



**SABHAL MÒR OSTAIG EQUALITY OUTCOMES 2021-2025**

**SABHAL MÒR OSTAIG JUNE 2021**

**SABHAL MÒR OSTAIG EQUALITY OUTCOMES 2017-2021** **3**

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# Sabhal Mòr Ostaig Equality Outcomes 2021-2025

## 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 measurable and more relevant to the College's Strategic aims and the Public Sector Equality Duty.

### **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

## Summary of Equality Outcomes

### **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**

- Sabhal Mòr Ostaig uses and promotes the use of terminology which respects and includes all members of our communities.

### **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.

## Duty to Prepare and Publish Equality Outcomes

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.

Equalities Action Plan

Equality Outcome	Actions	Success indicators (short- medium term)	Measures (medium-long term)
<p>1. Equality and diversity are embedded in and delivered through the college’s leadership, governance and management structures and processes.</p> <p>Key themes</p> <ul style="list-style-type: none"> <li>• Governance and Management</li> <li>• Equality Impact Assessment</li> <li>• Communication</li> </ul> <p>Equality Duties</p> <ul style="list-style-type: none"> <li>• Eliminate unlawful discrimination</li> <li>• Advance Equality of Opportunity</li> <li>• Foster good relations</li> </ul>	<p>Promote College vision for equality and its values.</p> <p>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)</p> <p>Review of College’s marketing, advertising as it is critical that the College’s commitment to and position on equality is clear.</p>	<p>Vision published and disseminated</p> <p>A robust evidence base established</p> <p>Staff engage with EIA training and carry out effective EIA, taking action based on this.</p> <p><b>Evidence:</b> Number and quality of EIA’s undertaken; number of staff undertaking them, decisions taken as a result</p> <p>Review of marketing and advertising completed Mainstreaming vision is on website</p>	<p>Staff and students recognise vision and deliver on it</p> <p>EIA is mainstreamed and is used as a management and planning tool;</p>

<p>Protected Characteristics</p> <ul style="list-style-type: none"> <li>All</li> </ul>	<p>Effective implementation of Equality Impact Assessment</p> <p>Revised equality outcomes and vision to be disseminated, along with reports. Board responsible for overseeing of the achievement of EOs:</p> <p>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.</p> <p>Development of Equalities Website showing policies in addition to relevant news stories and information.</p> <p>Equalities issues incorporated into remit of Safeguarding/Care Committee.</p>	<p>Increased Visibility of equality is achieved: easier to find EOs, mainstreaming report, vision etc.</p> <p><b>Evidence:</b> Equality related award/recognition for Sabhal Mòr Ostaig accessibility is promoted; positive feedback gathered, number of hits on website on this item</p> <p>Increased awareness of staff and students; discussions / dialogue</p> <p><b>Evidence:</b> Feedback from staff and students on Sabhal Mòr Ostaig’s vision/ profile; more talking /dialogue (including evidence from HMIE visits/engagements</p> <p>Greater clarity as the info about the nature of diversity of students at Sabhal Mòr Ostaig is promoted in College Newsletter.</p> <p>Board engagement and review activity, challenges as appropriate</p> <p>Evidence</p>	
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		Number of hits on website, volume of articles on website. Engagement with materials by staff, students and other users.	
<p>2. Sabhal Mòr Ostaig uses and promotes the use of terminology which respects and includes all members of our communities.</p> <p>Key Themes</p> <ul style="list-style-type: none"> <li>• Consultation</li> <li>• Communication</li> <li>• Training</li> </ul> <p>Protected Characteristics</p> <p>All</p> <p>Equality Duties Covered</p> <ul style="list-style-type: none"> <li>• Eliminate unlawful discrimination</li> <li>• Advance equality of opportunity</li> <li>• Foster good relations</li> </ul>	<p>Review of curriculum to ensure that language used is inclusive, non-discriminatory and promotes equality of opportunity.</p> <p>Review of website and course marketing material to ensure that terminology used is inclusive, non-discriminatory and promotes equality of opportunity.</p> <p>Regular consultation with students, staff and external agencies to ensure compliance with current best practice.</p>	<p>Areas for improvement noted and amendments agreed and implemented.</p> <p>Communication and promotion of current best practice regarding inclusive language.</p>	<p>Activity is mainstreamed and reviewed regularly.</p> <p>Feedback from staff, students and other college users is positive.</p>



<p>3. Male student participation across Sabhal Mòr Ostaig learning provision is increased</p> <p>Key Themes:</p> <ul style="list-style-type: none"> <li>• Analysis of Current Position</li> <li>• Partnerships</li> <li>• Curriculum</li> <li>• New provision</li> </ul> <p>Protected Characteristic Covered</p> <ul style="list-style-type: none"> <li>• Gender</li> </ul> <p>Equality Duties Covered</p> <ul style="list-style-type: none"> <li>• Advance equality of opportunity</li> <li>• Foster good relations</li> </ul>	<p>Continued Involvement and Lead by Board of Directors and Senior Management Team.</p> <p>Further dialogue with Bòrd na Gàidhlig and local High schools aimed at encouraging senior male pupils to study Gaelic.</p> <p>Continued emphasis on marketing to male students.</p> <p>Case studies of male students developed.</p> <p>Gather feedback from existing students.</p> <p>Continue to develop outreach activity in schools, particularly related to boys learning the Gaelic language.</p> <p>Continue to offer activities related to Gaelic provision undertaken in schools.</p> <p>Continue to develop new provision based on activities which might interest men as well as women.</p> <p>Work with Alumni Development Officer and Alumni Association to</p>	<p>Student profile changes (stats) Student experience (survey/dialogue)</p> <p>Review and monitoring recorded, actions taken to keep pilots, actions on track, accountability required.</p> <p>Increased awareness in activity and impacts</p>	<p>Improved gender balance across Sabhal Mòr Ostaig provision</p>
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	gather feedback and recommendations for action from former male students.  Review feedback from alumni and implement appropriate actions.		
4. Sabhal Mòr Ostaig gathers and employs comprehensive, robust evidence across all equality groups which informs action.  Key Themes: <ul style="list-style-type: none"> <li>• Student Data</li> <li>• Staff Data</li> </ul> Protected Characteristics Covered <ul style="list-style-type: none"> <li>• All</li> </ul> Equality Duties Covered <ul style="list-style-type: none"> <li>• Eliminate unlawful discrimination</li> <li>• Advance equality of opportunity</li> <li>• Foster good relations</li> </ul>	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.	<u>Success indicators:</u> Data collected – enhanced range and quality Disclosure rates up Evidence being used to inform action	Evidence based practice  Engagement with disclosure = 100%
5. There is parity of outcome and consistency of experience for all	Equality consideration to be embedded into the self-evaluation process – questions to be reviewed	Data collected – enhanced range and quality Disclosure rates up	Parity of outcome across equality groups

<p>students whatever their background, age or identity</p> <p>Key Themes:</p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Learning &amp; Teaching Practice</li> <li>• Student experience</li> <li>• Student Outcomes</li> </ul> <p>Protected Characteristics Covered</p> <ul style="list-style-type: none"> <li>• All</li> </ul> <p>Equality Duties Covered</p> <ul style="list-style-type: none"> <li>• Eliminate unlawful discrimination</li> <li>• Advance equality of opportunity</li> <li>• Foster good relations</li> </ul>	<p>in order that appropriate questions can be formulated to elicit useful and meaningful information.</p> <p>Develop and deliver relevant staff development to support curriculum review and implementation of equality consideration in self-evaluation.</p> <p>Staff to be engaged in the review by working with academic committees</p> <p>Equality impact assessment:</p> <ul style="list-style-type: none"> <li>• As part of the curriculum review</li> <li>• Learning and teaching practice; support for learning</li> </ul> <p>Analyse student data with regard to retention, achievement and relevant qualitative factors.</p> <p>Redevelop student surveys, including module and course evaluations to include questions related to Equality and Diversity.</p>	<p>Evidence being used to inform action</p>	<p>“Participation without constraints”- visible, measureable</p>
<p>6. The physical environment at Sabhal Mòr Ostaig takes account of the needs of disabled users in planning and delivering all activities.</p>	<p>Review processes for making reasonable adjustments in the physical environment</p>	<p>Involvement and consideration of users and potential users with mobility issues.</p>	<p>“Participation without constraints”- from building accessibility perspective is visible and measureable.</p>

<p>Key Themes:</p> <ul style="list-style-type: none"> <li>• Accessibility audit</li> <li>• Consultation</li> </ul> <p>Protected Characteristics Covered</p> <ul style="list-style-type: none"> <li>• Disability</li> <li>• Age</li> <li>• Gender Re-assignment</li> </ul> <p>Equality Duties Covered</p> <ul style="list-style-type: none"> <li>• Eliminate unlawful discrimination</li> <li>• Advance equality of opportunity</li> <li>• Foster good relations</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage further disclosure of disabilities by staff, students and other college users.</li> </ul> <p>Audit accessibility of new buildings,</p> <p>Discussion on undertaking a consultation with disabled users.</p>		
<p>7 Sabhal Mòr Ostaig advances equality of opportunity for all staff irrespective of equality groups across all aspects of working life.</p> <p>Key Themes</p> <ul style="list-style-type: none"> <li>• Capacity building</li> <li>• Equality Impact Assessment</li> <li>• Positive working experience</li> <li>• Progression</li> </ul> <p>Protected Characteristics Covered</p>	<p>Review and impact assess reasonable adjustment for staff – the process; what has been implemented and the difference it has made.</p> <p>Staff development / capacity building in respect of equality impact assessment</p>	<p>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.</p> <p>Policy and processes impact assessed and monitored for impact</p> <p>Positive working experience is evidenced</p> <p>Indicators of effective staff progression</p>	<p>Staff profile and gender balance across the full range of provision at Sabhal Mòr Ostaig.</p>

<ul style="list-style-type: none"> <li>• All</li> </ul> <p>Equality Duties Covered</p> <ul style="list-style-type: none"> <li>• Eliminate unlawful discrimination</li> <li>• Advance equality of opportunity</li> <li>• Foster good relations</li> </ul>		<p>Evidence (by full range of equality groups, over time) staff survey; self-evaluation; appraisal; staff internal and external progression</p>	
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