Mainstreaming Equality, Equality Outcomes, and Workforce and Students Profile

An Integrated Update Report

2019

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

Ask Student Services for details.

www.perth.uhi.ac.uk

University of the
Highlands and Islands
Perth College

Glossary of Core Terms

Mainstreaming Equality	Mainstreaming equality is about integrating equality into the day-to-day working of an organisation. The following **General Duties** are codified in the Equality Act 2010 and required to be complied with and reported on every 4 years (with an update 2 years after publishing a report) by public bodies that meet criteria for the Public Sector Equality Duties. There are 3 General Duties; those are: 1 *Eliminating discrimination and other unlawful conduct.* 2 *Advancing equality of opportunity.* 3 *Fostering good relations.* These relate to organisation's functions as an employer and a service provider.
Equality Outcomes	Equality Outcomes are targets which every qualified body was legally required to set and publish in the public domain. These are required to be updated 2 years after publishing the original report. A new report with revised/new outcomes is expected to be published every 4 years. Perth College UHI is currently working towards meeting the following of its equality outcomes: 1 *The people who manage the college will work with the staff and students to make sure that everyone is treated fairly.* 2 *Staff will be trained to understand about people from different backgrounds and groups and the support they might need.* 3 *The College will get to know their staff and students better by gathering more information about them.* 4 *Students will have the opportunity to get to know people from different backgrounds, will be treated fairly and will be encouraged to be all that they can be.* 5 *Staff will be treated fairly and will have the same chances to be promoted and to learn more about their job.*
Staff/Students Profile	This is widely known as demographic information about a society and in this report relates to Perth College UHI students and staff population. As an organisation meeting criteria for the public Sector Equality Duties, Perth College UHI is obliged to collect, process, analyse, publish and use to inform decision making information about specified by the Equality Act 2010 protected characteristics of its staff on at least an annual basis. The protected characteristics are: age, sex, disability, marriage and civil partnership, gender reassignment, sexual orientation, ethnicity/race, religion or belief, pregnancy and maternity. Moreover, the Act also protects carers from discrimination by association based on the looked after person's older age and/or a disability.

Mainstreaming Equality and Equality Outcomes 2019

1 Introduction

This report outlines our progress with meeting the General Duties and Equality Outcomes associated with the Equality Act 2010 and other relevant legislation. It is a corporate report and recognises that the core importance of our Equality Outcomes 1, 2 and 3 to the fulfilment of our Equality Outcomes 4 and 5. This is why reporting on mainstreaming General Duties and the Outcomes 1, 2 and 3 each incorporates Equality Outcomes 4 and 5 associated with our dual duty as a service provider and an employer, as well as our General Duties 1, 2 and 3. This report is complemented of 2 Appendices; Appendix 1 detailing progress we have made at an operational level within our diverse sector and teams; while Appendix 2 listing and mapping all our equality actions, timescales and policies and aligning these to allow for a more coordinated and streamlined approach to our Public Sector Equality Duties. Moreover, the section on Equality Outcome 3 covers our Workforce Profile 2017-2019.

2 Mainstreaming Across the Organisation and Equality Outcome No 1

The people who manage the college will work with the staff and students to make sure that everyone is treated fairly.

At Perth College UHI we have a passion for achieving more, to become the most inclusive college in Scotland. Crucial to achieving the ambition and associated General Duties and Equality Outcome 1 is our leadership alongside our corporate policies, systems and processes impacting on the whole Perth College UHI community. **As Equality Outcome 1 is crucial to achieving Equality Outcomes 4 and 5, and General Duties 1, 2 and 3, this section demonstrates how we meet Outcomes 4 and 5 at a corporate level via Equality Outcome 1**.

Mainstreaming equality simply means integrating equality into the day-to-day working of our College – taking equality into account in the way we exercise our functions ie equality is a component of everything we do. The following **General Duties** codified in the Equality Act 2010 has formed the basis for our corporate and day-to-day mainstreaming work to date:

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

We continue to mainstream equality and diversity into all aspects of our operations and in doing so provide a learning and working environment which is founded on key principles of fairness, opportunities and respect for everyone.

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

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

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

Values: Ambition, Integrity and Respect.

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

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

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

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

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

Aim 5:   Having talented, confident and inspirational staff who contribute to and make a vital difference to the success of students, the life of the College, the University and our communities.

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

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

By taking strategic corporate view of progress towards meeting the general equality duty and equality outcomes we recognise that the contributions of individual departments and services do not work in isolation and that cumulative impact and progress across the whole authority is being considered.

In April 2017 we published our Equality Mainstreaming Report 2017 which showed how we were continuing on our journey of ensuring the student and staff experience at Perth College UHI is excellent, integrating equality into the day-to-day working of the college, and recognising the importance of considering ways to broaden our approach to all protected characteristics.

This year, we are due to report on the progress with both mainstreaming equalities in all we do, and with the equality outcomes we set for the College in 2017. Due to the close relationship between these 2 reports and to avoid duplication and streamline the process itself, this year we are publishing a single integrated update report on both the General Duties (re: Mainstreaming Equalities Report) and Equality Outcomes.

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

The Senior Management Team (SMT) plays a key role in ensuring the fulfilment of the 3 General Duties and provides the key leadership function most associated with the Equality Outcome No 1: "The people who manage the college will work with staff and students to ensure that everyone is treated fairly". The Senior Management Team through their delegated responsibility from the Board of Management ensures that the corporate ambitions are largely met via corporate policies and procedures, functions and structures, structured engagement activities, staff training and the feedback and complaints mechanisms out in place for both staff and students. We recognise the importance Equality Impact Assessments and the equality monitoring has with respect to meeting our legal and ethical obligations. We are currently conducting multiple reviews of a number of corporate-level policies, procedures and monitoring systems to improve the evidence base to better inform our policies and actions, to monitor and to evaluate impact of these on protected characteristics.

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

The recognition of the importance of the leadership function and diversity within the board members to securing the General Duties 1, 2 and 3 has been reflected in the Equality Act (Specific Duties) (Scotland) Amendment Regulations 2016 which came into force on 18 March 2016, and specifically the implementation of regulation 6A.

Regulation 6A requires that Scottish Ministers gather information on the relevant protected characteristics of board members of a listed authority, and provide this information to the listed authority in question. In turn, listed public authorities with a board are required to **include in their mainstreaming reports**, which are part of the requirements of the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, details of:

- The number of men and of women who have been board members of the authority during the period covered by the report;
- How the information provided about the relevant protected characteristics of its board members has been used so far; and
- How the authority proposes to use the information provided in the future to promote greater diversity of board membership.

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

Reporting on the demographic profile of our Board members reflects at the same time on our **Equality Outcome No 3 "The College will get to know their staff and students better by gathering more information about them"**.

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

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

*Student Board members were excluded as being subject to different selection processes (democratic voting processes) and different legislative requirements.
Note: Please note that the % were calculated from small numbers.

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

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

*Student Board members were excluded as being subject to different selection processes democratic voting processes) and different legislative requirements.
Note: Please note that the % were calculated from small numbers.

Women were more represented at both the Board of Management and the Senior Management Team than men in March 2018. This composition, however, recently changed in relation to the Board of Management with men now being the more representative gender, as at March 2019. The gender composition of the Senior Management Team, on the other hand, has not changed drastically between March 2018 and March 2019 with women still being the more prevalent gender, yet to a lesser extent.

Securing the gender balance and gender equality in Perth College UHI and in our Board of Management are elaborated on further in our Gender Action Plan. The focus of the **Gender Pay Action Plan 2019-2021** has been the encouragement of lower graded staff to undertake training and development to up-skill them for higher graded job opportunities; the encouragement of lower graded post-holders to apply for internal career opportunities; and training for all staff on gender stereotyping and work. In the future, we will develop a positive action in recruitment policy, ensure a presence of a standard diversity statement on all vacancy adverts related to recruitment to employment and to the Board of Management, and train relevant staff in positive action in recruitment.

4 Mainstreaming Equality and Equality Outcomes across Core Functions and Teams

Management Teams	Mainstreaming Equality Initiative(s)	Link to Strategic Plan 2016-2021	Link to Equality Act 2010 PSED	Link to Equality Outcomes
Board of Management	The Board of Management Engagement Committee take responsibility for Equality and Diversity having included it in their Terms of Reference. Equality Champions are currently being identified in each College Team, including the Board of Management.	1, 2, 3, 4, 5	1 *Eliminating discrimination.* 2 *Advancing equality of opportunity.* 3 *Fostering good relations.*	1, 2, 3, 4, 5
Senior Management Team	The Depute Principal continues to act as an advocate for staff in terms of embedding equality and diversity into all aspects of our work, as well as ensuring that both the Senior Management Team and Board of Management members remain up to date on equality and diversity matters. Equality Champions are currently being identified in each College Team, including the Senior Management team.	1, 2, 3, 4, 5	1 *Eliminating discrimination.* 2 *Advancing equality of opportunity.* 3 *Fostering good relations.*	1, 2, 3, 4, 5

Cross-College Teams	Mainstreaming Equality Initiative(s)	Link to Strategic Plan 2016-2021	Link to Equality Act 2010 PSED	Link to Equality Outcomes
College Management Team	Ensuring that an equality impact assessment has been carried out where strategy, policy and/or procedure documents are presented for approval/endorsement. The Head of HR and OD chairs the Equality, Diversity and Inclusion Team (EDIT). Equality Champions are currently being identified in each College Team, including the Senior Management team.	1, 2, 3, 4, 5	1 *Eliminating discrimination.* 2 *Advancing equality of opportunity.* 3 *Fostering good relations.*	1, 2, 3, 4, 5
Curriculum Administration Team	Providing an inclusive administration service to managers, staff, and students.	1, 2, 4, 5	1 *Eliminating discrimination.* 2 *Advancing equality of opportunity.* 3 *Fostering good relations.*	2, 3, 4, 5
Development Trust	Providing essential financial support to help ensure students regardless of background have the most stimulating learning environment and facilities available through fundraising and investment activities and individual scholarships. Enhancing relations with our alumni, friends and benefactors of the College to help increase all opportunities for our students both on campus and in the workplace.	1, 2, 4	1 *Eliminating discrimination.* 2 *Advancing equality of opportunity.* 3 *Fostering good relations.*	1, 2, 3, 4

Cross-College Teams	Mainstreaming Equality Initiative(s)	Link to Strategic Plan 2016-2021	Link to Equality Act 2010 PSED		Link to Equality Outcomes
Development Trust Contd	Helping our former students regardless of background to keep in touch to grow socially and professionally.				
Estates	Ensuring an accessible and inclusive campus for a diverse range of users.	1, 2, 4, 5	1	*Eliminating discrimination.*	3, 4, 5
			2	*Advancing equality of opportunity.*	
			3	*Fostering good relations.*	
Executive Support Team	Offering support and advice in the annual operational planning process so that teams identify priority objectives that will help to achieve the College's Strategic Plan, plan for access, inclusion and diversity, and the resources required to deliver our aims.	1, 2, 3, 4, 5	1	*Eliminating discrimination.*	1, 2, 3, 4, 5
			2	*Advancing equality of opportunity.*	
			3	*Fostering good relations.*	
Finance	Providing an inclusive, non-biased service to clients both internally and externally in relation to budget distribution, purchase orders processing, expenses and salary payments. Ensuring that we are meeting our internal and external targets for procurement – both in terms of efficiencies and legislative compliance eg the Scottish Specific Duty to consider award criteria and conditions in relation to public procurement.	2, 4	*1*	*Eliminating discrimination.*	3, 4, 5
			2	*Advancing equality of opportunity.*	
			3	*Fostering good relations.*	

Cross-College Teams	Mainstreaming Equality Initiative(s)	Link to Strategic Plan 2016-2021	Link to Equality Act 2010 PSED	Link to Equality Outcomes
Human Resources and Organisational Development	Attracting, retaining and developing a diverse range of high-quality and creative staff to meet students' constantly changing educational needs and aims, and to create a culture of excellence. Service improvement. Strategic and operational support and guidance on equality matters pertinent to both staff and students. Strategic and operational support and guidance on matters concerning health and safety.	1, 2, 3, 4, 5	1 *Eliminating discrimination.* 2 *Advancing equality of opportunity.* 3 *Fostering good relations.*	1, 2, 3, 4, 5
International Centre	Providing friendly and professional advice and support for a diverse range of international students covering everything from finding accommodation to questions about money or health.	1, 2, 4	1 *Eliminating discrimination.* 2 *Advancing equality of opportunity.* 3 *Fostering good relations.*	3, 4
Learning and Teaching	Driving forward the high standards and inspirational teaching direction for the college.	1, 2, 3, 4, 5	1 *Eliminating discrimination.* 2 *Advancing equality of opportunity.* 3 *Fostering good relations.*	2, 4
Marketing and Communications	Promoting the College as effectively as possible, through inclusive and accessible design, press, events and digital media.	2, 4	1 E*liminating discrimination.* 2 *Advancing equality of opportunity.* 3 *Fostering good relations.*	4

Cross-College Teams	Mainstreaming Equality Initiative(s)	Link to Strategic Plan 2016-2021	Link to Equality Act 2010 PSED	Link to Equality Outcomes
Quality	Guiding and supporting individuals and staff teams to report on the mainstreaming of equality through the Course Annual Reporting/Team Evaluation process. Providing inclusive and accessible training and development in relation to quality issues. Handling student complaints in an objective, impartial and fair way.	1, 2, 4, 5	*1 Eliminating discrimination.* *2 Advancing equality of opportunity.* *3 Fostering good relations.*	1, 2, 3, 4, 5
Student Records	Implementing inclusive approaches to support a diverse range of students accessing Student Records. Managing student records and producing essential management reports, (including students protected characteristics data), from application and enrolment to retention and achievement.	1, 3, 4	1 *Eliminating discrimination.* 2 *Advancing equality of opportunity.* 3 *Fostering good relations.*	3, 4
Student Services	Offering accessible and inclusive impartial information, advice, guidance and services/provision to support all students regardless of background.	1, 2, 4	*1 Eliminating discrimination.* *2 Advancing equality of opportunity.* *3 Fostering good relations.*	3, 4
Business Development	Helping a diverse range of students and staff take the spark of an idea and turn it into a real business success. Providing access to accessible training and support through funding opportunities.	1, 2, 4, 5	*1 Eliminating discrimination.* *2 Advancing equality of opportunity.* *3 Fostering good relations.*	3, 4, 5

5 Mainstreaming and Equality Outcome No 1 – Our Corporate Policies and Procedures

Perth College UHI has a range of policies and procedures which help us meet all of our General Duties and Equality Outcomes associated with our employer and service provider functions. The discrimination prevention, equal opportunities and inclusion aspects are either the core focus of these policies or are mainstreamed within with the impact of the policies being routinely monitored via Equality Impact Assessments and an ongoing impact monitoring. These include some of the most recent new and revised policies and procedures for students and staff (marked **bold)** which effected during the reporting time frame for Mainstreaming Equalities and Equality Outcomes (2017-2019), particularly:

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

- **Volunteer Policy 2018**
- Student Partnership Agreement
- Procurement Policy (November 2016)
- Procurement Strategy (2017-2019)
- Procurement Terms and Conditions

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

In the near future, we will review and update some of the existing policies and development new policies.

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

The College's "Approval Process for Cross College Strategy, Policy and Procedure (August 2016)" details a mandatory requirement for the EQIA completion on all policies, strategies, reviews, etc and is complemented by a mandatory form prompting to an EQIA at a stage when policy is being submitted for approval by the CMT. To support this, we have provided staff with training on Equality Impact Assessments which also evidence our progress towards meeting our **Equality Outcome 2 "Staff will be trained to understand about people from different backgrounds and groups and the support they might need".** The guidance and associated processes are currently undergoing a review which will determine further quality improvement actions impacting on policy development, monitoring, staff development and support.

This report is aligned with the following equalities reports:

- Equal Pay Statement 2019
- Gender Action Plan 2017
- UHI BSL Plan 2018-2024

As multiple equality actions are currently dispersed across various documents, we have recently conducted a mapping of these and their relationship with one another and policies and strategic targets. Outcome of the mapping can be found in **Appendix 2.**

6 Other Staff and Students Benefits

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

- **Rowan Consultancy**

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

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

- **MediGold**

Medigold provides our staff with Occupational Health Screening as well as a general Occupational Health provision which helps us to make informed decisions about putting reasonable adjustments and other support in place based on individual staff needs and circumstances.

- **Sodexo**

Provides catering services to staff, students and visitors in Brahan, Goodlyburn and Webster building. They provide services via a Food Court, Costa and a Shop. The company collaborates with the Food Studies and Hospitality sector which uses the Food Court in the Brahan Building as a practical aspect of the nationally set curriculum during lunch times (term-time only) and this collaboration has recently been recognised with the Perthshire Chamber of Commerce Business Star Award for Developing Young Workforce – Perth & Kinross.

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

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

- **HISA**

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

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

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

In addition, staff and students enjoy the benefits of:

- National Living Wage guarantee.
- In-house nursery provision alongside staff and student discounts.
- Disabled parking spaces and a scheme for allocated parking space for those requiring this reasonable adjustment on a temporary basis.
- A range of special leave options, including carers leave.
- Above statutory annual leave, maternity pay and sickness entitlement.
- A range of discounts on ie in-house sports and wellbeing services.
- Quiet Room for prayer/meditation/contemplation and purposes associated with reasonable adjustments.
- First Aid Room with fridge facilities also designed for breastfeeding mothers.
- Careers Course and Progression Advisory Service.
- A childcare voucher scheme for employees who started using them prior to government changes.
- A cycle to work scheme for staff.
- A rewards platform for staff.

7 Mainstreaming Across the Organisation and Equality Outcome No 2

Staff will be trained to understand about people from different backgrounds and groups and the support they might need.

In the period of February 2017-February 2019:

- 45 of staff completed our in-house "Bullying and Harassment" training.
- 36 staff completed our in-house "Diversity in the Workplace" in-house training.
- 123 staff completed our in-house "Equality Impact Assessment" training.

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

The Additional Support Team Leader completed the Associate Membership of the British Dyslexia Association training which allows him to diagnose Specific Learning Difficulties and teach students who present with SpLD. The Additional Support Team Leader now:

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

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

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

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

Training Needs

Our most recent **Staff Survey 2016** asked pertinent to the Equality and Diversity agenda questions and the results indicate that:

- 97% either agree or strongly agree that they "understand their personal responsibilities for ensuring and promoting equality at work".
- **88% agreed (61% agree & 27% strongly agree) that they received effective equality training.**

However, of the eleven comments made about equality and diversity some related to training, such as the following one:

"Any training is not on at appropriate times and is often cancelled."

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

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

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

In terms of management and leadership skills, 20 members of staff enrolled into leadership and management courses during the academic year 2018/19:

- 9 enrolled into a CMI Certificate in First Line Management SCQF Level 6.
- 9 enrolled into a CMI Certificate in Leadership and Management SCQF Level 8.
- <5 enrolled into a CMI Diploma in Management and Leadership SCQF Level 8.

Perth College UHI also holds the Gold Award for Healthy Working Lives and there is a working group which has responsibility for this award led by the Health, Safety and Wellbeing Advisor.

We are currently undertaking a training review which involves a wider needs assessment, and a review of the training content itself. The review will look into developing an ongoing system for alerting and capturing data on refresher training completeness rate.

8 Student and Staff Engagement

The Quality Department holds the responsibility for complaints whilst the HR and Organisational Development Department holds responsibility for staff grievances. The engagement activities are vital to meeting our **General Duty No 3 on "fostering good relations"** as well as **our Equality Outcomes No 1, 3, 4 and 5.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Enhanced Support is also available for young people with:

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

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

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

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

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

Additional Individuals Met as Part of One-Off Group Sessions/Visits	80

In terms of **our staff**, the main engagement mechanisms are provided via our Staff Engagement Group which is also attended by our Trade Union representatives, and via staff surveys and feedback forms. We are also working closely with our recognised Trade Unions to review and improve our performance as an employer.

Our most recent **Staff Survey 2016** asked pertinent to the Equality and Diversity agenda questions and the results indicate that:

- 97% either agree or strongly agree that they "understand their personal responsibilities for ensuring and promoting equality at work".
- 86% either agree or strongly agree that they are aware of Perth College's equality objectives in relation to equalities.
- 85% either agree or strongly agree that they know what to do if they are concerned about an equality matter.
- 88% either agree or strongly agree that they received effective equality training.
- 78% either agree or strongly agree that they are treated according to their individual needs.

- 74% either agree or strongly agree that Perth College actively promotes equality of opportunity for all staff.
- 74% either agree or strongly agree with the statement "I am confident that equality concerns within Perth College will be dealt with promptly and appropriately".

In addition, 11 comments were made about equality and diversity – key themes are highlighted in the comments below:

"Equality and Diversity is important to Perth College there have been tremendous improvements over the last few years to make the College accessible to all and fully inclusive."

"Any training is not on at appropriate times and is often cancelled."

"Part time temporary lecturers are not treated with the same dignity and respect by management as full time lecturers while essentially doing the same job."

As no further staff survey has been conducted since 2016, it is impossible to track progress at this point. We are currently designing a questionnaire for the Staff Survey 2020 which will embed equality monitoring and ask numerous questions pertinent to equality and diversity agenda.

Engagement also takes place via corporate Committees such as the Equality, Diversity and Inclusion Team, Staff and Student Engagement Groups, Mental Health Committee, Safeguarding Committee, Conference Days and through other routes. Moreover, we are currently recruiting Equality Champions from across our core teams to strengthen the ongoing links and both horizontal and vertical engagement.

9 Complaints and Grievances

Staff Complaints and Grievance Procedures (October 2013) and Perth College UHI Complaints Handling Procedure 2017 regulate the complaints procedures for the organisation. We have a routine system in place for a quarterly review and reporting on complaints relating to Higher and Further Education and our internal monitoring systems review the relevance of these to the equality and inclusion agenda and incorporate equality monitoring. Further review of the policies, systems, processes and tools will affect in future developments in this area.

In the 2017-18 academic year, our quarterly complaints reports indicate a higher than expected complaints handling performance in relation to both Further and Higher Education. The average (mean) time for resolving complaints at the investigation stage was much better than the legal target of 20 working days and was equal:

- 10.75 working days for Higher Education related complaints (based on a total of 20 complaints).

- 6.5 working days for Further Education related complaints (based on a total of 11 complaints).

In the Q1 and Q2 of the 2018-19 academic year, our quarterly complaints reports indicate a higher than expected complaints handling performance in relation to both Further and Higher Education.

The average (mean) time for resolving complaints at the investigation stage was much better than the legal target of 20 working days and was equal:

- 17.5 working days for Higher Education related complaints.

- 0 working days for Further Education related complaints.

With respect to staff, the following summary provides an overview of the case management data available in the February 2018-October 2019 period which had an equality/protected characteristic element.

HR Issue	% with an E and D/Protected Characteristic Element
Investigations	22%
Disciplinary Hearings	0
Informal Complaints	0
Formal Grievances	16%

The outcome of the investigations effected in equality and diversity training provision specifically relating to behaviour/conduct.

The data above also forms our evidence of progress towards meeting our **Equality Outcome 3.**

10 **External Engagement**

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

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

- UHI's EDICT, a newly formed partnership equality forum called comprising of the UHI and its partner Colleges.
- Perth and Kinross Council's Equalities Strategic Forum incorporating local public, 3rd and private sector organisations.
- UHI's Disability Practitioners Group (DPG).
- UHI's Student Health Group.
- UHI's PLSP Quality Assurance Group (PQAG).
- UHI's International Development Group.
- Scotland's Skilled Workforce (Subgroup of College Principals Group).
- Perth College and Sodexo Partnership Group.
- Perth Community Planning Partnership (CPP) Executive Officers Group
- Perth and Kinross Council's Community Planning Partnership (CPP) – Economy and Lifelong Learning Group.
- Perth and Kinross Employability Network Governance Group.
- Perth and Kinross European Social Fund Employability/Poverty Board.
- Perth and Kinross Council's ESOL Funding Group.
- Perth and Kinross Council's Adult Protection Committee.

- Perth and Kinross Council's Corporate Parenting Strategic Group.
- Perth and Kinross Council's Children, Young People and Families Committee.
- Perth and Kinross Adult Literacy Partnership Managers Group.
- Perth and Kinross Council's Culture and Sports Advisory Group'
- Perth College Joint Negotiating Committee – UNISON.
- Perth College Joint Negotiating Committee – EIS-FELA.
- JISC – Assistive Technology Interest Group.
- Community Development Network (CDN) – Access and Inclusion Network.
- Community Development Network (CDN) – Essential Skills and Volunteering.
- British Dyslexia Association – Member.
- Caledonia Housing Association Board (voluntary position).
- Mindspace Board.
- The Keys to Life Strategy Group.
- CDN Complaints Handling Advisory Group.
- Police Scotland.
  - Hate Incidents Reporting.
  - Safeguarding vulnerable people.
- Perth and Kinross Council Social Work Department.
  - Reasonable adjustments.
  - Safeguarding vulnerable people.

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

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

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

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

Our recently published **Evaluative Report and Enhancement Plan 2019-21** evidences performance trends and outlines a good practice areas as well as improvements required to secure quality of provision of services for all our learners. It also develops our existing equalities evidence base and compliance with **Equality Outcome 3** by offering a performance analysis for the protected characteristics of: age, gender, socio-economic status, disability status, ethnicity and also for other vulnerable groups protected via other legislation (ie care experienced people).

In terms of improvements relating to identified disadvantaged characteristics, we have seen an increase of 8.1% in those categorised as 'Under 18' successfully achieving their qualification in the academic year 2017/18 and identified a need to improve performance in relation to the 21-24 year olds who are the only age group with performance below the sector level (68.5% v 70.4%).

Table Below Illustrates How We Are Performing Against the Sector (2017/18)

Age Group	Sector Level	Perth College UHI	(+/-) Difference
Under 18	63.5%	65.4%	1.9 pp
18-20 year olds	70.6%	73.3%	2.7 pp
21-24 year olds	70.4%	68.5%	-1.9 pp
25-40 year olds	72.9%	72.2%	-0.7 pp
41 and over	74.5%	75.8%	1.3 pp

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

Aligning with the sector, it appears that learners in the younger age group tend to be less likely to complete successfully. For Perth College, those who study part-time in the 'Under 18' category tend to perform better (73.4%) than those who study full-time (57.3%).

Our analysis shows that the lowest rates of successful completions were in the Science sector (34.2%), Social subjects (57%), Media (57.6%) and Care (60.5%). The highest withdrawal (drop-out) rates are seen in the Social subjects (33.6%), Hairdressing, Beauty and Complementary Therapies (26.9%), Hospitality and Tourism (22.7%) and Care (22.5%). We are currently investigating the demographic composition of the students of these subjects alongside any potential barriers they may face to successfully completing their learning. These include any equality-related barriers and additional support that can be put in place. Nevertheless, out of the 13 subject areas, 10 (76.9%) have either improved or still performing well in comparison to last academic year. The area with the greatest performance improvement is Art and Design. We have seen increases in this area for both full-time and part-time success. In comparison to the sector, we are performing better in the majority of areas, particularly in Sport and Leisure; Business, Management and Administration and Art and Design.

Our student performance analysis shows the emerging 5.8% gender gap in successful course completion with 67% of our FE female students successfully completing their studies comparing to 72.8% of our FE male students. Moreover, we have also identified a 4.4% gender inequality gap in the drop-out rates with 20% withdrawal rates among our female students comparing to 15.6% of male students.

Chart F. Enrolments by level and gender on courses lasting 160 hours or more
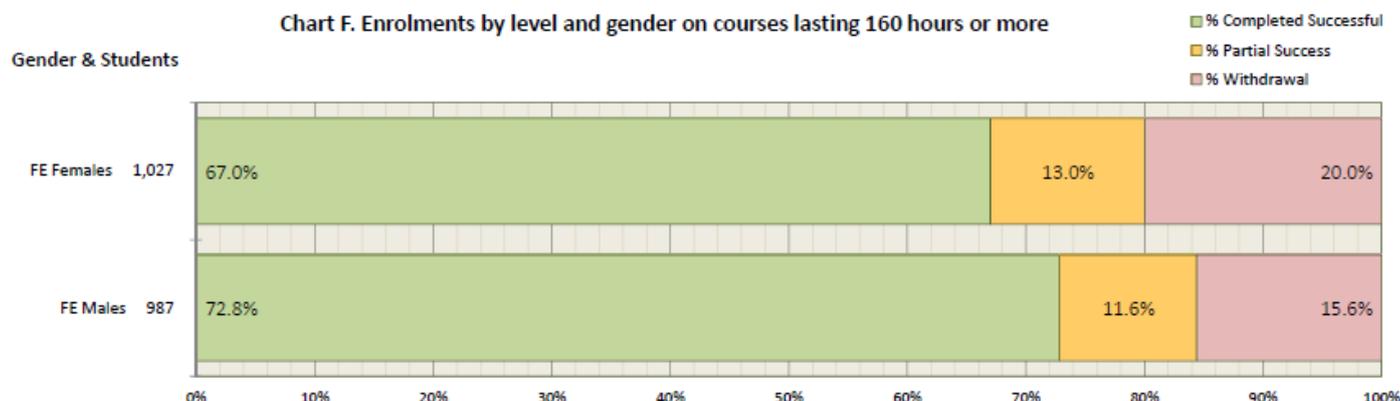
Male learners achieve at a higher level overall than female learners in both full-time and part-time courses. Male success in vocational part-time courses continues to be a key factor.

We have seen a slight increase in the number of females completing their course successfully. Females who study full-time tend to perform better than those who study part-time which may be related to the part-timers having to balance studying with ie a caring role or other equality factors.

We are proactively screening for potential occupational segregation factors and have identified that females studying non-stereotype programmes (STEM) in automotive engineering and construction successfully achieve their qualification, 70% and 75% retrospectively.

It is also good to note that female success against the sector is relatively on par (-0.1%) and male success is higher by 3.0%.

Our analysis for socio-economic status shows that there is an outstanding 3% socio-economic gap in successful course completion with 66.9% of our students residing in the 10% most deprived postcode areas successfully completing their course comparing to an overall 69.9% rate. 72.6% of our students residing in 20% most deprived postcode areas successfully complete their course which is (2.7%) higher than a 69.9% overall success rate. However, we have identified a socio-economic gap in withdrawal rates for both students living in the 10% most deprived areas (7.6%) and those living in 20% most deprived areas (3.6%).

Our analysis by ethnicity identified that our ethnic minority students have higher successful completion rates than our overall performance rates (73.5% v 69.9%) and have lower withdrawal rates (10.8% v 17.8%).

Our student performance analysis by disability status shows that our students who disclosed their disability are slightly more likely to successfully complete their course (70.2% v 69.9%), however, a higher proportion of them also withdraw (20.2% v 17.8%).

To sum, we are delighted to advise that in almost all key groups there has been an increase in success in comparison to academic year 2016/17. The biggest increases being:

- 20% most deprived postcode areas have seen an increase of 3.9% to 72.6%.

- Ethnic minority has increased by 4.8% to 73.5%.

In addition, learners who disclose a disability who successfully achieve has increased by 3.1% to 70.2% in comparison to academic year 2016/17. Those who take up the offer of extended learning support tend to perform better. For those who disclosed either mental health disabilities or multiple disabilities success is, however, lower than other disabilities disclosed.

We have acknowledged that those who have disclosed mental health, multiple disabilities and those who are from care experienced backgrounds tend to be less successful and we have an action plan going forward to address this effectively. This will be measured in due course.

Key Group	Sector Level	Perth College UHI	(+/-) Difference
All enrolments over 160 hours	69.8%	69.9%	0.1 pp
10% most deprived postcode areas	66.3%	66.9%	0.6 pp
20% most deprived postcode areas	66.6%	72.6%	6.0 pp
Ethnic minority	71.4%	73.5%	2.1 pp
Disability	67.0%	70.2%	3.2 pp
Year of study greater than first year	82.4%	92.4%	10.0 pp
Care experienced	55.0%	42.9%	-12.1 pp

Chart below illustrates performance against agreed regional target at Perth College UHI.

Chart H. Credit targets and achieved (core plus ESF where applicable)
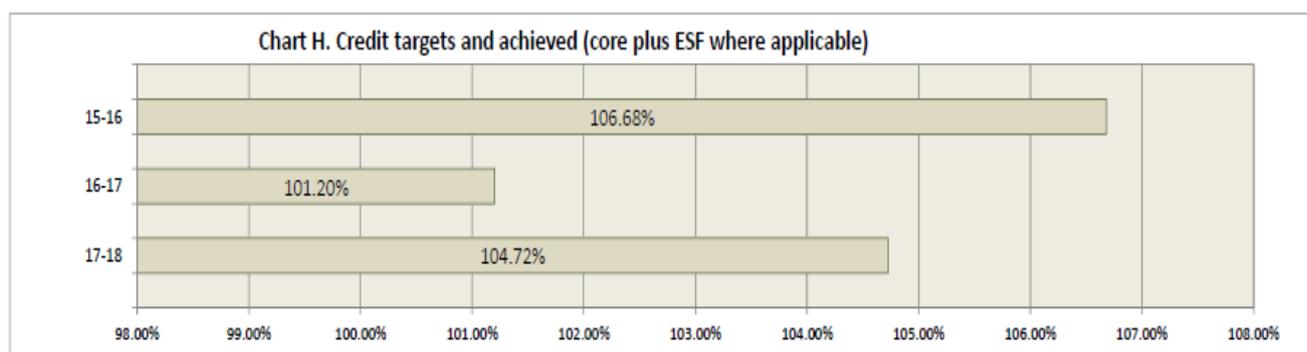
Our Evaluative Report and Enhancement Plan 2019-21 is available on our website:

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

12 Performance Assessment on Quality Indicators 3.1 and 3.2

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

a   **Indicator 3.1 – Wellbeing, Equality and Inclusion**

Areas of Positive Practice

How well are inclusion and equality arrangements improving attainment for individuals and groups experiencing barriers to learning?

- We continue with our journey of ensuring that the learner experience at college is working towards being excellent, integrating equality into the day-to-day working of the college, and recognising the importance of considering ways to broaden our approach to all protected characteristics.

- As part of our statutory duties and our Regional Outcome Agreement (ROA), we have developed our Gender Action Plan. We have explored our institutional and regional data to understand where gender imbalances lie and have set our action plan accordingly.

- The Scottish Funding Council (SFC) set credit targets for colleges. Perth College continues to meet and slightly exceed these targets, both in core and ESF credits.

- A range of courses have been introduced at access level with no formal qualifications required, reducing barriers to learning.

- The centralised Study Skills Team provide one to one support and classroom support to improve learner success.

- We are in the early stages of delivering various CLPD activities in particularly to PATs in relation to mental health, this is to support the increasing challenging role of the PAT, the impact of this training will be measured in due course.

- Working with staff across the College and in partnership with our student association (HISA), we have recently developed a Student Mental Health Agreement which is designed to improve student retention, attainment and achievement. This will be measured in due course.

We have a positive impact on the health and wellbeing for our learners from care experienced backgrounds by:

- Supporting through the Get Ready for College programme in preparation for them starting their mainstream learning.

- Providing access to our secure Halls of Residence.

- Priority access to our Nursery.

- A review of the Nursery has allowed learners more flexibility, opportunity, inclusion and equity in study arrangements.

- To support learners throughout their journey, various workshops are delivered which include dealing with stress, anxiety and resilience.

- We are a partner of the Scottish Wider Access Programme (SWAP) where we promote access to higher education for adult learners who have few or no formal qualifications.

- In relation to the Scottish governments equally safe in further and higher education directive, out of a 68% response rate from the Student Induction and Early Experience Survey 2017, 98% of learners agreed that they felt safe at the College.

- Out of a 72% response rate from the Student Satisfaction and Engagement Survey for 2017-18, 87% of full-time learners believed they were being treated equally and fairly by staff. (The national response rate for full-time learners was 41.4% where 81.7% believed they were being treated equally and fairly).

How well do arrangements for promoting and celebrating diversity facilitate a culture of inclusion?

- The College working in partnership with HISA have planned and promoted a wide range of events including religious events(eg Divalli), STEM events (eg Big Bang).

How well does planning of provision and service take account of the changing needs of specific groups of learners, eg ESOL learners, learners with mental health issues, care experienced young people?

- The College works well with a range of services to engage in measures to support those learners facing barriers.

- The College offers a counselling service which is available to all learners, predominantly used by those who have disclosed a mental health illness. A variety of methods are used to deliver counselling services which include online (via email, instant messaging, video conferencing) and face to face. We continue to see an increase in the number of females using this service, with a 59/41 split between female and male genders.

- The College has embraced the change in ESOL funding arrangements and has worked in partnership with our Community Planning Partners (CPP) to develop and support a plan on the provision that will be offered within the community.

Areas for Development

- Systems need to be better developed to auto-trigger information to support services to support learners who are experiencing challenging life circumstances or are from disadvantaged backgrounds.

- Whilst there is an upward trend for care experienced learners completing their studies, it is still below college level and national level.

- Whilst the college celebrates events, opportunities to identify particular learner cohorts within an academic year, it does not always acknowledge these groups and celebrate their diversity appropriately.

b **Indicator 3.2 – Equity, Attainment and Achievement for All Learners**

Areas of Positive Practice on Protected Characteristics

- Learners who disclose a disability who successfully achieve has increased by 3.1% to 70.2% in comparison to academic year 2016/17. The latest available national success rate (2016-17) stands at 66.5%.

- Whilst the success rate for learner who disclose multiple disabilities is low, those in receipt of support do perform slightly better.

- Learners from the most deprived postcode areas (SIMD 20) who successfully achieve has increased by 4.7% to 73.4% in comparison to last academic year. The latest available national success rate (2016-17) stands at 66.2%.

- Male learners achieve at a higher level overall than female learners in both full and part time courses. Male success in vocational part-time courses continues to be a key factor. We have an overall success rate of 72.8%. The latest available national success rate (2016-17) stands at 69.6%.

- We have seen a slight increase in the number of females completing their course successfully. Females who study full-time tend to perform better than those who study part-time. We have an overall success rate of 67.0%. The latest available national success rate (2016-17) stands at 66.3%.

- Whilst numbers are low, females studying non-stereotype programmes (STEM) in automotive engineering (70%) and construction (75%) successfully achieved their qualification.

Areas for Development

- Care experienced learners tend to be less successful than other categories of learners.

- Attainment for those disclosing mental health (56.5%) is lower than other disabilities disclosed (71.3%).

- Attainment for those disclosing multiple disabilities (64.6%) is lower than other disabilities disclosed.

- Attainment for males studying non-stereotype programmes is low, in the areas of Hairdressing, Childcare; Health and Social Care the success rate is 33.3%.

- Full-time learners who start their programme but do not complete, over the last 4 years, has fluctuated between 19.9% and 22.5%.

- More awareness of the Gender Action Plan via focused CLPD training.

- Retention is poor for school/college partnership learners who study a qualification over 2 years, with only 33.3% continuing with their qualification. It is worth noting that most do end on full-time main stream provision studying the same subject.

- Part time learners studying programmes as part of the School/College partnership and national qualifications (ie Highers and National 5) tend to not be as successful as other part time learners for both female and male genders.

Please refer to **Appendix 1** for a detailed progress made at an operational level across our teams and to **Appendix 2** detailing all our strategic and operational equality actions.

13 **An Overview of Equality Outcome No 3**

The College will get to know their staff and students better by gathering more information about them.

Central to fulfilling and evidencing the General Duty 1, 2 and 3 as well as the Equality Outcome 3 and, equally, Outcomes 1, 2, 4 and 5 have been the gathering, reviewing and utilisation of relevant evidence as well as securing robust monitoring and governance systems and processes. As this section provides current staff information, it thus constitutes also our current basic **Workforce Profile 2017-2019 and a Student Profile**. Further equality evidence was mainstreamed across the document as its core.

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

We have been recently reviewing our monitoring systems, tools (ie Equality Monitoring form, Equality Impact Assessment tool) and are currently developing an equalities evidence base to inform corporate and day-to-day decisions and the Equality Impact Assessments.

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

every 6 months. This action means that we are also compliant with the requirements of data protection legislation.

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

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

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

1 Students Profile

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

a Further Education Students

Starters Profile

For further education starters from the combined 2017-2019 period, the equality monitoring completion rates were the lowest in relation to the following protected characteristics:

- Religion/belief (18% of "prefer not to say")
- Sexual orientation (19% of "prefer not to say")
- Gender reassignment status (16% of "prefer not to answer").

Among our further education students, the following from among each of the protected characteristics were minority groups in the 2017-2019 period:

- Under 16, 20-24 and 18-19 age groups, thus those aged 24 and under.
- Non-White ethnicities (4%v 96% of white), particularly "black", "mixed" and "other" (0% or 1%).
- People with a declared disability/long term condition (25% v 66% no disability).
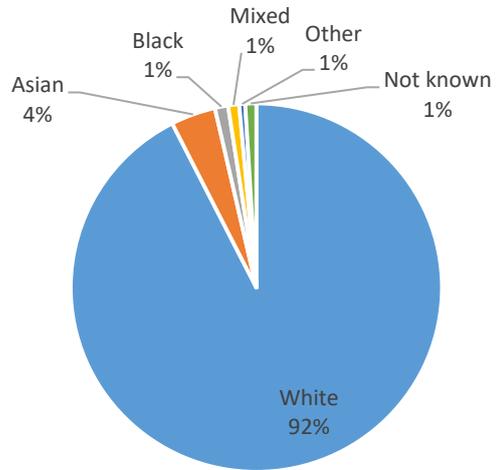- All religions/beliefs other than a "no religion" (61%), particularly Sikh, Jewish, Hindu, Buddhist (0% each).
- Men (47% v 53% females).
- Other than heterosexual orientation (4% v 77% heterosexual).
- People whose gender is different from one assigned at birth (1% v 83% of "same as at birth").

FE Starters by Age; 2017-2019
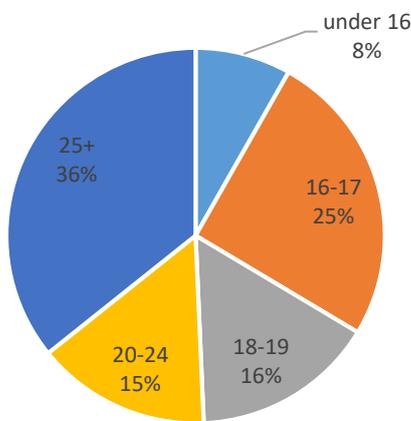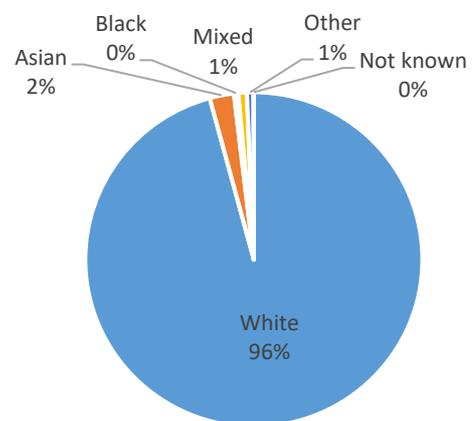
under 16 — 8%
16-17 — 25%
18-19 — 16%
20-24 — 15%
25+ — 36%

FE Starters by Ethnicity; 2017-2019

Asian 2%
Black 0%
Mixed 1%
Other 1%
Not known 0%
White 96%

FE Starters by Disability Status; 2017-2019

ESL 9%
Declared Disability 25%
No Disability/Unknown 66%

FE Starters by Religion/Belief; 2017-2019

Other 1%
Muslim 1%
Sikh 0%
Jewish 0%
Hindu 0%
Buddhist 0%
Christian 19%
Prefer not to say 18%
No religion 61%

FE Starters by Gender; 2017-2019

Male 47%
Female 53%

FE Starters by Sexual Orientation; 2017-2019

Bisexual 3%
Gay 1%
Other 0%
Prefer not to say 19%
Heterosexual 77%

FE Starters by Gender Reassignment Status; 2017-2019

Different to birth 1%
Prefer not to answer 16%
Same as at birth 83%
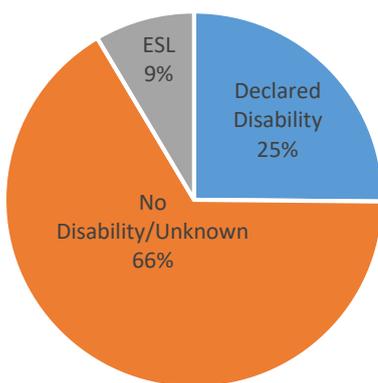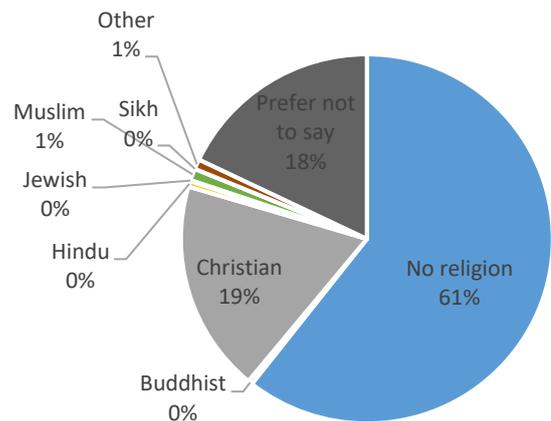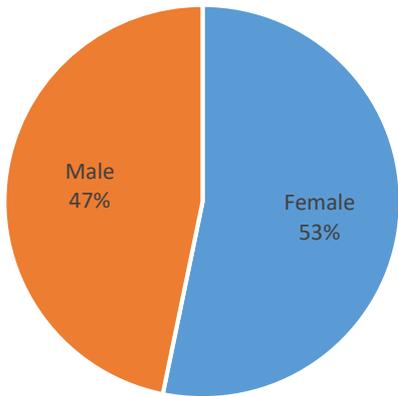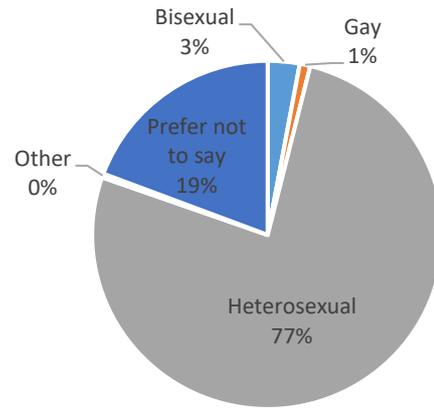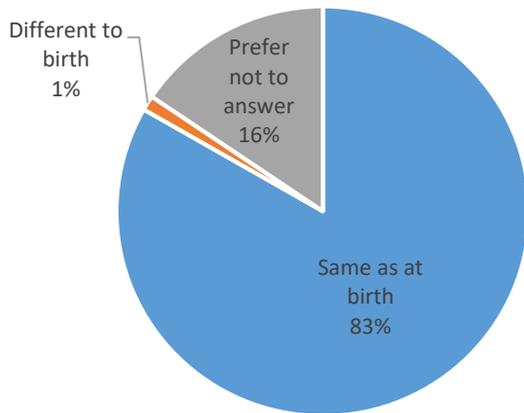
Learning Outcomes

Of our further education students, the following protected groups from among the protected characteristics have had the lowest rate of successful educational outcomes in the combined period 2017-2019:

- 16-17 and 25+ year olds (69% each).
  - 7% equality gap from the highest attainment category.

- Mixed ethnicity (50%).
  - 29% equality gap from the highest attainment category.

- Women (67%)
  - 6% gender equality gap.

- ESL (62%) and "no disability/unknown" (65%).
  - 10% and 7% quality gap from the highest attainment category, respectively.

- Muslim (52%) and "Buddhist" (56%) categories.
  - 45% and 41% equality gap from the highest attainment category, respectively.

- "prefer not to answer" (64%) and "gay" (72%) categories.
  - 23% and 15% equality gap from the highest attainment category.

- "current gender different from one assigned at birth" (53%) and "prefer not to answer" (60%) categories.
  - 15% and 8% equality gap from the highest attainment category.

FE Successful Outcome by Age (Mean % for 2017-19)
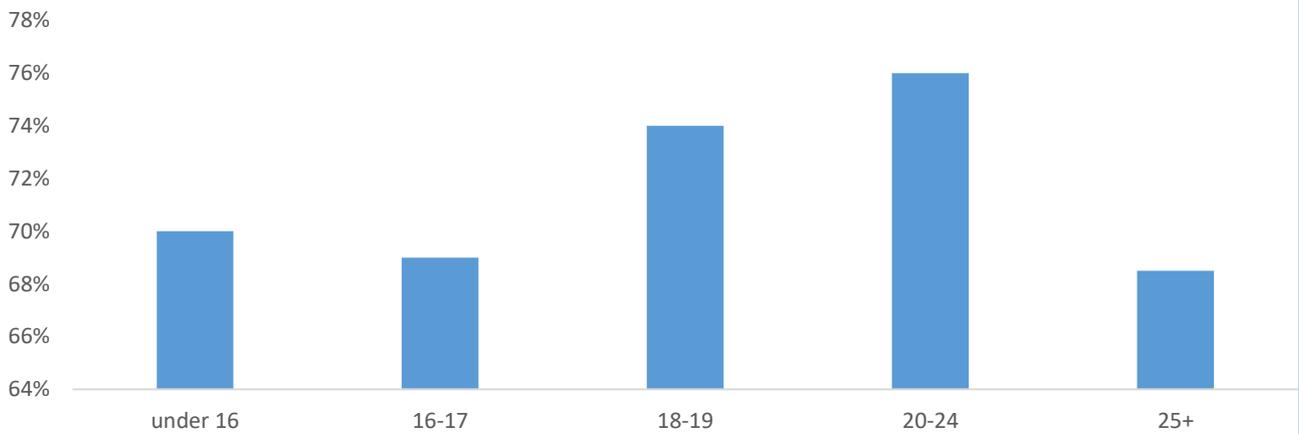
FE Successful Outcome by Ethnicity (Mean % for 2017-19)
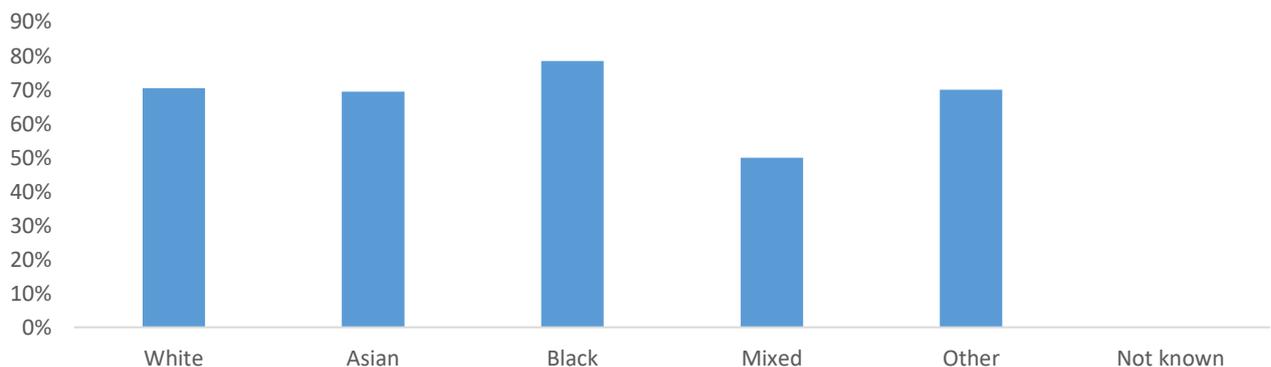
FE Successful Outcome by Disability Status (Mean % for 2017-19)
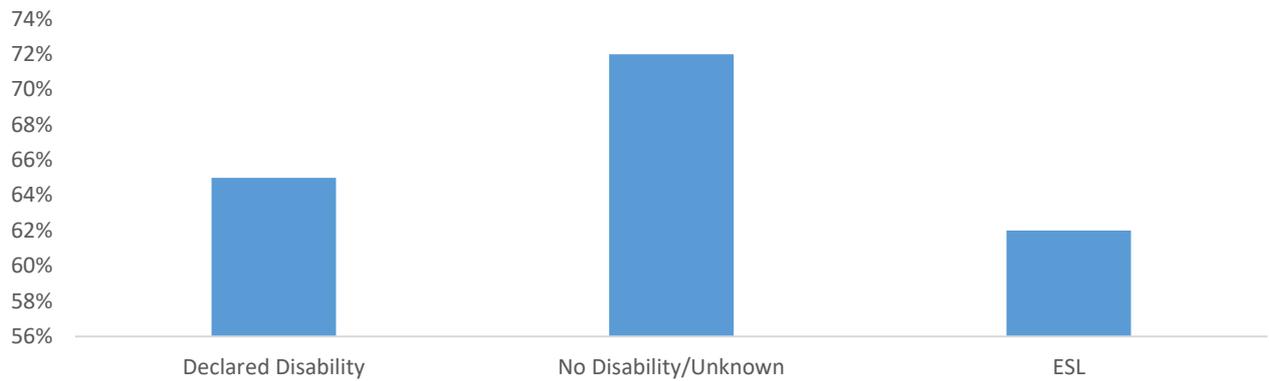
FE Successful Outcomes by Religion/Belief (Mean % for 2017-19)
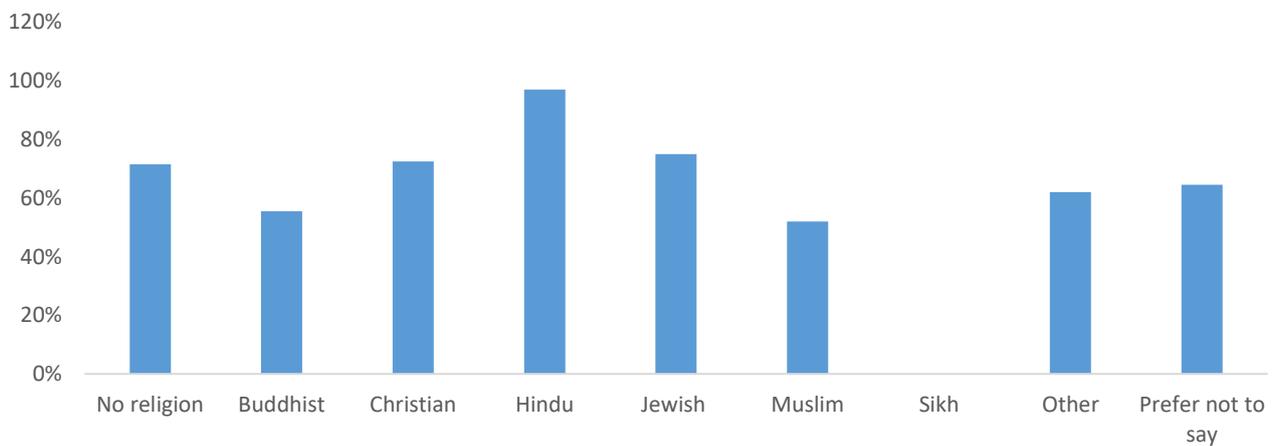
FE Successful Outcomes by Gender (Mean % for 2017-19)

FE Successful Outcome by Sexual Orientation (Mean % for 2017-19)

FE Successful Outcome by Gender Reassignment Status (Mean % for 2017-19)
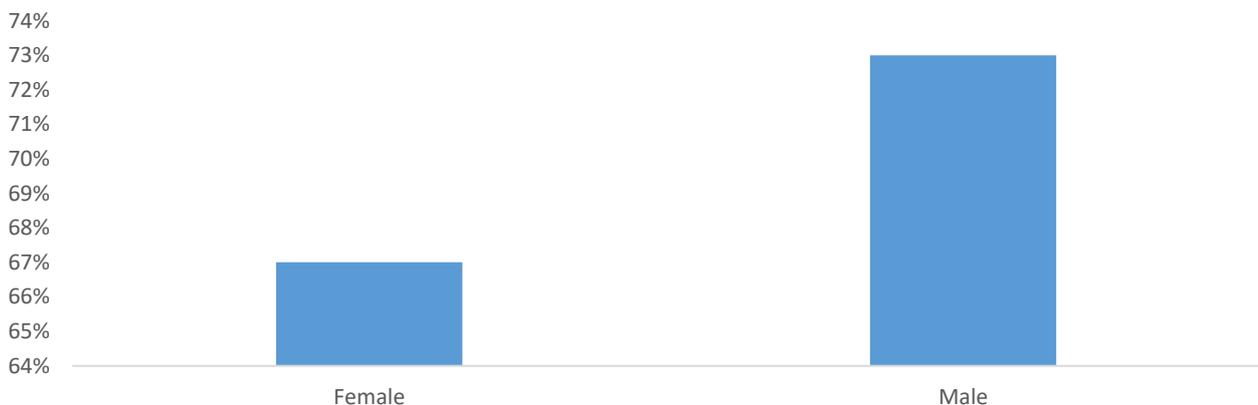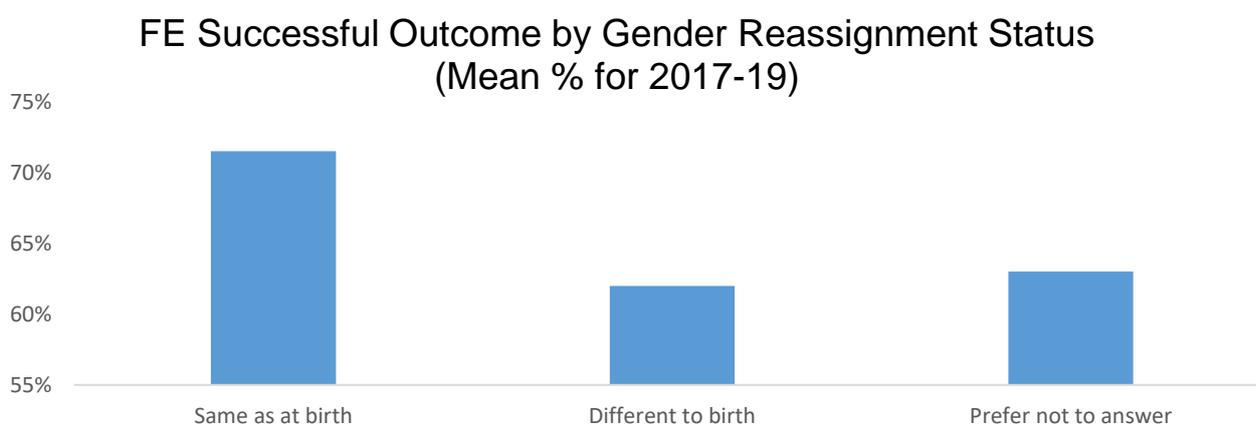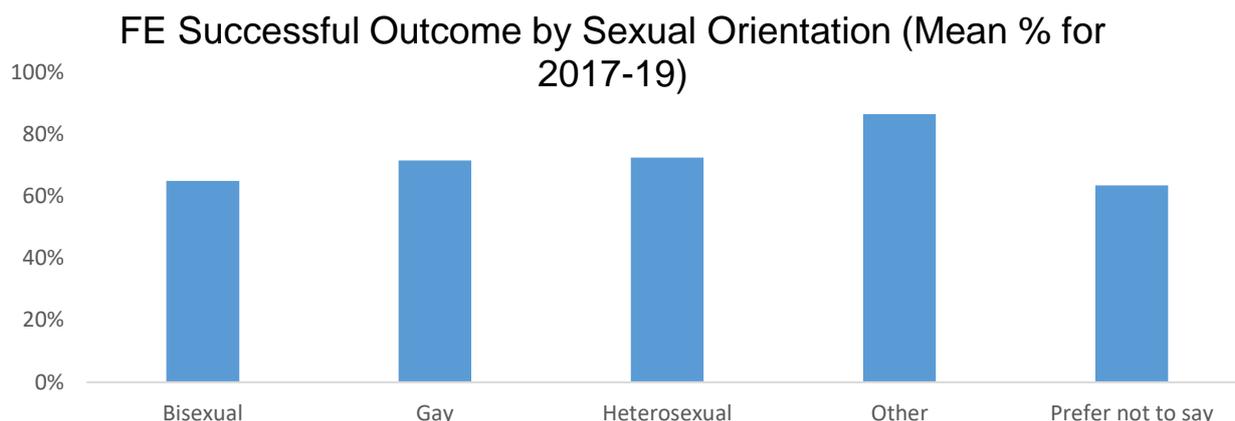
b   Higher Education Students

Starters Profile

For higher education starters from the combined 2017-2019 period, the equality monitoring completion rates were the lowest in relation to the following protected characteristics:

- Religion/belief (8% of "prefer not to say").
- Sexual orientation (8% of "prefer not to say").
- Gender reassignment status (2% of "prefer not to answer").
- Ethnicity (1% of "not known").

Among our higher education students, the following from among each of the protected characteristics were minority groups in the 2017-2019 period:

- <16s (0%), 16-17 (3%) and 18-19 (20%) year olds.
- Men (41% v 59% females).
- Non-White ethnicities (7% v 92% of white), particularly "black", "mixed" and "other" (1% each).
- People with a declared disability/long term condition (19% v 72% no disability).
- All religions/belief other than a "no religion" (63%) and "Christian" (25%).
- Other than heterosexual orientation (6% v 86% heterosexual and 8% of "prefer not to say").
- People whose gender is different from one assigned at birth (1% v 97% of "same as at birth" and 2% of "prefer not to answer").

HE Starters by Age, 2017-2019
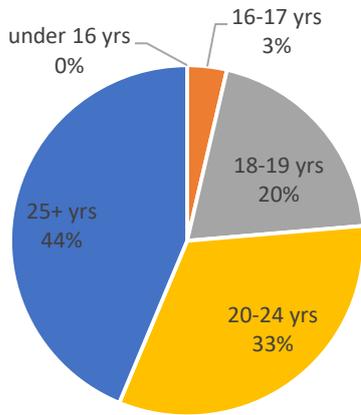
- under 16 yrs 0%
- 16-17 yrs 3%
- 18-19 yrs 20%
- 20-24 yrs 33%
- 25+ yrs 44%

HE Starters by Ethnicity, 2017-2019

- Asian 4%
- Black 1%
- Mixed 1%
- Other 1%
- Not known 1%
- White 92%

HE Starters by Disability Status, 2017-2019

- ESL 9%
- Declared Disability 19%
- No Disability/Unknown 72%
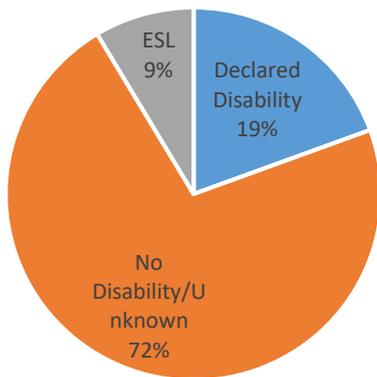
HE Starters by Religion, 2017-2019

- Other 3%
- Prefer not to say 8%
- Muslim 1%
- Sikh 0%
- Jewish 0%
- Hindu 0%
- Christian 25%
- Buddhist 0%
- No religion 63%
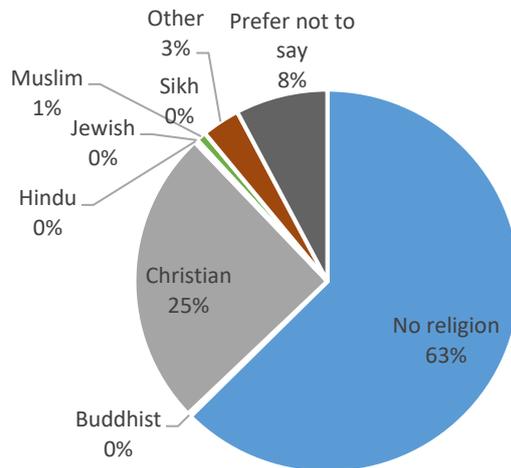
HE Starters by Gender, 2017-2019

HE Starters by Sexual Orientation, 2017-2019
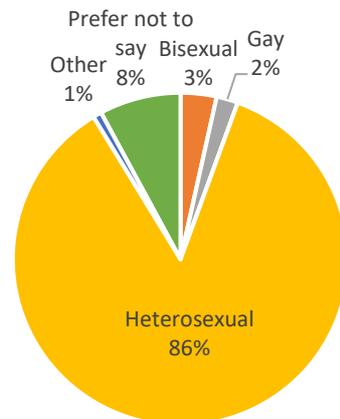
HE Starters by Gender Reassignment Status, 2017-2019
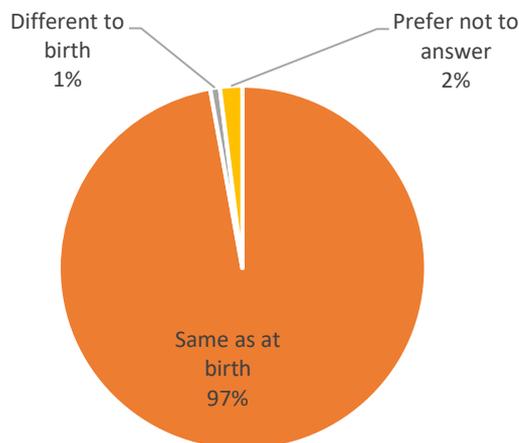
Retention Rates

Of our higher education students, the following protected groups from among the protected characteristics have had the lowest retention rates in the combined period 2017-2019:

- 18-19 (78%) year olds.
  - 9% equality gap from the highest attainment category.
- Men (76.4%).
  - 8.9% gender equality gap.
- Black (42%) and Mixed ethnicity (48%).
  - 41% and 39% equality gap from the highest attainment category, respectively.
- ESL (72.9%) and "declared disability" (79.2%).
  - 11.1% and 4.8% quality gap from the highest attainment category, respectively.
- "Jewish" (11.8%), Buddhist (41.2%) and "Muslim" (48.9%) categories.
  - 77.7%, 48.3% and 40.6% equality gap from the highest attainment category, respectively.

- "other" (50.1%) and "bisexual" (60.8%) categories.
  - 34.1% and 23.4% equality gap from the highest attainment category, respectively.
- "current gender different from one assigned at birth" (44.5%) and "prefer not to answer" (62%) categories.
  - 39.5% and 22% equality gap from the highest attainment category, respectively.

HE Retention by Age, 2017-2019
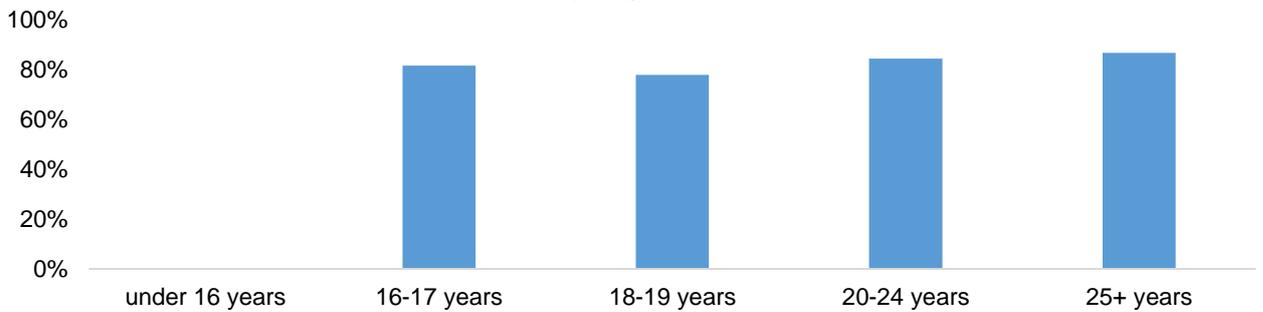
HE Retention by Ethnicity, 2017-2019
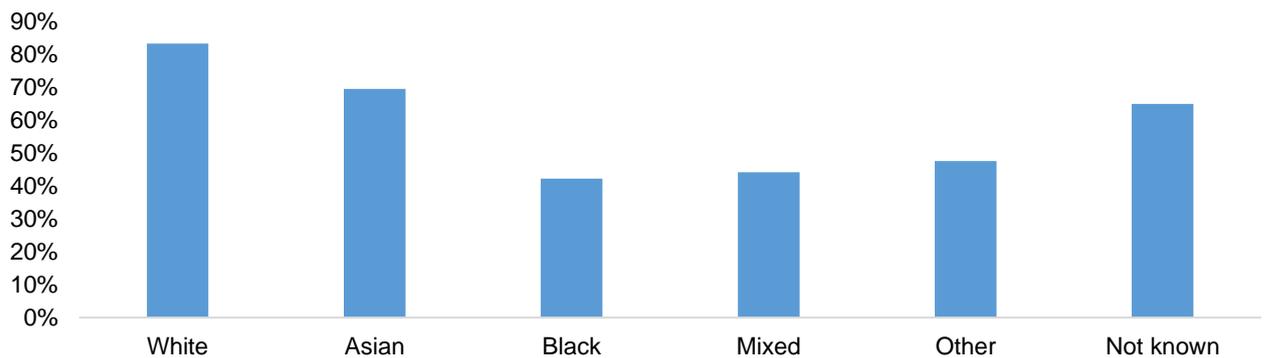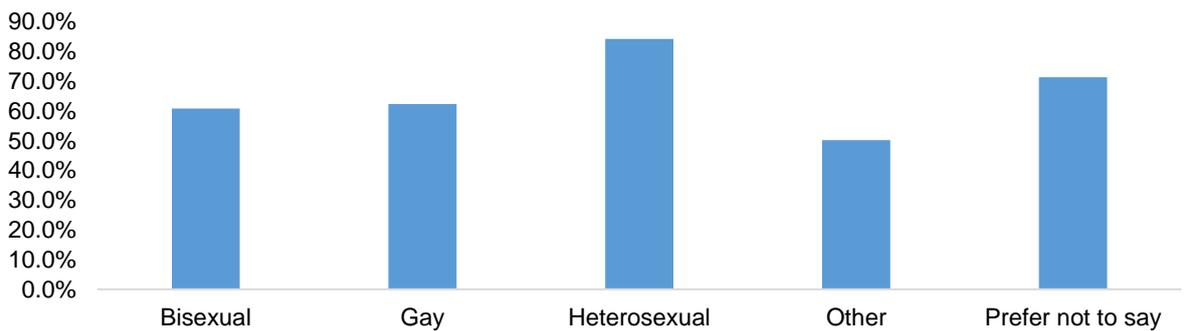

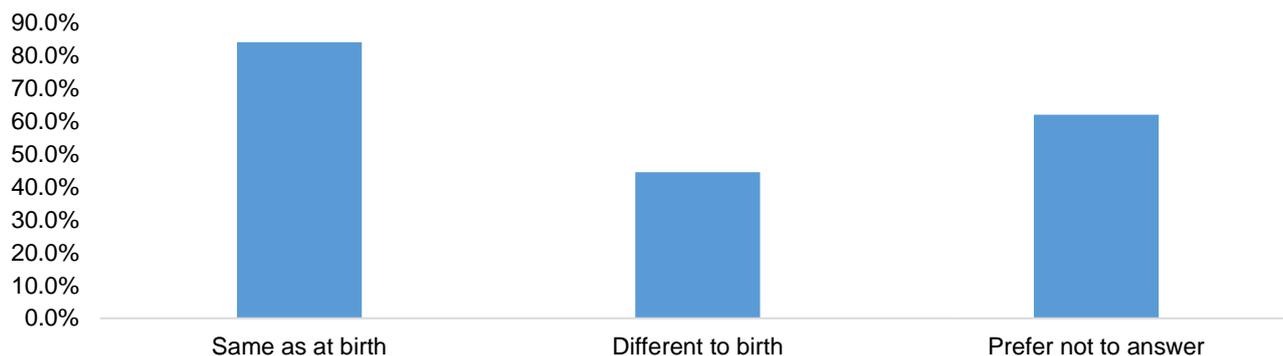## HE Retention by Disability Status, 2017-2019
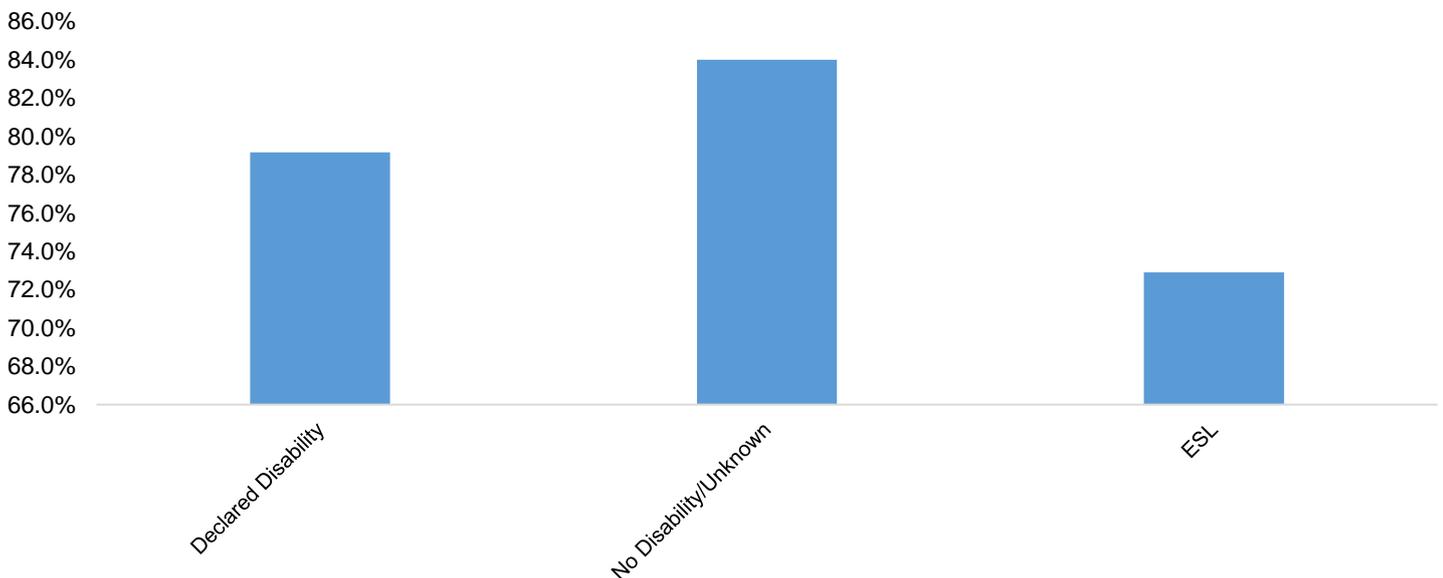
HE Retention by Religion/Belief, 2017-2019
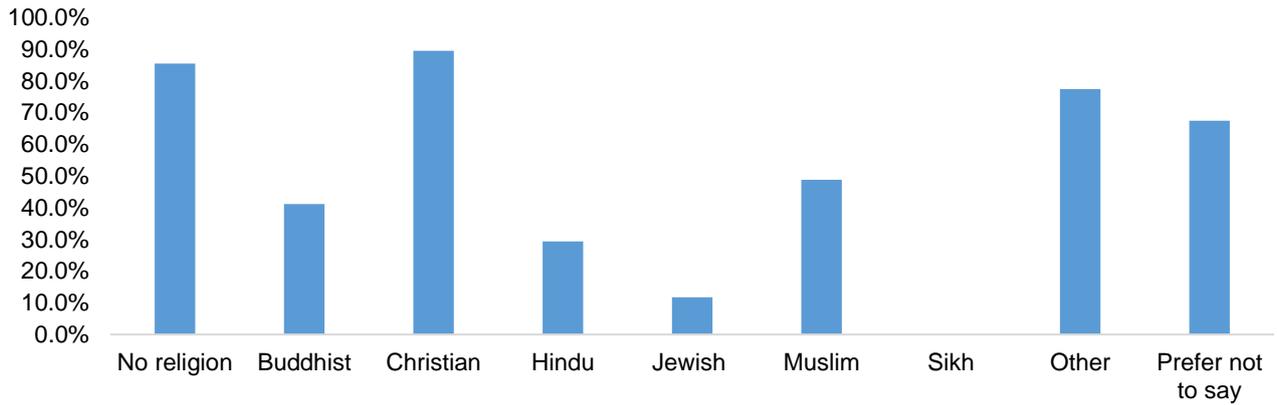
HE Retention by Gender, 2017-2019

HE Retention by Sexual Orientation, 2017-2019

HE Retention by Gender Reassignment Status, 2017-2019

2 Staff Profile

The workforce profiles below are an update to the previous workforce profile contained in the Employee Information report of 2017.

Perth College UHI is committed to securing workforce reflective of the profile of the population.
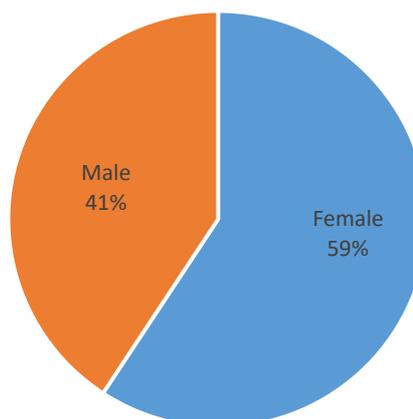
The demographic profile of Perth College UHI staff were based on a total of 597 staff as at 31st March 2018 and a total of 687 staff as at 30 March 2019. These exclude AST staff. This means that the overall number of staff employed by Perth College UHI has increased.

a Gender

Perth College UHI Staff by Gender, March 2018
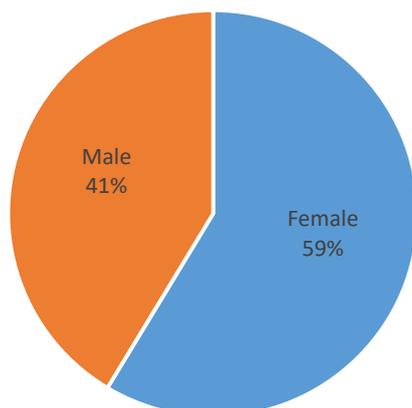
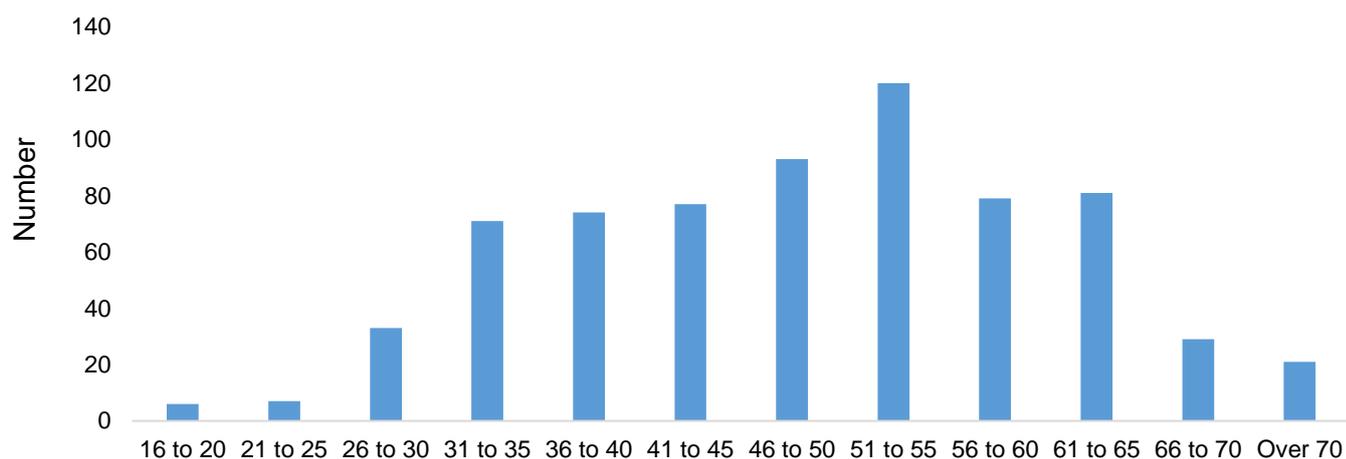Perth College UHI Staff by Gender, March 2019

In both 2018 and 2019, 59% of Perth College UHI staff were female whilst 41% were male.

b   **Age**

Perth College UHI Staff by Age, March 2018
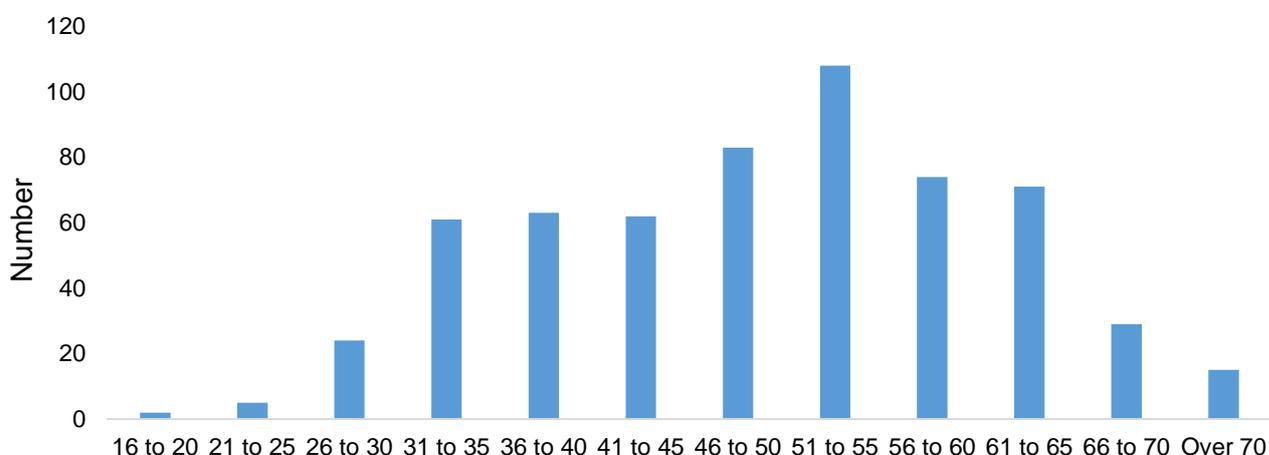
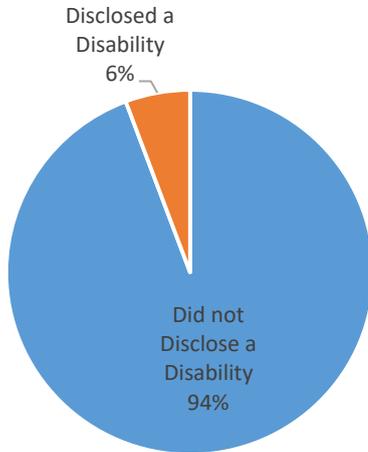### Perth College UHI Staff by Age, March 2019

In 2018, the age groups with the highest number of staff were 51-55, 46-50, 56-60, 61-65 and 41-45 whilst in 2019 these were 51-55 years, 46-50, 61-65 and 56-60. This means that there has been a shift among those aged 56+ with 61-65 group having higher numbers in 2019 than the 56-60.

In 2018, 66.6% of our staff were 41-65 years old, 7.3% were over 65 and 25.95% were 40 years and under. In 2019, the 41-65 age group decreased to 65.5% whilst the 40 years and under increased to 27.8%.
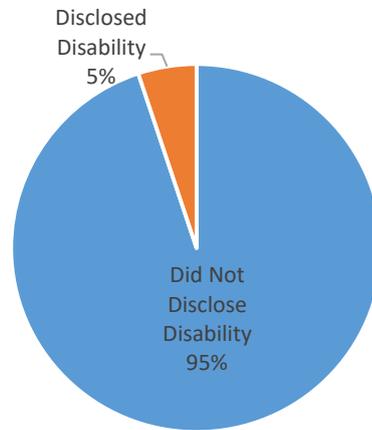
There has been no change in the 65+ group between 2018 and 2019.

c Disability Status

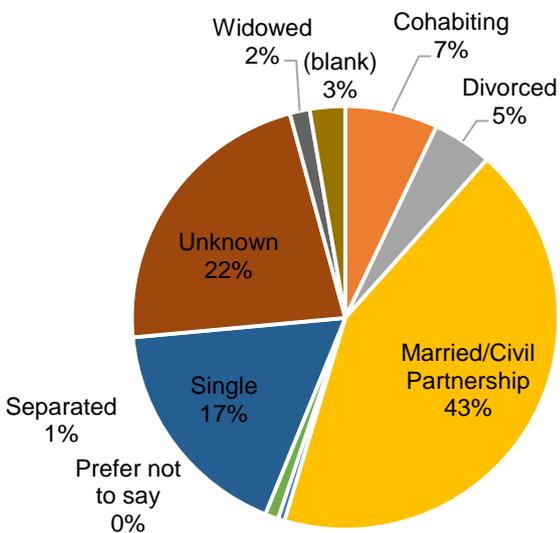### Perth College UHI Staff by Disability Status, March 2018

Disclosed a Disability
6%

Did not Disclose a Disability
94%

Perth College UHI Staff by Disability Status, March 2019

Disclosed Disability
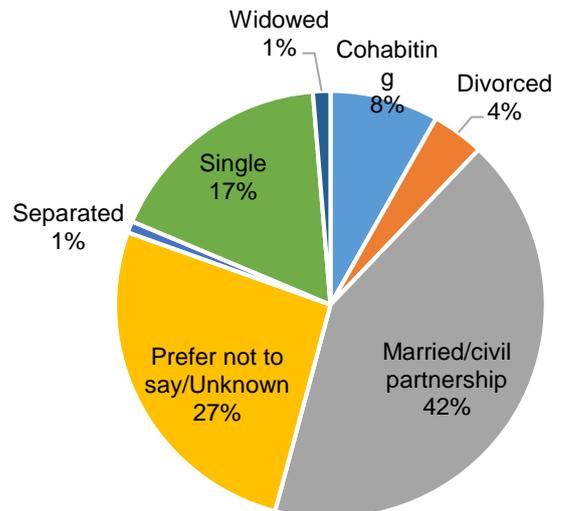5%

Did Not Disclose Disability
95%

In 2018, 6% of our staff disclosed a disability whilst in 2019 a 5% did so.

d Marital/Civil Partnership Status

Perth College UHI Staff by Marital/Civil Partnership Status, March 2018

Widowed 2%
(blank) 3%
Cohabiting 7%
Divorced 5%
Unknown 22%
Married/Civil Partnership 43%
Single 17%
Separated 1%
Prefer not to say 0%

Perth College UHI Staff by Marital/Civil Partnership Status, March 2019

Widowed 1%
Cohabiting 8%
Divorced 4%
Single 17%
Separated 1%
Married/civil partnership 42%
Prefer not to say/Unknown 27%

In 2018, 43% of our staff were married or in a civil partnership, 17% are single, 7% are cohabiting, 5% are divorced and 2% are widowed. For 25% the status was unknown. In 2019, 42% were married or in a civil partnership, 17% were single, 8% were cohabiting, 4% were divorced and 1% were widowed. For 27% the status was unknown.

There has thus been a 1% reduction in staff who are married/in a civil relationship, those who are divorced, and those who are widowed. This has been accompanied by a 1% increase in the proportion of staff who are cohabiting.

e   Pregnancy and Maternity Status

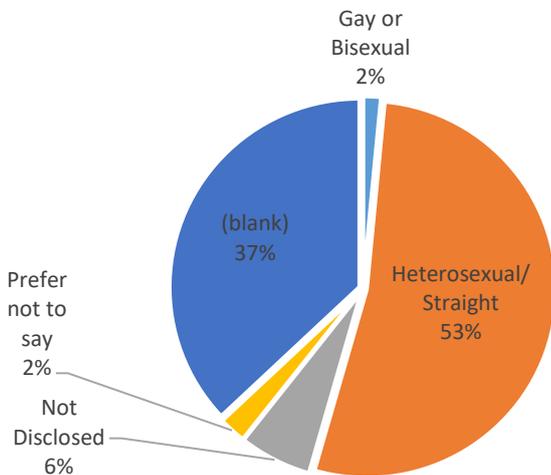### Perth College UHI Staff by Pregnancy/Maternity Status, March 2018

No 44%
(blank) 54%
Prefer not to say 1%
Yes 1%

Perth College UHI Staff by Pregnancy/Maternity Status, March 2019

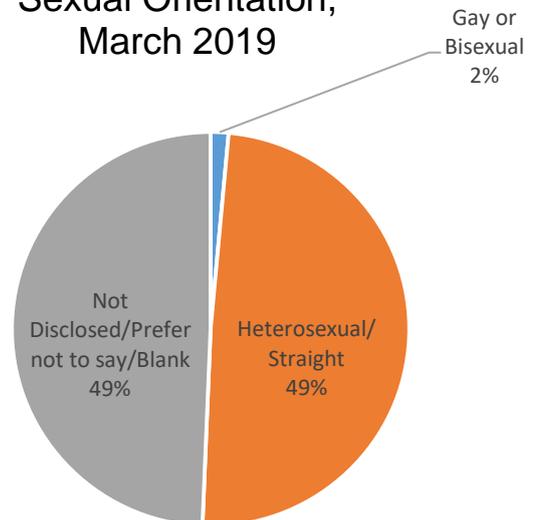

No 41%
Blank/prefer not to say 58%
Yes 1%
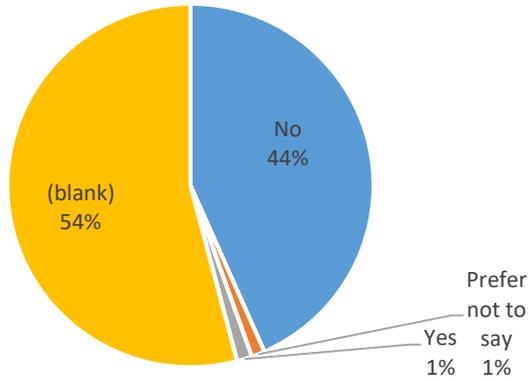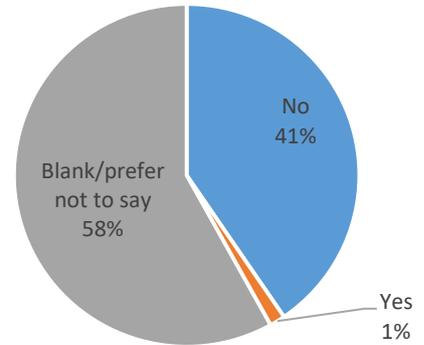
In both 2018 and 2019, 1% of staff disclosed their pregnancy/maternity.

f   Sexual Orientation

Perth College UHI Staff by Sexual Orientation, March 2018

Gay or Bisexual 2%
(blank) 37%
Heterosexual/ Straight 53%
Prefer not to say 2%
Not Disclosed 6%

Perth College UHI Staff by Sexual Orientation, March 2019

Gay or Bisexual 2%
Not Disclosed/Prefer not to say/Blank 49%
Heterosexual/ Straight 49%

In 2018, 53% of staff were heterosexual and 2% were gay or bisexual (for confidentiality, the categories were combined). In 2019, 49% of staff were heterosexual and 2% were gay or bisexual (for confidentiality, the categories were combined).
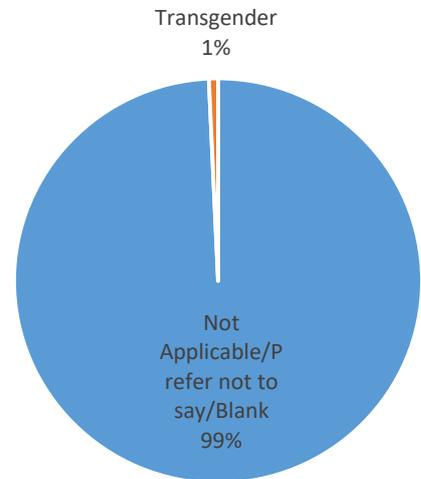
In 2018, 45% of staff left the answer blank or "prefer not to say" or "not disclosed". This rose to 49% in 2019.

g Gender Reassignment

Perth College UHI Staff by Gender Reassignment Status, March 2018

Not Applicable 37%

(blank) 60%

Prefer no to say 2%

Transgender 1%

Perth College UHI Staff by Gender Reassignment Status, March 2019

Transgender 1%
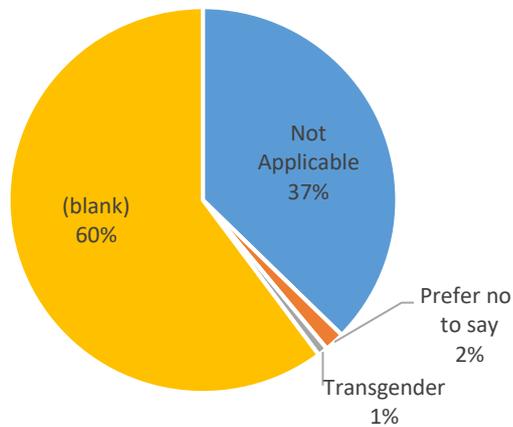
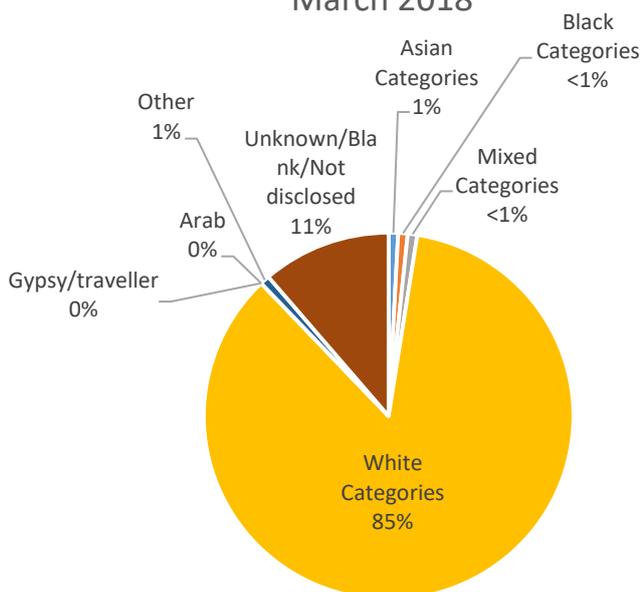Not Applicable/Prefer not to say/Blank 99%

In 2018 and 2019, less than 1% of staff disclosed having undergone a gender reassignment.
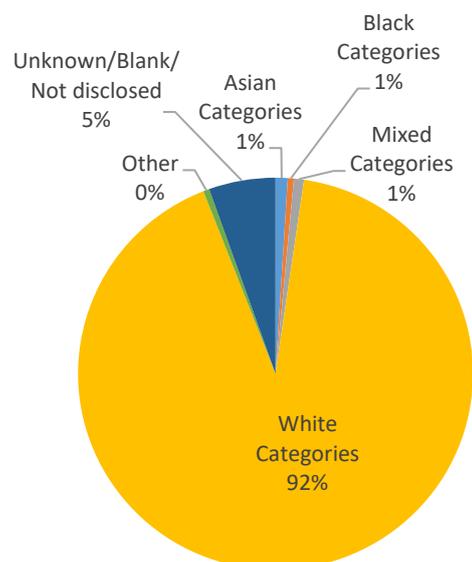
In 2018 and 2019, 99% of staff left the answer blank/prefer not to answer/not applicable.

h Ethnicity/Race

Perth College UHI Staff by Ethnicity, March 2018

Other 1%

Unknown/Blank/Not disclosed 11%

Asian Categories 1%

Black Categories <1%

Mixed Categories <1%

Arab 0%

Gypsy/traveller 0%

White Categories 85%

Perth College UHI Staff by Ethnicity, March 2019

Unknown/Blank/Not disclosed 5%

Asian Categories 1%

Black Categories 1%

Other 0%

Mixed Categories 1%

White Categories 92%

In 2018, 85% of staff identified as any of the "White" category, 1% as any of the "Asian" categories, <1% as any of the "Mixed" categories and <1% as any of the "Black" categories. In 2019, 92% of staff identified as "White", 1% as "Black", 1% as "Asian" and 1% as "Mixed". The majority of staff are therefore white with visible ethnic minorities forming a small proportion of the staff in both years. There has been a 7% increase in the proportion of "white" ethnic groups between 2018 and 2019 which is most likely a result of improved completion rates, as indicated by the 6% decrease in the rate of "unknown/blank/not disclosed" answers between 2018 and 2019.

i **Religion/Belief**

Perth College UHI Staff by Religion/Belief, March 2018
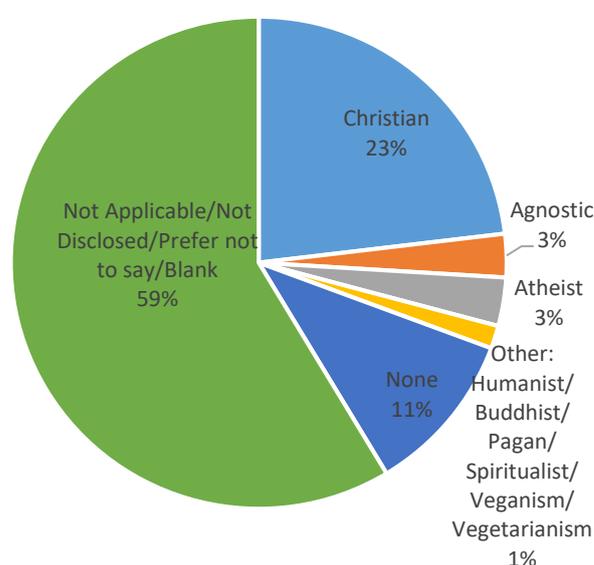
Perth College UHI Staff by Religion/Belief, March 2019
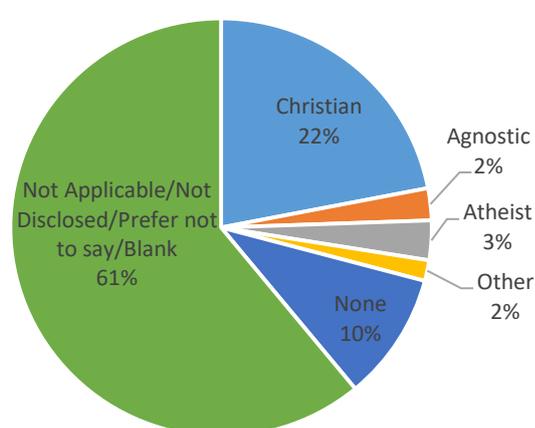
In 2018 "Christian" (23%) and "None" (11%) belief systems were the most represented whilst "Atheist" (3%), "Agnostic" (3%) and "Other" religions/beliefs (1%) were the least represented. In 2019, "Christian" (22%) and "None" (10%) categories continued to be the most prevalent among staff, yet both experienced a 1% decrease.

Between 2018 and 2019, there has been a 2% increase in the rate of "not applicable/not disclosed/prefer not to answer/blank" answers.

A Commentary to Workforce Profiles

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

- Direct.
- Indirect/institutional.
- By perception.
- By association with someone holding the protected characteristic/s.
- Victimisation.

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

Areas for Improvement:

1   Our staff database called Ciphr currently does not capture carer status. As carers of older and disabled people are protected from discrimination by association with an older and disabled cared for person, we are currently making adjustments to the database to ensure we capture this characteristic. In addition, we will advance our equality monitoring further by capturing also a carer status associated with parenthood. This is of increasing significance as our
2   Encourage staff to complete the equality monitoring forms to improve completion rates.
3   Review classifications, inclusion of all protected characteristics, and amend equality monitoring tools accordingly to ensure these are compatible with national classifications used for official statistics.
4   Review staff and student information on the GDPR's relevance to the equality monitoring and their rights.

Carers status is not currently being routinely captured by the Ciphr staff database. As the Equality Act 2010 protects carers of disabled adults and children, and of older people from discrimination by association, further amendments will be made to the database to ensure a comprehensive data monitoring inclusive of all protected characteristics. Moreover, due to the demographic changes reflected in the aging workforce and the emerging trend to promote independent living in a community supported by carers, we are striving to comprehend further existing policies and systems to meet the needs of our "caring" staff. Our current policies and practices benefit carers via flexible working provision, time off for dependents and employee counselling and Occupational Health support in addition to signposting to Local Authority for a comprehensive assessment and support plan so that the Carers (Scotland) Act 2016 can be fully enacted upon. The Act was designed to support carers' health and wellbeing and help caring more sustainable. It places a duty for local authorities to provide support to carers, based on the carer's identified needs which meet the local eligibility criteria. Perth College UHI is committed to collaborating with staff, Local Authorities, the NHS and 3rd sector organisations to secure the welfare and health of our staff and students and to enable them to effectively balance their caring and working life. As the Acts applies to both adult and young carers, we also offer a range of policies and an authorised absence recording which prevents a disadvantage to "caring" students and promotes equal opportunities, in line with the **General Duties No 1 and 2.**

3 Equal Pay and Occupational Segregation

a Gender

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

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

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

It is therefore women clustered in the lower graded jobs and job families which are assigned lower pay that contribute to the College's occupational segregation and gender pay gap. To mitigate against the gap, the College is committed to ensure availability of more part-time positions in academic job family and higher pay scales and will welcome flexible working requests particularly from these groups of staff in the promotion of flexible working policy. This will be reflective of the need for a greater work-life balance by women who are more likely to be carers requiring part time employment to balance work and caring duties.

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

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

- The College became an accredited Scottish living wage employer in 2014 and continues to be one since. The College continues to pay the Scottish living wage to student interns and modern apprentices. The lowest hourly rate for staff in 2019 has been £9 – this is £0.79 or 9.6% higher than the 2018 living wage rate of £8.21.

- Implementing flat rate cost of living increases for lower graded posts which resulted in these predominately female groups receiving a higher percentage pay increase than those staff on higher grades. However, our rate of salary increase is determined through national bargaining and so this is out of our control.

- 95% of flexible working requests have been approved (2017/18-2018/19 period).

- Chartered Management Institute SCQF Level 6 and 8 units are offered to staff to develop their skills and qualifications for future higher graded posts. In 2014, 7 staff engaged with the CMI programme, and this has increased to 15 in 2017. In 2018, no staff engaged in the CMI programme and it has now been proactively marketed to staff in 2019. At present, there are 12 new staff members registered for the CMI programme and another 10 staff members potentially continuing with their CMI programme at a higher level.

- Although there have been no formal equal pay grievances received to date, we will continue to prioritise grievances on equal pay and continue with our **Equal Pay Action 5**.

b Disability

As at March 2019, 5.7% (n=36) of all staff have disclosed that they have a disability. Our analysis shows that disabled staff are evenly represented across job families and are not concentrated in the lower graded job families within the College. This dismisses the prevalence of vertical and horizontal occupational segregation in Perth College UHI.

The College's mean disability pay gap for all staff is 0.1% and 4.35% for full time staff.

At present, a Pre-placement Health Questionnaire captures data on disability status and need for specific reasonable adjustments which effect in further Occupational Health referrals and assessments as well as simultaneous internal Health and Safety Assessments and response. We will continue to ensure that policies and working practices are reviewed to build on the good practice we have so that we can better meet the needs and aspirations of disabled staff.

The College has an excellent occupational health service for staff to support reasonable adjustments in the work place and we aspire to advance our policies and practices. These will include a "Guaranteed Job Interview Scheme" – equivalent and embracing positive action in decision making associated with actual job offer.

c Ethnicity

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

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

As at March 2019, the College's minority ethnic pay gap was 7.5% for all staff and 4.3% for full time staff.

The robust analysis for gender disability and ethnicity has led to a more comprehensive action plan being developed; this can be found in our the Equal Pay and Occupational Segregation Statement April 2019 published on our website.

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

14 Appendices List

Appendix 1   Departmental Case Studies
Appendix 2   Mapping of Equality Actions

More Information

If you would like further information or wish to provide comments and suggestions on our equality and diversity work, or wish to receive this information in an alternative format, please contact us using any of the methods listed overleaf.

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

Telephone: 01738 877229 (Direct Line)

E-mail: anna.kaczmarek.perth@uhi.ac.uk or katy.lees.perth@uhi.ac.uk

Post: Human Resources and Organisational Development, Perth College UHI, Crieff Road, Perth, PH1 2NX