



Working Together

Equality Outcomes and Action Plan

2017 - 2021



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

A handwritten signature in black ink, appearing to read 'A Cox'.

Angela Cox



Equality Outcomes and Action Plan

Foreword by 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.

A handwritten signature in black ink, appearing to read 'AJ' followed by a stylized flourish.

Tony Jakimciw

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, Missions and Values

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 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.

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.)

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

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 mental 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

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.

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 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.

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 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 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.

Overview of our Equality Data 2011/12

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	Females Enrolled	Males Enrolled	Conversion Rate Female	Conversion Rate Male
Care, Access and Employability	756	135	408	90	53%	66%
Construction Engineering and Land-based	151	545	98	349	64%	64%
Creative Industries and Sport	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.

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

2 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

1. College Success Rates

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 %
83	75	89	83	83	88	69	74	85	90	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.

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

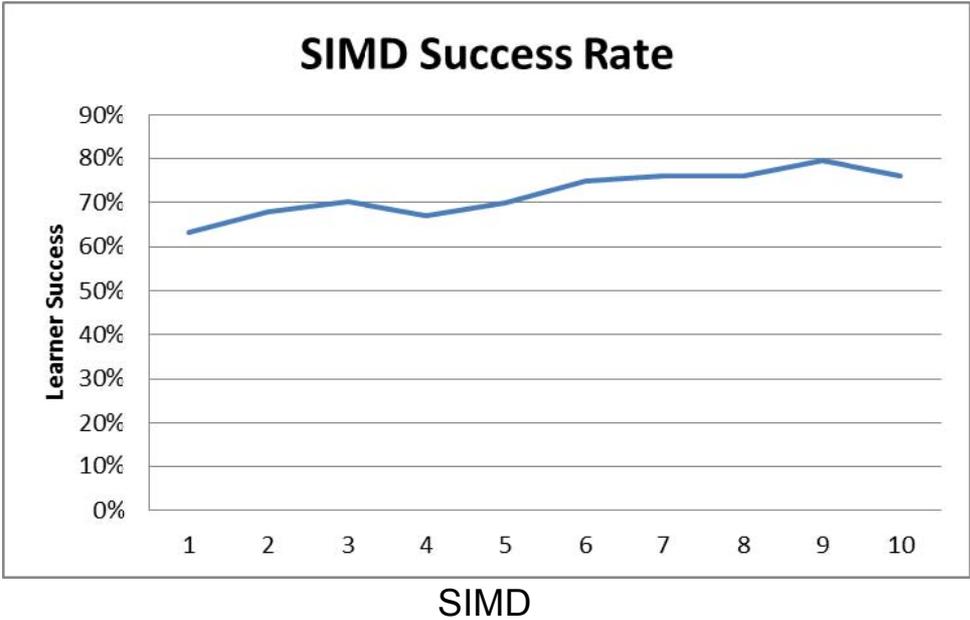
We hold data on faith for 80% of our students. Most students identify as have no faith (75%), the most common faith being Christianity (21%). The most commonly held faith after Christianity is the Islamic faith (1%). It is worth noting that, generally, students who identify as having a religious faith 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 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.



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 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.

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 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 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.

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.

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.

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

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

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?

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.

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.

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.

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 deprivation, to monitor their progress and ensure timely intervention is made where attendance or progress is poor.	Attendance, progress and success rate monitoring.	Increased success rates for students attending from areas of multiple deprivation, with rates reaching those of the general student population before 2017.	Ongoing monitoring and annual analysis of recruitment retention and success	Heads of Faculty	SIMD

Equality Outcomes 2017-21

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

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:

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

Equality Outcomes 2017-21

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 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

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.

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

Equality Outcomes 2017-21

3.4	To audit the curriculum annually to ensure that it promotes equality and diversity and challenges unfair discrimination and is easily accessible.	Audit reports on teaching packages sampled.	Improved accessibility of teaching materials to QELTM standards Teaching material free from unfair bias and discriminatory material.	Annual audit and monitoring to 2021	Vice Principal: Quality & Innovation Heads of Faculty	Age Disability 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

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.

Equality Outcomes 2017-21

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.	Ongoing	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

Equality Outcomes 2017-21

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 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

Equality Outcomes 2017-21

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 our staff.	At start of employment. Full survey every four years	Head of HR & Development	Age Disability Gender Reassignment 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

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.

Equality Outcomes 2017-21

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 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	Regional Board	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation

Equality Outcomes 2017-21

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
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

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.

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

Equality Outcomes 2017-21

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

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 - FT	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 - FT	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 - FT	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%

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. <i>The difference in educational attainment between those who are from an equality group and those who are not is improved.</i>
2. Learners are treated with dignity and respect and their views help shape and improve our services	2. <i>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.</i> 3. <i>Everyone has the opportunity to participate in public life and the democratic process.</i>
3. Learners are prepared for life, work and to be responsible citizens	4. <i>We work in partnership with other agencies and stakeholders to ensure that our communities are cohesive and there are fewer people living in poverty.</i> 5. <i>Our citizens have the freedom to make their own choices and are able to lead independent, healthy lives as responsible citizens.</i>
4. Staff feel valued and have the opportunity to develop their knowledge and skills and to progress in their careers	1. <i>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.</i>
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. <i>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.</i> 5. <i>Our citizens have the freedom to make their own choices and are able to lead independent, healthy lives as responsible citizens.</i> 6. <i>The difference in rates of employment between the general population and those from underrepresented groups is improved.</i>
6. Users of our facilities and services can access them easily	2. <i>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.</i> 8. <i>We have appropriate accommodation which meets the requirements of our diverse community.</i>