



**Working Together**

# **Single Equality Action Plan 2013 Progress Report April 2015**

**May 2015**

## **Single Equality Action Plan 2013- 2017**

### **Progress Update Report May 2015**

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

##### **Overview**

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 conduct 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 were less than 1% in each case although 80% of students know someone who is either lesbian or gay.

## Equality Outcomes

### Outputs

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
1.1	To monitor student recruitment, retention and success across all relevant protected characteristics over time to have a greater understanding of trends and themes related to these protected characteristics.	Annually - through analysis of data from the College's management information system. The analysis and resulting action plan will be published annually.	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 January Monitoring of religion and sexual orientation will begin in December 2013 for Session 2014/15	Vice Principal: Quality & Innovation	Age Disability Gender Reassignment Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	Monitoring was extended to include all protected characteristics from the beginning of 2014/15 onwards.
1.2	Staff development for 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 2017	Head of Human Resources, Head of Student Services VP Quality & Innovation	Disability	A series of training events for staff have been undertaken with a significant number of lecturing staff in each Faculty now having undertaken the training for our internally trained team.  Currently reviewing the structure for mental health support for students to improve effectiveness of service.

## Equality Outcomes

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
1.3	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 2017	VP Quality & Innovation/ HOF BEF/Learning Support Manager	Race	<p>An ESOL Intermediate 2 unit was developed and approved in June 2014 for delivery July/August in preparation for ESOL learners progressing to full-time mainstream programmes in August. Low uptake of this provision and unit was not delivered. Instead an ESOL member of staff was assigned to provide regular tutorials to ESOL learners who required support.</p> <p>It is not currently within the remit of the ELS team to provide ESOL support.</p> <p>Current students being provided with extra additional tuition on SCQF level 4 ESOL units.</p>

## Equality Outcomes

<b>No</b>	<b>Output</b> (The activity undertaken)	<b>Measure</b> (How the impact will be measured)	<b>Impact</b> (The intended difference to be made)	<b>Target Date</b>	<b>Responsible Manager</b>	<b>Protected Characteristics</b>	<b>Progress Report April 2015</b>
1.4	To take positive action in partnership with external organisations 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 2017.	Annually	Heads of Faculty	Sex	Girls only day for local schools in partnership with CITB and Employers. Girls from Gala Academy invited to day at CEL Faculty to include Land-based, Construction and Engineering.  Case studies of males in care developed and used on college website.

## Equality Outcomes

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
1.5	To offer personal development initiatives that help learners with certain Protected Characteristics to build confidence and assertive behaviour, and understand their rights under equalities legislation.	To monitor the number of personal development initiatives run in each academic year and to survey the participants of each scheme to assess the benefits	Individuals feel more confident in themselves and are more able to be successful in their chosen field of study.	Annually	Heads of Faculty & Head of Student Services	Age Disability Gender Reassignment Race Sex Sexual Orientation	Welfare and Student Services staff access appropriate CPD including refreshed equalities training. Hairdressing staff had training on the specific requirements of students with Downs syndrome. Beauty department has formed a partnership with a transgender group to allow group members access to cosmetic treatments. CEL have extended programmes over two years to allow learners access to Painting & Decorating courses. Low level courses i.e. Introduction to Land-based course helps to build up confidence and allows learners to make choices for their future.

## Equality Outcomes

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
1.6	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	In area of beauty therapy level 3 students mentor level 1 students
1.7	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  Vice Principal: Quality and Innovation		Monitoring by SIMD has been implemented. The college has allocated a member of staff as "learner success mentor" to identify at risk student and to work with HOF – PL to formulate action plans

## Equality Outcomes

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
1.8	To run an equality annual theme on age which recognises the impact age has on a student's chance of success and takes action to improve the success rates of 16 & 17 year olds (16 & 17 year olds being the least likely to be successful although they are the largest group by age to attend College).	Attendance, progress and success rate 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	Age	CEL has had input from employers speaking to students to let them know what an employer looks for in an employee. Land-based students work on local estates alongside employed people. Early retention has improved and a large number of students who withdraw go into employment. A supported work placement supervisor is in place to enhance learners employability and give confidence to those students not ready to go out to industry.

## Equality Outcomes

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1.9	To provide training and development to staff in managing and supporting teenage students 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 Human Resources	Age	The student disciplinary policy procedure has been reviewed to emphasise the opportunity to take other message rather than reverting to disciplinary sanctions. Most areas consider behaviour contracts with the students prior to any disciplinary action.

## **Equality Outcome 2: Learners 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.

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

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

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

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

## Equality Outcomes

### Outputs

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
2.1	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 BCSA Liaison Officer	Age Disability Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	Development of BCSA Partnership Agreement will ensure further development of class representative structure as a key priority.
2.2	To provide support to the LGBT student community on Campus through liaison with the Students Association, College students' LGBT society and through membership of the Scottish Borders LGBT Equality Forum 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 2017	Vice Principal: Quality & Innovation  BCSA Liaison Officer  Heads of Faculty, Head of Student Services	Gender Reassignment Sexual Orientation	BCSA actively involved in supporting the local LGBT group and involved in various activities and events through executive representation on group. Presentation to Sport students on racism and gender issues with Sport

## Equality Outcomes

<b>No</b>	<b>Output</b> (The activity undertaken)	<b>Measure</b> (How the impact will be measured)	<b>Impact</b> (The intended difference to be made)	<b>Target Date</b>	<b>Responsible Manager</b>	<b>Protected Characteristics</b>	<b>Progress Report April 2015</b>
2.3	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 2017	Vice Principal: Quality & Innovation  Heads of Faculty	Age Disability Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	The audit tool has been reviewed and an annual calendar of audit is in place. QELTM standards covered within the PDA Teaching in FE programme for all new staff that does not already hold a formal teaching qualification. The Learning & Teaching audit tool used by Heads of Faculty also reports on teaching material to ensure it is not discriminatory.
2.4	To provide pastoral support from course tutors, the mental health worker and the welfare team 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 2017	Vice Principal: Quality & Innovation BCSA Liaison Officer Heads of Faculty, Head of Student Services	Age Disability Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	Ongoing visible and accessible welfare service supports all students who are experiencing difficulties.  The Learner Success mentor also provides support for anyone who is experiencing bullying or harassments and liaises with the relevant staff.

## Equality Outcomes

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
2.5	The College will celebrate and promote inclusion and diversity including LGBT History month.	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	This is an established event in the BCSA calendar.
2.6	To support the Borders College Students Association to become a strong voice for students' rights through the better use of available resources.	The appointment or election of student officers to promote those rights.	Improved peer support and campaigning by the Students Association.	July 2017	Head of Student Services	Age Disability Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	Through access to Partnerships for Change funding the BCSA has benefitted from the appointment of a full-time sabbatical president and a full-time development office. Through well-resourced student focus groups a SA/College Partnership Agreement is in its final stages of development and will support a longer term strategy to develop and effective and sustainable student association

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

### **Overview**

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 believes 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 and a minority who 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 is 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.

## Equality Outcomes

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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:

## Equality Outcomes

### Outputs

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
3.1	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	<p>Art and visual communications students are set projects and produce work on equalities themes.</p> <p>Sport students participate in sessions from LGBT.</p> <p>Hairdressing staff have amended programme design of Level 1 hairdressing to meet the needs of a Downs Syndrome student.</p> <p>Catering staff have made reasonable adjustments within the RWE areas for a student with physical disability</p> <p>In-built delivery of citizenship and employability on full time programmes.</p>

## Equality Outcomes

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
3.2	To promote the college-wide theme of <b>Respect</b> in our work with students.	Through our annual survey of students	Reduced incidents of bullying and harassment between students	Annually	Vice Principal: Quality and Innovation	Age Disability Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	
3.3	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	Still to be progressed.

## Equality Outcomes

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
3.4	To review the effectiveness of the College's learner engagement and to develop and implement a more effective learner engagement strategy.	Learner involvement in college committees and in citizenship and wider society events.	Improved involvement of learners from different backgrounds and protected characteristics in shaping college services for all learners.	August 2013 for implementation of three year strategy	Vice Principal: Quality & Innovation	Age Disability Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	The Learner Engagement Strategy has been developed and is available on our website. It has helped to inform the creation of a more autonomous student association.
3.5	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	Care – LGBT themed events 2013/14 Creative Industries and Sport – Gender-based violence training and awareness raising events 2013/14. Art and visual communications students are set projects and produce work on equalities themes. Sport students participate in sessions from LGBT

## **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 follow 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.

## Equality Outcomes

### Outputs

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
4.1	Equality issues to remain an agenda item on all formal College meeting agendas.	Copies of minutes will clearly identify when issues have been raised.	A supportive forum is available where staff feel comfortable to raise equality issues.	On-going	All Chairs of College Committees	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	In place.
4.2	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.	On-going	Head of Human Resources	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	An updated version of the on-line training module has been purchased and implemented and all staff have been given a target date of June 2015 to complete the new on line module.  The new staff Induction Programme (March 2015) provided information on equality, diversity and inclusion.

## Equality Outcomes

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
4.3	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.	On-going	Head of Human Resources	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	Each CPD programme contains an element of equalities training and development activities.
4.4	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.	On-going	All line managers Head of Human Resources	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	ISR is monitored to ensure that staff are being afforded this opportunity. A review of ISR has been undertaken and improvements will be made based on the feedback from staff workshop events

## Equality Outcomes

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
4.5	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.	On-going	Head of Human Resources	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	All staff have been given the opportunity to attend the Principal's address and to take part in the consultation exercise on College Values and ISR
4.6	To introduce a minimum hourly rate equal to the living wage.	Monitoring of pay rates and the impact on the gender pay gap.	This recognises that the majority of employees in positions currently paid below the living wage are female and will contribute to reducing the gender pay gap.	To review annually and to ensure full implementation by August 2016	Senior Management Team, Board of Management	Sex	Still to be actioned.

## Equality Outcomes

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
4.7	<p>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.</p> <p>(excludes leisure evening class teaching)</p>	<p>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.)</p>	<p>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.</p>	1. 2014 and then ongoing	Head of Human Resources with Heads of Faculty	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	<p>Staff continue to undertake the PDA and we have also introduced a 4 week induction programme to support new staff who are too late to commence PDA. We intend to support 8 staff members through TQFE with Stirling University in session 15/16</p> <p>The qualification Teaching in FE: An Introduction will expire in 2016. The new award PDA Teaching Practice in Scotland's Colleges will be developed in preparation for delivery in 2016-17.</p>

## Equality Outcomes

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
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.	By December 2014	Head of Human Resources	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	The return rate has increased to 90% and monitoring has been reported in the Mainstreaming Report on all protected characteristics other than pregnancy and maternity
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.	June 2014	Heads of Faculty	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	The equalities action plan will be an agenda item at Faculty council and block meetings.  Staff training on Autism, ADHD and Down Syndrome.

**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**

**Overview**

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.

## Equality Outcomes

### Outputs

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
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 Human Resources	Age Disability Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	A range of advertising streams have been used to attract individuals including paper based, social media, web and agencies. Application forms are available on line and in paper form and can be made available in different formats as requested.
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	Age Disability Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	Ongoing monitoring and consideration of the imbedding of imagery and text which promotes equality, diversity and inclusion. An extensive resource of appropriate images are available for use across the College

## Equality Outcomes

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5.3	To take positive action to promote Board of Management vacancies to under-represented groups.	Board membership	To ensure that the Board of Management is better able to represent the views of our diverse society.	Ongoing as vacancies arise	Board of Management	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	The Board used effective marketing to secure suitably experienced applications from a wide range of people. The Board members now better reflect the community with a wider age range and 50% female members.
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	A transparent and annually monitored student admissions policy is in place. Close monitoring of statistics and decision making boards ensure consistency of approach. Clear admissions appeals process is available.

## Equality Outcomes

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
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.	August 2013 then monitored annually	Director of Finance and Resources	Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	The Procurement Policy and Procurement Terms & Conditions sited on the College website have been updated to include reference to the College's Single Equality Scheme.
5.6	To support the work of Scottish Borders LGBT Equality and LGBT Youth in the Borders through membership of the local forum and the promotion of shared events	Attendance at the forum and through records of joint events	Recognition that Borders College is a safe and friendly place to be if one is LGBT	Annually	Vice Principal: Quality & Innovation	Sexual Orientation Gender Reassignment	The BCSA have taken on this role and liaise closely with the local LGBT group.

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

### **Overview**

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>

## Equality Outcomes

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

### Outputs

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
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 2014	Facilities Manager	Disability	Contract still to be tendered and budget allocated, target for completion in 2015/16.

## Equality Outcomes

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
6.2	To improve the accessibility of the toilets in the campus library.	Completion of refurbishment contract.	Library users with a disability can access toilet and washing facilities more easily in a more convenient location.	August 2014	Facilities Manager	Disability	Complete
6.3	To provide automated access to the library.	Completion of refurbishment contract.	Improved access to the library for people with restricted mobility.	August 2014	Facilities Manager	Disability	Complete
6.4	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.	December 2015	Facilities Manager	Disability	Still to be completed
6.5	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.		Head of Human Resources	Disability	Some of the Faculty based training has touched on these issues. Training sessions on particular disabilities have been included as part of the CPD programme e.g. Downs Syndrome

## Equality Outcomes

No	Output (The activity undertaken)	Measure (How the impact will be measured)	Impact (The intended difference to be made)	Target Date	Responsible Manager	Protected Characteristics	Progress Report April 2015
6.6	To raise awareness through an annual marketing campaign of the services offer by the Student Advice Centre including mental health support, remote reporting and sexual health advice for young people.	Appointments per annum for each of the services.	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	Age Disability Gender Reassignment Pregnancy and Maternity Religion and Belief Race Sex Sexual Orientation	This is an ongoing requirement with information readily available in booklet and electronic format. Outcomes from the Internal Review have highlighted some areas for improvement in terms of the specialist support available and this will be taken forward as a priority.
6.7	To ensure that the extended learning support is promoted to and is accessible to all students who need it no matter their mode and level of study.	Referral rates for all students by the mode and level of study.	To improve access and use of these services by part time learners.	Reviewed annually. Complete December 2017	Learning Support Manager	Disability	Increased referrals to the ELS team during session 2014-15.

