment).

We encourage all learners who disclose a disability to meet with our Student Services Team, and to disclose at an early stage, this guarantees that where support is required, it is put in place as soon as possible, this ensures fairness and equity for all our learners.

The table does not provide information about learners who have disclosed they have a care experienced background, the numbers are not significant enough in this category to be published, or to be compared with the sector. We continue to encourage our learners to disclose to ensure they are supported, including financial entitlement, where latest figures show that more of our learners are starting to disclose this, where we would be hopeful that these figures are publishable in the future.

Additional Support

The Additional Support Team has sought feedback from their primary stakeholder, students, accessing support via the Additional Support Team each year. Reflection is pivotal to academic practice. Further, it is more important than ever for students to be involved in the shaping and delivery of the services that they access, within the parameters of external factors that shape the support.

All students who had a PLSP via the Additional Support Team were sent a questionnaire. This was made available in various accessible formats. 60 responses were received, representing a 30% response rate. The response rate is steadily increasing year on year. For the fifth year in a row, responses were overall, positive. Responses that considered the service poor or very poor represents a very small minority.

Table below details a summary of the questions asked and the responses received.

Table – Response from Additional Support Team Questionnaire

Question	Very Good	Good	Neutral	Poor	Very Poor	N/A	Total Responses
Availability of Appointments	47%	35%	18%	0%	0%	0%	100%
PLSP Interview – Rate	53%	35%	7%	3%	2%	0%	100%
Interview Space – Suitability	45%	43%	12%	0%	0%	0%	100%
SpLD Diagnosis – Rate	52%	10%	8%	0%	0%	30%	100%
Disabled Students Allowance (Timescale)	32%	35%	10%	3%	2%	18%	100%
Disabled Students Allowance (Effectiveness)	53%	23%	5%	0%	0%	18%	100%
Study Skills Support – Internal	28%	10%	8%	2%	3%	48%	100%
External Agencies – Rate	22%	13%	5%	0%	2%	58%	100%
Alternative Assessment Arrangements – Rate	35%	15%	2%	0%	5%	43%	100%
Additional Support Team – Overall	65%	28%	7%	0%	0%	0%	100%

The questionnaire also gives the opportunity for learners to provide comments, all comments received are welcome and taken forward by the Additional Support Team accordingly.

Evaluative Report and Enhancement Plan 2019-21 is available on our website:

<https://www.perth.uhi.ac.uk/about-us/performance-indicators-and-external-reviews/education-scotland-reports/evaluative-report-and-enhancement-plan-2019-21/>

12 Performance Assessment on Quality Indicators 3.1 and 3.2

We have recently published the **Perth College UHI Evaluative Report and Enhancement Plan 2019-21** which summarises areas of good practice and ones requiring a further improvement on a range of quality indicators of which Quality Indicator 3.1 and 3.2 are particularly pertinent to the fulfilment of the General Duties and the Equality Outcomes under the Equality Act 2010 and other equalities legislation.

We will evaluate our position more fully in October 2021, however meantime, below is an interim update.

Quality Indicator 3.1 – Wellbeing, Equality and Inclusion – Areas for Development

- Systems need to be better developed to auto-trigger information to support services to support learners who are experiencing challenging life circumstances or are from disadvantaged backgrounds.
- Whilst there is an upward trend for care experienced learners completing their studies, it is still below college level and national level.
- Whilst the college celebrates events and opportunities to identify particular learner cohorts within an academic year, it does not always acknowledge these groups and celebrate their diversity appropriately.

Update:

Through restructure, teams are better aligned to work more collaboratively where we are starting to see the results of enhanced systems and business processing being developed and implemented. We have identified key staff as named contacts to work with key groups and individuals for Care Experienced, Carers, Estranged and Veterans.

It is good to note that we have seen an increase in students disclosing care experienced where we have also identified that there is still work to do with regards to increasing the successful outcomes for these individuals.

The Student Engagement Team, along with Perth HISA (Highlands and Islands Student Association) and our Equality, Diversity and Inclusion Adviser have worked together to introduce a Diversity Calendar 2020-21, <https://www.perth.uhi.ac.uk/about-us/policies-regulations-and-guidelines/equality-diversity-and-inclusion/diversity-calendar-202021/>

Our Student Engagement Team have also worked on monthly displays on noticeboards in key areas of the College (eg Refectories and other areas frequented by students), to share knowledge on topics such as LGBT, the Holocaust, Autism Awareness and Mental Health Awareness.

Quality Indicator 3.2 – Equity, Attainment and Achievement for All Learners – Areas for Development

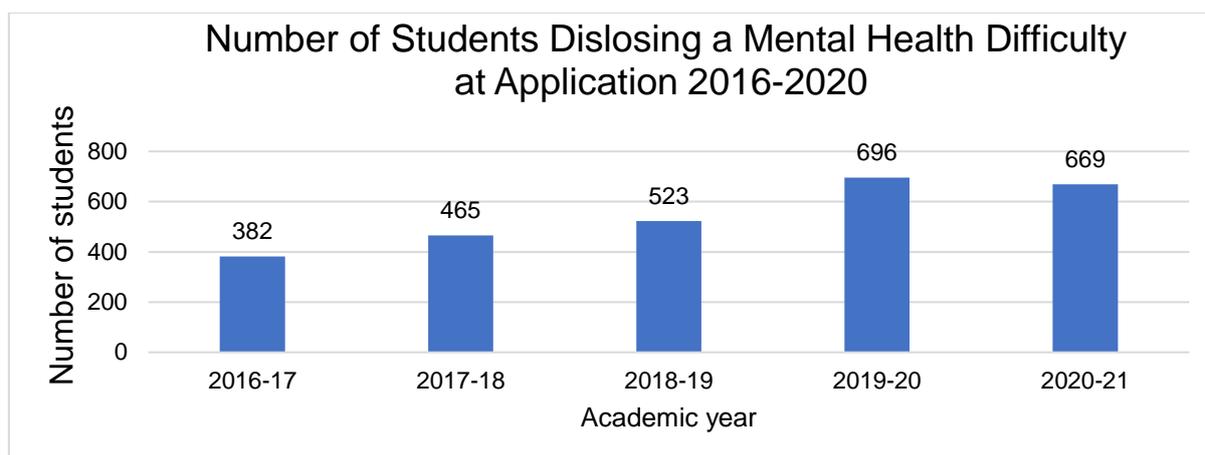
- Care experienced learners tend to be less successful than other categories of learners.
- Attainment for those disclosing mental health (56.5%) is lower than other disabilities disclosed (71.3%).
- Attainment for those disclosing multiple disabilities (64.6%) is lower than other disabilities disclosed.
- Attainment for males studying non-stereotype programmes is low, in the areas of Hairdressing, Childcare; Health and Social Care the success rate is 33.3%.
- Full-time learners who start their programme but do not complete, over the last 4 years, has fluctuated between 19.9% and 22.5%.
- More awareness of the Gender Action Plan via focused CLPD training.
- Retention is poor for school/college partnership learners who study a qualification over 2 years, with only 33.3% continuing with their qualification. It is worth noting that most do end on full-time main stream provision studying the same subject.
- Part time learners studying programmes as part of the School/College partnership and national qualifications (ie Highers and National 5) tend to not be as successful as other part time learners for both female and male genders.

Update:

There remains to be areas for concern over the successful completion of some learner categories, namely care experience and those disclosing mental health disabilities.

We are happy to report that significantly more students are disclosing their care experience background.

With regards to mental health, over the last few years the number of learners disclosing a mental health difficulty has increased significantly (see chart below).



The complexity of support requirements and comorbidity of conditions has also increased. This in turn having an increase in demand on our support services. Table below compares success rates for those who have disclosed mental health and those who have disclosed other disabilities other than mental health.

Table – Successful Outcomes for those who Disclosed Having a Disability/ies

Academic Year/KPI Category	2016-17	2017-18	2018-19	2019-20
Students who have disclosed a mental health disability				
Retention	78.22%	78.69%	76.15%	76.43%
Attainment	58.42%	64.75%	59.63%	61.78%
Students who have disclosed a disability other than mental health				
Retention	79.57%	80.21%	78.40%	79.78%
Attainment	66.59%	71.58%	66.15%	69.76%

It is good to note that the Scottish Funding Council (SFC) have acknowledged this and have just recently released funds to the sector to support this area, we are hopeful over this time, we will be able to support students more effectively.

In addition to the above, funding was also released to fund additional Counsellors in the sector, through this funding and a restructure we have increased our Counselling team from 1.1 FTEs to 2.6 FTEs.

It is also good to note that the most recent internal indicators are informing us that both retention and success has greatly improved for school/college partnership courses.

This is in recognition of reviewing the curriculum offered and delivered in this area as well as improved partnership working.

Equality Outcomes

- We acknowledge that more learners than before are now disclosing if they are Care Experienced. We also acknowledge that these learners tend to be not as successful as other learners. We will explore further why this is the case. The output of this exploration will then guide us on next steps/actions.
- We acknowledge that there is an increase in those learners disclosing a mental ill health. We also acknowledge that these learners tend to be not as successful as other learners. We will explore further why this is the case. The output of this exploration will then guide us on next steps/actions.
- We recognise a gender imbalance across our curriculum where we continue to support the STEM agenda as well as encouraging males into non-male typical type curriculum (eg health and social care, hairdressing, childcare) and females into non-female typical curriculum (eg construction.)

13 Equalities Intelligence – Students and Staff

Central to fulfilling and evidencing the General Duty 1, 2 and 3 as well as the new equality outcomes 2021-25 is gathering, reviewing and utilisation of relevant evidence as well as securing robust monitoring and governance systems and processes. As this section provides current staff information, it thus constitutes also our current basic **Workforce Profile 2020 and a Student Profile 2020**. Further equality evidence was mainstreamed across the document as its core.

We have recently reviewed our existing evidence base and equality monitoring tools crucial to advancing our ability to identify meet the needs of students and staff and evaluate impact of all actions we take to meet our general equality duties and to develop new equality outcomes 2021-25.

We have been recently reviewing our monitoring systems, tools (ie Equality Monitoring form, Equality Impact Assessment tool) and have developed and revised equalities intelligence which informed development of our new equality outcomes 2021-25, iGAP and this report as well as to inform corporate and day-to-day decisions and the Equality Impact Assessments. As at 2020, we developed and implemented a new Rapid and Full Equality Impact Assessment forms and guidance and revised our Policy on Policies which outlines standard operating procedures for policy approval and Equality Impact Assessments compliance and approval routes. We have made progress with ensuring that all our equality impact assessments are published online for the mainstream access.

We understand that staff's and student's cooperation in securing data completeness is crucial. This is why we routinely inform and remind our staff and students of the rationale for capturing the quality information, their rights to disclose sensitive personal demographic information and of their right to opt out, what will be done with the information we gather and how it will benefit them and the whole College community. We do so by routinely distributing an email containing a leaflet on equality monitoring every 6 months. This action means that we are also compliant with the requirements of data protection legislation.

We are also a 3rd party hate incidents reporting organisation and are currently reviewing our marketing and monitoring processes relating to this function.

In addition to national staff and student surveys and routine reporting to external bodies such as the Scottish Funding Council which incorporate reporting on equalities evidence, we have been mainstreaming the equalities agenda within our internal staff and student surveys. We do this by embedding equality monitoring into surveys and by asking questions pertinent to the public sector equality duties. These are themselves informed by a robust review of national and local evidence. Moreover, we take proactive steps to routinely survey our students who have additional support needs and/or a disability via our internal survey overseen by our Quality Department. This is to help us identify the type of needs and reasonable adjustments to be put in place to secure an equal opportunity to access and successfully complete their education and have equally positive student experience.

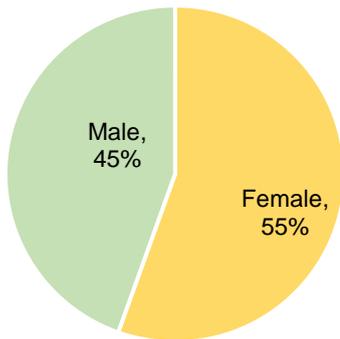
Due to multiple reporting requirements and actions dispersed across various reports, we identified the need to take a highly coordinated to equalities actioning and to align actions and work in an increasingly integrated, collaborative and efficient way within the organisation. This is why we have been undertaking a robust mapping of all corporate strategic and equality specific actions alongside a data availability, quality and completeness rates. We strive to integrate reporting on equalities actions into routine reporting arrangements across our departments. This will ensure mainstreaming and a better monitoring of an ongoing progress in the equality agenda at an operational level, in particular.

Students Profile

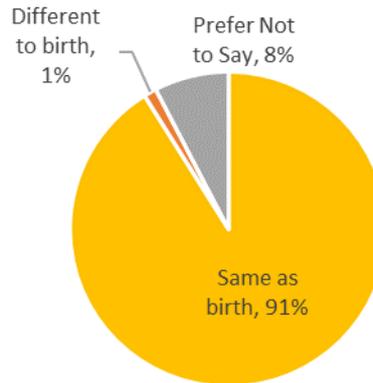
Over the 2017-2019 we have continued to implement equality monitoring using existing equality monitoring systems and processes. As a result, we are able to present here our most current students profile. (All percentages are calculated as a % of the total cohort).

a Further Education Starter Students

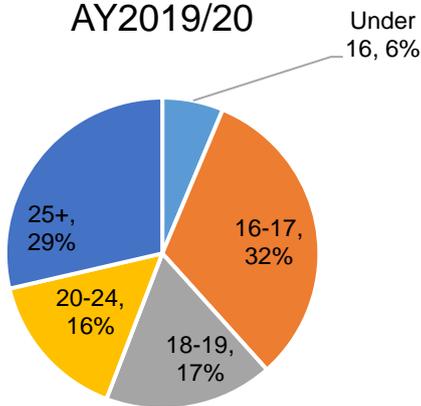
FE Starters by Gender;
AY2019/20



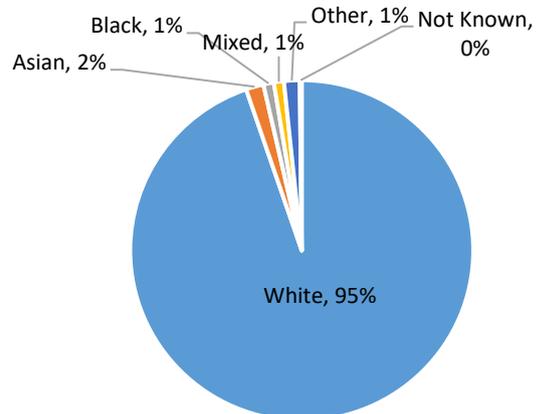
FE Starters by Gender
Reassignment; AY2019/20



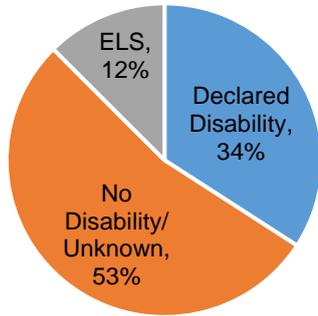
FE Starters by Age;
AY2019/20



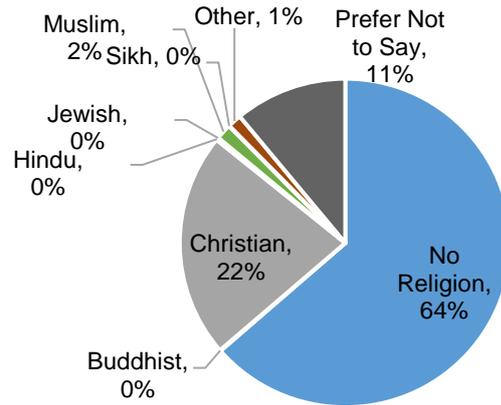
FE Starters by Ethnicity;
AY2019/20



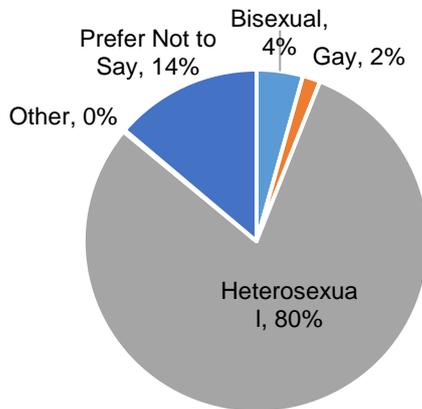
FE Starters by Disability Status; AY2019/20



FE Starters by Religion/Belief; AY2019/20



FE Starters by Sexual Orientation; AY2019/20



Pregnancy/maternity and marriage/civil partnership characteristics do not apply to duty as a service provider therefore are not provided information on here.

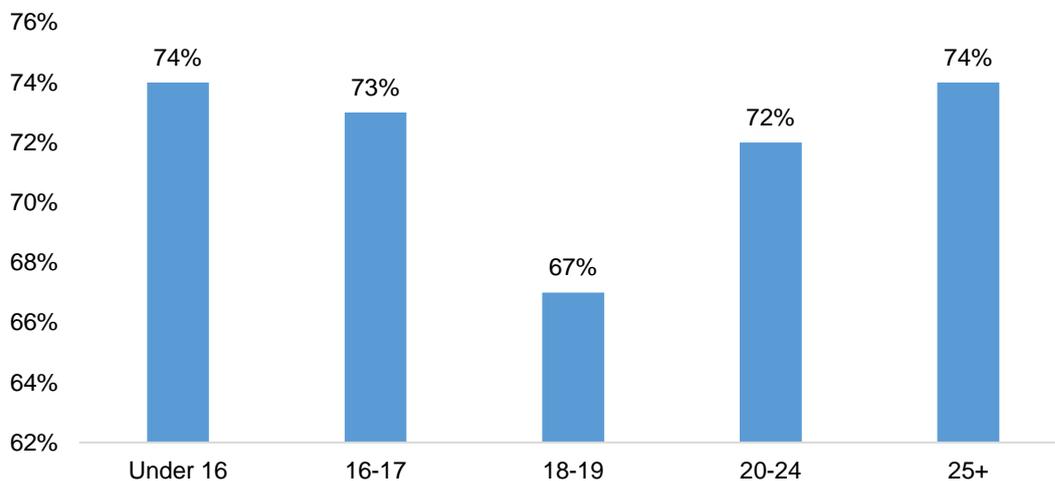
Learning Outcomes

Of our further education students, the following protected groups from among the protected characteristics have had the lowest rate of successful educational outcomes in the academic year 2019/20:

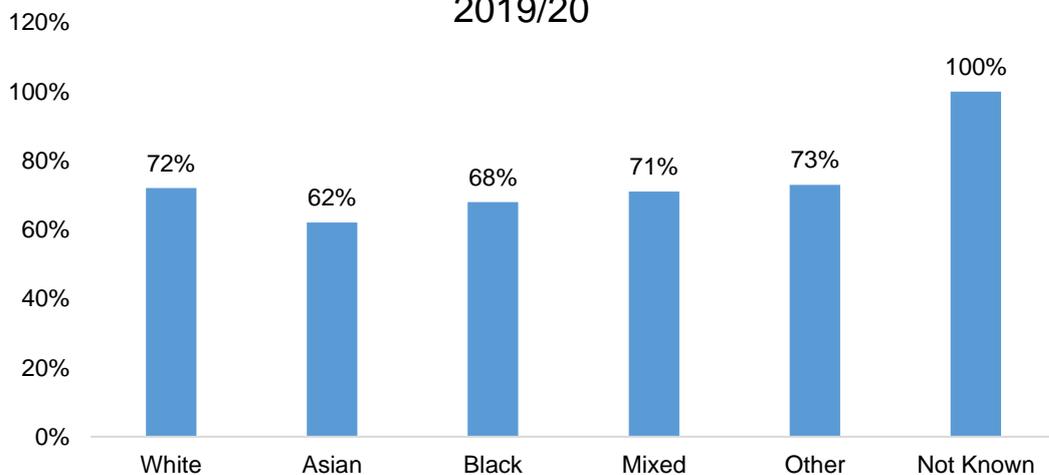
- 18-19 year olds (67% each).
- 7% equality gap from the highest attainment age category (74% in <16 and 25+).
- Asian (62%).
 - 11% equality gap from the highest attainment known ethnic category (73% "other").
- No attainment gap in gender characteristics (72%).

- ESL (65%) and "disability status" (69%).
 - 9% and 5% equality gap from the highest attainment category of "no disability", respectively.
- Muslim (59%).
 - 65% equality gap from the highest attainment religion/belief category (100% Jewish).
- "Bisexual" (68%).
 - 8% equality gap from the highest attainment category (76% "gay").
- "Current gender same as assigned at birth" (72%).
 - 18% equality gap from the highest attainment category (90% "gender different from one assigned at birth").

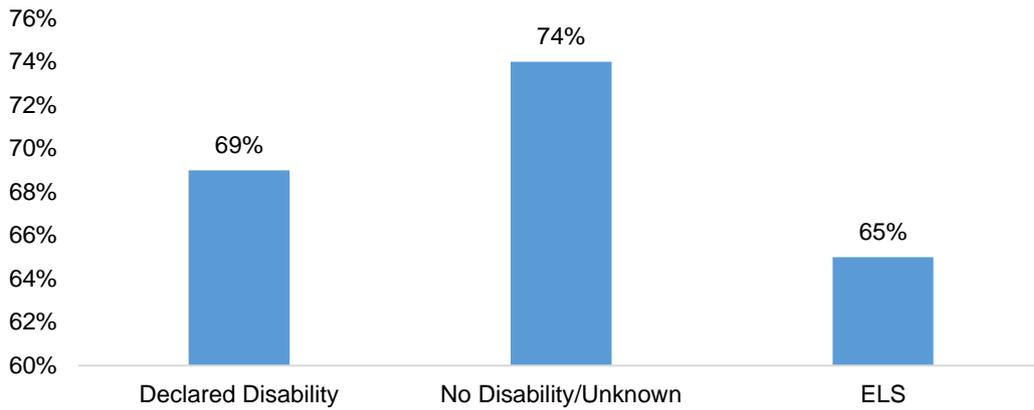
FE Successful Outcome by Age % AY2019/20



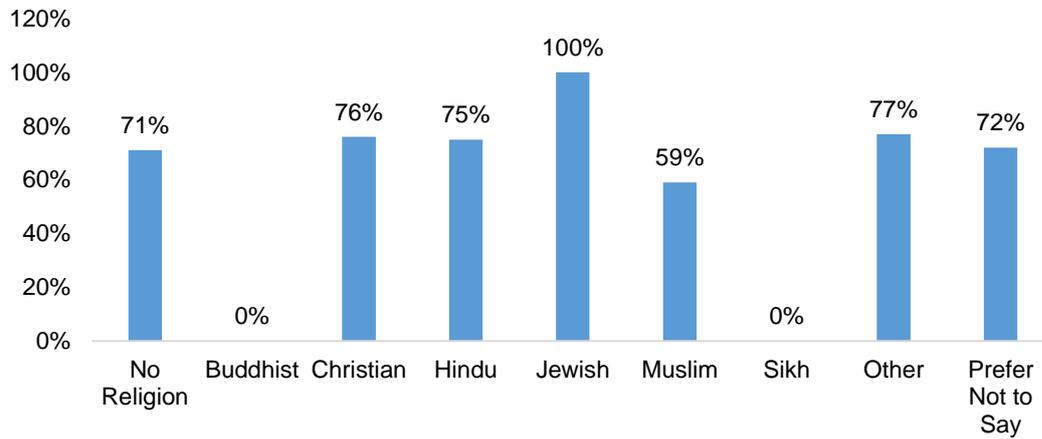
FE Successful Outcome by Ethnicity % AY 2019/20



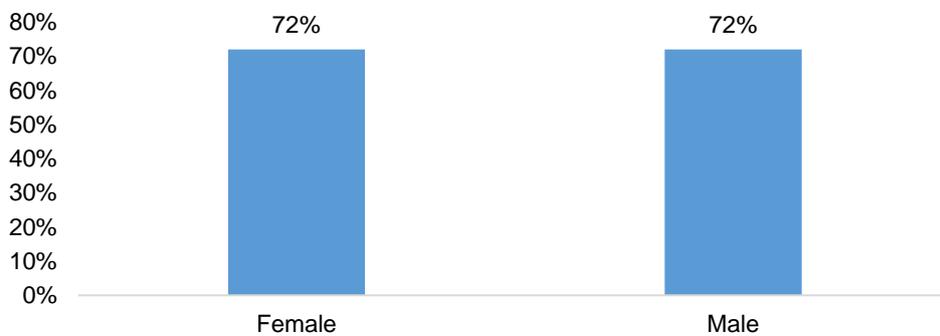
FE Successful Outcome by Disability Status %
AY2019/20



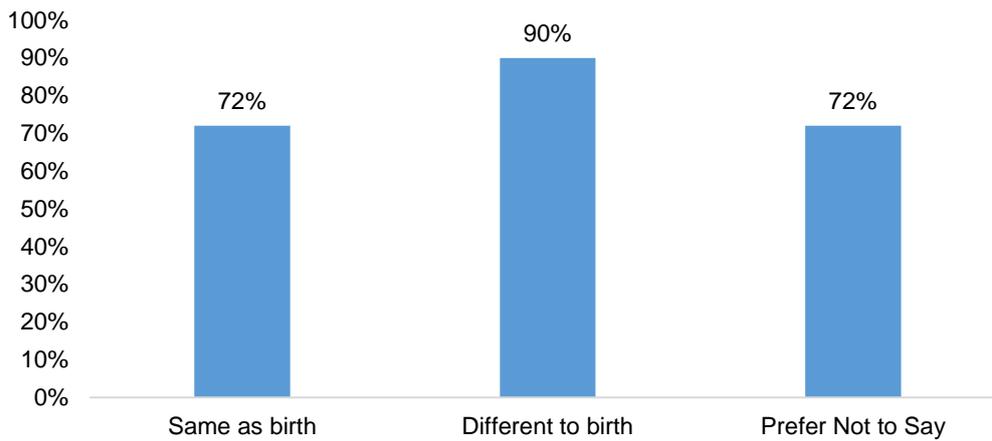
FE Successful Outcomes by Religion/Belief % AY
2019/20



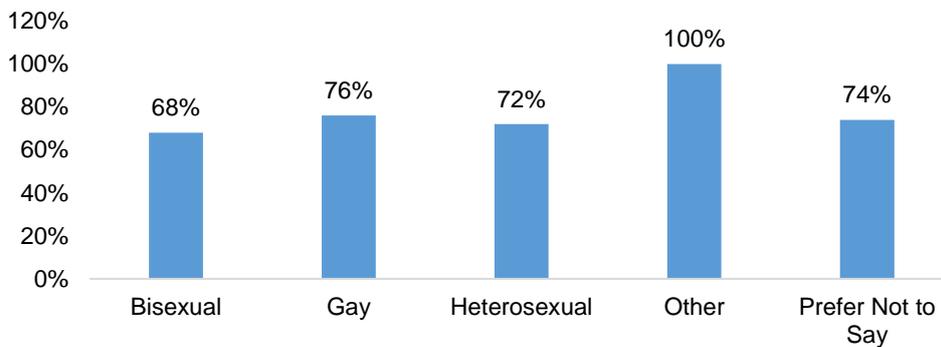
FE Successful Outcomes by Gender %
AY2019/20



FE Successful Outcomes by Gender Re-assignment Status AY2019/20



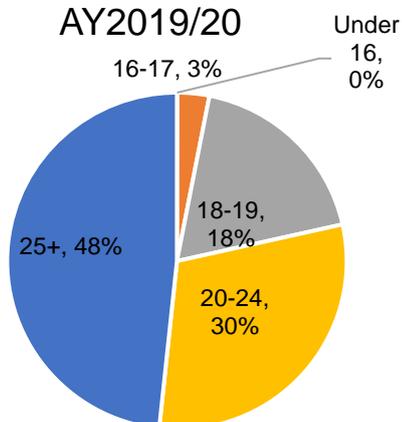
FE Successful Outcomes by Sexual Orientation % AY 2019/20



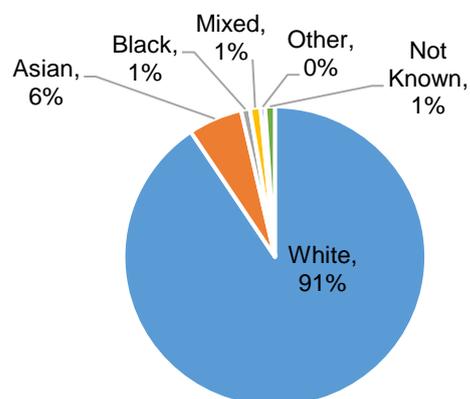
b Higher Education Students

Starters Profile

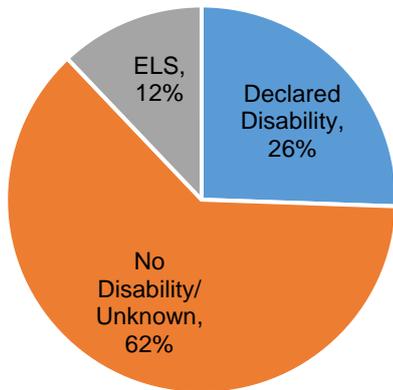
HE Starters by Age; AY2019/20



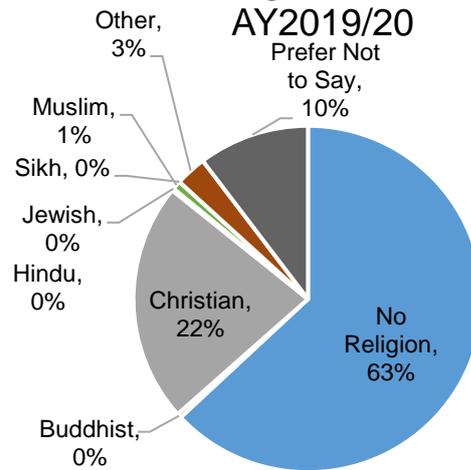
HE Starters by Ethnicity; AY2019/20



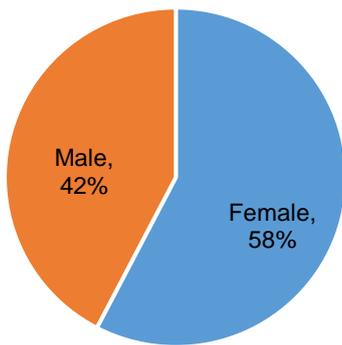
HE Starters by Disability Status; AY2019/20



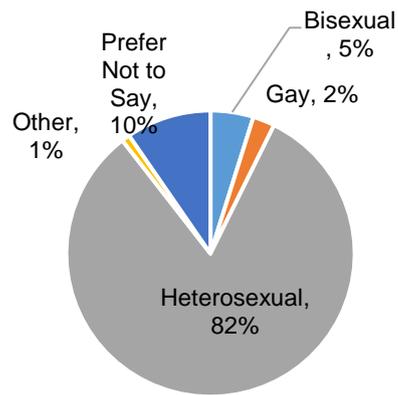
HE Starters by Religion/Belief; AY2019/20



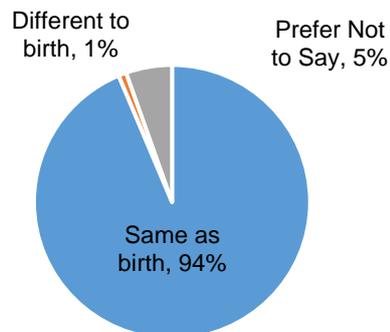
HE Starters by Gender; AY2019/20



HE Starters by Sexual Orientation; AY2019/20



HE Starters by Gender Reassignment; AY2019/20

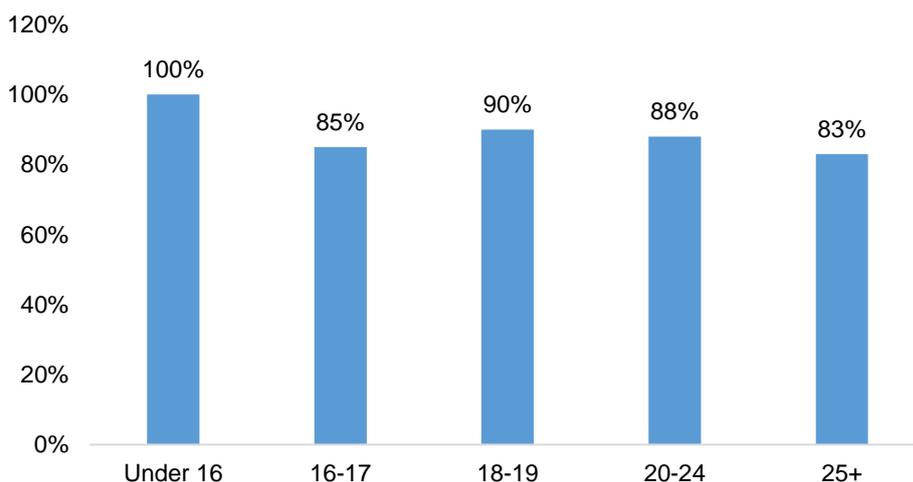


Retention Rates

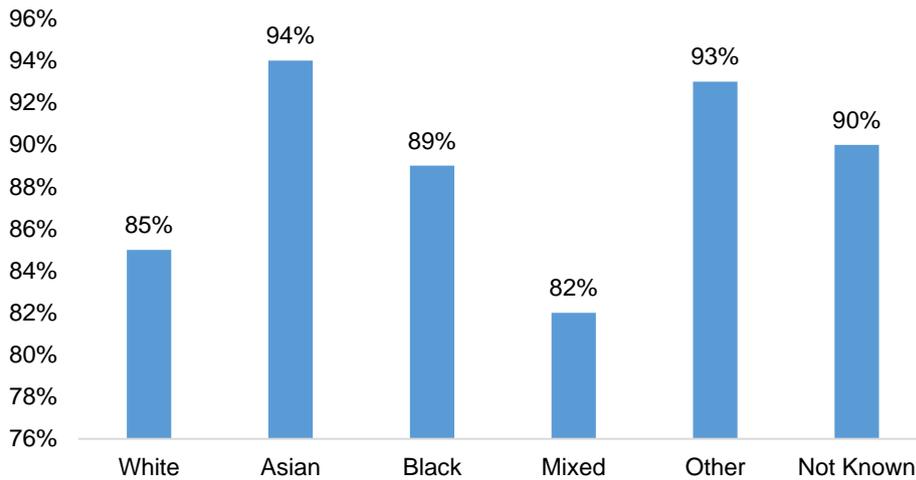
Of our higher education students, the following protected groups from among the protected characteristics have had the lowest retention rates in the academic year 2019/20:

- 25+ year olds (83%).
 - 17% equality gap from the highest attainment category (100% <16 year olds).
- Women (85%).
 - 2% gender equality gap (87% men).
- Mixed ethnicity (82%).
 - 12% equality gap from the highest attainment category (94% Asian).
- "declared disability" (83%).
 - 4% equality gap from the highest attainment category (87% "no disability")
- Hindu (80%).
 - 20% equality gap from the highest attainment category (100% Jewish).
- "other" (78%) and "bisexual" and "gay" (82% each) categories.
 - 12% and 4% equality gap from the highest attainment category, respectively (86% heterosexual).
- "current gender different from one assigned at birth" (74%).
 - 12% equality gap from the highest attainment category (86% "same gender").

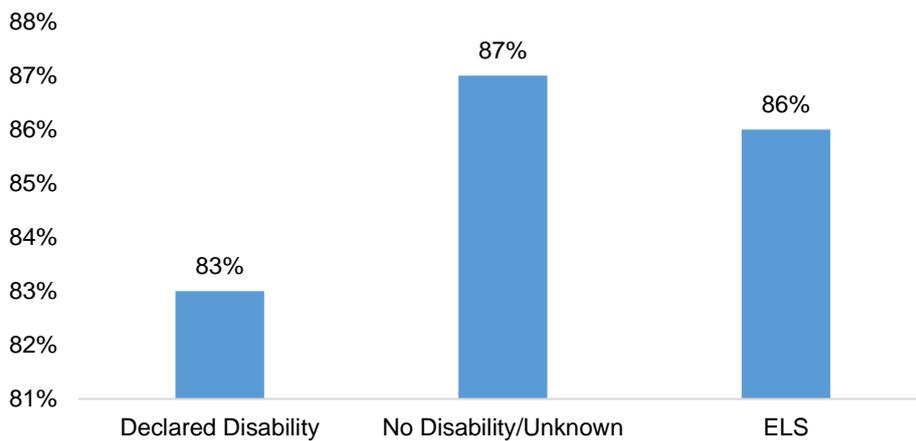
HE Retention by Age % AY2019/20



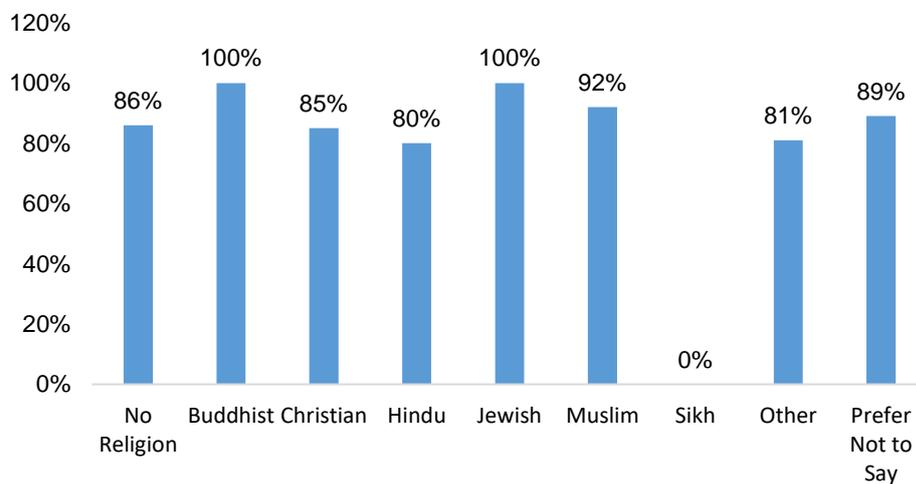
HE Retention by Ethnicity % AY 2019/20



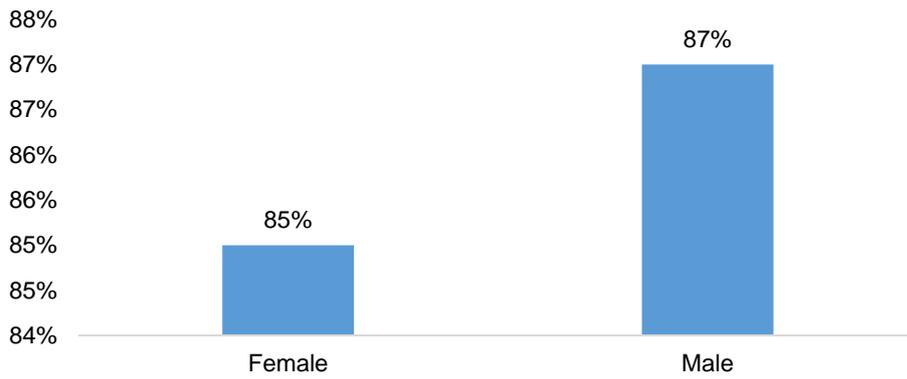
HE Retention by Disability Status % AY2019/20



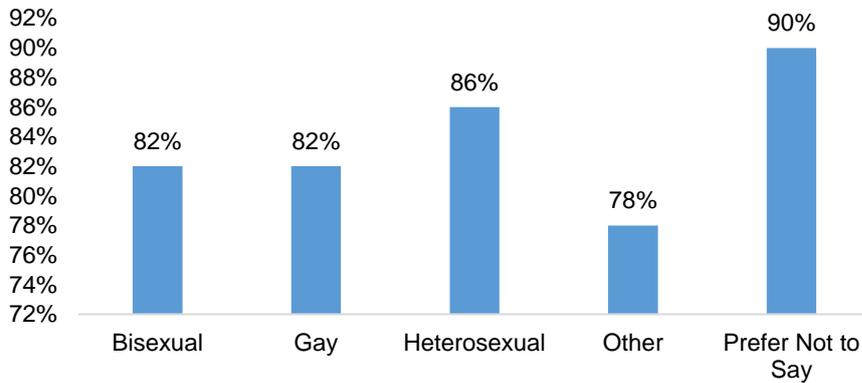
HE Retention by Religion/Belief % AY 2019/20



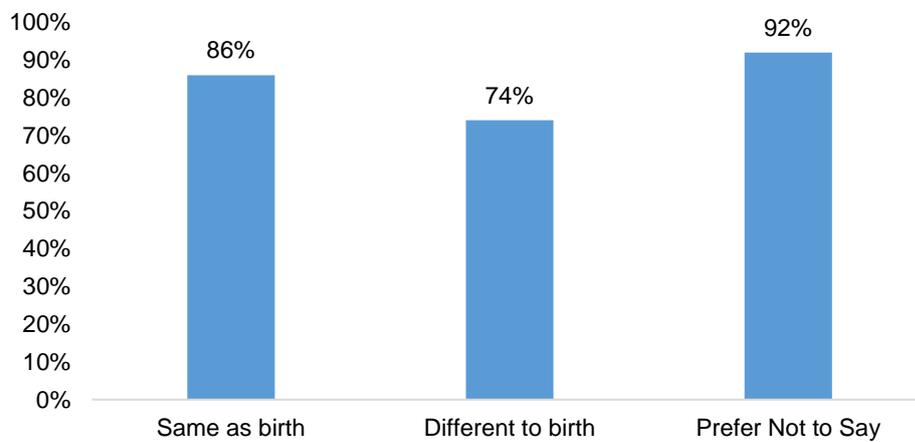
HE Retention by Gender % AY2019/20



HE Retention by Sexual Orientation % AY 2019/20



HE Retention by Gender Re-assignment Status AY2019/20



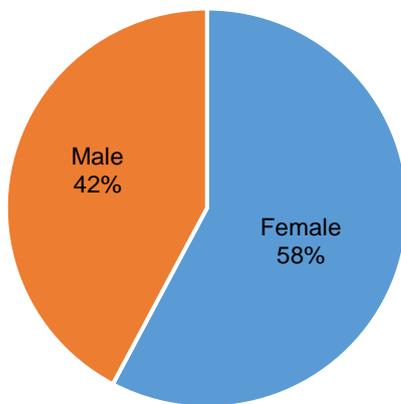
Staff Profile

The workforce profiles below are an update to the previous workforce profiles contained in the Employee Information report of 2017 and the Integrated Mainstreaming, Equality Outcomes and Students and Staff report of 2019.

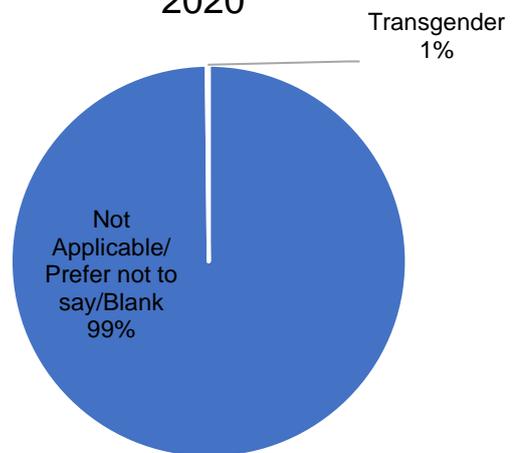
Perth College UHI is committed to securing workforce reflective of the profile of the population.

The demographic profile of Perth College UHI staff were based on a total of 589 staff at 31st March 2020. These exclude AST staff.

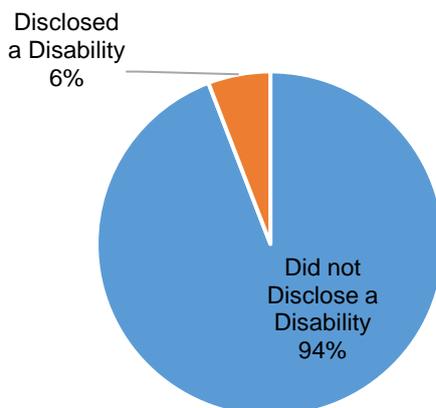
Perth College UHI Staff by Gender, March 2020



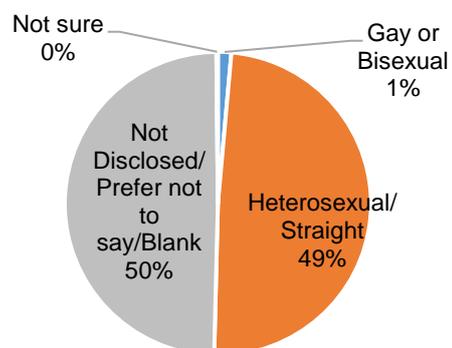
Perth College UHI Staff by Gender Reassignment, March 2020



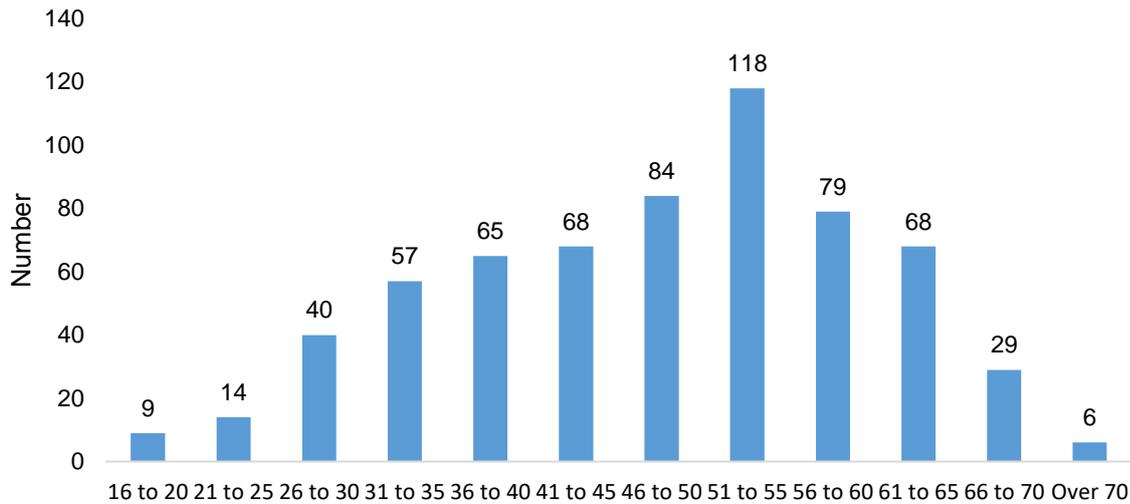
Perth College UHI Staff by Disability Status, March 2020



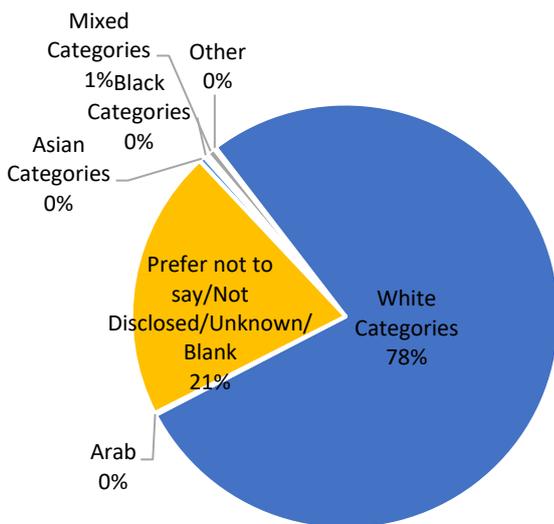
Perth College UHI Staff by Sexual Orientation, March 2020



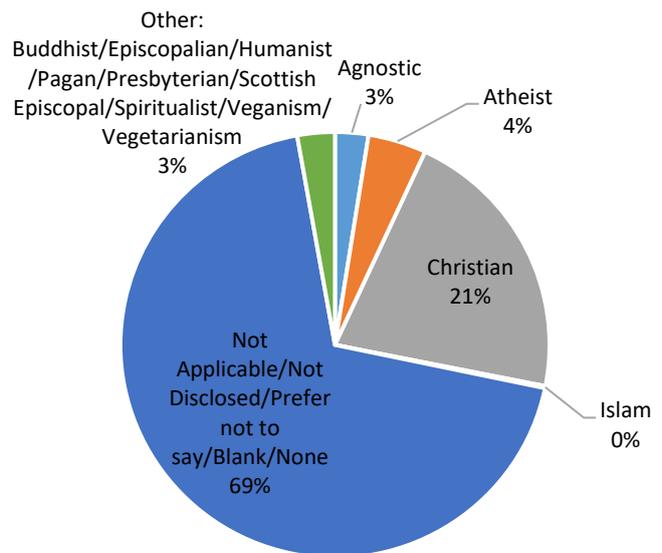
Perth College UHI Staff by Age, March 2020



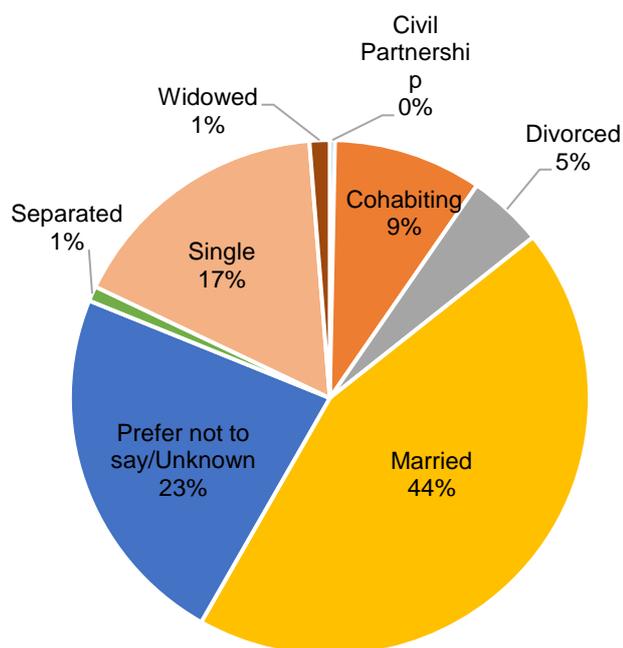
Perth College UHI Staff by Ethnicity/Race, March 2020



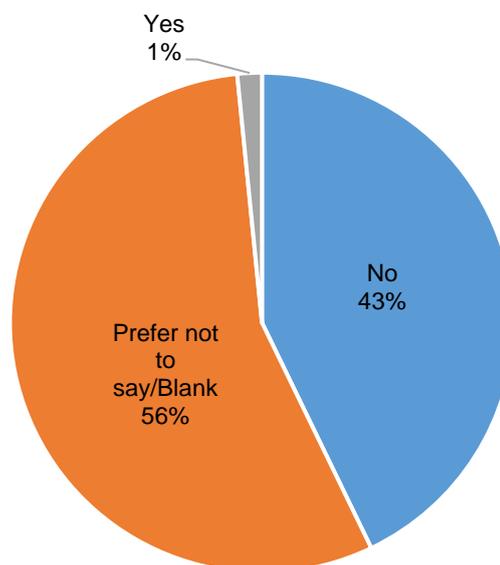
Perth College UHI Staff by Religion/Belief, March 2020



Perth College UHI Staff by Marital Status, March 2020



Perth College UHI Staff by Pregnancy/Maternity Status, March 2020



A Commentary to Workforce Profiles

A non-discrimination duty placed on organisations as employers and service providers applies to the following forms of discrimination as recognised in the Equality Act 2010:

- Direct.
- Indirect/Institutional.
- Harassment.
- Victimisation.

However, organisations are also required to prevent discrimination by perception and by association with someone holding the protected characteristic/s both of which could be considered under direct discrimination, noting that discrimination by association does not apply to all protected characteristics

Public Sector Equality Duties apply to both the employment and a service provision functions of the organisations subjected to the particulars of the equality legislation.

Areas for Improvement:

- 1 Our staff database called Ciphre currently does not capture all types of carer status. As carers of older and disabled people are protected from discrimination by association with an older and disabled cared for person, we are currently making adjustments to the database to ensure we capture this characteristic. In addition, we will advance our equality monitoring further by capturing also a carer status associated with parenthood.
- 2 Encourage staff to update their Ciphre records for equality monitoring purposes to improve completion rates.
- 3 Review classifications, inclusion of all protected characteristics, and amend equality

monitoring tools accordingly to ensure these are compatible with national classifications used for official statistics.

- 4 Review staff and student information on the Data Protection relevance to the equality monitoring and their rights.

Carers status is not currently being routinely captured by the CiphR staff database, we do currently capture details for staff who have a child under the age of 1. As the Equality Act 2010 protects carers of disabled adults and children, and of older people from discrimination by association, further amendments will be made to the database to ensure a comprehensive data monitoring inclusive of all protected characteristics. Moreover, due to the demographic changes reflected in the aging workforce and the emerging trend to promote independent living in a community supported by carers, we are striving to comprehend further existing policies and systems to meet the needs of our "caring" staff.

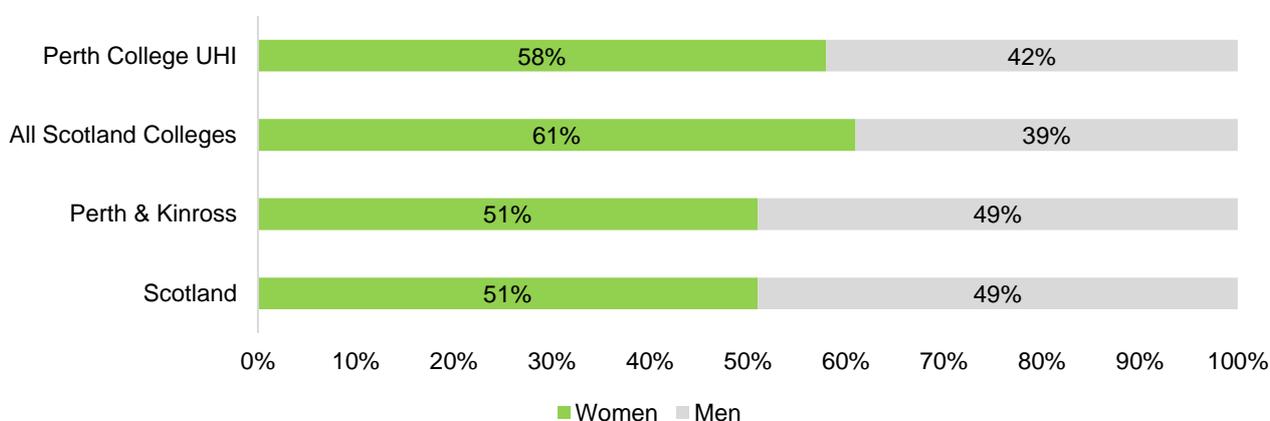
Our current policies and practices benefit carers via flexible working provision, time off for dependents and employee counselling and Occupational Health support in addition to signposting to Local Authority for a comprehensive assessment and support plan so that the Carers (Scotland) Act 2016 can be fully enacted upon. As the Acts applies to both adult and young carers, we also offer a range of policies and an authorised absence recording which prevents a disadvantage to "caring" students and promotes equal opportunities, in line with the **General Duties No 1 and 2**.

Perth College UHI Workforce Profile and Scotland Colleges and the Wider Population

Gender

There is an **overrepresentation of women in Perth College UHI (59%) in comparison with Scotland and P&K population (58% and 51%)**. This indicates occupational segregation in the FE & HE sector. However, Perth College UHI performs better as has a more balanced gender representation (58% women v 61% women; gender gap in Perth College UHI = 16% v 22% in Scotland Colleges). However, each college is located in a different population with a different demographic make-up.

Gender Distribution:
Perth College UHI v Population v Colleges



Sources:

Perth College UHI: end March 2020 data (2019 data: 59% women and 41% men)

Scotland and P&K: NRS: Mid-2019 Population Estimates

Scotland Colleges – Colleges Scotland: Keyfacts 2020 report

In both 2018 and 2019, 59% of Perth College UHI staff were women and 41% were men. This unequal representation decreased in 2020 with women’s representation reducing of 1% to 58% whilst men’s increasing of 1% to 42%.

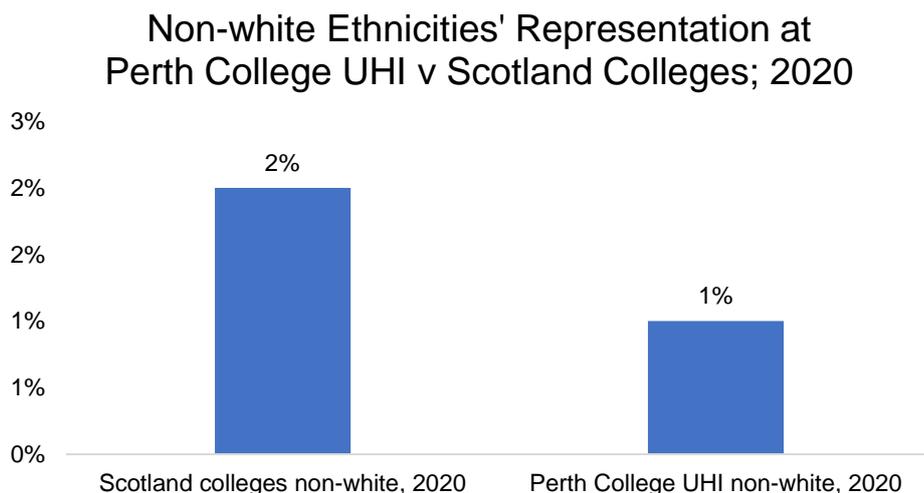
Disability

In 2020, 6% of Perth College UHI staff disclosed having a disability. This is consistent with the Scotland Colleges’ 2020 rate of 6%.¹, however, not representative of the wider population trend of 25% (Scotland 2018*) and P&K (LTC in Census 2011=29.8%).

*In 2018, a pooled SSCQ data showed that 25% of Scotland’s adult population has a disability which meets legal definition of the Equality Act 2010. Scottish Health Survey of 2019 shows that 9% of Scotland population described their general health as “bad” or “very bad”².

Ethnicity

As at 2020, Perth College UHI had a lower representation of non-white ethnic categories (1%) than Scotland Colleges (2%) and P&K population (3.3%)³. However, when calculating % of disclosed cases only, Perth College UHI has a non-white ethnic representation equal that of Scotland Colleges (2%), yet still below P&K rate of 3.3%.



Between 2018 and 2020, the representation of non-white ethnicities has been progressively declining from 4% in 2018 to 1% in 2020.

¹ Scotland Colleges – Colleges Scotland: Keyfacts 2020 report

² <https://www.gov.scot/publications/scottish-health-survey-2019-summary-report/pages/3/>

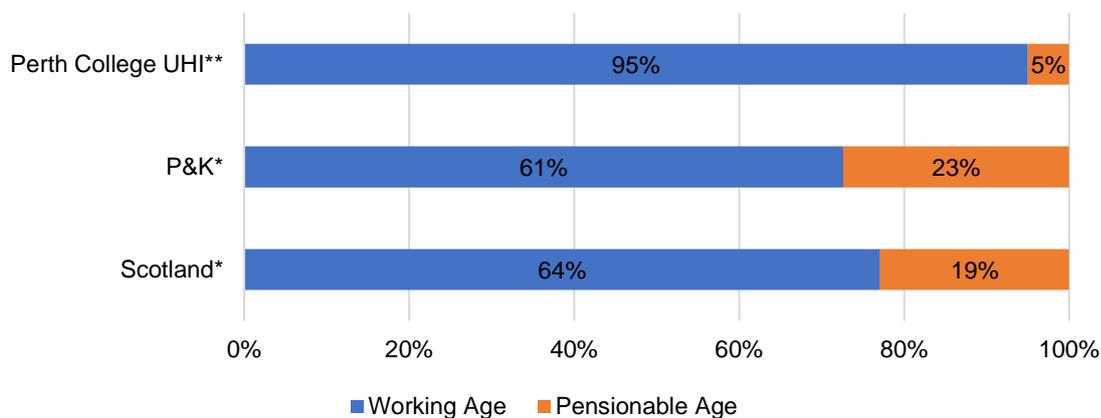
³ http://www.citypopulation.de/en/uk/scotland/perth_and_kinross/S19001123__perth/

Age

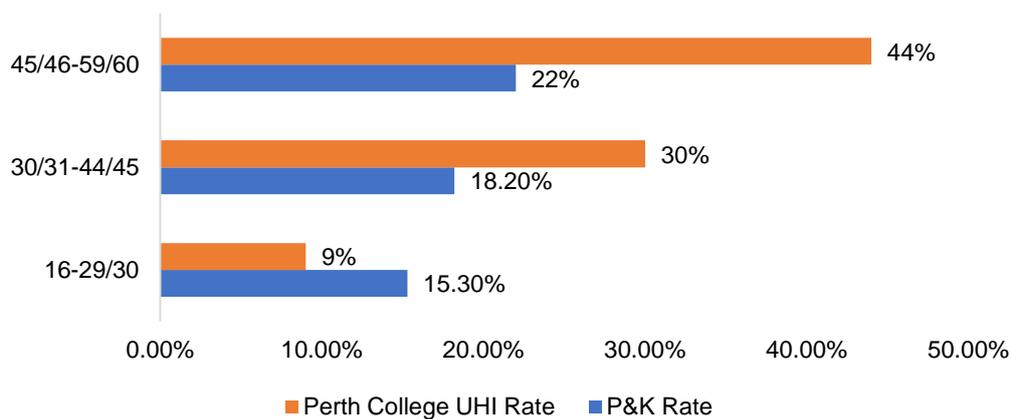
In comparison with Scotland and P&K population, Perth College UHI has a reasonably expected overrepresentation of people of working age (95% vs 61% and 64%) and underrepresentation of those of pensionable age (5% v 23% and 19%) in its workforce.

Among “working age” staff, at 2020, those 40 and under formed a minority group (28%) whilst those 41-65 formed a majority (66%) staff group. In particular, those 16-30 are significantly underrepresented in the Perth College UHI workforce in comparison to their representation in the P&K area (as per Census 2011) (9% v 15.3%, respectively).

Broad Age Profile of Perth College UHI (2020) v Population Profiles



Perth College UHI Working Age Representation v P&K Population



Age Group	P&K Rate (Census 2011)	Perth College UHI 2020 Rate*
16-29/30	15.30%	9%
30/31-44/45	18.20%	30%
45/46-59/60	22%	44%

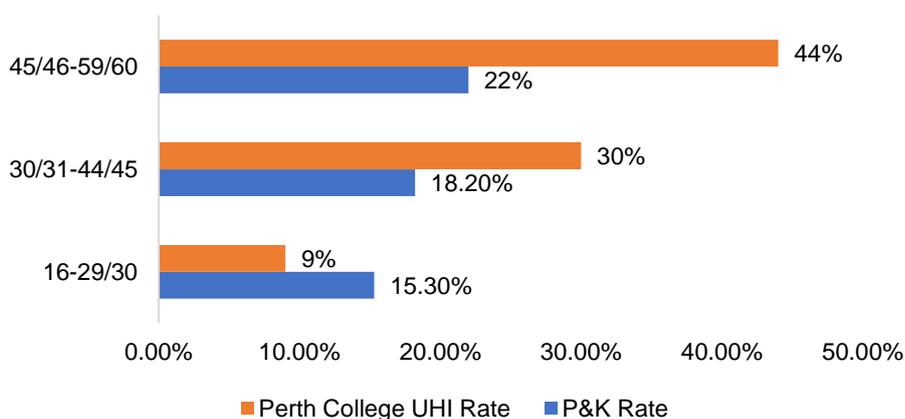
*Rates are based on categories: 16-30; 31-45 and 46-60.

Pregnancy/Maternity

Based on limited data, in 2018, 2019 and 2020, 1% of all counted employees disclosed pregnancy/maternity status which is insufficient to make a valid conclusion on representation. However, when only disclosed cases are counted whilst those with a non-disclosed status are removed, staff who are pregnant or have been on maternity leave in the last 12 months account for 4%.

Among working age staff, at 2020, those 40 and under (=of reproductive age) formed a minority group (28%) of staff whilst those 41-65 formed a majority (66%) group. In particular, those 16-30 are significantly underrepresented in the Perth College UHI workforce in comparison to their representation in the P&K area (as per Census 2011) (9% v 15.3%, respectively). There's a possibility of a dual discrimination based on age and pregnancy due to the link between potential of pregnancy among workforce of reproductive age.

Perth College UHI Working Age Representation v P&K Population



Age Group	P&K Rate (Census 2011)	Perth College UHI 2020 Rate*
16-29/30	15.30%	9%
30/31-44/45	18.20%	30%
45/46-59/60	22%	44%

*Rates are based on categories: 16-30; 31-45 and 46-60.

Sexual Orientation

Based on limited data, there has been a reduction in the representation of sexual orientation minorities (gay and bisexual) among staff from 2% in 2018 and 2019 to 1% in 2020 when all staff are counted in. As at 2020, in comparison with Scotland's 3% sexual minority population (2018-data, LGB&O)⁴, Perth College UHI can be considered as having representative proportion of sexual minorities as judged by the 3% representation when only cases where sexual orientation status was disclosed are taken into consideration.

⁴ <https://scotland.shinyapps.io/sg-equality-evidence-finder/>

Gender Reassignment

The disclosed gender reassignment in Perth College UHI in 2018, 2019 and 2020 represented 1% of staff. The Gender Identity Research and Education Society (GIRES) estimated that between 0.6% and 1.0% of the population were trans. Perth College UHI therefore has a respective to wider population gender reassignment characteristics representation among its workforce.

Marriage/Civil Partnership

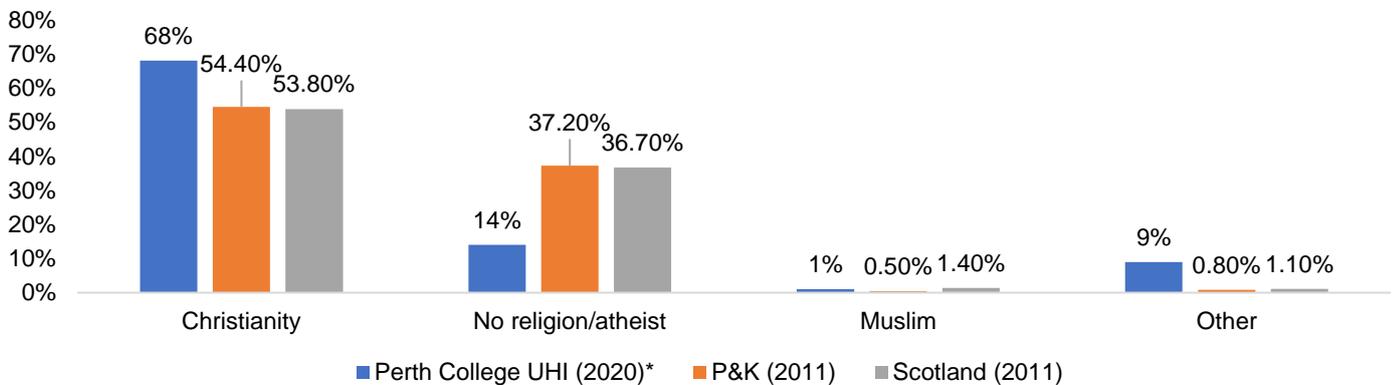
There is underrepresentation of staff who are married/in civil partnership (44%) in comparison with 2011-based profile of P&K* (51.2%) and Scotland (45.4%)*. When only disclosed cases are taken into account, married/civil partnership staff comprise of only 37% of staff.

*Census 2011-based; adjust P&K of -9% decreased btw 2018 and 2019.

Religion/Belief

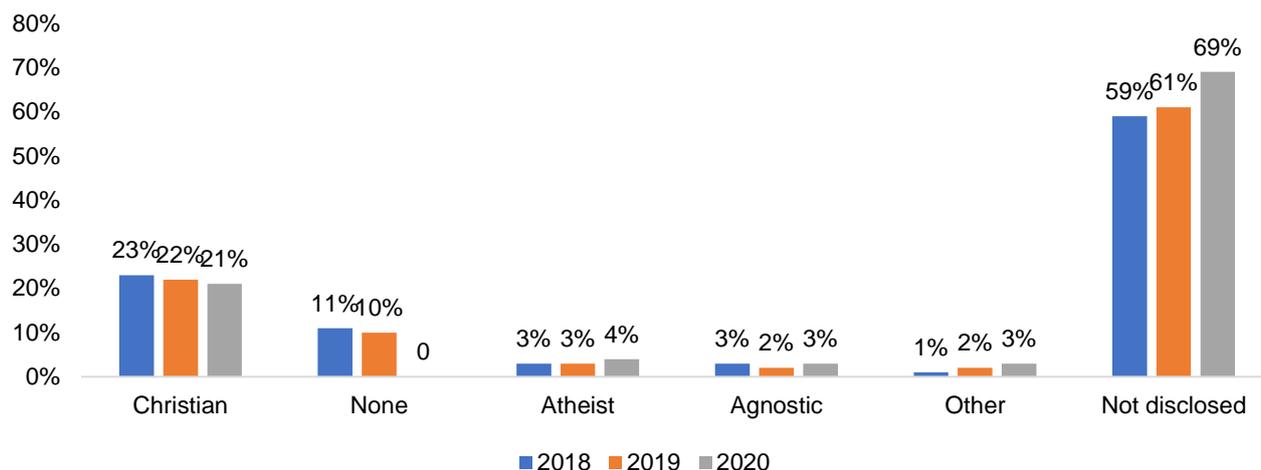
Based on the 69% of the Perth College disclosed data on religion/belief data, at 2020, the organisation had a greater than P&K and Scotland representation of Christianity and “Other” religions/beliefs and lower representation of “no religion/atheist” with Islam standing at 1% (<5 staff) and being above P&K rate yet below Scotland rate.

Religion/Belief Representation
(Perth College UHI: % of disclosed cases cohort)



	Christianity- Total	No Religion	Agnostic		Muslim	Not Stated	Other
Perth College UHI 2020	21% total. 68% of disclosed cases.	Atheist 4%. 14% of disclosed cases.	3%. 8% of disclosed cases.		0%. 1% of disclosed cases (<5).	69%	9% of disclosed cases.
P&K 2011	54.4%	37.2%	N/Available		0.5%	7.1%	0.8%
Scotland	53.8%	36.7%	N/Available		1.4%	7.0%	1.1%

Perth College UHI Religion/Belief Trend Analysis



Perth College UHI – Religion/Belief (as a % of all)

	Christian	None	Atheist	Agnostic	Other	Not Disclosed
2018	23%	11%	3%	3%	1%	59%
2019	22%	10%	3%	2%	2%	61%
2020	21%	Not Known	4%	3%	3%	69%

14 Equal Pay and Occupational Segregation

a Gender

We have recently compiled a detailed analytical report and an action plan on equal pay and occupational segregation in 2019. The report and plan details identified needs and actions that will be taken and directly relates to our **General Duties, 1 and 2 as well as our Equality Outcomes 1, 5 and 3.**

The analysis of staff pay data indicates that the College's gender pay gap for full time staff has continued to reduce. The gender pay gap increased from 10.91% in 2015 to 11.15% in 2017 after which it reduced to 8.65% in 2019. (The data are based on a mean hourly rate, not a median). However, a further analysis identified that Perth College UHI's gender gap based on a median hourly rates for full time employees equals 13.7% and is above the average for the UK (8.6%) and Scotland (5.7%) (2018).

Our analysis has shown that although men and women are equally represented in the College's 0 hour contract staff population, women's mean hourly rate is 13.19% lower than that of men. We have also identified that there are significantly more females than males in the lower graded posts.

It is therefore women clustered in the lower graded jobs and job families which are assigned lower pay that contribute to the College's occupational segregation and gender pay gap. To mitigate against the gap, the College is committed to ensure availability of more part-time positions in academic job family and higher pay scales

and will welcome flexible working requests particularly from these groups of staff in the promotion of flexible working policy. This will be reflective of the need for a greater work-life balance by women who are more likely to be carers requiring part time employment to balance work and caring duties.

The Gender Representation on Public Boards (Scotland) Act 2018 sets a gender representation objective for the non-executive member component of public boards. The objective is that 50% of non-executive members are women. The target has been met as at March 2018 (54%) yet not as at March 2019 (42%). The data, however, is based on very small cohort/numbers.

To date, the College has taken the following steps to address the gender pay gap and occupational segregation:

- The College became an accredited Scottish living wage employer in 2014 and continues to be one since. The College continues to pay the Scottish living wage to student interns and modern apprentices. The College also requires service providers such as our catering provider to comply with the Scottish Living Wage as part of its contract with us.
- Implementing flat rate cost of living increases for lower graded posts which resulted in these predominately female groups receiving a higher percentage pay increase than those staff on higher grades. However, our rate of salary increase is determined through national bargaining and so this is out of our control.
- 95% of flexible working requests have been approved (2017/18-2020/21 period).
- Chartered Management Institute SCQF Level 6 and 8 units are offered to staff to develop their skills and qualifications for future higher graded posts. In 2014, 7 staff engaged with the CMI programme, and this has increased to 15 in 2017. In 2018, no staff engaged in the CMI programme and it has now been proactively marketed to staff in 2019. At present, there are 12 new staff members registered for the CMI programme and another 10 staff members potentially continuing with their CMI programme at a higher level. This programme was not run in 2020 due to Covid-19, and instead we are developing in-house management development programmes to support supervisors, line managers and Heads of Departments.
- Although there have been no formal equal pay grievances received to date, we will continue to prioritise grievances on equal pay and continue with our **Equal Pay Action 5**.

b Disability

As at March 2020, 7% (n=33) of all staff have disclosed that they have a disability. Our analysis shows that disabled staff are evenly represented across job families and are not concentrated in the lower graded job families within the College. This dismisses the prevalence of vertical and horizontal occupational segregation in Perth College UHI. The College's mean disability pay gap for all staff is -6.32%.

At present, a Pre-placement Health Questionnaire captures data on disability status and need for specific reasonable adjustments which effect in further Occupational Health referrals and assessments as well as simultaneous internal Health and Safety Assessments and response. We will continue to ensure that policies and working practices are reviewed to build on the good practice we have so that we can better meet the needs and aspirations of disabled staff. During the Covid-19 pandemic the College utilised Occupational Health lead assessments of risk levels when determining whether staff were able to return to campus, this looked to ensure that those of high risk were protected from being required to return to work whilst there was still high levels of risk in the campus.

The College has an excellent occupational health service for staff to support reasonable adjustments in the work place and we aspire to advance our policies and practices. These will include looking to engage with the Disability Confident Employer scheme.

c **Ethnicity**

Around 9% of staff have disclosed that they identify as an ethnic minority.

Our analysts shows that minority ethnic staff are not predominantly concentrated in the lower pay grades within the College's grade and pay structure (vertical occupational segregation). However, we recognise that Ethnic Minority staff are not well represented within the College's management grades and this has been addressed in the Equal Pay Action Plan.

As at March 2020, the College's minority ethnic pay gap was 0% for all staff which is a significant change from the 7.5% of last year.

The robust analysis for gender disability and ethnicity has led to a more comprehensive action plan being developed; this can be found in the Equal Pay and Occupational Segregation Statement published on our website.

Further evidence on **Equality Outcome No 3** can be found throughout this document and originates from predominantly staff and students surveys as well as internal student services' and HR' data systems. The document therefore forms our basic equalities evidence base which we intend to complement further of a comprehensive equalities evidence base which will provide a basis for our decision making related to policies, strategies, action plans, finances, reviews and Equality Impact Assessments.

15 Equality in the 2020-21 Pandemic

The impact of the SARS-CoV-2 – associated pandemic of 2020-21 has varied between protected characteristics and exposed pre-existing inequalities in a society.

All Perth College UHI Community

The College followed Government instruction and went into lockdown on the 23rd March 2020. Since that time up to the relaxation of restrictions, staff and students have been working/studying from home and continue to do so where their work/study cannot be completed on-site.

The College required all staff to complete Display Screen Self-Assessment and Home Working risk assessment and provided the “work” equipment necessary for them to do this. For students the college recognised the level of digital poverty and purchased a significant number of laptops and dongles to allow students to be able to continue with their studies. Students were encouraged to continue with their studies and discuss any specific requirements that they had. Line Managers were required to review assessments for each member of staff and their individual situation and to provide advice and support. Guidance on working from home, the use of computers including laptops, workstation set-up, posture and the likely hazards were communicated.

Some staff requested their computer chairs and additional IT equipment (external keyboard, mouse, docking station) to support their role and were given authority to collect or in some cases the equipment was delivered to them.

We promoted “Mindfulness” during this challenging period providing staff and students with information and tools to assist in maintaining mental health. Topics include the advantages of working from home, taking regular breaks away from the computer, increasing physical activity, staying connected with work colleagues, setting a routine that suits, seeking assistance for IT issues, making time for things they like doing and being open when things get on top of you.

Communication on a regular basis with staff and students was an integral part of maintaining all round wellbeing in these unprecedented times. Staff and students alike have had to become used to different working practices and learning and not having the physical social contact we have all been used to.

Academic staff developed and delivered course subject matter online and as part of blended learning. Practical elements are delivered on Campus and supported by the online delivery. Line managers maintained contact with their teams through regular meetings online with individuals and also group meetings and chats. SMT produce and communicate weekly updates relating to College plans, Covid updates and staff and student wellbeing.

Some staff were permitted to return to the work environment for essential purposes where their work cannot be conducted from home, ie practical classes, student support. This could only take place under strict conditions and following an Individual Occupational Health Risk Assessment by our Occupational Health Provider, Medigold who assess the individuals “Covid Risk” taking into account individual susceptibility to contracting or transmitting the Covid virus, age, declared medical conditions, underlying health issues and also taking into account groups at higher risk due to relevant protected characteristics (ie some specific ethnic groups).

Organisational Covid-Safe risk assessments have been conducted and are reviewed regularly to ensure measures are in place and robust. Department and Curriculum areas were tasked with completing their individual area assessments in consultation with the HSWA, staff, staff side and student representatives, to provide reassurance and confidence that returning to work and study was safe.

Staff and Student Return to Campus Guides have been produced detailing the procedures and practices to be adopted and maintained on Campus and are also updated regularly in line with National and Regional Government legislation and guidance.

There is a booking in station in all buildings using a manual book or QR code where staff, students, visitors and contractors can register they are on the premises for Track and Trace compliance. To avoid congestion at entrances, we have expanded the QR code system to offices, staff bases and classrooms. Throughout the Campus, we have hand sanitising stations with alcohol based sanitising gel or alcohol-free foam taking into account different religious or personal preference. Directional signs for one way systems and “keep left”, social distancing, FACTS, hand and respiratory hygiene are displayed in all our buildings. Face masks of surgical grade and protective gloves are available at the booking in points, workshops, classrooms for those that require them.

The Academy of Sports and Wellbeing (ASW), continue to promote health and fitness within the College and to the wider community offering a wide range of fitness classes, strength and conditioning programmes, personal training. With the closure of fitness suites, gyms and climbing walls, ASW have been providing online classes and fitness sessions online. ASW are promoting and delivering services via various social media platforms including the College website.

All through this crisis we have been promoting health and wellbeing and in particular mental health. Adopting new ways of work and study has brought many challenges including isolation from the normal work and study contacts.

Student Services have been involved in online activities such as Socia-Bubble, providing a student survival guide, video blogs from staff and maintaining support for those students who require it. Student Support staff have been available on Campus and online to assist in addressing mental wellbeing issues of students.

For staff working from home we have provided guidance on the importance of establishing a routine, stop and start times and taking adequate breaks during the working day, adopting and maintaining healthy eating and hydration, avoiding negative thoughts, the importance of exercise and getting outdoors where possible and maintaining social contact with colleagues via Skype and Teams etc.

We have conducted EQIA's on our return to campus guides, and flowcharts as well as homeworking.

Students

As well as HISA, we have various teams across the College who have been supporting all our students, including International and the vulnerable during the pandemic.

Examples of the many actions we have taken forward which are available for all students, unless otherwise stated, are outlined below:

- 1 Digital Poverty – Initially through a questionnaire and then supported further by PATS, we have identified students who don't have access, or easy access, to IT facilities. We have then provided them with the relevant resources (ie Laptop and/or Dongle).
- 2 We continued to regularly promote and, at each opportunity, remind students of the various support mechanisms that are in place, whether that be financial support, additional support or student support. Funds have been available for all our students. Some funds do have eligibility criteria set out by the Scottish Government and those are only available for our home students, however we have (the UHI) created an

Emergency Fund for students who are not eligible for Scottish Funds. We (the UHI) have recently been awarded £100k to support students who are struggling and these funds can be used for any of our students, it is not residency based.

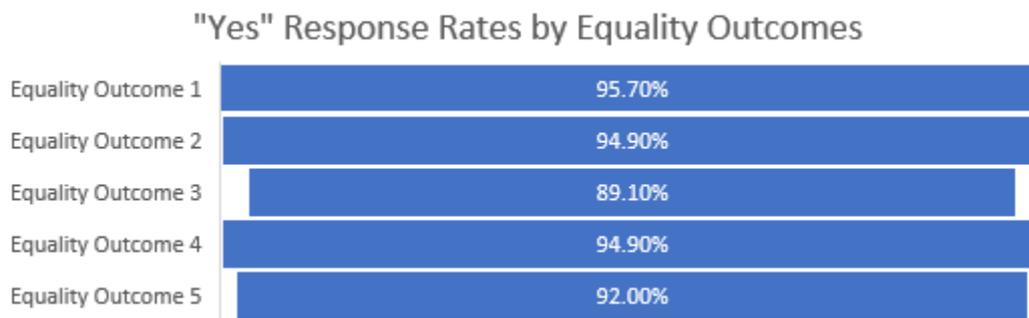
- 3 The Development Trust Team are constantly looking out for funds that may become available for our students – we have no control over these trust funds, some do come with eligibility criteria, which may be directed to International students but some may be only for our home students.
- 4 Our Student Support Team has continued to work with the Food Bank and this has been available for any of our students, including overseas students.
- 5 Our Student Support Team have held a weekly Social-Bubble to identify and provide support.
- 6 Our Student Support Team have a daily rota for any student in crisis and this is available for all our students.
- 7 Teams have adapted their systems and business processes to be able to support students from an online perspective.
- 8 We have both our Warden and Residences Manager available 24/7 for our students who are in our residences.
- 9 We have provided ad-hoc support to students who may find themselves homeless – we had a case over the Christmas period where we supported a student accordingly.
- 10 HISA provided wellbeing packs for all students in the Residences and for all our International students.
- 11 HISA provided our student residents with various board games to entertain themselves which was very welcomed.
- 12 Our International Team keep in touch with our International students and supporting accordingly.
- 13 All students are assigned a PAT where this individual is their first point of call, signposting to other central services as applicable.
- 14 We have a monitoring system in place for all our students, namely BRAG, where any concerns are noted, taken forward, and where our Student Support Team will get involved if requested.
- 15 We are providing study spaces in the College for those that are unable to study at home.
- 16 We will see an increase in our staff capacity within our Student Support Team to ensure we support as many students as possible with regards to mental health support.

- 17 Our Student Engagement Team have engaged with a range of students on courses, delivering various topics and building relationships, where we find students prefer to make contact with this team to raise their circumstances and potential support required.
- 18 We signpost to external agencies where certain circumstance are out-with our boundaries/controls however we do try to provide as much support as we can.

The various support mechanisms we have had in place are very good and have been utilised efficiently during the pandemic when support needs have increased for some more than others. We are in ongoing collaboration with PKC Social Work, PKC Adult Support and PKC Safer Communities which will intensify further over the coming years, also to mitigate negative impact of the pandemic on the most vulnerable students.

16 Equality Outcomes 2021-25

In the first quarter of 2021, we have conducted a survey – based consultation on proposed equality outcomes. A total of 138 people responded to the consultation and of those 65% were students and 38% were staff members. A vast majority agreed with the proposed equality outcomes although to a varying degree for each of the outcomes (see graph below).



Extensive comments relating to each of the proposed equality outcomes were also offered which enriched further our understanding of the perceptions and expectations of staff and students. A survey report has later been compiled and was submitted for a further review to the EDIT Committee and Student Engagement Group. The final consensus on equality outcomes was jointly reached with the final equality outcomes for the period of 2021-25 being as follow:

- 1 ***More learners than before are disclosing they are Care Experienced. These learners tend to have additional barriers which negatively impact attainment scores compared to their peers. We will work with the learners and other agencies to deliver interventions and support to narrow the attainment gap.***
- 2 ***There is an increase in learners disclosing mental ill health. These learners tend to have additional barriers impacting their attainment score compared to their peers. We will work with the learners and other agencies to deliver interventions and support to narrow the attainment gap.***
- 3 ***We recognise that there are gender imbalances across some areas of our curriculum, we will take active steps to promote accessibility of these programmes and challenge gender stereotyping.***

- 4 ***We are committed to being an anti-racist organisation and will seek to eliminate racism in all of its forms throughout all parts of the College.***
- 5 ***The College has a declining proportion of staff disclosing a disability in comparison with the local population. We will look to ensure that our policies, processes and practices are supportive of recruiting and retaining disabled staff. We will focus on hidden disabilities and wellbeing at work.***

17 Going Forward

UHI and 10 academic partners (AP), including Perth College UHI each report separately on progress and planned equalities work under Public Sector Equality Duty (PSED). Due to our partnership structure, this results in significant duplication reporting on shared activities, and limiting opportunities to compare data. In order to improve local relevance and breadth of expertise, we have set an outcome in partnership with the university, which aims to collectively progress PSED outcomes with UHI and other academic partners.

Conversations at Scottish HE/FE Equalities Forum (SEF) showed that Ayrshire College set shared outcomes with other public bodies in 2017, and consist of 3 merged colleges. We have reached out to Ayrshire College's EDI leads, and aim to develop a framework to replace each AP's autonomous reports with a single collaborative and comprehensive document.

The proposed format would cover employee and pay gap data as an evidence base, describing prior work through equality mainstreaming, and future work through equality outcomes. This will reflect shared activities, minimise duplication and release staff capacity to feed into a shared strategy and initiatives. It will also allow comparison of consistent staff and student data, and demonstrate the full breadth of our diverse institution.

'One-size-fits-all' solutions do not work across our breadth of APs: flexibility is key. As such, the university's future PSED outcomes will look to contain a bank of actions that can be drawn on by APs based on local data, demand, and capacity. APs who share issues and aspirations can develop work together, drawing on a wider pool of expertise. Where APs have less capacity or resource, they can potentially work with bigger colleges, and draw on the lessons of the wider group.

Initial steps will involve setting up a group of all-AP staff with EDI responsibilities, including staff, student and Senior Management/ governor representation, feeding into the university's senior EDI committee: EDICT. UHI's E&D Advisor will lead the group, with backing from senior university and partnership staff. The group will establish a remit and reporting channels, looking to learn from each-others' local operations and form new collaborative relationships.

Proposed annual data returns and qualitative data exercises can inform future actions, which will be discussed and either progressed by the group, delegated to other committees or mainstreamed into existing functions and processes.

We will look to develop annual data/ information returns to inform an annual partnership report to communicate successes, issues and opportunities internally. Content will be filtered by outcome, characteristic and AP, to simplify collation of local reporting. A thorough data protection impact assessment process will be developed with the partnerships' Data Protection Officer.

Our 2023 PSED updates will aim to reflect our intention to commit a single partnership report under an enhanced partnership framework in 2025.

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: Anna Maria Kaczmarek, Equality, Diversity and Inclusion Adviser or, alternatively, Katy Lees, Head of HR and Organisational Development

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