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REGIONAL BOARD REPORT

Subject: Equality Outcomes Action Plan and Mainstreaming Report	**Purpose:** **For Approval** ☒ **For Discussion** ☐ **For Information** ☐
Prepared by: David Killean Vice Principal; Quality and Innovation	**Date:** 27 April 2017

Purpose: To ask the Board to approve the College's Equality Outcomes, Action Plan and mainstreaming Report.

Executive Summary:

Borders College is a listed authority in the Equality Act 2010(Specific Duties) (Scotland) Regulations 2012. This means that it is covered by the specific duties which are designed to help authorities meet the general duty.

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

Advance equality of opportunity between people who share a relevant protected characteristic and those who do not

Foster good relations between people who share a protected characteristic and those who do not.

This report fulfils five of the specific duties, namely to:

- **report progress on mainstreaming the general equality duty**
- **gather, use and publish employee information**
- **publish gender pay gap information and an equal pay statement**
- **publish equality outcomes**
- **publish our Board's diversity information**

The equality outcomes have undergone review through consultation with both staff and students representing different protected characteristics. Our high level outcomes remain as relevant today as they did four years ago when they were first published. The mainstreaming report provides a progress report on our 2013 action plan. The equality outcome document provides specific outcomes by protected characteristic and a revised action plan to meet our general duty, to continue mainstreaming equality and to meet our specific outcomes.

Recommendation:

That the Board approve the outcomes, associated action plan and the mainstreaming report.

Previous Committee Approvals:

Board – April 2013, April 2015

For publication ☒	**For publication with redactions** ☐	**Not for publication** ☐

Signed:

Author **Principal**

BORDERS COLLEGE

Working Together

Equality Mainstreaming Report

Mainstreaming the General Duty
Employee Information
Gender Pay Gap
Progress towards Equality Outcomes

April 2017

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1. Introduction

Borders College is a listed authority in the Equality Act 2010(Specific Duties) (Scotland) Regulations 2012. This means that it is covered by the specific duties which are designed to help authorities meet the general duty.

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

This report fulfils three of the specific duties, namely to:

• report progress on mainstreaming the general equality duty
This requires the College to report on its progress in mainstreaming equality; that is, its work to make meeting the general duty integral to their functions. The report has to include an annual breakdown of the employee information it has gathered, together with details of the progress it has made in using the information to assist in meeting the general equality duty. This report is published every two years.

• gather, use and publish employee information
This requires the College, every year, to take steps to gather information on the number and characteristics of employees and the recruitment, development and retention of its employees. It must then use the information to assist in meeting its general equality duties. These duties are designed to create change for people with protected characteristics so in this report the College will demonstrate how it has used employment information in practice to advance equality of opportunity, eliminate unlawful discrimination and advance good relations between people. The report contains information covering the last two years for the:

- Composition of the authority's employees broken down by protected

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characteristic;

- Recruitment, development and retention of employees broken down by protected characteristic.

• produce a progress report for the College's Equality Outcomes
The specific duties require the College to publish a report on the progress they have made towards their published equality outcomes. In this report we will refer to the actions we set and intended to take at the time of publishing the Outcomes in April 2013. We discuss the progress we have made and where appropriate illustrate these with case studies published on our website in the intervening two years.

• publish gender pay gap information and an equal pay statement
The College must publish pay gap information and an equal pay statement as it has more than 150 employees. Pay gap information is defined as the percentage difference between men's average hourly pay and women's average hourly pay (excluding overtime). The College has used its most recent data in this calculation and is publishing its findings in this Mainstreaming Report.

The equal pay statement must contain the College's policy on equal pay and occupational segregation between: women and men, disabled people and non-disabled people, people in a minority racial group and people who are not. The equal pay statement is published in this report and every fourth year thereafter.

- **publish Regional Board diversity information**

The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016 came into force on 18 March 2016 and require the Regional Board to publish equality data about its membership.

Scottish Ministers are committed to achieving greater diversity on the Boards of public authorities, including colleges. They believe that more diverse Boards should result in better governance, decision-making and performance.

These amendments to the specific duties also require Scottish Ministers to gather information on the relevant protected characteristics of Board members and to provide overall information to the Sector that will help colleges to better perform the public sector equality duty. They have

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been unable to do this for 2017 but are committed to do so for future years.

In this first year of collecting data, Scottish Ministers require Boards to include in their Mainstreaming reports:

- the number of men and women who have been members of the College Board during the period covered by the report, and

- the action the Board proposes to take in the future to promote greater diversity of Board membership.

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2. Mainstreaming Report

2.1 Leadership

The Principal and Senior Management Team provide a clear commitment to equality, diversity and inclusion being at the heart of Borders College mission, purpose and strategic plan. A strong lead is given to staff and to students that equality of opportunity and respect for others matter to the organisation. This has led to the Equality Duty being integral to all aspects of the College's governance, management, human resources function and service provision.

The Principal, in her presentations and her meetings with students and staff provides clear leadership on equality matters, demonstrating her respect for the people that work and study at the College and focusing on the importance of success for all the College's learners and the need for creating and maintaining a respectful community.

The Vice Principal: Quality & Innovation has Senior Management responsibility for equality, diversity and inclusion within his remit and is responsible for ensuring compliance with the Equality Act 2010. He has a leading role for ensuring that the equality duty is embedded fully in the governance, work and life of the College and in meeting the specific duties detailed in the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 and the Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016.

2.2 Planning

2.2.1 Strategic Planning

The College's Strategic Plan 2016-20 (Our Strategy – Towards 2020) sets out the College's Strategic Purpose, Vision, Values and Behaviours. These are:

Strategic Purpose
Borders College will deliver **success for all learners** through:

- Successful qualifications
- Positive destinations

Borders College will support the economic and social development of the

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Scottish Borders through:

- the coherent and responsive provision of education, training and skills and
- excellence in learning and teaching

Vision

To be a College in which all learners succeed and which inspires growth, creates opportunity, raises aspiration and enhances lives.

Values and Behaviours

For our learners, our staff, our partners and our communities we will be:

- ✓ Inspiring
- ✓ Collaborative
- ✓ Innovative
- ✓ Supportive
- ✓ Excellent

And to deliver our values we will:

- ✓ Behave as one team with a common purpose – the success of our learners, ourselves and our colleagues
- ✓ Maintain the highest level of respect for each other
- ✓ Value the contribution of everyone working for, learning in and associated with the College
- ✓ Act professionally and with integrity at all times
- ✓ Provide a positive role model for each other and for our learners

We settled on the wording for our **Strategic Purpose** because we wanted to embed our commitment to mainstreaming equality at the highest levels of our function. By committing to delivering success for **all** our learners we are recognising that some people in our community face greater barriers to achieving than others and we need to adjust our services accordingly so they have the same opportunities to succeed as others. This commitment is shaping our services now and for the future.

The **values and behaviours** also reflect how mainstreaming of the general duty is, and has been, at the heart of what the College strives to achieve both as an employer and as a providers of an education service. Mainstreaming equality is a significant contributor to the College's purpose.

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The Plan reflects guidance received from the Scottish Government and the Scottish Funding Council with focus on access, inclusion, progression and diversity. Within our strategic indicators we now have five that are specifically there to address issues of inequality and to drive change.

The Strategic Plan can be viewed at:
http://www.borderscollege.ac.uk/college-documents/plans-and-strategy/

The Strategic Plan was equality impact assessed at the time of planning, drafting and approval.

2.2.2 Regional Outcome Agreement

It is a requirement of college funding that each College Region agrees an Outcome Agreement with the Scottish Funding Council. This is negotiated each year, setting out the levels of activity and the specific outcomes the College will work towards in return for the funding it receives. The progress is measured by a series of outputs from the college activity.

The College also produces a Regional Context Statement based on its current operating environment. This includes information of the region's population profile and provides detail of the equality, diversity and inclusion issues the College will address. There is a specific focus on gender equality. The context statement helps to inform the Outcome Agreement detail and assists in providing a baseline for aspects of equality monitoring.

The Outcome Agreement links well with the College's Equality Outcomes and gives a high profile to addressing equality and diversity issues. There is a requirement within the 2017/18 Regional Outcome Agreement for the College to include an Access & Inclusion Strategy as part of its submission and to commit to publishing a Gender Action Plan by July 2017. There are ten high-level national measures within the Outcome Agreement of which six have aspects of equality embedded within them.

2.2.3 Development Planning

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Each department and faculty within the College is required to create an annual enhancement plan which is based on the findings from their self-evaluation. This will detail how their work will contribute towards meeting the College's equality outcomes among other things. In evaluating their practice they must consider data from the College's equality monitoring system which is made available to them through the College's management information system.

The College monitors application, enrolment and success outputs for all protected characteristics and also for care experienced, young carers and SIMD. This provides a wide range of data to inform evaluation and action planning. It is this that has led to the College setting specific measures and targets within its Strategic Plan and Regional Outcome Agreement to address equality issues. The College is well aware that young age, deprivation, mental health issues, dyslexia, autism, care experience and caring responsibilities all impact negatively on the learners' chances of success and has taken action to address these issues. It also knows from the data that gender has a significant impact on the vocational choices made by young people and is taking action to help address gender bias and stereotyping.

The individual department and faculty plans are used to inform the overall annual college development plan where college-wide action to address equality issues will feature.

2.2.4 Self-evaluation

Each department and faculty is required to evaluate their performance against the Education Scotland Quality Framework which the College uses as its base quality standards. These standards have been created to also address the needs of the Equality Duty. In particular, through the application of this framework, the College considers how well it meets its statutory duties and how well it meets the needs of learners from all backgrounds and circumstances. The self-evaluation process prompts the faculty and department staff to consider how well they meet the needs within the Equality Duty and to plan to address needs that require further consideration.

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2.3 Management and Governance

2.3.1 Regional Board

The Regional Board for the Borders College Region was established under the Post-16 Education (Scotland) Act 2013, with the Chair appointed and Board Members approved by the Cabinet Secretary for Education & Training. The Regional Board replaced the previous Board of Management, meeting for the first time in March 2015.

Under its public sector equality duties, a regional college board is required to assess and review the equality impact of policies and practices on board appointments. This might involve identifying relevant evidence such as the population represented by the college or its potential catchment, the composition of the board, any gaps in representation and appropriate steps to address any gaps.[1]

The new Board's assessment of the previous Board's appointments led it to advertise, inviting applicants from all sectors of the community and from people with skills which would enhance its work. They were particularly mindful to attract female applicants and took steps to raise awareness amongst the female population. Between March 2015 and March 2017 there have been 10 male members of the Board and 12 female members. Female representation on the Board has therefore been 60% for the period.

The Board Nominations Committee has responsibility for Board appointments. At the meeting of the Committee in February 2017 it amended its remit (which was later approved by the Board) to include its responsibility for ensuring a wider diversity amongst Board membership. It is committed to increasing the diversity of the Board and members agreed that the protected characteristics the Board would most benefit from were race and disability along with LGBT plus. It raised the possibility of co-option of people with protected characteristics at the Board and tasked the senior managers with identifying local groups within the community with whom they can open up discussion to support this objective.
Equality and diversity is a standing item on the agenda of the Board and

[1] (Scottish Government, 2014)

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the agendas of its subcommittees. The Vice Principal Quality & Innovations is required to report to the Board on equality matters. The Board approves this Mainstreaming Report and the Equality Outcomes.

2.3.2 College Committees and Meetings

All College committees and meetings have equality and diversity as a standing item on their agendas. The College has an Equality and Diversity Committee that oversees the equality, diversity and inclusion work of the College, including equality impact assessment. It has membership from a wide range of staff and staff representative organisations as well as student members.

2.3.3 Policies and procedures

All policies and procedures that relate to work with people are impact assessed. The results of the impact assessment are published at the back of the policy. Policy document are published on the College website at:
http://www.borderscollege.ac.uk/college-documents/policy-documents/

The College has a wide range of policies that concern themselves with the rights of employees, service users and the community we serve. They are particularly important in helping ensure that the College is meeting the requirements of the general duty.

They are:

- Bullying and Harassment Policy and Procedure
- Complaints Policy and Complaints Handling Procedure
- Customer Services Policy
- Employee Disciplinary Policy and Procedure
- Employee Domestic Abuse Policy and Procedure
- Employee Resourcing Policy and Procedure
- Equalities Diversity and Inclusion Policy
- Essential Skills Policy
- Family Leave Policy and Procedure
- Gender-Based Abuse Policy and Guide (Students)
- Grievance Policy and Procedure
- Homeworking Policy

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- Individual Staff Review Policy
- Learner Attendance Support Policy and Procedure
- Malpractice Policy
- Performance Improvement Policy and Procedure
- Policy Management Procedure
- Procedures for Creating and Validating College Devised Awards
- Professional Conduct between Staff and Students
- Recruitment of Ex-Offenders Policy
- Recruitment Process
- Redundancy Policy
- Respect at Work and Study Policy Statement
- Safeguarding Children and Adults at Risk of Harm
- Social Media Policy and Guidelines
- Staff Severance Policy
- Stress at Work Policy and Procedure
- Student Admission and Interview Policy and Procedures
- Student Discipline Policy and Procedure
- Training and Development Policy and Procedure
- Validation and Approval Policy
- Violence and Aggression at Work Procedure
- Whistleblowing Policy

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2.4 Service Provision

2.4.1 Admissions

The College's admissions process is reviewed annually to ensure that it meets the needs of the general equality duty. The College has continued to consider how it can improve its admissions policy and procedure so that it is fair, transparent and equitable. The policy has been considered excellent practice by Education Scotland and has been used as a model by other college regions as they develop their admissions policy and procedure. The key features of the policy are:

- The early identification of any additional support needs to make reasonable adjustments to the admissions process.
- The guarantee of an interview for all applications made on time.
- The use of an objective scoring tool for each course based on agreed entry criteria.
- The offering of places only once all applicants submitting their application on time have been interviewed.
- Positive action in supporting under-represented groups to achieve a place at college.

2.4.2 Curriculum

The College curriculum has been built following the curriculum for excellence guidelines and to create a portfolio of courses that meets the wide range of vocational needs and learner abilities. The College has focused on improving the life chances of young people by increasing the number of full time places available and has targeted a greater proportion of its learners coming from the under 25 year age range. It has argued successful for additional resources from the Scottish Funding Council to do this. The College has therefore played its part in reducing the number of school leavers from the Borders going to negative destinations. It now recognises that it needs to do more for the adult population of our region to ensure there are opportunities for retraining and upskilling. The opportunity is arising to use more of its funding to target the older population as school roles dip in the region in the near term.

The College works to ensure that its curriculum is right for learners' needs and this work, in combination with a fair admissions policy, is a significant contributory factor in ensuring opportunities are available at

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the right level and in the right vocational areas to allow people to succeed and achieve the positive destinations of employment or further study. Learner satisfaction, learner success outcomes and positive destinations are above the sector average in 2015/16.

The significant challenge for both curriculum and admissions policy is gender segregation. The College has tried a number of initiatives over the four years of these equality outcomes, including specific taster courses for the gender minority. It has also targeted admissions and marketing at the gender minority. This has had little impact on people's choices when making application. Construction and engineering programmes attract applications from males, with painting and decorating being the most likely to have female applicants. Hairdressing, beauty therapy, and childcare attract mainly females with beauty therapy being the least likely to have a male applicant. In total, only 23% of our full time programmes have more than 25% of males and females enrolled and over a quarter of our full time programmes have enrolments from only one gender. Our starting point for our gender action plan is;

- A quarter of our programmes are single sex.
- A quarter of our programmes have a reasonable gender balance.
- Half of our programmes are dominated by one gender with the other in a significant minority.

The College recognises that this has to change and it has its part to play in addressing these gender imbalances, and also recognises that they are a significant contributory factor to the gender pay gap within Scotland as a whole. It also recognises that there are broader societal issues that it needs to join with other agencies to challenge.

Each student on mainstream programmes is supported in developing their essential skills for life and work alongside learning the vocational skills necessary for their chosen field of work. The College has in place an essential skills policy and extensive work experience opportunities to support this work. Embedded within the curriculum is an onus on addressing equality issues as they relate to employment and life.

The College encourages students to disclose whether they have a disability that may impact on their learning. The disclosure rate is around 21%, which is higher than the rate in the general population. This

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suggests that students are comfortable with sharing information about a learning difficulty or disability. There is a general recognition amongst the student population that this disclosure does lead to understanding, support and assistance and not to stigmatisation. The College offers a wide range of programmes at Scottish Credit and Qualification Framework (SCQF) Levels 1 to 3 and works with a range of other service providers to provide training and skills development for people with learning disabilities. In particular, the College has developed its own wide range of vocational and life skills programmes specifically for people with a learning disability. The range of the programmes has expanded with demand from external organisations. Good examples are: the Ready for Retail programme developed and run with IKEA; the Project Search programme run with NHS Borders to prepare people with learning disabilities for work; Sports programmes for young people at high risk of disengaging from education at school; and the Tenancy programme for people with disabilities to help them become successful tenants. Where necessary the College has credit rated these programmes on the SCQF thus enhancing their value to the learner and to employers.

The College also offers a learning support service to all students who experience difficulties. The service provides an assessment of need and then makes the necessary reasonable adjustment to educational service provided for that individual.

2.4.3 Student Services

The College's Student Service Department has an important role in empowering students to influence the work and life of the College. The College believes that empowering its students is an effective way in ensuring the College is held to account for the services it provides and ensuring that it addresses equality issues. The Student Services Department helps support and maintain the Borders College Students' Association (BCSA). The Students' Association has an important role in training and empowering the class representatives and in the work of the Faculty Councils. Currently 93% of the College's student representatives have undertaken the bespoke training offered. The Association and the Councils are there to ensure that students have access to all levels of the organisation. The President and Vice President of the Association

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have places on the Regional Board. The Association has its own dedicated staff member and a Sabbatical President along with an active executive. One post on the executive is dedicated to equality issues, leading to the Association making significant contributions to equality related community events such as the ***Reclaim the Night*** rally and ***LGBT History Month***.

The Faculty Councils are designed to empower student representatives to influence the curriculum and learning and teaching approaches, as well as raising concerns on behalf of individual students or groups. The members of the Councils are elected by their classes and in turn the Chair of the Faculty Council is elected by the Council members. The faculty management team is in attendance at these meetings and is required to report to and take actions from the work of the Council.

With the support of BCSA and College staff, Faculty Councils have undertaken a variety of equality-related projects and initiatives. 'Equality and Diversity' is included as an agenda point at every Faculty Council meeting, ensuring class representatives have ample opportunity to raise any related issues. In addition to this, each Faculty Council Chair automatically becomes a member of the Students Representative Council (SRC); a student-led team that acts as the political leadership of BCSA. Faculty Council Chairs are therefore granted the opportunity to make recommendations to the Executive team on the direction and priorities of BCSA regarding a variety of matters, including equality and diversity.

BCSA provides ongoing support to drive forward equalities action points raised by Borders College students during Faculty Council meetings. They have been involved with a number of equality campaigns within the College, the community, and nationally.

The Association has two members of the Executive team sitting on the College's Equality and Diversity Committee, where they can represent the students' voice on a variety of equality issues. The Association are also leading on attaining and maintaining the LGBT Charter.

The Student Services Department also oversees the Student Admission and Interview Policy and Procedure process and ensures that the policy complies with the general duty (see above) and that it is applied consistently and transparently throughout the admissions process.

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Student funding is provided through Student Services. Where individuals have specific needs, for example help with childcare costs or special transport arrangements, the individual's needs are assessed and support and/or services are provided following the Scottish Government and Scottish Funding Council guidance on the use of student support funds. Student support funding is also used to provide equipment and/or resources to individuals who require reasonable adjustments to enable them to access education or support their learning.

First Aid mental health support is provided through The Student Services Department where individuals can get advice and guidance regarding various mental health issues and/or referred on to dedicated mental health services within the community. The department has worked together in close liaison with the Students' Association to establish a community partnership under the auspices of the 'HelpU' initiative. This has enabled a number of community support agencies to come together under a common cause and shared vision to provide students with clear and effective signposting to support services available both internally and externally within the region.

The Student Advice Centre is a remote reporting centre from where issues relating to hate crime and other criminal matters can be referred on to the police for further investigation. It is useful in providing a sense of security for transgender students who are experiencing abuse from both fellow students and the wider community and has been used to report gender based violence and sexual bullying. Student Welfare Advisors have been trained specifically to provide support and guidance and help students who wish to use the remote reporting facility.

The Student Advice Centre also provides wider health and welfare support and administers the C-Card service for young students, promoting sexual health awareness and information including the issue of condoms.

The Student Union offers a wide variety of foods with many options for vegan and vegetarian diets. There is a daily varied choice including foods from around the world such as Vietnamese, South African, Jamaican, Mexican, Indian and North African. The selection of foods by the chef ensures that a wide variety of religious beliefs are catered, with

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halal meat sourced for many dishes.

The Scottish Borders Campus has a prayer room with associated washing facilities. It may be used by any faith and is regularly used by Muslim students.

2.5 Monitoring

The College monitors application, enrolment and success outputs for all protected characteristics. In addition it also monitors for care experienced, young carers and SIMD. This provides a wide range of data to inform evaluation and action planning. In terms of admissions the student population has a higher proportion of young people, females, people with disabilities, and people from other European countries than you would expect if compared with the general population of the region. In terms of achievement, the College notes that there are lower rates with some protected characteristics and other characteristics that can confer a disadvantage. This has led to the College setting specific measures and targets within its Strategic Plan and Regional Outcome Agreement to address these outcome equality issues. The College is well aware that young age, deprivation, mental health issues, dyslexia, autism, care experience and caring responsibilities all impact negatively on the learners' chances of success and has taken actions to address these issues which are included within its new equality action plan.

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3. Employment

3.1 Recruitment

The HR Department is responsible for the recruitment of all staff and volunteers to the organisation. In line with the Employee Resourcing Policy and Procedures the HR Department oversees the process to ensure a fair and consistent approach to recruitment. All applicants are required to use the College's application form which contains monitoring information on all protected characteristics. Short-listing of applicants is carried out by a College Management Team member and is done without knowledge of any sensitive personal information, including name, address, criminal convictions and sensitive data.

The recruitment procedures have been developed to be transparent and measurable, ensuring a fair and consistent approach is followed in each recruitment campaign. During session 2015/16 recruitment and induction were part of the internal review process and enhancements to the policy and procedure around recruitment and induction have been implemented to further support equality and inclusion.

The returned monitoring forms are analysed to ensure that applicants who share a relevant protected characteristic are not being disadvantaged. These statistics are reported to the HR Committee of the Board of Management on an annual basis. Currently we monitor all protected characteristics other than pregnancy/maternity.

The College has been awarded recognition as a Disability Confident Employer and commits to the values and commitments of holding this award.

The following information for annual year 2016 which the HR Department collects and monitors is detailed below.

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Recruitment Statistics for 2016 (January to December)

APPLICATIONS

Total Posts	% of total male	% of total female	% of total disability	% of total ethnicity	% of total age	%of total married/Civil partner	%of total religion	%of total Sexual orientation
48	22%	78%	3%	White 90% (Asian, Mexican, Brazilian, Pakistani Chinese, Indian) 4% Unknown 6%	<35 37% 36-50 24% 51-60 25% 61+ 3% Unknown 11%	Single 27% Married 49% Divorced 6% Cohabit 7% Separated 1% Widow 1% Unknown 9%	C of S 25% None 40% RC 7% Christian 9% Buddhist, Sikh, Muslim, Hindu 2% Unknown17%	Hetro 80% Bi 1% Gay 2% Unknown17%

APPOINTMENTS

Total Posts	% of total male	% of total Female	% of total disability	% of total ethnicity	%of total age	%of total married/Civil partner	%of total religion	%of total Sexual orientation
48	20%	80%	0%	White 99% Mexican & Pakistani 1%	<35 40 % 36-50 35% 51-60 20% 61+ 2% Unknown 3%	Single 20% Married 62% Co Habit 9% Divorced 2% Unknown 7%	RC 7% C of S 20% Christian 13% Unknown 9% Muslim 2% None 49%	Hetro 89% Unknown 9% Gay 2%

No applicants identified as transgender or pregnant or on maternity leave.

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It is clear from this data that there continues to be a need for us to focus on encouraging individuals with disabilities or from ethnic minorities to apply to the College, although the level of applications from these groups is representative of the demographics of the area. In order to address this, the College has been actively advertising in specialist publications for example, Able Magazine.

All adverts state that the College is an equal opportunities employer and we ensure that all adverts are available on our web site as well as within Universal Jobmatch and are highlighted to the Disability Advisors who work with Job Centre Plus.

3.2 Induction

All new staff are required as part of their probationary period to undertake the College's online induction programme (Engage) as well as the face to face induction they receive from their line manager.

Engage provides all new staff with an overview of the College, with introductions from the Principal and Senior Management Team. Staff are required to undertake online modules on Safeguarding and Equality and Diversity as well as undertaking a training needs analysis. Going forward, these units will be completed prior to the start date if possible. This process is monitored and certificated and staff will not successfully complete their probationary period until all modules within Engage have been completed.

3.3 Retention

Voluntary staff turnover for 2016 was 7.2%. Data on the reason for leaving and the protected characteristics pertaining to those individuals is collected and analysed in order to ensure that individuals with protected characteristics are not being disadvantaged compared to all other employees.

Statistics relating to this is detailed below.

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Retention/Leaver Data 2016

Reason for Leaving	Male	Female	Disability	Ethnicity	Age	Gender reassignment	Marriage/ Civil Partnership	Pregnancy/ Maternity	Religion	Sexual orientation
End of Fixed Term Contract	6	4	0	White 10	<35 4 36-50 3 51-60 0 61+ 3		Single 9 Married 1		C of S 2 None 6 Unknown 1 Quaker 1	Hetro 9 Unk 1
Resign	6	16	0	White 22	<35 8 36-50 6 51-60 7 61+ 1		Single 9 Married 10 Divorced 3	1	None 12 RC 1 Christian 4 Unknown 1 Cof S 4	Hetro 20 Unk 2
Dismissal	2	0	0	White 2	<35 1 61+ 1		Single 1 Married 1		RC 1 C of S 1	Hetro 2
Retired	0	3	0	White 3	61+ 3		Married 3		C of S 2 Unknown 1	Hetro 2 Unk 1
Mutual Agreement	1	0	0	White 1	61+ 1		Married 1		None 1	Hetro 1
Voluntary Severance	2	3	0	White 5	36-50 1 51-60 2 61+ 2		Married 3 Divorced 2		None 2 C of S 3	Hetro 4 Unk 1

% of total Male	% of total Female	% of total with disability	% of total ethnicity	% of total age	% of total gender reassignment	% of total marriage/ civil partnership	% of total pregnancy /maternity	% of total religion	% of total sexual orientation
40%	60%	0%	White 100%	<35 30% 36-50 23% 51-60 21% 61+ 26%	0%	Single 44% Married 44% Divorced 12%	2%	C of S 28% None 49% Unk 7% Christian 9% RC 5% Quaker 2%	Hetro 88% Unk 12%

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This data shows that more women than men left the College in 2016, which would be in line with the balance of women to men in the College.

The HR Department has a process of carrying out exit interviews with staff members who are leaving. This can either be through an online survey or a face to face meeting/interview with a member of the HR team. This information is collated and any salient points are fed back to the management team for action.

During session 2016 the majority of staff who completed the survey indicated that they would recommend the College as a good place to work.

3.4 Continuing Professional Development

The College has an HR Strategy and Training and Development Policy and Procedure which supports the continuing professional development of **ALL** staff regardless of any protected characteristic.

This is an overview and breakdown of the majority of the development activity undertaken. The data relating to the protected characteristics other than gender are so small that they have not been included in this table.

CPD April 2016-April 2017

Date	Training Opportunity	Target Audience	Male: Female
21st June 2016	IOSH Working Safely	Essential - All Staff	3: 5
6th July 2016	World Host	Essential – All Frontline Staff	0:5
16th August 2016	Stay Safe	Essential – All Staff	38:43
16th August 2016 (4 days)	IOSH Managing Safely	Essential – All Managers and staff working in high risk	3:2
16th August 2016	Child and Adult Protection	Essential – All Staff	16: 20
16th August 2016	Corporate Parenting	Essential – All Staff	25:40
21st September 2016	Job Description and Person Specification	Essential – All Managers	8:20
29th September 2016	MIDAS	Essential – All staff that require to drive minibuses	8:5
26th October 2016	LGBT Charter Mark	Essential – All Staff advised by managers	1:20

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26th October 2016	Document Management	Essential – All Staff advised by managers	0:12
28th November 2017	LGBT Charter Mark	Essential – All Staff advised by managers	33:26
28th November 2017	Stay Safe	Essential – All Staff	9:42
28th November 2017	Assertiveness in the college environment	Essential – All Staff advised by managers	6:13
28th November 2017	World Host	Essential – All Frontline staff	0:14
21st June 2016	IOSH Working Safely	Essential - All Staff	6:2
5th December 2016	Emotional Intelligence	Essential – All Staff advised by managers	2:8
15th February 2017	Child and Adult Protection	Essential – All Staff	4:15
Started February 2017	Learning and Development 9	Essential – All Staff advised by managers	4:5
Completed February 2017	Learning and Development 9	Essential – All Staff advised by managers	2:6
Started February 2017	Learning and Development 11	Essential – All Staff advised by managers	1:2
Completed February 2017	Learning and Development 11	Essential – All Staff advised by managers	1:4
March 2016 (4 days)	IOSH Managing Safely	Essential – All Managers and staff working in high risk	3:6
Due to complete April 2017	Learning and Development – Professional Recognition Award - Licentiateship	Essential – All Staff advised by managers	4:4
Due to complete April 2017	Teaching in colleges today	Essential – All Staff advised by managers	0:1
Due to complete May 2017	TQFE	Essential – All Lecturers	0:2
Due to May/June 2017	PDA Teaching practices in Scotland's colleges	Essential – All Staff advised by managers	6:5

It is the aim of the College to enable each staff member to achieve the standards within the "Promoting Excellence: The Scottish Government's response to the Review of Scotland's Colleges 2007" and also the Staff Governance Standards (January 2011). These standards ensure that all staff complete a minimum of 6 days CPD per annum (pro rata for part time staff).

This standard is monitored as part of the College's Staff Performance and Development Review process and individual staff members are responsible for maintaining records recording both formal and informal

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CPD.

The College enables this to be met through Enhance, which is the CPD programme for qualified lecturing staff and also through the Staff Development Day programmes. There are 3 dedicated staff development days during the year in August, February and June. These days provide a mix of training on various areas including equalities and also sharing good practice and wellbeing initiatives.

The table above details some of the specific equality training sessions carried out during April 2016 to April 2017 focusing on:

- Equality and Diversity online training
- Child and Adult Protection
- Corporate Parenting
- LGBT Awareness

The Equality and Diversity Committee receive reports on the equality training undertaken by staff. Attendance rates at training events and in particular equality training is monitored and reported to both the Equality and Diversity Committee and the College Management Team.

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3.5 Staff Performance and Development Review

Each and every member of staff employed by the College has the right to an annual Staff Performance and Development Review (SPDR). There are a number of rights and responsibilities around SPDR which are covered within the policy.

This procedure allows staff at least once per year the opportunity to sit down with their line manager, uninterrupted, to discuss their performance, key strengths, areas for development, training needs and objectives for the coming year.

This process has been developed in recent years to enable conversations around additional support that may be required by staff with a protected characteristic and to provide a safe environment in which staff members can raise concern or issues around these protected characteristics.

Staff Review processes are tightly controlled by the HR Department which ensures that all staff, regardless of any protected characteristic, have the opportunity to engage in SPDR. All documentation is returned and retained by the HR Department which ensures careful monitoring and enables any actions regarding protected characteristics to be implemented.

Through this monitoring process the HR Department are able to ensure that 100% of staff, whether they are permanent, temporary, full or part time, are either involved in SPDR or the probationary process or within a performance improvement process. This ensures regular and documented conversations raising any issues to be addressed.

3.6 Employee Profile

The College collects and monitors information on all protected characteristics. Currently the rate of disclosure is 96% which is an improvement from 95% two years ago. The College aims to increase this to 100% and is currently in the process of gathering up dated and additional information from staff. This will inform going forward the protected characteristic data held within the HR systems as well as

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additional information on care experienced and care giving individuals. By monitoring this data and interrogating the statistics the College is able to ensure that it meets its obligations under the general duty. The profile of the College is predominantly female, white, heterosexual, Church of Scotland and in the 51-60 age range. Although recruitment over the last two to three years has been limited we have been able to take action to raise our profile as an equal opportunities employer in an attempt to attract individuals with protected characteristics. This has been done through advertising in different media and through remaining signed up to the “See Me” campaign and by being a Disability Confident Employer. In addition, we hold the Healthy Working Lives Gold Award and also the Mentally Healthy Workplace Commendation Award. We were also shortlisted as finalists in the Scottish Top Employers for Working Families Awards in March 2015.

We recognise that both LGBT and disability groups are underrepresented from our staff disclosure information, therefore we have been able to target events at underrepresented groups and ensure that individuals are not discriminated against, harassed or victimised. These events, like the extensive LGBT training events and the current submission the College is making towards LGBT Bronze Award, raise awareness of particular protected characteristics and advance equality of opportunity for all.

Knowing the individuals who share a protected characteristic provides us with opportunities to foster good relations and enhance understanding of the wider staff group.

Information on the current staff profile is detailed below.

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Employee Profile
Shown as a percentage of total staff on payroll as at March 2017

Male	Female	Race	Disability	Sexual Orientation
33%	67%	White 97% Asian 2% Other Ethnic, mixed and unknown 1%	5%	Heterosexual 86% Bisexual 2% Lesbian/Gay 1% Prefer not to say/ Unknown 11%

Religion or Belief	Marriage/civil Partner	Age
Agnostic <1% Baha'l <1% Buddhist 1% Christian 10% Church of Scotland 36% Darwinist <1% Muslim 1% No religion 35% Presbyterian <1% Quaker <1% Roman Catholic 7% Scientology <1% Spiritualist <1% Prefer not to say 1% Unknown 6%	Married 71% Single 22% Civil Partner <1% Separated 2% Divorced 4% Widow <1% Unknown <1%	<35 16% 36-50 36% 51-60 39% 61+ 9% Average age of our staff is 48 years old

Pregnancy, Maternity and Paternity
There are currently 5 members of staff on maternity leave. There are currently no members of staff who are pregnant. One member of staff resigned before returning from maternity leave. Three members of staff have returned from maternity leave. No one has applied for paternity leave.
Gender Re-Assignment
There are currently no individuals who have disclosed gender reassignment at this time.

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3.7 Occupational Segregation

The College is aware that women and men can tend to work within gender segregated occupations and the jobs that are most likely to be carried out by women tend to be those associated with low pay. These occupations are often referred to as the '5 Cs' (cleaning, clerical, cashiering, catering and caring). Borders College employs staff in the occupations of cleaning, clerical, catering and caring (student support) which are, as with most other organisations, predominantly filled by female staff. Indeed the overall staff population within Borders College is predominantly female with 67% of staff being female. This is an increase from 2015 of 3%. Actions to address gendered occupational segregation can include an analysis of the recruitment practices, training opportunities and workplace practices.

Occupational segregation can also result in the existence of a 'glass ceiling' where management roles within an institution are predominantly filled by male employees. Within Borders College this is not the case as our Senior Management Team is 50% women and 50% men. In addition, our College Management Team is 73% women and 27% men, therefore women are more represented at higher levels within the College.

The College also carries out analysis through the SFC Annual Staffing Return on occupational segregation in terms of race and disability. The number of staff holding these protected characteristics within the College is very low which compromises the analysis of the data. However, figures indicate that the majority of disabled individuals and all of the ethnic minority groups are in part time employment with the College. From this data the College has taken positive action to target advertising campaigns and encourage applications from these groups.

Data on occupational segregation within the College is detailed below and is reported in an alternative format to SFC on an annual basis. As individuals would be able to be identified from this information it is not available on an individual college basis but is available on the SFC website as an aggregated figure for FE in Scotland.

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Occupational Segregation: Vertical segregation (% of total staff)

Occupation	%of total staff Male	% of total staff Female	% of total staff Disabled		% of total staff minority ethnic group	
			Male	Female	Male	Female
Cleaning/Catering	2%	5%			<1%	<1%
Caring	1%	4%	<1%	<1%		
Clerical/facilities	3%	9%	1%	<1%		
Administration	<1%	7%		<1%		
Assessors	<1%	7%				
Coordinators/advisors	<1%	2%				
Supervisors		<1%				
Lecturers	17%	23%	<1%	1%		<1%
Programme Leaders	2%	2%				
Line Manager/ICT	4%	3%				
College Management Team	<1%	2%				
Senior Management Team	<1%	<1%				

Horizontal segregation (% of staff holding those occupations for each category)

Occupations	Male	Female
Cleaning/Catering	32%	68%
Caring	25%	75%
Clerical/facilities	24%	76%
Administration	11%	89%
Assessors	11%	89%
Coordinators/advisors	13%	87%
Supervisors	0%	100%
Lecturers	42%	58%
Programme Leaders	50%	50%
Line Manager/ICT	59%	41%
College Management Team	27%	73%
Senior Management	50%	50%

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3.8 Human Resource Policies and Procedures

Human Resources have a number of policies and procedures concerned with the rights of employees to fair treatment regardless of any protected characteristic. These have been listed in section 2.3.3 above and all of the HR policies, procedures, guides and handbooks are available on the College website.

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4. Gender Pay Gap Information

4.1 Equal Pay Statement and Policy

Borders College supports the principles of Equal Pay and is committed to ensuring that the procedures in place to determine pay and conditions of employment do not discriminate unlawfully and are free from bias.

It is in the College's interest and best practice to operate a pay system which is transparent and is based on objective criteria. The College is committed to taking action to ensure that equal pay is in place for like work, work rated as equivalent and work of equal value. To this end, the College has invested in the implementation of a Job Evaluation Toolkit and has completed a job evaluation project involving all support staff. As part of the procurement of this system which is provided by Northgate, the College ensured that it had been tested for equalities and would not discriminate on the basis of gender, disability, race, religion/belief, age, gender reassignment, pregnancy and maternity or sexual orientation.

The statistics regarding staff with a disability and from a minority ethnic background within the Borders College are low. The College continues to monitor staff with these protected characteristics in order to ensure that anyone identifying one of these protected characteristics is not unfairly treated in regard to pay and grading. The College believes that in eliminating bias from pay systems it is promoting positive relations amongst staff, students and the wider community.

This Equal Pay Statement and Policy document provides information in relation to the action already taken by Borders College in furtherance of its commitment to Equal Pay.

Scope

The principle of Equal Pay applies to all employees of the Regional Board of Borders College regardless of full or part-time status, supply, fixed term or permanent contractual status or length of service or any protected characteristic.

Objective

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The objective of this document is to demonstrate the College's commitment to Equal Pay by detailing the steps taken to date. A further objective is to identify future actions to support good practice to eliminate bias from pay systems and to eliminate any unfair, unjust or unlawful practices that impact on pay. This will be achieved in consultation with staff and union representatives.

The objective of this policy and statement is to ensure fair and equal pay and treatment of all staff regardless of any protected characteristic and to work towards the removal of occupational segregation.

Definitions

For the purposes of this Statement and in line with relevant legislation, pay is defined as:

"The ordinary basic or minimum wage or salary and any other consideration, whether in cash or kind, which the worker receives directly or indirectly, in respect of his/her employment from his/her employer"

Pay, therefore includes pensions and sick pay as well as other benefits of monetary value.

"Like work" is defined as work which is the same or broadly similar. This can be determined by a general consideration of the types of work involved and the skill and knowledge required to do them. Different job titles, job descriptions or contractual obligations do not necessarily rule out a like work claim.

"Work of equal value" is defined as work which is of broadly equal value when compared under headings such as effort, skill and decision making.

"Work rated as equivalent" is defined as work which has achieved the same or a similar number of points under a job evaluation scheme.

Responsibilities

Ultimately, it is the responsibility of the Regional Board to ensure that

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employees are treated equitably.

It is the responsibility of the Principal to ensure that the actions to implement the Equal Pay Statement and Objective are carried out and resourced.

Specific responsibilities for the development and correct implementation of procedures that determine pay lie with the Head of Human Resources

Line Managers are responsible for ensuring that they apply procedures relating to recruitment & selection, flexible working, time off and salary placement consistently and appropriately. These procedures are subject to regular review and are available to all staff on the College intranet. Line Managers are supported by the HR department in the operation of these procedures.

Line Managers are also responsible for ensuring that job descriptions accurately reflect the duties undertaken by the postholder to enable an accurate evaluation of roles.

The Head of HR and Development is responsible for ensuring that this Statement is revised and maintained.

References

Scotland's Colleges, Close the Gap – Equal Pay Reviews and Job Evaluation, Guidance for Scotland's Colleges

Equal Opportunities Commission – Code of Practice on Equal Pay

Close The Gap – Guidance for meeting the specific duty on Equal Pay

Borders College Equality and Diversity

4.2 Gender Pay Gap

An equal pay audit was carried out in April 2017 and indicates that the College currently has a 13% pay gap between men and women. This

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was calculated using the mean. Nationally this is 14.9% therefore the College is better than average. Having analysed this information, this pay gap has increased since the last report due to the decrease in men in lower graded posts being replaced by women and a number of women in higher level posts leaving the employment of the College. This is in line with the increase in the number of women employed by the College and the decrease in men. There remain a disproportionate number of women in lower paid cleaning and administrative roles compared with the overall College gender profile. There are also a disproportionate number of men in higher paid roles such as lecturing and ICT. However, our College Management Team is 73% women and 27% men, and our Senior Management Team is 50% women and 50% men, therefore women are more represented at this high paid level within the College.

The pay gap calculated using the median is 34%. However, following guidance issued by Close the Gap the pay gap is being reported using the mean.

4.3 National Bargaining

Borders College has signed up to National Bargaining within the Scottish FE sector and, as such, has limited ability at present to address gender pay gap issues as a number of the initiatives that could be used to close the gap are now managed nationally. It is hoped that, through National Bargaining the gender pay gap within FE in Scotland will be addressed and reduced,

4.4 Living Wage

The College is currently paying the Living Wage as a minimum to its staff and is in the process of commencing the application process to become an accredited Living Wage employer. It is hope that this too will help to address the gender pay gap.

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5. Equality Outcomes Progress Report

5.1 Equality Outcome 1: Learners from all backgrounds achieve high levels of success

What we said in April 2013

We have extended our monitoring of learner recruitment, retention and success over the last 12 months so that it now includes, disability, ethnicity, gender, age and postcode deprivation index. Age and postcode deprivation index monitoring began in session 2011/12. We do not yet collect data on religion, sexual orientation or transgender but we will consider appropriate methods for doing so in the lifetime of this plan.

We publish an annual equality report on our website each January. This provides information on the staffing and Board profile but also analyses the success rates of its students by protected characteristics. The report is presented to curriculum leaders and, where necessary, action is taken to address any arising issues. Several of the actions below are based on the findings of these annual reports. A copy of the reports can be found at: http://www.borderscollege.ac.uk/college-documents/reports/.

We conducted a survey of students on equality, diversity and inclusion issues in January and February 2013 where students were invited to disclose information about their protected characteristics and their attitudes to equality issues. With a return rate of over 400 surveys and a disclosure rate of over 85%, this survey provides a good snapshot of the disclosure rates we are likely to have if we extend monitoring to all protected characteristics in the future. The profile of our students from the survey indicates that 82% of the students have no religious belief, 16% are Christian and less than 2% are of another faith. Disclosure rates for lesbian, gay, bisexual and transgender are less than 1% in each case although 80% of students know someone who is either lesbian or gay.

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Where we are now

We have now extended our monitoring and we ask applicants to provide us with equality monitoring information against all protected characteristics. We have extended this to also include carer responsibilities and whether they have been a looked after child. We also monitor against the Scottish Index of Multiple Deprivation (SIMD). We know that these are characteristics that correlate with lower achievement outcomes so we want to be able to judge if our interventions are having the desired impact on retention and achievement. We have produced easy read monitoring forms and a short video explaining equality monitoring with the help and support of the College Development Network. Students enrolling without going through our admissions process are asked to complete an equality monitoring form at the time of enrolment.

We now have a legal responsibility as a Corporate Parent for young people who are care experienced, with this implemented on 1 April 2015 as part of the Children and Young People (Scotland) Act 2014. We have in place a Corporate Parenting Action Plan that we monitor regularly, reporting to the Regional Board twice yearly. We have introduced support and mentoring services for care leavers and looked after children and take positive action to support these students in maintaining a place at college. We report on the number of enrolments and have set targets for learner success for care experienced young people in our regional outcome agreement.

Equality monitoring has told us that, overall, people with protected characteristic are accepted to college in the proportions expected when compared with our local community and achieve as well as the college population in general. Male and female achievement rates are comparable. We remain concerned about the gender segregation that occurs as young people make career choices. 77% of our full time programmes in 2015/16 had 75% of their students coming from one gender, and we delivered 17 programmes (27%) of a total of 63 full time programmes where enrolment was from one gender only. We believe this is unacceptable and will work with our staff, students and external partners to change this. We recognise that we can only play a part so we will also encourage all who can influence the choices young people

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make to challenge the gender stereotyping that reinforces these decisions. We have run a number of taster programmes to alert young people who would be in the gender minority of the potential careers in particular vocational areas. This includes women into construction and men into childcare programmes. In our promotional literature we also take the opportunity to challenge gender stereotypes.

We were concerned that reporting separately on protected characteristic monitoring runs counter to mainstreaming of equality. We have therefore required faculties and departments to incorporate the use of equality monitoring data in their annual self-evaluations and development plans from 2013/14 onwards. Our management information system has a series of equality monitoring reports that interrogate our live data, allowing managers to scrutinise the most up-to-date information on equality performance.

We have increased the number of staff trained in mental health first aid with our entire student advisers now trained. Referral rates for students with mental health are high, with 4% of our total student population in 2015/16 indicating that they had a mental health problem. We have undertaken initiatives to support the mental health of our staff including our Work, Rest and Play day. We have improved our links with external mental health services and can provide specific counselling support to our staff members where necessary.

We have looked at the success rates by ethnicity over several years and have found no discernible patterns that suggest any particular ethnic group is disadvantaged. In most categories the numbers are so small in any given year that it is difficult to draw conclusions; however it is noted that the rate for Polish students is generally higher than the average.

We have been a significant resource in helping to support refugees who have come to live in our region and we will continue to play a role both in helping them to learn the language skills and to train or retrain for employment.

We recognise that the population of college students has changed with a greater proportion of our activity being with school leavers. We recognised in our action plan that the achievement rates of young students was lower than the college population as a whole. We have

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focused on how well we manage behaviour and promote learning in young people and our success rates over the last two years for these age groups are amongst the highest in the Scottish college sector.

What we still need to do

We recognise that there is more to do to reduce gender segregation in the choice of vocational path. We have a part to play and will continue to promote traditionally male roles to female and vice versa. Our data analysis tells us that the gender minorities do tend to achieve as well as the gender majority on these courses, with examples of the gender minority excelling in their chosen field. We do need to promote role models and take forward our idea for gender mentors in these subject areas.

We are still concerned that achievement rates for students with mental health difficulties are consistently lower than the overall college achievement rates. We will continue to focus on how we support people with mental health difficulties to continue with their studies and achieve well in our new equality action plan.

We will look to provide ESOL classes in additional to any vocational programmes undertaken. We are aware of our local authority's commitment to take in more refugees and will fully support their work to help these families integrate into the local community.

We recognise that learners coming from areas of multiple deprivation have poorer learner success outcomes. We need to consider further how we improve these students' retention at college and their achievement.

We introduced the role of *Care Aware Advisor* in August 2015, with the focus of this role on care experienced learners and young carers to help support these learners to have the best chance of success. We will develop this role further over the coming years with a focus on earlier intervention and support.

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5.2 Equality Outcome 2: Learners are treated with dignity and respect and their views help shape and improve our services

What we said in April 2013

Our approach is to engage with our learners/students in mutually respectful relationships and to promote an active and effective learner voice at all levels of the organisation. Through this approach, learners have the opportunity to raise matters that are important to them and be actively involved in shaping our services for the future. By empowering learners in this way they will be more able to raise concerns relating to dignity and respect and help ensure that all learners are treated fairly.

All full time classes have a class representative who sits on a faculty council. The councils are chaired by a student and are the primary forums for meetings between the student representatives and the faculty managers. Chairs of the faculty councils are on the student representative council along with the executive members of the Borders College Students Association (BCSA). BCSA is represented on the Board of Management and various college committees. BCSA takes an active role in promoting equality issues.

The class representative and faculty council system works well and provides a useful forum for students to influence the work and life of the faculty. The BCSA has struggled to provide representation and become an effective voice for students over recent years. However the College remains committed to supporting its operation and to assist it to become an empowered organisation representing the views of the student body.

In the survey of student attitudes, beliefs and characteristics the largest percentage of students said they felt very safe and happy at the College; however harassment because of sexual orientation or disability were the most common forms of bullying reported by the College's students.

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We run with an equalities theme in each academic year. The last two years' themes have been (2011/12) Gender and Sexuality and (2012/13) Respect.

Where we are now

Our approach over the last two years has been to strengthen our Students Association and help it to grow in independence and confidence. From 2013/14 onwards our student President has been elected to a paid sabbatical post ensuring that there is sufficient time to carry out the duties of the role. This approach worked better than our experience of the previous purely voluntary role. We had better representation at College Board and committee level and more high profile events encouraged student involvement.

We extended this approach further in 2014/15 with the student President having been a sabbatical post for the last three years. We also employ a Student Association staff member and fund student association executive posts on a part time basis. One of these executive posts is for an Equality Officer. This has led to a much more active engagement with the College by the Association. They have in place their own strategic plan and have a signed partnership agreement with the College that includes themes that are of particular importance to students for improved services.

This approach to supporting their activity is having a positive impact with the Student Association taking an important role in developing class representation further including customised training, a class representative planner and a class representative recruitment video. They recognised that having a single representative for each class created a single point of failure and now train two reps for each class. They have introduced a reporting tool created to assist with the recording of and taking action of issues and suggestions for and from faculty council meetings. They are becoming more proactive in bringing issues to the attention of managers and to the Regional Board.
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They also provide support to the regional LGBT group and provide for a local LGBT student group on campus.

The College's Curriculum and Quality Team organises the annual audit

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of teaching packs on a sample basis. Included within this is a check on whether the material meets acceptable standards of access and equality, and uses appropriate language, images and case studies.

Welfare advisors within student services continue to support, advise and guide any students experiencing difficulties such as bullying and act as advocates or refer to external organisations should this be required. The Students' Association team also provide a point of contact for anyone experiencing any behaviour which causes concern or distress. The Students' Association Officer attends fortnightly welfare meetings with wider student services team. The Students' Association are also available to signpost to external agencies and have in place a support services network group who meet regularly within the College.

What we still need to do

The vast majority of students feel safe at the College. However, bullying does occur, in particular through the use of social media. In some cases this is sexual bullying or bullying because of a disability. Bullying because of LGBT status, either real or perceived also occurs. Staff and the Students' Association will work together to create a shared response to bullying to help minimise its occurrence and impact.

We do need to do more to promote the benefits of diversity and to this end the Students' Association are currently working as part of a community partnership group to create a Celebrating Diversity week in October 2017 culminating with a community event to recognise and promote the regions' diversity.

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5.3 Equality Outcome 3: Learners are prepared for life, work and to be responsible citizens

What we said in April 2013

We undertook a survey of our students using some of the questions from the Scottish Social Attitudes Survey to help inform the work we undertake to prepare learners for life as responsible citizens. The main findings from this work are summarised below.

Two thirds of our students believe that we should do everything we can to get rid of all kinds of prejudice, where as a third believe that there is sometimes a good reason for people to be prejudiced against certain groups. This is slightly higher than the Scottish survey findings of 2010 when 28% of Scots felt sometimes there was a good reason for prejudice. In preparing our students for citizenship the College must recognise that a substantial minority of our students still believe that prejudice can be justified in certain circumstances.

Over 80% of our students believe that attempts to give equal opportunities to groups were just about right. However there is a view from a minority that not enough is done to promote equality of opportunity for young people. A minority also felt too much was done to promote equality for gay men and lesbians and black and Asian people.

Two thirds of our students don't believe that the identity of the Borders would change if more people from minority ethnic groups came to live in the area. The other third of students did believe it would have an impact, particularly if the immigration was from Eastern Europe or from the Muslim community but less so if people were of black or Asian descent, and 37% of our students believe that immigration has a negative impact. Around half of our students believe that people from ethnic minorities and from Eastern Europe take jobs away from people in the Borders; however there is also an acceptance that they bring skills to the workforce.

In the Scottish Survey 2010 discriminatory attitudes were particularly strong in relation to Gypsy/Travellers and transgender people. For example, 55% of people said they would be unhappy with someone who

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cross-dressed in public forming a relationship with a close family member, while 37% said the same of Gypsy/Travellers. These attitudes are still prevalent amongst our students but less so than for the Scottish public as a whole. 42% of students said they would be unhappy with someone who cross-dressed in public forming a relationship with a close family member, while 27% said the same of Gypsy/Travellers.

Our students are strongly supportive of business premises being forced to make access for disabled people easier even if it leads to higher prices. 61% of our students also support gay marriage, matching the findings of the Scottish survey.

Students are least likely to know someone who is Muslim or who uses British Sign Language. Around 75% know someone who is gay or lesbian, around 70% know someone with a learning disability, around 60% know someone with a mental health problem or a physical disability, or someone from a different ethnic background.

8% of our students state that they have been bullied at college, rising to 10% for being bullied using the internet.

The activities which we will undertake in response to these prevailing social attitudes are:

- To provide students with the opportunity to develop skills for life, work and responsibility as citizens.
- To promote the college-wide theme of Respect in our work with students.
- To develop an effective anti-bullying strategy in conjunction with the Borders College Students Association
- To review the effectiveness of the College's learner engagement and to develop and implement a more effective learner engagement strategy.
- To run equality/responsible citizenship themed days twice per annum for students. The theme will be based on an issue agreed by the students and organised by them within their faculty. One faculty will lead each theme day.

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Where we are now

We promote positive attitudes to citizenship and diversity across our curriculum, including making a contribution to society through activities that support others and through work. We promote this activity through our website news items. Examples include:

- Constructing a more equal industry
- Project SEARCH Interns thriving at Borders General Hospital
- College student blazing a trail for females in rugby
- Nil By Mouth approach for sports students
- College support Mission Christmas 2016
- College staff train to become LGBT Champions
- Borders College 'pledge for change' for Care Experienced Young People
- Italian Barber Luigi shows the students how it's done, in a snip!
- College students make all 'the difference' to local cancer charity
- Care students raise vital funds for Blood Bikes charity
- Students' vision becomes a reality with Scottish Borders Rape Crisis Centre brand campaign
- Selkirk Dementia Cafe opens with help from Borders College students

The Students' Association has developed well over the last two years with them taking a strong role in addressing incidents of bullying in combination with the course tutor and student support functions of the college. Learner involvement in the wider college activity has also improved, with learner representatives taking a more active involvement. The pressure from learners to have a greater say is now evident and the College staff are responding well to the challenge this creates.

We reviewed and rewrote our Learner Engagement Strategy with it becoming one of our main strategies in support of our corporate plan. This strategy provides guidance and direction for us as we develop our approach to learner empowerment, in particular through the development of the Student Association and the partnership agreement.

What we still need to do

We still need to create a joint student/staff anti-bullying strategy although

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we recognise that the approaches we take at present help nearly all students to have their situation addressed.

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5.4 Equality Outcome 4: Staff feel valued and have the opportunity to develop their knowledge and skills and to progress in their careers

What we said in April 2013

We are committed to providing equality of opportunity in our employment practices. Our recruitment processes include taking positive action for disabled applicants and following HR best practice to avoid unfair discrimination. We promote the right of all employees to have an individual review with their manager. This right is closely monitored by our HR department to ensure these reviews take place. Induction of new staff includes an introduction to the College's equality duties and legal requirements.

Staff have the right to develop their skills to help them perform their roles and develop their careers. We are committed to offering training and development to all staff regardless of circumstances within our priorities and resources. As a consequence of this commitment we have high numbers of academic staff teacher trained, whether full or part time. Training and development of staff in all aspects of the equality duty will remain an important feature of all continuing professional development days.

We have a proportionately higher rate of female staff, due in part to societal job segregation and the higher proportion of support staff and part time roles at the College. We have considered what we can do to tackle this, and our action plan details initiatives such as equality awareness training, and training and development activities. The percentage of ethnic minority staff compares well with local demographics. We realise that our staff disability disclosure rate of 4% is low compared with research from the Scottish Government which shows that 20% of the population in Scotland have a disability. We plan to take action to address this, and will think of ways to encourage staff to disclose a disability, and make them aware of the support available.

Where we are now

We provide a comprehensive programme of training and development as

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well as being able to provide opportunities for staff to attend external training events and conferences to develop their knowledge and skills.

We offer a City & Guilds Licentiateship Award in Learning and Development to enable staff to develop and progress in their careers and to gain recognised qualifications. This is supported by our Learning and Teaching Development Director who also supports staff in gaining formal teaching qualifications.

We undertake an annual Employee Engagement survey which enables us to measure staff satisfaction and asks staff if they feel valued.
Staff are now unable to complete their probation unless all core modules, including those that promote equality and diversity have been completed. This is monitored by the HR department to ensure compliance. CPD programmes have included training on LGBT and care experienced individuals.

The College has introduced the living wage for its employees. This has the effect of helping to close the gender pay gaps as the College has more women than men working in its lowest paid jobs.

We ensure that opportunities to train are not limited by whether a person is on a full time or part time contract. This is important as more of our female employees work part time than the men. This has been especially important in ensuring that new part time female teaching staff have access to the training and development required for their job.

What we still need to do

There is still a need for us to increase disability disclosure rates and we will continue to work on this to improve in this area.

An online programme is being developed to ensure that going forward all new staff will undertake training with regard to care experienced students. This will ensure that appropriate support and understanding of these particular equalities issues are widely recognised and appropriately managed.

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5.5 Equality Outcome 5: The college community is at least representative of the local community and offers a model of good practice in the promotion of opportunities for individuals with protected characteristics

What we said in April 2013

We are concerned to ensure there is fair access to our services, employment and our contracts regardless of an individual's characteristics. We monitor the applications and recruitment of both our students and our staff to understand trends and in planning to take positive action where this is deemed necessary. Having done this for several years we are fully aware of the trends in many occupational areas. Locally, these are similar to the national trends; the most noticeable of which is the gender differences in several occupational areas. Although we are limited in the impact we can have on this wider societal issue our planned activity includes the promotion of these occupations to the gender minority.

Our Board of Management is also committed to taking positive action to attract suitable members of different sex from different sections of our community.

Where we are now

During our advertising campaigns to recruit new volunteer members to our Regional Board we took a proactive approach to encouraging applications from underrepresented groups. The advert clearly identified that we were especially keen to hear from individuals from groups who were currently under-represented on Boards of Scottish public bodies, such as women, disabled people, ethnic minorities and people aged under 50. As a consequence, we now have a Regional Board that has a gender balance but recognise that there is more we need to do to have representation from people with other protected characteristics.

We scrutinise our promotional material to ensure that it promotes the education and training services we provide in a non-discriminatory way. We are proactive in creating images that challenge stereotypes and

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promotes diversity, particularly in challenging gender stereotypes.

We review our admissions procedure annually, taking feedback from both students and staff. We believe that fair access to our courses is achieved by having a transparent admissions procedure based on HR best practice and with a clear appeals process in place. Our admissions policy is designed to provide fair access and to ensure that applicants are directed to the most appropriate course for their needs and ambitions. We are contributing well to the reduction in school leavers going to negative destinations.

We have updated our procurement policy and procedure to ensure that subcontractors are aware of their responsibilities under the Equality Act 2010.

What we still need to do

The HR department continues to monitor applications and is in the process of updating the application form to gather additional information on flexible working and care experience. This will ensure that all aspects of equalities are considered at the appointment stage and will help retain and support staff in their job roles and personal life.

We are working to maintain our LGBT Charter Mark with LGBT Youth. Our Students' Association is taking a far more active role in this than it has in the past renewals.

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5.6 Equality Outcome 6: Users of our facilities and services can access them easily

What we said in April 2013

We commissioned Capability Scotland to undertake a user access audit of our Scottish Borders Campus, Galashiels in July 2012. This campus was refurbished fully and extended with the work completed in April 2009. It provides the main accommodation for Borders College. The design of the building complied with building standards at the time of construction. This audit complied with the Equality & Human Rights Commission's recommendation to involve disabled people in improving access to the premises. The report concluded that the team were impressed by the standard of access at the campus and provided many recommendations to improve access further. The main recommendations are addressed in the outputs below. These include more accessible toilets, further provision of induction loops and further provision of hold-open or semi-automated doors. The report noted that Borders College is already an exemplar of good practice in that Capability Scotland's team of Disability Equality trainers have delivered training to a significant number of staff. They recommend that this training should be continued on a rolling programme so that staff are confident in interacting with disabled people, tackling access issues and making necessary adjustments.

Copies of the report are available on the College website at: http://www.borderscollege.ac.uk/downloads/Scottish%20Borders%20Campus%20Final%20Report%2021.08.12.pdf

We do offer a wide range of student services and have an easily accessible Student Advice Centre at the main campus, with drop in clinics available at the College's other campuses. Services available include; personal and emotional support; help with financial planning including accessing eligible support funding and benefits; advice and support to find suitable accommodation and/or access childcare; specialist support for mental health issues, with student services staff working closely with appropriate external support agencies. There is also a service for sexual health issues for young people including C-Card and C-Card+. The Student Advice Centre at the main campus is a recognised Remote Reporting Centre for Lothian and Borders Police. Fully trained student services staff provide a safe and welcoming environment where students, staff and also members of the public can report crimes and incidents (in particular if they are victims of, or have witnessed hate crime of any kind) or any other relevant information,

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anonymously if they wish.

The disclosure rate by students with disabilities is high and good use is made of the extended learning support service. Achievement rates for students using this service are the same as for the student population as a whole.

Where we are now

We have completed work in the library, creating a disabled toilet and installing a power assisted door at its entrance. A portable hearing loop is now available at the main campus reception.

We offer training in working with people with disabilities as part of our Continuous Professional Development Programme. This programme has included training sessions on Creating a Level Playing Field, Working with Individuals with Autism, Working with Individuals with Downs Syndrome and a number of training sessions on supporting students with mental ill health.

Our student advice services are promoted well within the College with high numbers of students reporting awareness of the services. Generally, satisfaction with the services amongst students is also high. We reviewed the student support and learning support services and have now implemented the findings of the review. Learner satisfaction with these services is now improving. The range of services being used by students has extended, with a focus on developing individual resilience and independence in addressing barriers to learning.

The Learning Support team are currently supporting 217 learners, covering a wide range of learning difficulties. There continues to be a high demand for this service but the team work very closely with academic and support staff to ensure that learners receive the right help at the right time to support achievement of their chosen programme. There is also an increased emphasis on developing learning support strategies to encourage learners to be independent.

What we still need to do

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We will install hearing loops in the main hall, and the reception to the main campus and the High Mill. We will also be undertaking an access audit of our Hawick campus.

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BORDERS COLLEGE

Working Together

Equality Outcomes and Action Plan

2017 - 2021

LGBT CHARTER

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Equality Outcomes and Action Plan

Foreword by the Principal

I am very pleased to introduce Borders College's equality outcomes and action plan. They set out our plans for the next four years to eliminate discrimination, advance equality of opportunity and foster good relations. It builds on the work of the last four years during which the College has made significant progress in meeting the requirements of the general duty of the Equality Act.

We do everything we can at Borders College to ensure that everyone is treated fairly and can reach their full potential. The Strategic Plan (*Our Strategy – Towards 2020)* sets out our vision, values and behaviours; to create an environment where all learners can succeed, where staff feel valued, and where we recognise the contributions made by all individuals. We are determined to make sure that everyone is treated with dignity and respect.

In everything we do, we will consider how we can make sure that we never unconsciously or consciously discriminate against individuals or groups of people, and that we promote equality of access and opportunity.

We believe that our six equality outcomes capture these intentions and efforts.

Our approach is described in detail in the document. The practical steps to be taken to achieve our outcomes are presented as an action plan. We believe that the outcomes and the action plan will help us meet our strategic, legal and moral obligations. We will report on our progress annually and review our outcomes every two years.

We can only achieve our goals with the involvement and contribution of staff, learners, and our partners. We would like to thank everyone who has been involved in helping us develop these outcomes, and set

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priorities for the College. Please contact us if you can think of any improvements we can make to this document.

Angela Cox

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Equality Outcomes and Action Plan

Foreword by the Chair of the Regional Board

As Chair of the Regional Board I'm really pleased to confirm that equality and inclusion are absolutely at the heart of the College's purpose and vision. We believe firmly that creating opportunities for people within our community to better themselves, irrespective of their backgrounds, is fundamental to our purpose. Our Board firmly believes that it should fully represent the community it serves and be proactive in ensuring that recruitment of Board Members reflects this desire. We are absolutely committed to reducing the gender pay gap and eliminating it over time and to making sure that the College is a fair place to either work or study.

Tony Jakimciw

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About Us

Borders College is the smallest regional college in Scotland, serving the mainly rural Scottish Borders. We operate from three campuses and each year over 5000 learners attend our courses. We are the largest provider of post-compulsory education in the Scottish Borders, and in 2015/2016 had 5390 enrolments of which 24% were full-time and 76% were part-time.

We operate across the Scottish Borders with our main campus in Galashiels, two further campuses (at Newton St Boswells and at Hawick) and three outreach learning centres in Edinburgh, Peeblesshire and Jedburgh. Our land-based and countryside provision has been developed primarily to support the local rural industries. The remainder of the College's provision is broad-based and covers business, computing, IT and administration; construction, engineering and technical skills; art and design, hair and beauty, catering and hospitality, sport and exercise; health and social care, early education, access and community based programmes.

Our Vision, Values and Behaviours

Our commitment to equality and diversity is evident from our vision which is to be a college which inspires growth, creates opportunity, raises aspirations and enhances lives. Our Values for our learners, our staff, our partners and our communities are to be: inspiring, collaborative, innovative, supportive and excellent. We will deliver on these values by: behaving as one team with common purpose for the success of our learners, ourselves and our colleagues; maintaining the highest levels of respect for each other; valuing the contribution of everyone working for, learning in and associated with the College; acting professionally and with integrity at all times and by providing positive role models for each other and for our learners.

In order to realise our vision, we must ensure that equality, diversity and inclusion are embedded in all our practices. Learners need support to grow and, in order to create opportunities, we must be accessible and adaptable so that everyone can reach their potential regardless of their personal background or their protected characteristics. In order to raise the aspirations of our learners, we need to raise awareness of and

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challenge stereotypes and narrow thinking which can limit aspirations. We are also aware of the business benefits of diversity within our Board and our workforce that will make us more able to contribute to our local economy and better equipped to respond to the diverse needs of our students.

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Our Equality Outcomes

Regardless of any protected characteristic:

1. **Learners from all backgrounds have good access to our services and achieve high levels of success** (Advancing equality of opportunity between different groups)

2. **Learners are prepared for life, work and to be responsible citizens** (Fostering good relations between different groups)

3. **Learners and staff are treated with dignity and respect and their views help shape and improve our services** (Eliminating unlawful discrimination, harassment and victimisation)

4. **Staff feel valued and have the opportunity to develop their knowledge and skills and to progress in their careers** (Advancing equality of opportunity between different groups)

5. **The Regional Board and college staff are representative of our community and offers a model of good practice in the promotion of opportunities for individuals with protected characteristics** (Advancing equality of opportunity between different groups)

6. **Users of our facilities and services can access them easily** (Eliminating unlawful discrimination, harassment and victimisation)

(Note: The general duty to which each outcome primarily applies is shown in brackets after the outcome statement.)

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Equality Outcomes Specific to protected characteristics

These specific outcomes link to the overarching Equality Outcomes detailed above and are dealt with in detail through the equality action plan presented at the end of this document. Each specific outcome has a related action point.

Sex/Gender

1. The gender pay gap will have reduced by 2021 and maintained below the national average.
2. The Regional Board will have equal representation of men and women.
3. More women will be studying construction, technology and engineering based subjects.
4. More men will be studying health, education and service industry based subjects.
5. A greater understanding among our students of gender stereotyping and bias.
6. Improved recording and understanding of gender as non-binary within our service provision and HR practice.
7. Increase numbers of males participating in part time retraining, upskilling and community programmes.

Age

1. Older workers will be supported through flexible working arrangements to remain in the workforce.
2. Learners under the age of 18 will achieve their qualifications as well as their older counterparts.
3. More over 24's access training to upskill or reskill for the changing jobs market.
4. Increased numbers of modern apprenticeships will increase opportunities for younger workers.

Sexual Orientation

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1. More staff and students feel comfortable at self-disclosing as lesbian or gay.
2. Students who self-disclose as lesbian or gay are as successful at achieving their qualifications as the student population as a whole.
3. Improved representation on the Regional Board of people who disclose as LGBT+ through membership, co-opting or through community engagement.

Gender Reassignment/Transgender

1. Staff will have a greater and deeper understanding of transgender.
2. Transgender students will be as successful in achieving their qualifications as the general student population.

Disability

1. More people with recognised disabilities working within the College.
2. Improved representation on the Regional Board of people with disabilities through membership, co-opting or through community engagement.
3. The College will be recognised as a mentally health institution by 2021.
4. People with mental health issues having similar success in attaining qualifications as the rest of the student population.
5. More disabled students having positive destinations of further study and employment.

Race/Ethnicity

1. Refugees resettled in our region will have good access to ESOL and training for employment.
2. Students whose first language is not English will receive the additional support they need to improve their English so they achieve their qualifications.
3. Our staff and student will have increased awareness and understanding of different cultures and culture practices.

Religion or Belief

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1. Students and staff have appropriate dedicated space to practice their religion and beliefs.
2. Improved understanding of different faiths and beliefs amongst our staff and student population.

Marriage and Civil Partnership

1. Staff are confident to inform the College of changes in the marital or civil partnership status.

Pregnancy and Maternity

1. Students whose studies are interrupted by pregnancy and maternity achieve their programme outcome.
2. Staff retention rates are high following pregnancy and maternity.

Equality Outcomes specific to other characteristics

Care Experienced

1. All care experienced students access the maximum student funding and financial support available to them.
2. All care experienced students applying to college receive an appropriate place on a suitable course.
3. Care experienced students having similar success in attaining qualifications as the rest of the student population.

Carers

1. Students who are young carers having similar success in attaining qualifications as the rest of the student population.

Deprivation

1. Students from our most deprived areas having similar success in attaining qualifications as the rest of the student population.

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Equality Roles and Responsibilities

Everyone connected with our College has a part to play in making equality, diversity and inclusion a reality. More specifically:

The Regional Board: Has a corporate social responsibility to provide leadership in equality and diversity as set out in in *The Code of Good Governance for Scotland's Colleges.* All members of the Regional Board are responsible for making sure that the College complies with equality legislation, meets all its duties and ensures that our outcomes are achieved and our action plan is followed. Board recruitment is conducted in compliance with ministerial guidance, including encouraging participation from a wide and representative group of individuals

Principal and Chief Executive: The Principal is responsible for ensuring compliance with equality legislation, giving a consistent and high-profile lead on equality issues, promoting equality inside and outside the College, and making sure that our outcomes are achieved and our action plan is followed.

The Senior Management Team: Our Senior Management Team is responsible for ensuring that equalities is mainstreamed within all our practices, achieving the outcomes and putting the action plan into practice. They are responsible for ensuring that all staff are aware of their responsibilities and that they receive support and training in carrying these out. It is their responsibility to follow the relevant procedures and take action against staff or learners who may be discriminating unlawfully. They are also responsible for ensuring that resources are made available to deliver the proposed action points.

Equality and Diversity Committee: Our College's Equality and Diversity Committee includes representation from the Senior Management Team, Students Association, staff from all areas of the College, and individuals representing groups with protected characteristics. The Committee is responsible for overseeing equality impact assessment and for the development, implementation and monitoring of our College's equality policies and practices, including these outcomes and action plan.

College Management Team and other Line Managers: All line managers are responsible for mainstreaming equality through

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embedding a culture that embraces equality of opportunity and worth, and welcomes and respects diversity. Line managers will lead by example and challenge staff and students if inappropriate behaviour occurs. They have a responsibility for both informally and, where necessary, formally managing discriminatory behaviour. They must ensure that they understand their responsibilities under equalities legislation. Where they have responsibility for academic matters they are responsible for ensuring that equality and diversity are embedded within the curriculum. They have a responsibility to take positive action where groups are underrepresented, both in areas of study and in enhancing the work and life of the College.

Staff: All staff are responsible for promoting equality and being able to recognise and challenge discrimination, harassment, victimisation and stereotyping. All staff have a legal obligation with regard to equality and to attend training to enhance their understanding of the commitment to equality, diversity, inclusion and the elimination of discrimination. Staff should be role models to their students, challenging inappropriate behaviour and lead by example.

Learners: All learners are responsible for promoting equality and good relations generally and avoiding discrimination. Learners should be aware of discrimination and / or harassment and feel able to challenge or report it if they witness it.

Contractual and Service Providers: All contractors and service providers employed on behalf of the College are responsible for complying with the policies aimed at achieving our equality outcomes and any equality conditions in contracts or agreements. The College aims to ensure that the appropriate conditions are inserted in contracts or agreements with any external providers of services.

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Meeting the Equality Duties

On 28 May 2012, the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 came into force. They apply to the College and their purpose is to enable us to meet our obligation under the general duty to:

- Eliminate discrimination, harassment, victimisation or any other prohibited conduct.
- Advance equality of opportunity by having due regard in particular to the need to remove or minimise disadvantage; meet the needs of particular groups that are different from the needs of others; and encourage participation in public life.
- Foster good relations, which involves in particular the need to tackle harassment, bullying and prejudice, and promote understanding.

The Specific Duties require us to:

- **Publish equality outcomes and report progress in meeting them.**
  In this document we have set out our high-level equality outcomes for 2021 which are revised from our previous set of outcomes published in 2013. Each outcome sets out a result we aim to achieve in order to further one or more of the general duties. These Outcomes apply to all protected characteristics. In addition, we are publishing specific outcomes for each of the protected characteristics which are related to one or more of our high-level outcomes and form the basis for our action plan. We are also publishing Outcomes for characteristics that sit out with the legislative requirement but, never the less, are characteristics that are commonly associated with barriers, disadvantage and poor outcomes in life. These specific Outcomes cover either outcomes for our employees or for the services we deliver to our students or to meet obligations to our community.

- **Report progress on mainstreaming the general equality duty.**
  We publish a separate mainstreaming report on our website and have done so every two years since 30th April 2013, in which we report on our progress in mainstreaming equality; that is, in making sure that meeting the general duty is integral to all that we do. The reports include an annual breakdown of the employee and learner information we have gathered, together with details of

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the progress we have made in using the information to assist us in meeting the general equality duty. The next mainstreaming report will be published on 30th April 2017 and every two years thereafter.

- **Gather, use and publish employee information.**
  Every year, we will gather information on the number and characteristics of employees and the recruitment, development and retention of our employees. We publish this information every two years.

- **Publish gender pay gap information and an equal pay statement.**
  We will publish pay gap information and an equal pay statement every two years within our mainstreaming report. (Note: pay gap information is defined as the percentage difference between men's average hourly pay and women's average hourly pay (excluding overtime)). The equal pay statement, which we will publish alongside our mainstreaming report in 2017, will contain our policy on equal pay and occupational segregation between women and men, disabled people and non-disabled people, people in a minority racial group and people who are not. We will produce an equal pay statement again in 2021 and every four years thereafter.

- **Impact assess new or revised policies and practices as well as making arrangements to review existing policies and practices.**
  We assess the impact of applying all new or revised policy or practice against the needs of the general equality duty. We consider relevant evidence and take account of the results of any assessment when conducting the impact assessment. We publish the impact assessment as part of the policy on our website.

- **Apply equality award criteria and contract conditions in public procurement exercises.**
  The College recognises its duties under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. When entering a procurement agreement which is "the most economically advantageous" the College also has due regard as to whether the award criteria include considerations which will help meet its general equality duty. This depends on the relevance to equality of what is being procured and the proportionality of taking action. Also, where the College puts performance conditions into

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an agreement, it has due regard as to whether the conditions should include considerations which will help it meet its general equality duty.

- We will publish Regional Board diversity information as part of our mainstreaming report from 2017, including the gender breakdown of governing body or board members and how this information has been/will be used to improve diversity amongst members.

- We publish our equality outcomes and mainstreaming reports on our website as a news item and within the website's equality and diversity section.

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Overview of our Equality Data 2015/16

Students

1 Gender

Applications and Enrolment

We track the rate at which applications are converted to enrolments by gender. The tables below show that 60% of our applications are from females while the conversion rate for females is lower. This is down to the relatively high rate of male conversions from application to enrolment, in part due to the positive action the faculty have been taking to attract males in the care professions.

College

Applications from Females	Applications from Males	Female Enrolments	Male Enrolments	Converted Female Applications	Converted Male Applications
1538	1038	897	661	58%	63%

Faculty

Faculty	**Applications from Females**	**Applications from Males**	**Female Enrolled**	**Males Enrolled**	**Conversion Rate Female**	**Conversion rate Male**
Care, Access and Employability Faculty	756	135	408	90	53%	66%
Construction Engineering and Landbased	151	545	98	349	64%	64%
Creative Industries and Sport Faculty	631	358	391	222	61%	62%

Enrolment Rates

58% of all our learners are female.
54% of full time students are female.
46% of learners on mainstream full and part time college programmes are male.
Only 28% of our learners on Business Development Unit and community programmes are male.

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Only 23% of our programmes have more than 25% of both males and females represented.

Learner Success

Our overall success rate is 3% higher for females; however the success rate for males on mainstream programmes overall is 8% higher than for their female counterparts.

1. College Success Rates

No Enrolled	Female enrolled	Male enrolled	Female Successful	Male Successful	Percentage Female Successful	Percentage Male Successful
4997	2888	2108	2398	1695	83.03	80.41

2. College Centre Success Rates

Grouping	No Enrolled	Female enrolled	Male enrolled	Female Successful	Male Successful	Percentage Female Successful	Percentage Male Successful
BC Consultants	1375	1037	338	987	312	95.18	92.31
Community and Evening Classes	1363	943	420	581	264	61.61	62.86
Mainstream College	2687	1220	1466	831	1119	68.11	76.33

Disability

Percentages of declared disability

1. College Totals

No Enrolled	No disability %	Dyslexia %	Blind / partially sighted %	Deaf / hearing impairment %	Mobility difficulties %	Personal care support %	Mental health difficulties %	Social / communication impairment %	Long-standing illness %	Specific learning difficulty %	Multiple disabilities %	Not listed %
4997	79	8	0	1	1	0	4	1	2	0	3	4

21% of our learners have declared that they have a disability. The most common declared disabilities are dyslexia, at 8% of all enrolments and mental health at 4% of enrolments. The number of students with a disability is high in the employability programmes, at 36%, with many having multiple disabilities. Dyslexia rates are higher in the mainstream programmes at 11% of all enrolments.

Percentage success rate by disability

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1. College Success Rates											
No disability %	Dyslexia %	Blind / partially sighted %	Deaf / hearing impairment %	Mobility difficulties %	Personal care support %	Mental health difficulties %	Social / communication impairment %	Specific difficulty %	Long-standing illness %	Multiple disabilities %	Not listed %
83	75	89	83	82	88	69	74	90	85	80	76

Success rates are lower for students with dyslexia, mental health problems and social/communication issues such as autism. These continuing trends have had an impact on how we deliver our support services, with reviews of both learning support and mental health support leading to revised approaches from 2016/17 onwards.

3 Race

1.26% of our learners are from a non-white ethnic minority group. A further 5.28% of our students describe themselves as white but not from the British Isles, of which 2.62% are Polish. 75% of our students describe themselves as Scottish.

We have looked at the success rates by ethnicity. In most categories the numbers are so small that it is difficult to draw any conclusions; however it is noted that the rate for Polish students is generally higher than the average whereas the rate for English students is slightly lower than the average. We will continue to monitor these rates.

We have been a significant resource in help to support refugees who have come to in our region and will continue to play a role both in helping them to learn the language skills and to train or retrain for employment.

4 Age

54% of our mainstream students are in their teens and only 1 in 3 is over the age of 24. This contrasts with our programmes for employees and our community programmes where 4 out of 5 are 25 years or older.

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College Centre Success Rates						
Grouping	Percent All	Percent U16	Percent 16-17	Percent 18-19	Percent 20-24	Percent Over 24
BC Consultants	95	89	76	84	87	97
Community and Evening Classes	89	83	61	83	82	91
Mainstream College	73	60	66	73	73	82

We know that learner success rates are higher generally within the older age groups and will work with the schools and through our programme design and teaching approaches to help younger students to sustained success.

5 LGBT+

We collect data from just under 80% of our students. Of the total student population 1.8% described themselves as bisexual and 0.65% as either lesbian or gay. 0.2% identified as other. We have a very small population of transgender students. In total we have 75 students who identify themselves as gay, lesbian, bisexual or other. It is not statistically relevant because of the small numbers involved, but it is worth us noting and monitoring trends in the success rates of LGBT+ students as the rates for students identifying as gay or lesbian were far lower than the rate for our general student population.

6 Faith and Religion

We hold data on faith for 80% of our students. Most students identify as have no faith (75%), the most common faith being Christianity (21%). The most commonly held faith after Christianity is the Islamic faith (1%). It is worth noting that, generally, students who identify as having a religious faith are also more likely to achieve their qualifications with Roman Catholic, Muslim, Sikh and Jews all having higher success rates than the general population.

7 Care Leaver

We had 175 students who identified as care leavers in 2015/16 with a success rate 15% below the rate for the general student population.

8 Deprivation

We use SIMD as a measure for deprivation. We know that a greater proportion of school leavers from SIMD 1- 5 come to college. We also

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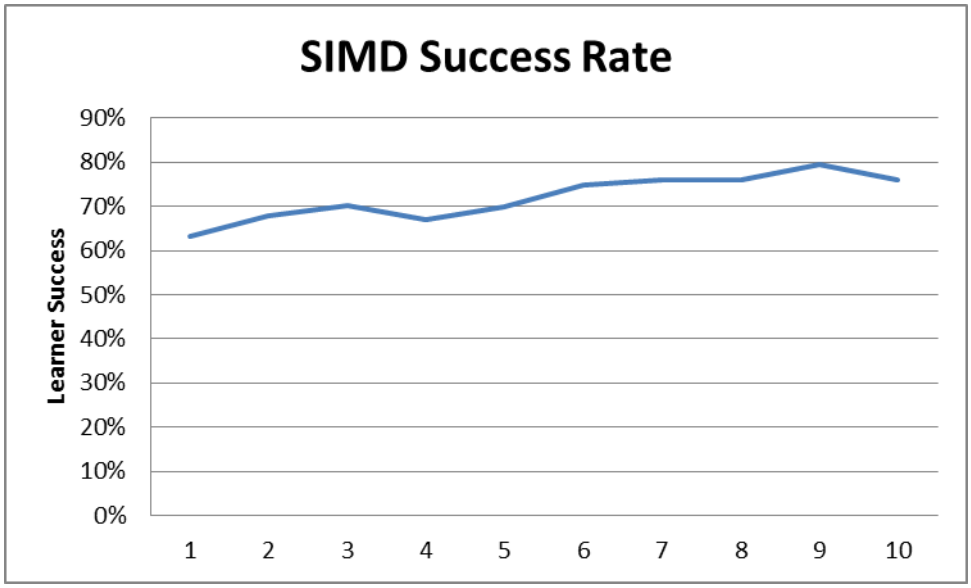
know that there is a correlation between SIMD and success. The more deprived the postcode area the less likely the students are to be successful.



SIMD

Our staff gender equality data reflects sector trends, with an overall percentage of female staff of 67%. 3% of our staff are from an ethnic minority group, and 5% of staff have declared a disability. While the proportion of females has remained constant over the last 4 years, the number of staff from ethnic minority groups has increased from 1% to 3% and the number disclosing a disability has increased from 4% to 5%.

Analysis of this data has informed the development of the equality outcomes and the action plan. We would like to encourage more female learners into Science, Technology, Engineering and Mathematics (STEM) subject areas and males into our service sector vocational programmes. To this end, we have created a separate gender action plan in support of the Scottish Government and Scottish Funding Council's commitment to tackle gender inequality in Scotland. We are pleased to see that so many of our learners are comfortable disclosing that they have a disability, and we want to make sure that appropriate adjustments are being made for them. We believe that there is under disclosure of LGBT and will work to ensure that the College is a safe and comfortable place no matter how a person identifies with regard to their gender and sexuality. We will ensure that our systems and approach are

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sufficient to allow people who identify as having a non-binary gender to feel comfortable in disclosing this, either as an employee or student of the College.

While the Borders area could not accurately be described as “diverse”, we note that we have a comparatively high percentage of ethnic minority learners, and other European learners. We will continue to play an active part in supporting refugees. We recognise that we have challenges in improving the success rates of students with dyslexia, autism and mental health problems and will work to improve this situation. We will want to continue to deliver our employability programmes as they support learners with multiple disabilities.

We also have challenges in improving the success rates of our younger learners, young learners who are care experienced and learners from our most deprived communities. We will strive to address these issues during the four years of this plan.

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How We Developed these Outcomes and the Action Plan

We began developing these outcomes and action plan by considering our existing equality arrangements, and asking staff and learners for their ideas through focus groups in preventing discrimination and promoting equality. The ideas from these focus groups were considered by our Equality and Diversity Committee and our Senior Management Team. We impact assessed all our highly relevant policies and processes, and action points from these assessments have been added to our action plan. We also analysed staff and learner equality data to inform the outcomes and action plan.

The Equality and Diversity Committee considered all of this information and a draft of the equality outcomes and the action plan was created. This draft was sent to staff, learners and partners in the community for their comments.

We are very grateful to everyone who contributed and was involved with the development of these outcomes.

Public sector equality duties have been in force for fifteen years in one form or another. We have reported on the progress which we have made to date. In the design of these outcomes and the action plan, we have been conscious of the action which we have already taken, and while we intend to continue with best practice, we want these outcomes and action plan to reflect new and challenging priorities.

Some of our key activities over the next four years will include:

1. **Tackling gender equality issues.** In our Outcome Agreement with the Scottish Funding Council we have committed to developing and implementing a gender action plan. The focus of this plan will be on student gender imbalances as we believe that there is both a strong economic and moral argument to tackle gendered subjects. We will drive change through leadership from both the Regional Board and Senior Management Team, with those responsible for quality and curriculum having specific roles in implementing and monitoring change. We will examine our strategies and policies to ensure they actively tackle gendered subjects within the curriculum. We have set KPIs for gender achievement rates and

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reducing gendered subjects within our strategic plan and will monitor progress with these through our Regional Board.

From analysis of our learner data, we recognise that there is a need for a significant change to encourage applications from underrepresented genders for courses which are dominated by one gender. At present, only 23% of our full time programmes have more than 25% of each gender enrolled. We have taken positive action over the last seven years with various approaches, but with little effect. We have asked again how we could encourage applications from under represented genders. Suggestions included using marketing, positive action, working with primary and secondary schools and encouraging employers to assist in tackling occupational stereotypes. We have also considered how we can improve the confidence and skills of assertiveness of atypical gender learners, and increase awareness of their rights. These will be included within our Gender Action Plan.

2. **Learner Success.** We recognise that age has a significant impact on the chances learners have in succeeding in their chosen programme. Typically, 15, 16 & 17 year olds have lower success rates than older age groups at college. We recognise that students who are also still studying at school have lower success rates, and this continuing phenomenon is more likely to do with individual priorities when it comes to examinations than age. However, our full time success rate for this age group continues to remain lower than for older groups. We believe that this is due to lower levels of motivation on the part of these students and will look to improve our engagement with these young learners to increase their motivation and self-belief. Young learners are the most likely to raise a concern that they are treated less favourably than older students, usually in relation to events around the management of their behaviour. We will review how we manage behavioural and attitudinal issues with this group of learners and look for ways in which this will keep them engaged with learning.

3. Our impact assessment also identifies that students with **mental health issues** have a lower success rate than other students. We will work over the next four years to make our College a more mentally healthy institution for both students and staff. Our

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approach will be one of promoting mental health, recognising when there are issues and supporting people to seek appropriate help where necessary. We will work closely with external agencies to achieve this. We recognise that bullying can have a significant negative impact on a person's mental health and will look to work with both students and staff to tackle both workplace bullying and bullying amongst our student population.

4. Learner success rates are also lower for students with **dyslexia and with autism**. We will use the coming four years to improve the range of support or interventions we have on offer through a commitment to have a highly trained staff team of learning support specialists, advisors and assistants and through the improving use of technology. Our aim for learning support is to promote independence in learning and for learners to develop self-sustaining strategies for both life and work.

5. We have embedded equality and diversity within **our curriculum** and we wish to maintain this position and will continue to promote the requirement to do this and to audit teaching material annually, to ensure that it promotes equality and diversity and is free from bias and discrimination. We will ensure that our approach to teaching promotes diversity and in particular challenge gender stereotypes.

6. We asked if staff or students had experienced or witnessed harassment at the College. The treatment of **non-binary gender and transgender** people by other students and staff remains an issue, primarily due to a lack of awareness and training. In consulting with students they feel that awareness amongst the young is improving to a greater extent than it is amongst the older population. We will continue to raise staff awareness through training on transgender and non-binary gender issues and provide additional support to transgender and non-binary gender students by responding to any incidents of harassment. We will continue to raise awareness through our courses, staff training and publicising our Student Advice Centre as a remote reporting location for crime and as a centre where help and advice is easily to hand.

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7. **Refresher and specialist training**. We asked staff where they felt there was good practice in the College. Many highlighted the focus on equality and diversity training over the last three years. Staff were positive about the on line training and the specialist training. We will continue with this practice and ensure that equality, diversity and inclusion feature in our staff development days.

8. We asked stakeholders about our provisions for people with a disability; commissioning a report on access to our main campus and Newtown St. Boswells campus from Enable. On the whole, the feedback was very positive, and we received comments on how the new campus was highly accessible. We have enacted their main recommendations over the last four years on each of our campuses.

9. Our disclosure data shows that 67% of our staff are female and 97% are white. 5% of our staff have declared that they have a disability and less than 3% of our staff identify as either Lesbian, Gay or Bisexual. No staff identify as transgender. The average age of our staff is 48 years with 72% married or in a civil partnership, 6% separated or divorced and 22% single. Our disclosure rates for students is high and it is now our standard practice to ask about all protected characteristics at either the point of admission, or if they don't go through the admissions process, at the point of enrolment. We use this data to monitor conversion rates from admissions to enrolment and learner success rates. This will continue to be an important tool for us in monitoring the impact of our equality actions.

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Continuing Involvement, Engagement and Consultation

We know that involvement with staff, learners and the community will help to review and improve these outcomes and help monitor progress with the action plan. This involvement in reviewing and setting the equality outcomes will help reflect people's wishes and priorities. We have detailed in the previous section those who were involved in the development of these outcomes and action plan. Importantly, we will continue to involve staff, learners and the community in the implementation and review of our plans for action. We intend to do this through:

- Staff and Learner Focus Groups
- Staff and Learner Questionnaires
- One to one meetings with learners, and their parents or carers if they wish to be involved
- Consulting with the College's Trade Unions and staff representatives
- Consulting with the Students Association
- Keeping up to date with resources from specialist organisations, such as the Equality and Human Rights Commission, and reflecting their advice and ideas on best practice in our equality work
- Working with community partners, and involving them in our activities and decision making processes.

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Gathering Information and Analysis

Gathering and analysing information related to equality and diversity is an essential element of effectively implementing the action plan and monitoring our progress towards our outcomes. It is important that we have a consistent approach to information gathering which will help us to measure performance over time and take appropriate action. Information therefore needs to be sufficient, adequate and appropriate to form the basis for action planning to address any issues arising in relation to equality and diversity.

The information and evidence gathered from learners and staff through various methods has been used and will continue to be used to create and influence the outcomes and action plan.

We maintain systems to capture equality data on:

1. Learner Applications
2. Learner Enrolments
3. Successful completion of courses
4. Learner Withdrawals
5. Learner Complaints
6. Learner Conduct and Discipline
7. Staff Recruitment and Selection – including applications, shortlisting for interview, interviews held and appointments made
8. Staff Pay
9. Staff Training and Development
10. Staff Promotion
11. Staff Disciplinary and Grievance issues

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Equality Impact Assessments

We are always conscious of the positive nature of equality duties and we wish to be proactive, and prevent discrimination before it occurs – that is, from the outset we consider our decisions and policies to make sure that they are fair for everyone and contribute towards the requirements of the general duty.

The systematic way in which we do this is by producing Equality Impact Assessments, which thoroughly analyse our practices, and establish whether the practice affects different groups of people in different ways and whether they contribute towards us meeting the general duty. The assessments have two stages and involve gathering information to help identify the effect of a policy or practice and taking action to eliminate any actual or potential discrimination or disadvantage which is identified.

Our Equality Impact Assessment toolkit includes tools for both stages:

Stage 1: Rapid Impact Assessment

In the early stages of changing a policy or service we ask whether the changes have the **potential** for negative impacts on any groups with protected characteristics that cannot be simply rectified before progressing and how the policy does or does not contribute to the general duty. Where this potential remains, a full impact assessment is required. Where a proposed policy has no relevance to the promotion of equality and diversity or where the impact is wholly positive, no further analysis of the policy's impact on equality is required.

The rapid impact assessment involves:

1. Assessing the proposal for any negative impacts
2. Assessing its contribution to the general duty
3. Making adjustments at an early stage to remove these impacts
4. Referring on for full impact assessment where necessary

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Stage 2: Full Impact Assessment

This requires a small working group with interested parties represented to assess the proposal fully. It involves addressing the following questions:

1. What are the aims and objectives of the policy?

2. Who is intended to benefit from the policy?

3. What data will be used for the purposes of this assessment?

4. What is the impact of this policy on protected groups?

5. What changes could be made to reduce any adverse impacts, or promote its contribution to the general duty?

6. What consultation have you carried out?

7. What action will you take, and how will you ensure that this happens?

8. How will this policy be monitored?

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Staff Training and Development

We provide an integrated programme of training to ensure that all employees have a clear awareness of issues relating to equality and diversity in general. This includes the incorporation of equality and diversity issues into staff induction training, and also the provision of mandatory specific equality training. We also deliver training for academic staff in the incorporation of equality in the development and delivery of learning, teaching and assessment, in transgender issues, in domestic violence and in their responsibilities.

We will continue to ensure that specialist equality, diversity and inclusion training across all protected characteristics is a feature of our continuing professional development programme.

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Publishing, Monitoring and Review

We need to ensure that our outcomes have a high profile so that we can achieve our goals. We want all our staff, learners and partners to know where they can find our outcomes, and what it means to them. We will incorporate our outcomes into future strategic plans and strategies and use them to influence our future direction as an organisation. They will also be a key reference in college and faculty/department annual development plans.

Copies of our outcomes and action plan will be made available via the College's internet site. Published copies of the outcomes and action plan will also be made available in a variety of strategic locations within the College.

We will be promoting the publication of the outcomes and action plan on the news section of our website, and through social media.

These equality outcomes and the action plan have to be a living document in order for us to make real change. The action plan will be reviewed annually and we will expect our departments and faculties to incorporate these actions into their own development and enhancement plans. We will conduct an interim review of the outcomes in two years time and a full review every four years. These will be reported to our Regional Board and will be published on our website and through social media.

Staff responsible for equality and diversity will continue to monitor reports of quantitative and qualitative staff and learner data annually. Where monitoring shows that people are not accessing services or where policies and practices are not working effectively, we will investigate whether it is necessary to make changes to improve the position. We will report annually on our staff and learner data to our Regional Board and use the data to review our Action Plan in April of each year.

The Equality and Diversity Committee will have responsibility for reviewing the outcomes and action plan, and for preparing the next version of the outcomes and action plan in 2017.

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Single Equality Action Plan 2017- 2021

Equality Outcome 1: Regardless of any protected characteristic, learners from all backgrounds have good access to our services and achieve high levels of success (Advancing equality of opportunity between different groups)

Overview

We have extended our monitoring of learner recruitment, retention and success over the last three years so that it now covers all protected characteristics as well as young carers, care experienced and postcode deprivation index.

We require all departments to contribute to meeting our equality outcomes and require them to embed the self-evaluation of progress and actions to meet our outcomes with their self-evaluations and enhancement plans. Within our management information system we provide a series of reports that allow faculties and departments to analyse recruitment, enrolment and learner success against protected characteristics.

We are aware from the analysis of this data that there are statistical differences in recruitment and achievement. We recognise that school leavers from our most deprived areas are more likely to choose to come to college and achieve less well than the average when they are here. We know the care experienced school leavers are more likely to choose to come to college and, again, achieve less well when they are here. Both groups are more likely to drop out of college early. Younger students are less likely to achieve than their older counterparts. Students with mental health problems, dyslexia and autism also have lower achievement rates. For these reasons our action plan concentrates on improving outcomes for these groups of people. The College has in place an Access and Inclusion Strategy and a Corporate Parenting Plan designed to support this equality outcome.

We know we have gender choices being made by our applicants, with three quarters of our full time courses dominated by one gender of student. We will take action to address this and will put in place a gender action plan associated with the equality outcomes.

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Outputs

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Timescale	Responsibility	Protected Characteristics
1.1	To monitor student recruitment, retention and success across all relevant protected characteristics and other indicators of inequality over time to continue to understand trends and the impact of action.	Annually - through analysis of data from the College's management information system. The analysis and resulting action plan will be published within department enhancement plans.	A greater understanding of the correlation between protected characteristics and access and performance at college. Better targeted support and planning of positive action to help any disadvantaged groups.	Annually in September	College Management Team	Age Disability Gender Reassignment Religion and Belief Race Sex Sexual Orientation SIMD Care Experienced Carers
1.2	Staff development for student support and academic staff in mental health issues and their impact on learners and their learning.	i. To train 50 staff per annum for the next 4 years in mental health first aid. ii. Referrals to specialist mental health support. iii. Improving trend in learner success for students with mental health issues.	Retention and success rates for learners with mental health issues are the same as those for the general learner population.	Reviewed annually. Complete December 2021	Head of HR & Development, Head of Student Services, Heads of Faculty	Disability
1.3	To identify individuals who are at risk of not succeeding at enrolment and ensure closer monitoring and additional support is available when required.	Retention and learner success rates for those assessed as high risk.	Improved attendance and attainment for those at risk	Weekly monitoring, Annual review	Vice Principal: Quality and Innovation Heads of Faculty Programme Leaders Course Tutors Head of Student Services Care Aware Advisor	Age Disability Gender Reassignment Religion and Belief Race Sex Sexual Orientation SIMD Care Experienced Carers
1.4	To identify individuals who come from areas of multiple	Attendance, progress and success rate monitoring.	Increased success rates for students attending	Ongoing monitoring	Heads of Faculty	SIMD

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	deprivation, to monitor their progress and ensure timely intervention is made where attendance or progress is poor.		from areas of multiple deprivation, with rates reaching those of the general student population before 2017.	and annual analysis of recruitment retention and success.	Vice Principal: Quality and Innovation	
1.5	To focus guidance support on young students (16 & 17 year olds) to ensure that they engage and attend well while making good progress with their outcomes.	Attendance, progress and success rate close monitoring.	Increased success rates for 16 & 17 year old students with rates reaching those of the general student population before 2017.	Annually	Heads of Faculty Programme Leaders Course Tutors	Age
1.6	To provide training and development to staff in teaching, managing and supporting teenage students that keeps them engaged and without recourse to the disciplinary procedure.	Attendance and retention monitoring.	Increased retention rates for 16 & 17 year old students with rates reaching those of the general student population before 2017.	Annually	Heads of Faculty with the Head of HR & Development	Age
1.7	To improve the opportunities for people over the age of 24 to access the College for retraining or upskilling. In particular, males onto reskilling or upskilling part time programmes.	Measurement of the numbers of over 24s/males over 24 accessing training opportunities.	More older learners will have retrained or upskilled for the current job market	Annually	VP Finance and Resources VP Curriculum Head of Business Development Heads of Faculty	Age Gender
1.8	To ensure that students with learning disabilities or difficulties have the same opportunities for access and attainment as all other learners	Application, enrolment and attainment monitoring.	Learners with recognised disabilities and difficulties achieving their qualifications at the same rate as other learners	Annually	Learning & Teaching Development Director Learning Support Specialists Heads of faculty	Disability
1.9	To support individuals and members of refugee families to access appropriate training that will help them integrate into the community and find meaningful employment.	Monitoring of applications, enrolments, programme relevance, progress, attendance and achievement.	Learners who are refugees feel support and are achieving their qualifications at the same rate as other learners	Weekly	Head of Care & Access	Race Religion and Belief

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Equality Outcome 2: Learners are prepared for life, work and to be responsible citizens

Overview

We are aware of the different choices made by male and female young applicants to college when selecting their future careers. Gender stereotyping from an early age has had its part to play in the eventual choices young people make. The outcome is that 77% of our full time courses are dominated (i.e. greater than 75%) by one gender. We recognise that we have a responsibility to challenge these gender stereotypes that lead to career choices and we will work with external partners and with our students and applicants to challenge the assumptions made.

We have a responsibility to ensure that our approach to teaching promotes equality and diversity and avoids stereotype, bias and discrimination. We will ensure that our teaching materials meet high standards in this regard. We will promote good citizenship through our programmes, working with students to find ways that they can engage with their communities and support causes that promote equality and challenge disadvantage.

We will support people who are not native English speakers to remove the barriers that language creates for them so that they can reach their potential and be active citizens within the UK.

Our annual student survey and our student support service tells us that bullying occurs, but at a low level. Student feedback generally describes the College as a safe and welcoming place. Bullying occurs both in person and online. The more common bully themes include, sex, sexuality, gender identity and disability. We have a stated zero tolerance to bullying and act in each case; however we do need to plan a coordinated approach with the College's Students' Association.

The activities which we will undertake in response to these prevailing social attitudes are:

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Outputs

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Timescale	Responsibility	Protected Characteristics
2.1	To provide students with the opportunity to develop skills for life, work and responsibility as citizens.	Focused programme reviews, undertaken annually by faculties, identifies where in the programme design learners are prepared for life, work and to be responsible citizens.	Promotion of equality of opportunity for all students and an improved understanding of the benefits of having a diverse society.	Annually	Vice Principal Curriculum and Heads of Faculty	Age Disability Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation
2.2	To direct full time ESOL students to appropriate support to enable progression and achievement on a full time programme following an initial assessment.	ESOL learners on FT programmes identified at an early stage and directed to appropriate support to allow them a fair chance to achieve.	Increase retention and success rates for ESOL learners on mainstream programmes.	Reviewed annually. Complete December 2021	Head of Care & Access Faculty	Race
2.3	To take positive action in partnership with employers and schools to promote careers to the gender minority where there is a gender bias currently. e.g. WISE, Men in Childcare.	The number of applications, enrolments and success rates for women in construction, agriculture, engineering and men in service and care industries will be monitored.	Increased recruitment and success rates for the gender minorities with rates reaching those of the gender majority before 2021.	Annually	Heads of Faculty	Sex
2.4	To assign mentor/buddy of the same gender to minority gender students.	To monitor the number of buddy schemes implemented each year	To improve the retention and success rates of gender minority groups in certain vocational areas	Annually	Heads of Faculty	Sex
2.5	To develop an effective anti-bullying strategy in conjunction with the Borders College Students Association	Through our annual survey of students	Reduce the incidences of bullying both face-to-face and online	Annually	Vice Principal: Quality and Innovation	Age Disability Gender Reassignment Pregnancy and Maternity

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						Religion and Belief Race Sex Sexual Orientation
2.6	To provide pastoral support to anyone experiencing bullying or harassment.	Measure disciplinary action taken and victim referral and support rates.	To reduce the incidents of bullying and harassment relating to actual or perceived protected characteristics.	Annual audit and monitoring to 2021	Vice Principal: Quality & Innovation BCSA President Heads of Faculty, Head of Student Services	Age Disability Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation
2.7	To run equality/responsible citizenship themed days twice per annum for students. The theme will be based on an issue agreed by the students and organised by them within their faculty. One faculty will lead each theme day.	Through participant feedback on the event sessions	Improved student awareness of the chosen theme	Bi-annually	Vice Principal Curriculum and Heads of Faculty	Age Disability Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation

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Equality Outcome 3: Learners and staff are treated with dignity and respect and their views help shape and improve our services

Overview

Our approach is to engage with our learners/students in mutually respectful relationships and to promote an active and effective learner voice at all levels of the organisation. Through this approach, learners have the opportunity to raise matters that are important to them and be actively involved in shaping our services for the future. By empowering learners in this way, they will be more able to raise concerns relating to dignity and respect and help ensure that all learners are treated fairly. We have a learner engagement strategy in place to support this work.

All full time classes have two class representatives who sit on a faculty council. The councils are chaired by a student and are the primary forums for meetings between the student representatives and the faculty managers. Chairs of the faculty councils are on the student representative council along with the executive members of the Borders College Students Association (BCSA). BCSA is represented on the Regional Board and various college committees. BCSA takes an active role in promoting equality issues.

The class representative and faculty council system works well and provides a useful forum for students to influence the work and life of the faculty. The BCSA has developed significantly over the period of the last equality outcome action plan. They are about to enter their four year of having a sabbatical president and a functional executive. They are supported by their own full time staff member. Their effectiveness has led to better representation of students at governance and consultative committees. This has helped influence decisions about estate and curriculum. In the survey of student attitudes, beliefs and characteristics the largest percentage of students said they felt very safe and happy at the College; however harassment because of sexual orientation or disability were the most common forms of bullying reported by the College's students.

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Outputs

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Timescale	Responsibility	Protected Characteristics
3.1	Staff are included in all staff consultation exercises.	Attendance records from Principal's address. Feedback through staff surveys.	Staff are motivated and engaged in the workplace and feel valued by the organisation.	Ongoing	Head of HR & Development	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation
3.2	Effective learner engagement through Faculty Councils/Learner Focus Groups so that learners feel confident to put forward their views.	The quality of our services will continue to improve as actions are identified, solutions agreed and the outcome communicated to learners.	Enhanced learner engagement in the life and work of the College.	June 2014	Heads of Faculty Head of Student Services BCSA President and executive BCSA Liaison Officer	Age Disability Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation
3.3	To provide support to the LGBT+ student community on Campus through liaison with the Students Association, College students' LGBT+ group and promote the College's zero tolerance of harassment and victimisation.	Measure disciplinary action taken and victim referral and support rates. Increase willingness to disclose sexual orientation.	Reduce rates of bullying and harassment due to an individual's perceived or actual sexual orientation. To reduce the incidents of bullying and harassment relating to gender, (including transgender).	Annual audit and monitoring to 2021	Vice Principal: Quality & Innovation BCSA President BCSA Liaison Officer Heads of Faculty, Head of Student Services	Gender Reassignment Sexual Orientation
3.4	To audit the curriculum annually to ensure that it promotes equality and	Audit reports on teaching packages	Improved accessibility of teaching materials to	Annual audit and	Vice Principal: Quality &	Age Disability

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	diversity and challenges unfair discrimination and is easily accessible.	sampled.	QELTM standards Teaching material free from unfair bias and discriminatory material	monitoring to 2021	Innovation Heads of Faculty	Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation
3.5	The College will celebrate and promote inclusion and diversity including LGBT History month, multicultural events and religious festivals.	The preparation and implementation of an annual programme of events that will help to promote understanding and foster good relations between groups.	Greater understanding of equality, diversity and inclusion issues by students.	Annually	BCSA Liaison Officer	Gender Reassignment Sexual Orientation Race Religion and Belief

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Equality Outcome 4: Staff feel valued and have the opportunity to develop their knowledge and skills and to progress in their careers

Overview

We are committed to providing equality of opportunity in our employment practices. Our recruitment processes include taking positive action for disabled applicants, and following HR best practice to avoid unfair discrimination. We promote the right of all employees to have an individual review with their manager. This right is closely monitored by our HR department to ensure these reviews take place. Induction of new staff includes an introduction to the College's equality duties and legal requirements.

Staff have the right to develop their skills to help them perform their roles and develop their careers. We are committed to offering training and development to all staff, regardless of circumstances, within our priorities and resources. As a consequence of this commitment we have high numbers of academic staff teacher trained, whether full or part time. Training and development of staff in all aspects of the equality duty will remain an important feature of all continuing professional development days.

We have a proportionately higher rate of female staff, due in part to societal job segregation and the higher proportion of support staff and part time roles at the College. We have considered what we can do to tackle this, and our action plan details initiatives such as equality awareness training, and training and development activities. The percentage of ethnic minority staff compares well with local demographics. We realise that our staff disability disclosure rate of 5% is low compared with research from the Scottish Government which shows that 20% of the population in Scotland have a disability. We plan to take action to address this, and will think of ways to encourage staff to disclose a disability, and make them aware of the support available.

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No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Timescale	Responsibility	Protected Characteristics
4.1	The gender pay gap will be reduced by taking positive action to make all advertised posts attractive to people regardless of gender.	Measuring the gender pay gap.	Reduced stereotyping of particular roles within the college being undertaken by a specific gender. Reduced pay gap.	Ongoing. Measured annually	Head of HR & Development	Gender
4.2	Equality issues to remain an agenda item on all formal College meeting agendas.	Copies of minutes will clearly identify when issues have been raised.	A supportive forum is available where staff feel comfortable to raise equality issues.	On-going	All Chairs of College Committees	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation
4.3	Induction of all new staff will include training on equality, diversity and inclusion.	Through the probationary review documentation.	All staff will have knowledge and understanding of their legal obligation and their rights. Staff will understand and adopt best practice.	Ongoing	Head of HR & Development	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation
4.4	Staff development programmes continue to feature equality training on every staff development day.	Staff attending training will be surveyed to ascertain feedback on the impact of training.	Staff's knowledge and skills in dealing with equality issues are improved or maintained.	Ongoing	Head of HR & Development	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief

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						Race Sex Sexual Orientation
4.5	All staff have the right on at least an annual basis to be involved in a one-to-one conversation with their line manager through Individual Staff Review.	Record forms are returned when expected and staff have the opportunity on their preparation form to raise any equality issues relevant to themselves.	Staff are supported and valued by being given the opportunity to discuss any personal equality issues in a secure environment.	Ongoing	All line managers Head of HR & Development	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation
4.6	All staff are entitled to apply for flexible working arrangements to fit the other commitments in their life related to protected characteristics.	Numbers of staff access these arrangements	Staff are valued and supported to continue in employment fitting with their life commitments.	Ongoing	All line managers Head of HR & Development	Age Disability Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sexual Orientation
4.7	All full time and part time permanent teaching staff will have a contractual obligation to undertake or hold a teaching qualification. All temporary and permanent staff will have a contractual obligation to undertake the PDA Teaching in FE. Temporary staff will have the opportunity to undertake a teaching qualification. (excludes leisure evening class teaching)	Numbers of full and part time staff with PDA and Teaching targets: 100% of permanent staff with a teaching qualification (Currently 99%). 80% of temporary staff with a teaching qualification (Currently 53% have a teaching qualification and further 33% are undergoing training at present.)	This target recognises that women are traditionally more likely to be in part time employment where there are a greater percentage of temporary posts. This output seeks to address their inherent disadvantage in this mode of employment.	Ongoing	Head of HR & Development with Heads of Faculty	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation
4.8	To undertake equality monitoring of all employees across all protected characteristics.	To improve the return rate from the current 81% to 100%.	To make necessary adjustments and provide appropriate services for	At start of employment. Full survey	Head of HR & Development	Age Disability Gender Reassignment

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			our staff.	every four years		Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation
4.9	Faculties set aside time twice a year to allow curricular teams to meet for professional discussion so that they can develop their subject knowledge and share ideas/good practice.	Discussion notes and actions arising from this discussion should feed into the Self-Evaluation report.	Increased staff morale when staff identify a direct link with staff development and the knowledge and skills that they need to do their job.	Bi-annual	Heads of Faculty	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation

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Equality Outcome 5: The college community is representative of the local community and offers a model of good practice in the promotion of opportunities for individuals with protected characteristics

Overview

We wish to ensure there is fair access to our services, employment and our contracts regardless of an individual's characteristics. We monitor the applications and recruitment of both our students and our staff to understand trends and in planning to take positive action where this is deemed necessary. Having done this for several years we are fully aware of the trends in many occupational areas. Locally, these are similar to the national trends; the most noticeable of which is the gender differences in several occupational areas. This has an impact on our gender pay gap with far more women in the lower paid occupations. We continue to have a gender pay gap as the larger proportion of women in the whole workforce and within management positions is insufficient to compensate for the impact of the much larger proportion of women in the lower paid jobs.

Our Regional Board's membership by gender for the last two years has been 60% women and 40% men. It has signed up to the 50/50 by 2020 pledge on gender and is keen to be recognised as a Board that promotes diversity. It is looking at how it can improve its diversity further by engaging with local groups that support diversity and will look to co-opt members that will help it become more diverse. It recognises that diversity amongst its membership will help in its function of leading a regional, community-based college.

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Timescale	Responsibility	Protected Characteristics
5.1	Consideration is given to appropriate advertising campaigns to ensure that all individuals regardless of any protected characteristic have the opportunity to apply to and work for the College.	Statistics on protected characteristics from applications and recruitment are monitored and reported.	To encourage individuals from all backgrounds to apply for jobs within the College.	On-going	Head of HR & Development	Age Disability Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sex

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						Sexual Orientation
5.2	Marketing campaigns for the College's courses will use imagery and text that promotes equality, diversity and inclusion and where necessary take positive action to promote opportunities to under-represented groups.	Annual monitoring of applications for age, gender, ethnicity, disability, religion, sexual orientation and against the multiple deprivation index.	To recognise where there are barriers for people with a protected characteristic to apply for certain courses and to take positive action in our marketing to address this.	Religion and sexual orientation – commence August 2014. All others underway	Head of Student Services Marketing & Publications Manager	Age Disability Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation
5.3	To take positive action to promote Regional Board vacancies to under-represented groups. To engage with local groups that support people with protected characteristics and to co-opt members where appropriate.	Board membership	To ensure that the Regional Board is better able to represent the views of our diverse community.	Ongoing as vacancies arise	Board of Management	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation
5.4	To ensure recruitment practice for the College's courses does not unfairly discriminate against any person with protected characteristics through a fair and transparent admissions procedure.	Monitoring of student applications and conversion rates to enrolment.	To ensure that recruitment to course places occurs on merit alone and that the College's curriculum plan provides a range of programmes that requirements of our communities demand.	Annually	Head of Student Services with Heads of Faculty	Age Disability Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation

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5.5	To ensure that all procured contracts and service providers comply with the general duty of the Equality Act.	Monitoring of all tendering.	Promotion of the equality duty more generally amongst companies providing goods and services to the College.	annually	Vice Principal Finance and Resources	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation

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Equality Outcome 6: Users of our facilities and services can access them easily

Overview

Scottish Borders Campus, Galashiels was refurbished fully and extended, with the work completed in April 2009. It provides the main accommodation for Borders College. The design of the building complied with building standards at the time of construction. It was subsequently audited by Capability Scotland, which complied with the Equality & Human Rights Commission's recommendation to involve disabled people in improving access to premises. The report concluded that the team were impressed by the standard of access at the campus and their recommended actions were addressed through the previous Equality Action Plan 2013-17. The report noted that Borders College is already an exemplar of good practice in that Capability Scotland's team of Disability Equality trainers have delivered training to a significant number of staff, with this focus continuing over the last four years and will continue for the duration of this plan.

Copies of the report are available on the College website at: http://www.borderscollege.ac.uk/downloads/Scottish%20Borders%20Campus%20Final%20Report%2021.08.12.pdf

We do offer a wide range of student services and have an easily accessible Student Advice Centre at the main campus, with drop in clinics available at the College's other campuses. Services available include; personal and emotional support; help with financial planning including accessing eligible support funding and benefits; advice and support to find suitable accommodation and/or access childcare; first aid support for mental health issues with student services staff working closely with appropriate external support agencies. There is also a service for sexual health issues for young people including C-Card and C-Card+. The Student Advice Centre at the main campus is a recognised Remote Reporting Centre for Lothian and Borders Police. Fully trained Student Services staff provide a safe and welcoming environment where students, staff and also members of the public can report crimes and incidents (in particular if they are victims of, or have witnessed hate crime of any kind) or any other relevant information, anonymously if they wish.

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The disclosure rate by students with disabilities is high and good use is made of the learning support service. Achievement rates for students using this service are the same as for the student population apart from mental health issues, dyslexia and autism. The Learning Support Team will work over the duration of this plan to address this through increasing specialist knowledge and intervention and the increasing use of technology to support independence in learning and for employment.

Outputs

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Timescale	Responsibility	Protected Characteristics
6.1	To install hearing induction loops in public areas of the building including the main reception, the Student Advice Centre, the High Mill reception and the main hall.	Completion of installation contract.	To improve accessibility for people with a hearing impairment.	August 2017	Facilities Manager	Disability
6.2	To undertake an access audit of the Newtown St Boswells Campus and Hawick Campus.	Publication of the report.	A clearer understanding of potential improvement to access for the Newtown St. Boswells Campus and Hawick Campus.	August 2021	Facilities Manager	Disability
6.3	To undertake a rolling programme of training for staff on Disability Equality to ensure that staff are confident in interacting with disabled people, tackling access issues and making necessary adjustments.	Number of staff trained per annum.	Improved understanding amongst the staff of the challenges faced by people with a disability and approaches to making reasonable adjustments.	Annually	Head of HR & Development	Disability

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6.4	To ensure that the services of the Student Advice Centre have an impact. Includes: care aware, mental health first aid, remote reporting and sexual health advice for young people.	Appointments per annum for each of the services. Learner retention and learner success rates for care aware and students with mental health issues.	To improve easier access to counselling and referral to professional service for people with mental health problems. To provide a place of safety and help any individual subject to harassment, bullying or hate crime. To allow young people to take control of their sexual health and fertility.		Head of Student Services Student Support Advisors	Age Disability Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation
6.5	To ensure that the learning support is accessible and has a positive impact on retention and achievement and promotes independence in learning.	Referral rates for all students by the mode and level of study. Retention and learner success. Increased use of technology and learning techniques to promote independence in learning.	To improve access and use of these services with learner achieving at the rate of the whole student population.	Annually	Learning & Teaching Development Director Learning Support Specialists	Disability

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Gender Rates by Programme

Full Time Programme	Male	Female	Non-binary	Total	Percentage female
HNC Early Education and Childcare - FT	0	22		22	100%
NC Early Education and Childcare - FT	0	22		22	100%
NVQ I Beauty Therapy - FT	0	17		17	100%
NVQ II Beauty Therapy - FT	0	32		32	100%
NVQ II Hairdressing - FT	0	34		34	100%
NVQ III Beauty Therapy - FT	0	24		24	100%
NVQ III Hairdressing - FT	0	29		29	100%
NVQ I Hairdressing - FT	1	29		30	97%
BTEC NQF Art and Design - FT - Level 1 - 2	1	16		17	94%
Child Health and Social Care Level 3 - FT	4	44		48	92%
Health Care - Higher/ Access to Nursing - FT	3	33		36	92%
HNC in Hairdressing - FT	1	11		12	92%
HNC Fashion Makeup - FT	1	10		11	91%
Child Health and Social Care Level 2 - FT - Grp B	7	65		72	90%
HNC Care and Administrative Practice - FT	1	9		10	90%
Social Care - Higher - FT	3	22		25	88%
SVQ Horse Care - FT	4	28		32	88%
HNC Social Care - FT	2	11		13	85%
Child Health and Social Care Level 1 - FT Grp B	4	18		22	82%
HND Business - FT	8	25		32	78%
BTEC QCF Level 3 Certificate and Subsidiary Diploma in Animal Management - FT	4	14		18	78%
NVQ III Hospitality Services - FT	3	10		13	77%
BTEC QCF Level 2 Extended Certificate and Diploma Animal Care - FT	5	16		21	76%
HNC Administration and Information Technology - FT	**5**	**13**		**18**	**72%**
NC Business Management Level 6 - FT	**8**	**19**		**27**	**70%**
BTEC QCF Skills for Independence - FT1	**2**	**4**		**6**	**67%**
BTEC QCF Art and Design - FT- Level 3 - YR2	**5**	**9**		**14**	**64%**
NC Business Administration Level 5 - FT	**9**	**12**		**21**	**57%**
HND Coaching and Developing Sport - FT2	**5**	**6**		**11**	**55%**
NC Introduction to the Landbased Industries - Animal Care	**6**	**7**		**13**	**54%**
All FT Programmes	**604**	**694**		**1298**	**53%**
NVQ II Hospitality Services - FT	**9**	**9**		**18**	**50%**
Introduction to Business Administration and Information Technology NC - FT	**10**	**7**		**17**	**41%**
NPTC Level 1 Award Certificate and Diploma in Work-based Agriculture- FT	**9**	**6**		**15**	**40%**
HND Visual Communications (Graphic Design) - FT	**17**	**11**		**28**	**39%**
Skills for Learning and Work - FT1	**14**	**6**		**20**	**30%**
NVQ I Multi Skilled Hospitality Services - FT	**13**	**5**		**18**	**28%**
HNC Coaching and Developing Sport - FT	**15**	**5**		**20**	**25%**
National Progression Award in Construction - Painting and Decorating - FT	11	2		13	15%
NC Agriculture - FT - Group A	28	5		33	15%
HNC Interactive Media - FT	12	2		14	14%
BTEC QCF Level 3 in Sport	21	3		24	13%
C and G Level 1 Certificate in Painting and Decorating - FT	7	1		8	13%
NC Introduction to Engineering Skills - FT - Group A	21	3		24	13%
SVQ Amenity Horticulture - FT	15	2		17	12%
NC Digital Media Computing - FT	17	2		19	11%
C and G Certificate in Vehicle Maintenance and Repair Level 1 - FT	26	3		29	10%
BTEC NQF Level 1 - 2 in Sport	35	4		39	10%
NC Preparation for the Armed Services - FT	18	2		20	10%
Land-based Service Engineering: An Introduction - FT	12	1		13	8%
NC Gamekeeping - FT - Group A	14	1		15	7%
HNC Electrical Engineering - FT	16	1		17	6%
National Progression Award in Construction - Carpentry and Joinery - FT - Group A	18	1		19	5%
NC Electrical Engineering - FTA	19	1		20	5%
C and G Level 1 Certificate in Carpentry and Joinery - FT	13	0		13	0%
Carpentry and Joinery - CITB - SVQ III	26	0		26	0%
HNC Gamekeeping with Wildlife Management - FT	8	0		8	0%
National Progression Award in Construction - Brickwork - FT	8	0		8	0%
National Progression Award in Construction - Plumbing - FT	17	0		17	0%
NC Brickwork - CITB	17	0		17	0%
NC Painting and Decorating - CITB - SVQ III	7	0		7	0%
Plumbing - FT1 - SVQ III - Grp A	18	0		18	0%
SVQ Landscaping - FT	15	0		15	0%
SVQ III Electrical Installation	7	0		7	0%

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Mapping Borders College and Scottish Borders Council Equality Outcomes

College Equality Outcomes	SBC Equality Outcomes
1. Learners from all backgrounds achieve high levels of success	*7. The difference in educational attainment between those who are from an equality group and those who are not is improved.*
2. Learners are treated with dignity and respect and their views help shape and improve our services	*2. Our services meet the needs of, are accessible to all members of our community and our staff treat all service users, clients and colleagues with dignity and respect.* *3. Everyone has the opportunity to participate in public life and the democratic process.*
3. Learners are prepared for life, work and to be responsible citizens	*4. We work in partnership with other agencies and stakeholders to ensure that our communities are cohesive and there are fewer people living in poverty.* *5. Our citizens have the freedom to make their own choices and are able to lead independent, healthy lives as responsible citizens.*
4. Staff feel valued and have the opportunity to develop their knowledge and skills and to progress in their careers	*1. We are seen as an inclusive and equal opportunities employer where all members of staff feel valued and respected and our workforce reflects our community.*
5. The college community is at least representative of the local community and offers a model of good practice in the promotion of opportunities for individuals with protected characteristics	*1. We are seen as an inclusive and equal opportunities employer where all members of staff feel valued and respected and our workforce reflects our community.* *5. Our citizens have the freedom to make their own choices and are able to lead independent, healthy lives as responsible citizens.* *6. The difference in rates of employment between the general population and those from underrepresented groups is improved.*
6. Users of our facilities and services can access them easily	*2. Our services meet the needs of, are accessible to all members of our community and our staff treat all service users, clients and colleagues with dignity and respect.* *8. We have appropriate accommodation which meets the requirements of our diverse community.*

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