SABHAL MÒR OSTAIG EQUALITY OUTCOMES 2017-2021

SABHAL MÒR OSTAIG APRIL 2017

Sabhal Mòr Ostaig Equality Outcomes 2017-2021

Introduction

Under the Scottish specific duties of the Equality Act 2010, the College is required to prepare and publish equality outcomes at intervals of not more than 4 years.

We published our first set of equality outcomes in 2013, however with support from the Equality Challenge Unit, we reflected on our original outcomes and agreed that refinements were necessary to make the outcomes clearer, more measureable and more relevant to the College's Strategic aims and the Public Sector Equality Duty.

Our report showing the revised outcomes and progress achieved in mainstreaming the equality duty as at April 2015 can be found here.

THE PUBLIC SECTOR EQUALITY DUTY (APRIL 2011)

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

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

The protected characteristics are:-

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Equality Outcome 1

Governance
- Equality and diversity are embedded in and delivered through the College's leadership, governance and management structures and processes.

Equality Outcome 2

Training
- Staff and students understand and act on their responsibilities to advance equality and foster good relations between all equality groups.

Equality Outcome 3

Gender
- Male student participation across Sabhal Mòr Ostaig learning provision is increased.

Equality Outcome 4

Data
- Sabhal Mòr Ostaig gathers and employs comprehensive, robust evidence across all equality groups which informs action.

Equality Outcome 5

Student Experience
- There is parity of outcome and consistency of experience for all students whatever their background, age or identity.

Equality Outcome 6

Accessibility
- The physical environment at Sabhal Mòr Ostaig takes account of the needs of disabled users in planning and delivering all activities.

Equality Outcome 7

Staff Experience
- Sabhal Mòr Ostaig advances equality of opportunity for all staff irrespective of equality groups across all aspects of working life, e.g. flexible working; career development.

Regulation 4 of the specific duties requires the College to set equality outcomes. It requires that the equality outcomes are based on evidence and involvement of equality groups and are published.

The themes of our Equality outcomes for 2017-21 are similar to our outcomes for 2015-17 as it has been agreed that the themes are still valid. The actions stated and evidence of success indicators have been revised to reflect the progress achieved.

The outcomes have been agreed by our Senior Management Team and Board of Directors.

For each Equality Outcome we have:

- Shown evidence of need, including what our own data and evidence is telling us.
- Outputs we plan to achieve.
- Activities we will carry out.

Equality Outcome	Actions	Success indicators (short- medium term)	Measures (medium-long term)
1. Equality and diversity are embedded in and delivered through the college's leadership, governance and management structures and processes.	Promote college vision for equality and its values .	Vision published and disseminated	Staff and students recognise vision and deliver on it
	Review qualitative and quantitative evidence base to identify current sources of evidence and any gaps	A robust evidence base established	EIA is mainstreamed and is used as a management and planning tool;
Key themes • Governance and Management • Equality Impact Assessment • Communication	Review of all procedures to ensure that equality is mainstreamed, for example Equality Impact Assessment (EIA) in staff annual appraisal, course annual review and self-evaluation (see EO 5)	Staff engage with EIA training and carry out effective EIA, taking action based on this. **Evidence:** Number and quality of EIA undertaken; number of staff undertaking them, decisions taken as a result	
Equality Duties • Eliminate unlawful • Advance Equality of Opportunity • Foster good relations Protected Characteristics	Review of College's marketing, advertising as it is critical that the College's commitment to and position on equality is clear.	Review of marketing and advertising completed Mainstreaming vision is on website Increased Visibility of equality is achieved- a change for Sabhal Mòr Ostaig: easier to find EOs, mainstreaming report, vision etc.	
• All	Review of internal and external promotion of equality and diversity to identify how it is articulated and how its profile can be raised		

6

	Effective implementation of Equality Impact Assessment	**Evidence:** Equality related award/recognition for Sabhal Mòr Ostaig accessibility is promoted; positive feedback gathered, number of hits on website on this item	
	Revised equality outcomes and vision to be disseminated, along with reports. Board responsible for overseeing of the achievement of EOs:	Increased awareness of staff and students; discussions / dialogue **Evidence:** Feedback from staff and students on Sabhal Mòr Ostaig's vision/ profile; more talking /dialogue (including evidence from Ed Scotland visits/engagements Greater clarity as the info about the nature of diversity of students at Sabhal Mòr Ostaig is promoted in College Newsletter. Board engagement and review activity, challenges as appropriate	
	Relevant aspects of published reports /action plan updates to be tabled as a standing item at senior team meetings, and as appropriate, to the Board. More regular/systematic feedback and involvement to assist and support Equalities Committee.	Board engage in EIA Evidence Number of hits on website, volume	

		of articles on website. Engagement with materials by staff, students and other users.	
	Development of Equalities Website showing policies in addition to relevant news stories and information.		
2. Staff and students understand and act on their responsibilities to advance equality and foster good relations between all equality groups Key Themes - Communication - Training - Induction - Employability Protected Characteristics Covered - All Equality Duties Covered - Eliminate unlawful	Develop and promote a mainstreaming vision and college values Review of staff development / CPD activity to develop knowledge and understanding of equality and diversity in order to increase diversity competence across the college Review induction training for students and staff. Continue to undertake training for effective EIA in respect of all functions / practice Work with Comann nan Oileanach	Vision published and disseminated Statistics from Staff Completion of Equalities e-module Feedback from Training gathered and collated. Review of Feedback from Current Training and Actions taken. Engagement with EIA. Student-led Activities developed.	Staff and students recognise vision and deliver Increased diversity competence across the college Evidence of increased competence exhibited within self-evaluation, staff appraisal and other activities. Students conscious of their equality

discrimination • Advance equality of opportunity • Foster good relations	(Student Association) to develop activity to build student capacity for Equality and Diversity. Encourage disclosure of disability among students including distance learning and short course students.	Higher Rates of Disclosure	competences Equality is embedded more widely in provision at Sabhal Mòr Ostaig
3. Male student participation across Sabhal Mòr Ostaig learning provision is increased Key Themes: • Analysis of Current Position • Partnerships • Curriculum • New provision Protected Characteristic Covered • Gender Equality Duties Covered • Eliminate unlawful discrimination • Advance equality of opportunity • Foster good relations	Continued Involvement and Lead by Board of Directors and Senior Management Team. Dialogue with Bòrd na Gàidhlig and Local High schools aimed at encouraging senior male pupils to study Gaelic. Continued emphasis on marketing to male students. Case studies of male students developed. Gather feedback from existing students. Continue to develop outreach activity in schools, particularly related to boys learning the Gaelic language. Continue to offer activities related to Gaelic provision undertaken in schools.	Student profile changes (stats) Student experience (survey/dialogue) Review and monitoring recorded, actions taken to keep pilots, actions on track, accountability required. Awareness increase in activity and impacts	Improved gender balance across Sabhal Mòr Ostaig provision

	Continue to develop new provision based on activities which might interest men as well as women.		
4. Sabhal Mòr Ostaig gathers and employs comprehensive, robust evidence across all equality groups which informs action. Key Themes: • Student Data • Staff Data Protected Characteristics Covered • All Equality Duties Covered • Eliminate unlawful discrimination • Advance equality of opportunity • Foster good relations	Establish current gaps in MIS – what is currently available / what needs to be collected and analysed on a whole college basis across all provision. Student Data: develop a standardised approach to data collection across all provision from application stage onwards Staff data: review data collected and introduce actions aimed at encouraging further disclosure across all Protected Characteristics. Implement Actions based on evidence gathered. Establish if and how is any support will be available via UHI - Important to look at access to expertise in	Success indicators: Data collected – enhanced range and quality Disclosure rates up Evidence being used to inform action	Evidence based practice Engagement with disclosure = 100%

	providing stats, effective use of systems to establish robust data Clarify at UHI strategic level re. designing and developing appropriate MIS services, access for partners and staff requirements/needs.		
5. There is parity of outcome and consistency of experience for all students whatever their background, age or identity Key Themes: • Curriculum • Learning & Teaching Practice • Student experience • Student Outcomes Protected Characteristics Covered • All Equality Duties Covered • Eliminate unlawful discrimination • Advance equality of	Comprehensive curriculum mapping for equality and diversity. This should involve identifying e.g. activities which draw on the diverse backgrounds and contexts of its student body in the delivery of Gaelic language provision. Part of the approach could be asking about where modules incorporate elements relating to other cultures. Course review/self-evaluation to be used as tools as part of curriculum mapping and review exercise Equality consideration to be embedded into the self-evaluation	Data collected – enhanced range and quality Disclosure rates up Evidence being used to inform action	Parity of outcome across equality groups "Participation without constraints"- visible , measureable

opportunity • Foster good relations	process – questions to be reviewed in order that appropriate questions can be formulated to elicit useful and meaningful information. Develop and deliver relevant staff development to support curriculum review and implementation of equality consideration in self-evaluation. Staff to be engaged in the review by working with academic committees Equality impact assessment: • As part of the curriculum review • Learning and teaching practice; support for learning Develop targeted training to embed and mainstream equality and EIA practice with reference to: Curriculum Learning and Teaching practice Analyse student data with regard to retention, achievement and relevant qualitative factors. Redevelop student surveys, including module and course evaluations to		

	include questions related to Equality and Diversity.		
6 The physical environment at Sabhal Mòr Ostaig takes account of the needs of disabled users in planning and delivering all activities. Key Themes: • Accessibility audit • Consultation Protected Characteristics Covered • Disability • Age • Gender Re-assignment Equality Duties Covered • Eliminate unlawful discrimination • Advance equality of opportunity • Foster good relations	Review processes for making reasonable adjustments in the physical environment • Encourage disclosure by providing more detailed information about the time and distance to transfer between locations in order to access, for example, facilities for students. Encourage disclosure by ensuring information is provided, for example, for toilet facilities being accessible to people in gender transition as well as people with disabilities. Audit accessibility of new building Discussion on undertaking a consultation with disabled users; consider scheduling a disability audit for the estate (e.g. DisabledGo)	Completed consultation on accessibility Disability audit Involvement and consideration of users and potential users with mobility issues	"Participation without constraints"- from building accessibility perspective is visible , measureable

	Continued discussion on accessibility issues in original Sabhal Mòr Ostaig site to inform actions to mitigate/ address existing constraints for users and potential users in Sabhal Mòr Ostaig communities		
7 Sabhal Mòr Ostaig advances equality of opportunity for all staff irrespective of equality groups across all aspects of working life. Key Themes • Capacity building • Equality Impact Assessment • Positive working experience • Progression Protected Characteristics Covered • All Equality Duties Covered • Eliminate unlawful discrimination • Advance equality of opportunity	Review / impact assessment of reasonable adjustment for staff – the process; what has been implemented and the difference it has made. Analysis of staff statistics to identify issues related to occupational segregation and equal pay Analysis of staff statistics in respect of gender balance in learning and teaching roles Staff development / capacity building in respect of equality impact assessment	Higher rates of disclosure Revised staff training Increased equality competence Review of staff stats in relation to equality of opportunity for flexible working shows a difference; similarly for e.g. staff development; career development based on equality groups. Staff E&D capacity and competence /confidence is building Policy and processes impact assessed and monitored for impact Positive working experience is evidenced Indicators of effective staff progression	Staff profile and gender balance across the full range of provision at Sabhal Mòr Ostaig. Equal pay issues addressed.

• Foster good relations		Evidence (by full range of equality groups, over time) staff survey; self-evaluation; appraisal; staff internal and external progression	