



Working Together

Equality Mainstreaming Report

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

April 2019

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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 that 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**

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 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 it has made towards its 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 requires 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.

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.

2. Mainstreaming Report

2.1 Leadership

The Principal and Senior Leadership Team provide a clear commitment to equality, diversity and inclusion being at the heart of Borders College's 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 Director of Business Improvement and Performance has senior management responsibility for equality, diversity and inclusion within her remit and is responsible for ensuring compliance with the Equality Act 2010. She 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 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 provider of an education service. Mainstreaming equality is a significant contributor to the College's purpose.

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 strong link between the Regional Outcome Agreement and the College's Access and Inclusion Strategy and the College has published a Gender Action Plan.

2.2.3 Development Planning

Each department and portfolio area within the College is required to create an annual enhancement plan that 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 portfolio area plans are used to inform the overall annual college Enhancement 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 How Good Is Our College?, 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.

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

For the period 1 January to 31 December 2018 there have been 8 male Board members and 9 female Board members. Female representation on the Board has therefore been 53% for that period.

The Board Nominations Committee has responsibility for Board appointments. At its meeting in August 2018 to consider the next Board member recruitment campaign it noted that it had proven difficult to attract anyone of under-represented characteristic during previous recruitments. Considerable efforts were therefore made in the recruitment exercise then undertaken, to target the board member advertisements to relevant groups. The Committee remains committed to attracting a diverse membership of the Board.

Equality and diversity is a standing item on the agenda of the Board. The Director of Business Improvement and Performance is required to report to the Board on equality matters.

The Board approves this Mainstreaming Report and the Equality Outcomes.

¹ (Scottish Government, 2014)

2.4 Equality, Committees and Policies

2.4.1 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 Inclusion 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.

2.4.2 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 documents 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/Special Leave Policy and Procedure
- Gender-Based Abuse Guidelines (Students)
- Grievance Policy and Procedure
- Homeworking Policy
- Staff Performance and Development Review Policy
- Malpractice Policy
- Performance Improvement/Capability Policy and Procedure
- Policy Management Procedure
- SCQF Credit Rating – Procedures for Crating and Validating Awards
- Professional Conduct between Staff and Students
- Recruitment of Ex-Offenders Policy
- Redundancy Policy
- Respect at Work and Study Policy Statement
- Safeguarding Children and Adults at Risk of Harm Policy
- Social Media Policy and Guidelines
- Staff Severance Policy
- Stress at Work Policy and Procedure
- Student Admission Policy and Procedures
- Student Behaviour and Discipline Policy and Procedure
- Training and Development Policy and Procedure
- Validation and Approval Policy
- Violence and Aggression at Work Procedure
- Whistleblowing Policy

2.5 Service Provision

2.5.1 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 key features of the policy are:

- The early identification of any additional support needs to make reasonable adjustments to the admissions process
- Positive action in supporting under-represented groups to achieve a place at college.

2.5.2 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 a significant role to play 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 rolls dip in the region in the near term.

The College works to ensure that its curriculum is right for learners' needs and the Region, and this work, in combination with a fair admissions policy, is a significant contributory factor in ensuring opportunities are available at the right level and in the right vocational areas to allow people to succeed and achieve positive destinations.

The significant challenge for both curriculum and admissions policy is gender segregation. The College has continued to try a number of initiatives over the 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 was:

- 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

We set challenging recruitment targets within our institutional Gender Action Plan and within the Regional Outcome agreement to reduce the number of courses with fewer than 25% of recruits from the current level. Despite our promotional efforts they were not met in 2017/18 and have been reviewed for 2019/20 to reduce to 75% the number of full time programmes with one gender making up more than 75% of enrolments. Key areas addressed through the iGAP are hairdressing, childcare, construction and engineering, through for example, work in schools and publicity materials. This target reduces to 70% by 2020/21.

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 currently 21%, which is higher than the rate in the general population. This 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. Around 23% of credits in 2017/18 were delivered for students who had disclosed a learning difficulty or disability.

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.

2.5.3 Students' Association

Borders College Students' Association (BCSA) 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 that it addresses equality issues. BCSA has an important role in training and empowering the class representatives and in the work of the Student Experience Committee (SEC). Currently 82% of the College's student representatives have undertaken the bespoke training offered, Introductory Class Representative training, which is based on the sparqs accredited class representative training. BCSA and the SEC are there to ensure that students have the ability to influence positive change. The President and Vice President of BCSA have places on the Regional Board. BCSA has its own dedicated staff member and a Sabbatical President along with an active executive. One of the posts available on the executive is dedicated to equality issues, leading to BCSA making significant contributions to equality related community events such as *LGBT History Month* and other equality initiatives.

The class representative system is 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 Class Representatives are elected by their classes and in turn the Lead Representatives are nominated by staff members and sit on the SEC. The management team is in attendance at the SEC and is required to report to and take actions from the work of the SEC.

'Equality and Diversity' is included as an agenda point at every SEC meeting, ensuring class representatives have ample opportunity to raise any related issues. In addition to this, Lead Representatives work closely with BCSA to make recommendations to the Executive team on the direction and priorities of BCSA on a variety of matters, including equality and diversity.

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

BCSA has two members of its Executive team sitting on the College's Equality and Diversity Committee, where they can represent the students' voice on a variety of equality issues. BCSA is also maintaining the Silver LGBT Charter.

2.5.4 Student Services

The Student Services Department based in the Student Advice Centre supports individuals who have specific support needs through the Student Admission and Interview process and ensures that the appropriate support is in place for students to make applications and successfully achieve a place at College whilst complying with the general duty (see above).

Student Services staff liaise closely with the Student Funding Team. 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 be referred on to dedicated mental health services within the community. The department has worked together in close liaison with BCSA 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 College has developed a Mental Health and Wellbeing Strategy and action plan and will over the next period be working to implement additional strategies to support students to maintain their place in learning and achieve successful outcomes.

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 may experience 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 free sanitary products and 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 varied choice daily including foods from around the world such as Vietnamese, South African, Jamaican, Mexican, Indian and North African. The selection of foods provided by the chef ensures that a wide variety of religious beliefs are catered, with 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.

2.6 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 equality action plan.

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 Senior Leadership 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 an 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 Regional Board on an annual basis. We monitor all protected characteristics for employees and all protected characteristics other than pregnancy/maternity for applicants.

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

The following information for annual year 2018 which the HR Department collects and monitors is detailed below.

Recruitment Statistics for 2018 (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
45	35%	65%	5%	White 96% (Asian, Black and Mixed race) 3% Undisclosed 1%	<35 32% 36-50 42% 51-60 23% 61+ 1% Undisclosed 2%	Single 30% Married 54% Divorced 7% Cohabit 7% Undisclosed 2 %	None 57% Christian 30% (RC, Muslim, Hindu, Orthodox, Atheist, Pagan, Humanist, C of S) 4 % Undisclosed 9%	Heterosexual 93% Bisexual <1% Gay 1% Undisclosed 5%

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
32	39%	61%	4%	White 90% Asian 6% Undisclosed 4%	<35 24 % 36-50 43% 51-60 25% 61+ 8%	Single 33% Married 59% Co Habit 4% Divorced 2% Undisclosed 2%	Christian 24% Unknown 16% Hindu 1% None 59%	Heterosexual 90% Undisclosed 10%

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

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. AdvanceHE is embarking on a project *Supporting workforce diversity: progressing staff equality in college*, which will be offering support to colleges in Scotland seeking to increase recruitment of disabled staff. The College will use the learning from this project within its recruitment campaigns in the future.

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 Indeed.com 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. Staff are required to undertake online compliance modules including Safeguarding and Equality and Diversity as well as undertaking a training needs analysis. This process is monitored and certificated and staff are unable to successfully complete their probationary period until all modules within Engage have been completed.

3.3 Retention

Voluntary staff turnover for 2018 was 9.9%. 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 are detailed below.

Retention/Leaver Data 2018

% of total male	% of total female	% of total with disability	% of total ethnicity	% of total age	% of gender reassignment	% of total married/civil partnership	% of total pregnancy/maternity	% of total religion	% of total sexual orientation
30%	70%	17%	White 99% Black African 1%	<35 17% 36-50 30% 51-60 33% 61+ 20%	0%	Single 20% Married 63% Divorced 17%	0%	None 43% Not disclosed 27% Christian 20% Roman Catholic 7% Buddhist 3%	Heterosexual 80% Not disclosed 20%

This data shows that more women than men left the College in 2018, 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 2018, 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 support 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 January –December 2018

	Training Opportunity	Target Audience	Male: Female
14 th February 2018	Unconscious Bias	All Staff	5:10
14 th February 2018	Resilience and Trauma	Optional – All staff	2:11
14 th February 2018	Enhancing Inclusive Practice: Transitions and Autism	Optional – All Staff	3:17
14 th February 2018	Moodle for Beginners	Optional – All Staff	16:6
14 th February 2018	Child and Adult Protection	Essential	14:18
14 th February 2018	College Mental Health	Optional – All staff	4:34

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14 th February 2018	Microsoft Office 365	Optional – All staff	20:26
14-16 th February 2018	IOSH Managing Safely	Staff in high risk areas or with line manager responsibility	2:2
24 th April 2018	Child and Adult Protection	Essential – All BDU needing a refresher	2:20
5 th May 2018	Managing Challenging Behaviour	All Staff	0:12
20 th June 2018	IOSH Working Safely	All staff	1:7
8 TH August 2018	Manual Handling Refresher	Staff required to do manual handling as part of role	8:8
14 th August 2018	Managing Challenging Behaviour	All Staff	1:10
21-23 August 2018	First Aid at Work	First Aiders	4:1
12 th September 2018	Managing Challenging Behaviour	All Staff	1:7
18 th September	MIDAS	Staff required to drive a minibus	4:1
September 2018	TQFE	Essential – Teaching staff	2:0
17 th October 2018	PASMA	Staff required to erect scaffolding tower	4:0
14 th November 2018	Insights	Essential - Middle Management and Talent Development Programs	5:11
20 th November 2018	Insights	Essential - Middle Management and Talent Development Programs	5:16
26 - 29 th Nov 18	Fork Lift Truck	Staff required to drive FLT	2:0

In addition, the above specific development opportunities which were available to all staff during 2018 the College also embarked on a number of staff training days which were planned and designed to share good practice, pass on knowledge and enhance learning. These sessions were run predominantly for our teaching staff although they were open to all staff. The types of subjects which were covered were Assistive Technology Awareness, OneNote, How to Improve Moodle, E Assessment in Moodle, Using Turnitin and Using Teams.

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 CPD.

The College enables this to be met through the Staff Development Day programmes. There are four dedicated staff development days during the year in August, November, February and June. These days provide a mix of training on various areas including equalities and sharing good practice and wellbeing initiatives.

The CPD table above details some of the specific equality training sessions carried out during 2018 focusing on:

- Equality and Diversity unconscious bias
- Child and Adult Protection
- Mental Health
- Enhancing Inclusive Practice

The Equality and Inclusion 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 Inclusion Committee and the Senior Leadership Team.

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 that 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 retained electronically, which ensures careful monitoring and enables any actions regarding protected characteristics to be implemented.

The HR Department monitor staff involvement in the process, whether they are permanent, temporary, full or part time. 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 with regards to age, race, sex, marriage/civil partnership and pregnancy/maternity is 100%. With regard to gender reassignment, religion or belief, disability and sexual orientation, disclosure rates are around 85%. The College aims to increase this to 100% by requesting updates and information from staff on all of the protected characteristics. This will inform, going forward, the protected characteristic data held within the HR systems. 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, no religion and in the 36-50 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, 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, the Mentally Healthy Workplace Commendation Award and the LGBT Silver Award. We were also shortlisted as finalists in the Scottish Diversity Awards in 2018 and 2019.

We recognise that both LGBT and disability groups are under-represented from our staff disclosure information therefore we have been able to target events at under-represented groups and ensure that individuals are not discriminated against, harassed or victimised. These events 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.

Employee Profile

(Shown as a percentage of total staff on payroll as at March 2019.)

Male	Female	Race	Disability	Sexual Orientation
35%	65%	White 96% Asian 2% Other Ethnic, mixed and unknown 2%	6%	Heterosexual 76% Lesbian/Gay 1% Prefer not to say/Unknown 23%

Religion or Belief	Marriage/Civil Partner	Age
Agnostic <1% Buddhist 1% Christian 32% Church of Scotland 2% Humanist <1% Other <1% No religion 35% Roman Catholic 2% Scientology <1% Prefer not to say 3% Unknown 23%	Married 69% Single 22% Civil Partner <1% Separated 2% Divorced 4% Widow <1% Unknown <1%	<35 13% 36-50 36% 51-60 35% 61+17% Average age of our staff is 50 years old

Pregnancy, Maternity and Paternity
There are currently 2 members of staff on maternity leave. There are currently no members of staff who are pregnant. One member of staff has returned from maternity leave. One member of staff in a same sex relationship is about to commence paternity leave.
Gender Re-Assignment
There are currently no individuals who have disclosed gender reassignment at this time.

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 65% of staff being female. This is a decrease from 2017 of 2%. 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 Executive Management Team is 100% women. In addition, our Senior Leadership Team is 67% women and 33% 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. This has had a positive impact with the increase from 5% of staff indicating a disability in 2017 to 6% in 2019.

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.

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%	4%	<1%		<1%	
Caring	1%	6%	<1%	<1%		
Clerical/facilities	1%	2%	<1%			
Administration	0%	9%		<1%		
Assessors	1%	7%				
Coordinators/advisors	2%	3%				
Supervisors		<1%				
Lecturers	19%	27%	<1%	1%	<1%	<1%
Curriculum Learning Managers	<1%	2%	<1%			
Line Manager/ICT	4%	4%	<1%			
College Management Team	1%	2%	<1%	<1%	<1%	
Senior Management Team		1%				

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

Occupations	Male	Female
Cleaning/Catering	33%	67%
Caring	16%	84%
Clerical/facilities	30%	70%
Administration	0%	100%
Assessors	15%	85%
Coordinators/advisors	42%	58%
Supervisors	0%	100%
Lecturers	42%	58%
Curriculum Learning Managers	33%	67%
Line Manager/ICT	50%	50%
College Management Team	33%	67%
Senior Management Team	0%	100%

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.

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 that 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 will be part of a national job evaluation project involving all support staff. As part of the procurement of the national system, which is provided by FEDRA, the exercise 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

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 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 and 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 post-holder 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 Policy

4.2 Gender Pay Gap

An equal pay audit was carried out in March 2019 and indicates that the College currently has a 6.9% pay gap between men and women. This was calculated using the mean. Nationally this is 15% therefore the College is much better than average. Having analysed this information, this pay gap has decreased significantly since the last reported figure of 13%. This is due to men in higher graded posts being replaced by women and a number higher graded postholders, who were mainly men, leaving the employment of the College and not being replaced. 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 67% women and 33% men, and our Senior Management Team is 100% women, therefore women are more represented at this high paid level within the College.

The pay gap calculated using the median is 27.3%. 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 an accredited Living Wage employer. It is hoped that this too will help to address the gender pay gap. With effect from 1st April 2019, the College's catering contractor (currently Baxter Storey) will also be paying the Living Wage to its employees.

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.

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 also extended this to include student carer responsibilities and whether they have been care experienced. 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, and updated in 2016 and 2018. We have introduced support and mentoring services for care experienced students 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.

We introduced the role of *Care Aware Advisor* in August 2015, with the focus of this role on care experienced learners and student carers to help support these learners to have the best chance of success. We have continued to develop this role with a focus on earlier intervention and support. We have reviewed our data on students who identify as care aware following which it stood at a more robust 4.9% in 2017/18. We have implemented a national EMA/bursary policy to ensure those students, who are entitled, receive the maximum funding from available sources to ensure that financial difficulty is not an impediment to their studies.

We work closely with a range of external organisations including Who Cares? Scotland to improve our capacity to support care experienced young people. In partnership with the Robertson Trust, we provide mentors in schools for student carers, care experienced young people, and students from SIMD areas, to build their confidence and aspiration to progress onto college or university.

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 continue to work with our staff, students and external partners to change this, recognising that we can only play a part so we will also encourage all who can influence the choices young people 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 have used CPD sessions for gender action planning; staff have developed their understanding of the impact of gender bias and segregation on their vocational area to ensure they are equipped to challenge this issue when required. However, in 2017/18 the proportion of full-time programmes where one gender made up more than 75% of the enrolments was 80% against the challenging target of 73% set in the college's strategic plan for gender balance on courses.

We were concerned that reporting separately on protected characteristic monitoring runs counter to mainstreaming of equality. We have therefore required portfolio areas and departments to incorporate the use of equality monitoring data in their annual self-evaluations and enhancement 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. We have extended this training to our Achievement Coaches, opened it up to curricular staff and BCSA has this year trained 21 class representatives in Mental Health First Aid through SeeMe Scotland. BCSA has developed a Mental Health Agreement in partnership with the College and we have improved the information available to students on our website on mental health support. We do not provide a dedicated mental health counselling service but work closely with local health and third sector organisations to signpost students to their specialist counselling provision. Referral rates for students with mental health issues continue to be high.

Learner success rates for students with mental health issues have improved; full time students demonstrated marked improvement from 40% in 2016/17 to 59% in 2017/18, with rates for part time students remaining high, increasing from 84% to 90%.

We have undertaken initiatives to support the wellbeing of our staff and students achieving the 1* Healthy Body Healthy Mind Award in 2018 and participating in the #SmashtheStigma campaign. 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 continue to find 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 continues to be 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 provide a variety of ESOL classes across the Borders Region, successfully engaging with Syrian families in the area.

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 focused on how well we manage behaviour and promote learning in young people.

BCSA achieved LGBT+ Silver Chartermark for the College in 2017/18 and runs a College LGBT+ group, celebrating LGBT+ history month in February 2018. Learner success rates for HE full time LGBT+ students remained high at 80% for a second year in 2017/18, 7.5% above the overall HEFT rate (72.5%). The learner success rates for school academy LGBT+ students (excluding the schools academy induction programme) has also increased from 48% to 69% (larger numbers, fewer early withdrawals).

We have produced a range of videos available through our website to challenge stereotypes around diversity and unconscious bias.

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. In order to reduce gender segregation, we will continue to identify underrepresented genders in key sectors and be proactive in our marketing and PR to increase recruitment, identify groups of underrepresented students within these sectors and provide positive role modelling and support to assist their success. We will engage further with secondary and primary pupils to address gender stereotyping at an earlier stage.

We are still concerned that achievement rates for students with mental health difficulties are 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 through our equality action plan.

We recognise that learners coming from areas of multiple deprivation have poorer learner success outcomes, although the proportion of our learners is very low. The learner success rate for FE full time SIMD1 students is 56%, down from 59% in 2016/17 and below the overall FEFT rate of 68.9%. We need to consider further how we improve these students' retention at college and their achievement.

Whilst success rates for LGBT+ students has improved in some areas, achievement and attainment is lower on full time FE programmes for learners who are LGBT+.

We will continue to provide relevant CPD opportunities e.g. for teaching staff who have not yet had the opportunity to attend gender bias and segregation training, mental health awareness training etc.

We will continue to improve learner support information by enhancing the collation and sharing of data and information between external agencies and key staff within GDPR guidance.

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.

Where we are now

Our approach over the last few 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 BCSA staff member. The Student President is an active member of the Equality and Inclusion Committee. This has led to a much more active engagement with the College by BCSA. 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 BCSA taking an important role in developing class representation further including customised training, a class representative planner and a class representative recruitment video. BCSA 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 class meetings to the Student Experience Committee which has replaced Faculty Councils. They proactive in bringing issues to the attention of managers and to the Regional Board.

They also provide support to the regional LGBT group and provide for a local LGBT student group on campus.

We audit teaching packs on a sample basis annually. 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 BCSA team also provide a point of contact for anyone experiencing any behaviour which causes concern or distress. The BCSA Officer attends fortnightly welfare meetings with wider student services team. BCSA 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 BCSA 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 worked as part of a community partnership group to create a Celebrating Diversity week in 2017- 18 culminating with a community event to recognise and promote the regions' diversity. We will continue to celebrate diversity promoting an inclusive and safe environment for all to be successful, holding at least one College event per year.

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 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.

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
- Project Search in the Borders June 2018
- Royal Experience for Underkeeper November 2018
- College bags award in honour of year of young people November 2018
- Jolly Hockey Sticks at tournament for primary pupils October 2018
- Inclusive event celebrates diversity for all in the borders September 2018

BCSA has continued to develop well 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. BCSA reviewed the approach to learner engagement for 2018/19 following feedback from students that they were not always able to identify change or improvement resulting from their input, introducing an improved system of class representatives who report to a Student Experience Committee where an action plan is generated and monitored.

We reviewed and rewrote our Learner Success 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 BCSA and the partnership agreement.

What we still need to do

We still need to create a joint student/staff anti-bullying strategy although we recognise that the approaches we take at present help nearly all students to have their situation addressed.

The Scottish Social Attitude Survey in 2015 found discriminatory attitudes were still prevalent in relation to similar groups. It found people were most likely to say that they would be unhappy about a close relative marrying someone who cross-dresses in public (39%), who has undergone gender re-assignment (32%) and a Gypsy/Traveller (31%) but there was a decline, from 2010, in the proportion. Such changes in attitudes are likely to be reflected in our students.

We have committed in our Enhancement Plan for 2019/20 to continue to celebrate diversity promoting an inclusive and safe environment for all to be successful, with at least one college-wide activity a year.

We have a strong focus on preparation for work, making use of work placements, work experience and realistic work environments to support our students to prepare for all aspects of work, and working with students to prepare them for these.

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

We have offered a City & Guilds Licentiate Award in Learning and Development to enable staff to develop and progress in their careers and to gain recognised qualifications, supported by our Learning and Teaching Development Director.

We undertake a biennial 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 has been developed to ensure that going forward all new staff along with existing staff will undertake on-line 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.

The HR Department is appointing an Information Officer and this individual will have the responsibility of ensuring that information gaps are filled and reporting is robust.

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 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 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 became the first college in Scotland to achieve the Silver LGBT+ Charter of Rights, awarded by LGBT Youth in September 2017. Our Students' Association takes and will continue to take a proactive role and in 2018 played a prominent role in arranging transgender awareness training for staff in order to raise awareness and understanding. It has also developed a new activism-focused student LGBT group called 'Stand Out!' whose purpose is to organise equalities-related events and campaigns and awareness raising activities.

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 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, 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

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.

We have developed our first British Sign Language Action Plan in early 2018/19. During its development we have established and will continue to build on strong links with the local authority and deaf community. A priority within the plan is staff training to enable appropriate support, advice and guidance for the BSL community.

