



Equality Mainstreaming Report

April 2025



Foreword

Principal Pete Smith

In April 2021, Borders College published its Equality Mainstreaming Report 2019-2021 and Equality Outcomes for 2021-2025. I am now delighted to introduce our Equalities Mainstreaming Report for April 2025.

This report highlights the work we do to embed equalities within and across our college in our day-to-day work, and the progress we have made with our equality outcomes.

At Borders College we have a strong commitment and ambition to provide a truly inclusive environment, valuing and respecting diversity and ensuring equality of opportunity for everyone in each and every aspect of our work. This commitment is encapsulated in our college values of being Inspiring, Innovative, Collaborative, Inclusive and Empowering. It is these values which define our organisational culture and empower our staff and students to achieve positive outcomes in their learning, work and life.

We also strive to create and develop an inspiring environment where everyone is treated with dignity and respect. Equality, diversity, and inclusion underpins what we do and, as a successful and ambitious college, we are proud to be a safe, inclusive and diverse place in which to learn, work and develop.

We have made significant progress on our equalities journey, but we remain highly cognisant of the persistent inequalities which continue within our wider society. The publication of the National Equality Outcomes by the Scottish Funding Council and Equality and Human Rights Commission, highlights the inequalities still experienced in colleges and universities in Scotland. Within our report we have set out the progress we are making with and against these outcomes.

Taking a whole-college approach, we work tirelessly in partnership with our students, staff, employers and partner agencies to break down barriers to opportunity, participation and attainment to equip and empower our students to fulfil their potential and improve their life chances. By challenging stereotypes, developing understanding and confronting prejudice, we foster good relations between those who share protected characteristics and those who do not. We are proud of the progress we have collectively made to advance the mainstreaming of equality, diversity and inclusion within our policies, practices and culture.

As the work we have completed under our current outcomes becomes 'business as usual', the next few years present an exciting opportunity to develop our next phase of equality priorities to support the delivery of our new institutional strategy.

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1. Introduction

At Borders College, we are proud of our commitment to ensuring equality, diversity and inclusion for our entire college community and for this to be enshrined in our values and behaviours.

This report provides the opportunity for us to articulate that commitment, as well as to outline how we meet the general and specific duties of the Public Sector Equality Duty (PSED) of the Equality Act 2010. The report will guide you through our reporting duties as well as demonstrate our equality achievements as an employer and education provider across the Scottish Borders.

As an employer and public body equality of access to education is crucial in unlocking many significant opportunities in life. At Borders College we aim to remove barriers and advance equality for groups who experience disadvantage in our society. We are committed to equality of opportunity and work to provide an inclusive ethos and environment where everyone feels welcomed, supported and respected.

The report is structured into the following sections:

- The Legal Context
- About our College
- Mainstreaming Equalities at Borders College
- Our People
- Progress with Equalities Outcomes and Equality Outcomes for 2025-29
- Equality Outcomes for 2025-29
- Equalities in Action at Borders College
- Concluding Remarks

2. The Legal Context

The following section details the legal context behind this report.

The Equality Act 2010

The Equality Act came into force in October 2010 to legally protect people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with one single act, making the law easier to understand and strengthening protection in some situations. The Equality Act 2010 sets out the different ways in which it is unlawful to treat someone.

The Equality Act (2010) explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.
- The nine protected characteristics specified by the Equality Act are age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, religion or belief, sex, and sexual orientation.

The Act also requires all public authorities to fulfil the requirements as set out in the Public Sector Equality Duty.

The Public Sector Equality Duty

The Public Sector Equality Duty (PSED), created as part of the Equality Act 2010, consists of a general duty and specific duties. The PSED came into force in April 2011, replacing previous separate equality duties for disability, gender and race. It requires Borders College to have due regard to the need to:

General Duty

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people from different protected characteristic groups.
- Foster good relations between people from different protected characteristics groups, tackling prejudice between people from different groups.

The PSED has **Specific Duties** which better meet these general duties. Borders College needs to meet and report on these. They are to:

1. report on mainstreaming the equality duty
2. publish equality outcomes and report progress
3. assess and review the equality impact of policies and practices
4. gather, use and publish employee information
5. use information on the characteristics of members or board members gathered by the Scottish Ministers
6. publish gender pay gap information
7. publish equal pay statements
8. consider award criteria and conditions in relation to public procurement
9. publish in a manner that is accessible

Equality Outcomes

Borders College Equality Outcomes are specific targets, within our power to achieve, based on an evidenced need for an equality group, such as those who share a particular protected characteristic or group of protected characteristics. Borders College is also committed to addressing the persistent inequalities as identified through the National Equality Outcomes¹

Beyond the nine protected characteristics identified by law, Borders College recognises that other people can often experience disadvantage and discrimination in our society, including care experienced people, carers, including young carers, and where there is social exclusion or deprivation.

3. About our College

Borders College operates in single college region in the Scottish Borders and across four campuses. Our Netherdale campus is based in Galashiels and home to the majority of our wide range of fulltime and part-time courses. Our specialist STEM Hub is located in Hawick, which also houses the Department of Enterprise and Business Innovation. Our Newtown St Boswells Campus is home to our land based, animal and agricultural provision, and we have our Construction Hub at Tweedbank.

Throughout these four locations we ensure that students, who choose to study at Borders College benefit from first-class learning and teaching resources. We are increasingly adopting a digital blended learning approach to provide students with more flexibility in their learning. We provide a high-quality learning environment which reflects current and emerging industry practice, and we deliver a developing Schools Academy with the 9 secondary schools across the region.

¹ [Tackling persistent inequalities together](#)

Each year learners enrol on a range of programmes as the College delivers a variety of further and higher education courses from level 1 to level 11 at Scottish Credit and Qualifications Framework (SCQF), including Foundation and Modern Apprenticeships. We also provide industry-based training courses for businesses throughout Scotland and have developed partnerships with several Scottish Universities to provide learners with progression to degree level programmes.

Borders College is the largest training provider in the Scottish Borders region and has a range of employer links for training which include Scottish Borders Council, NHS Borders, and City of Edinburgh Council. Most businesses in the region are small to medium-sized enterprises. Our Department of Enterprise and Business Innovation offers specific courses designed to meet the workforce development needs of both local and national businesses, and to provide educational opportunities through a wide range of part-time day and evening courses.

Borders College continues to play a critical role in advancing an inclusive economy for Scotland. By building on our skills, training and knowledge, we work in partnership with others to draw on specific expertise in order to continue to provide excellence in a rapidly changing world. As a progressive organisation, Borders College continues to be regionally focused and globally engaged to ensure we lead on Sustainable Development Goals, and to successfully deliver our purpose-driven strategic ambition.

Borders College continues to be certified as a 'Great Place to Work'.



4. Mainstreaming Equality at Borders College

This section reviews how equality permeates through our strategy, values and behaviours, our leadership, and policies, procedures and practices.

Mainstreaming Equality at Borders College simply means integrating equality into the day-to-day working of our organisation by taking equality into account in the way we exercise our functions. Mainstreaming the equality duty has a number of benefits for Borders College which include:

- equality becomes part of the structures, behaviours and culture of our College
- Borders College knows and can demonstrate how, in carrying out its functions, it is promoting equality
- mainstreaming equality contributes to continuous improvement and better performance

4.1 Mainstreaming Equality from our Strategy

Our Strategy² outlines the ambitions and objectives for our College community and is delivered through a set of values which govern our behaviours; these contribute to our distinctive approach. The College's Strategic Ambition will be renewed in 2025 setting direction for the coming years.

Our *Strategic Ambition* outlines that:

- Borders College will continue to be the learning and training provider of choice for employers, students and our staff.
- We will provide innovative, life-changing learning opportunities that prepare our students for global citizenship.

Our *Strategic Objectives* outline that:

- We will create high quality learning and training opportunities which are relevant, enabling and flexible.
- We will proactively engage with our community, stakeholders to ensure our practice reflects their needs.
- We will take a leading role in enabling an inclusive, resilient and sustainable Scotland.

Our *Values* of Inspiring, Innovative, Collaborative, Inclusive and Empowering underpin who we are and how we behave, and it is our behaviours which contribute to the positive and inclusive culture within and across our college community.

Our Behaviours

- Be respectful
- Value the contribution of everyone
- Be a positive role model
- Behave as one team
- Strive for excellence

4.2 Mainstreaming Equality from our Leadership

Leadership helps to shape the culture of our organisation and is extremely important in the context of equality mainstreaming. The equality duties are integral to all aspects of the College's governance, management, people services resources function and service provision. The Principal and Senior Leadership Team provide a clear commitment to equality, diversity and inclusion being at the heart of Borders College's strategic plan. Equality is reflected in corporate reporting, and in strategic plans and target setting. Actions are taken to adopt and promote a zero-tolerance approach to discriminatory behaviour.

Visible leadership on equality is practiced, Senior Leaders give clear and consistent messages about the importance of the public sector equality duty and ensure that it is given the appropriate profile and emphasis. A strong lead is given to staff and to students that equality of opportunity and respect for others matter to the organisation.

² [Strategic Ambition 2020–2025 | Borders College](#)

The Regional Board has an integral role in ensuring that the college fulfils the requirements set for all public authorities by the Equality Act 2010, including the Public Sector Equality Duty and Scottish Specific Duties.

The Principal, in their presentations and meetings with students and staff provides clear leadership on equality matters, demonstrating their respect for the people that work and study at the College. They focus on the importance of success for all, and the need for creating and maintaining an inclusive and respectful community.

The Vice Principal for Student Experience has responsibility for equality, diversity and inclusion within their remit and, along with the Director of People Services, they are responsible for ensuring compliance with the Equality Act 2010. They have a leading role for ensuring that the equality duty is embedded fully in the governance, work and life of the college, and in meeting the specific duties detailed in the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, and the Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016.

4.3 Mainstreaming Equality from our Policies, Procedures & Practices

The College has a wide range of policies and procedures that provide guidance on our position with regard to equality for employees and students. This supports and protects the rights of employees, service users and the community we serve. They are particularly important in helping to ensure the College is meeting the requirements of the general duty.

All policies, plans and procedures that relate to our work with people are equality impact assessed to ensure no protected characteristics are disadvantaged. The results of the impact assessment are published on the College website³.

Equality Impact Assessments

Under the Public Sector Equality Duty, the College is required to ensure the Equality Impact Assessment process is well embedded across the College. The College meets its duty in doing this by continuing to assess the impact of our policies, practices and plans. We gather and consider evidence relating to different equality groups and ensure that, through consultation and stakeholder involvement, we progress our plans based on evidence and impact. The Equality Impact Assessment process itself will continue to be evaluated and refined where needed.

Self-Evaluation

The College's updated Self Evaluation Action Plan (SEAP) 2024/25 has direct links with outcomes and actions outlined in the college's Equality Outcomes Action Plan of 2021-25 and the next plan of 2025-29.

³ <https://www.borderscollege.ac.uk/documents/equality-impact-assessments>

Publishing, Monitoring and Review

Copies of the College's Equality Mainstreaming Reports and Equality Outcomes are available via the College portal and website and can be obtained from People Services. References to our equalities work is included in induction materials, policies, plans and statements. The Mainstreaming Reports and Equality Outcomes are regularly reviewed to reflect progress and are reported on bi-annually.

5. Our People

This section of the report will provide an overview of the following areas related to the Specific Duties.

- Leadership & Governance
- Regional Board Equality Profile
- Staff Equalities Profile
- Employee Information and Equal Pay
- Student Equalities Profile

5.1 Leadership & Governance

Borders College recognises the value of strong, visible leadership and commitment to equality throughout the College. Equality, diversity, and inclusion (EDI) matters to us and commitment by leaders and senior management is a key factor in our mainstreaming approach. Governance of our equality work across the institution is delivered through several mechanisms.

The Equalities and Inclusion Committee is included within the College's governance structures. The committees' remit is to ensure that staff and students can work and study in an inclusive and progressive environment. It oversees the progress and impact of the College's equality outcomes, equality impact assessments, compliance with equality, diversity and inclusion obligations, duties set out within the Equality Act 2010, and other relevant legislation and government guidance.

The Equalities and Inclusion Committee promotes strategic direction for the equalities work across the college, as well as the development and implementation of best policy and practice across our services and delivery. There is wide representation on this group including students and trade union.

Equalities progress updates are provided to the Senior Leadership Team and through the Curriculum, Quality and Student Experience Committee, where monitoring of progress with equality outcomes and the mainstreaming report are also shared. The Regional Board also has responsibility for the approval of the College's Equalities Outcomes and Reports.

All other College committees and meetings have equality and diversity as a standing item on their agendas. The College has a dedicated Equality Diversity and Inclusion Officer to support the College in meeting its statutory duties and promoting inclusive practices in all areas of operation.

5.2 Borders College Regional Board

Borders College Regional Board should comprise of between 15 and 20 Members. The Board Chair is appointed by the Scottish Government, all other Board members are approved by Scottish Government.

The Regional Board includes a Chair, the Principal of the college, two elected staff members (one teaching, one non-teaching), two trade union members (one from a teaching trade union and one from a support staff trade union), and two student members. Ideally Board membership should include individuals with experience from within industrial, commercial and employment sectors, and have a good working knowledge of the Scottish Borders and its needs. Tenure is for a period of up to four years, extendable on approval by Scottish Government.

The make-up of the Board changes several times potentially over a year with members leaving and new ones arriving. The information provided is taken from the start of the academic and financial year, August 2024. The Chair, Vice Chair and Principal are all full members but have been taken out of the figures rather than double count them. In August 2024 there were 4 vacancies.

Board Membership	2022-23 (at 1 Aug 22)	2023-24 (at 1 Aug 23)	2024-25 (at 1 Aug 24)
Chair	1 Male	1 Male	1 Male
College Principal	1 Female	1 Male	1 Male
Vice Chair	1 Male	1 Female	1 Male
Members	6 Male	7 Male	8 Male
	7 Female	5 Female	5 Female

Summary: The gender split of the Regional Board follows a fairly typical trend year on year.

Representation of the Board in relation to gender, disability and race is proportionate to the relevant local population. We advertise Board vacancies widely using social media, networks and through various organisations.

The Regional Board continues to explore new approaches to increasing the diversity within its membership.

5.3 Staff Equalities Profile

We gather information on our employees, and people who apply to work with us across all relevant protected characteristics; age, sex, sexual orientation, disability, religion or belief, race (specifically ethnic origin), gender reassignment and pregnancy and maternity (including return to work after maternity leave). We also monitor marriage and civil partnership status. This allows us to track the diversity of our workforce and consider how proportionate our workforce is in relation to the relevant population.

Borders College diversity monitoring processes have been updated as a key action in our Equality Outcomes Action Plan 2021-25 within Outcome 2. Our People Services information systems capture employee equality data, and employees are asked to complete this information when beginning employment and when circumstances change via an employee self-service portal.

The updated diversity monitoring processes have been rolled out across the organisation with employees invited to update their details in line with any changes, or if they had not previously completed one. We also encourage employees to keep their details up to date through annual reminders.

Staffing Overview

Over the last 2 academic sessions, and since the last mainstreaming report there has been little change in the staffing overview despite a reduction in staffing total. This suggests a consistent workforce profile.

2022-23		Staff Total 287		2023-24		Staff Total 269	
Teaching		32.4%		Teaching		34.2%	
Permanent Teaching		92%		Permanent Teaching		92%	
Temporary Teaching		8%		Temporary Teaching		8%	
Male Teaching		45%		Male Teaching		46%	
Female Teaching		55%		Female Teaching		54%	
Non-Teaching		67.6%		Non-Teaching		65%	
Male Non-Teaching		29%		Male Non-Teaching		28%	
Female Non-Teaching		71%		Female Non-Teaching		72%	

Summary: There continues to be a higher percentage of female to male staff across both teaching and non-teaching roles, this is in line with Scottish Funding Council data. Our non-teaching roles include student support, facilities, administration, co-ordinators, advisors and assessors.

Staffing Overview by County of Nationality & Employment Category

For the purpose of reporting employment data, where we have only a small number of employees in particular categories or groups, we have converted our data into percentages to avoid situations where individuals may be identified.

Table 1 Staffing Overview 2022-23 by Country of Nationality & Employment					
% of all staff					
Country of Nationality	Teaching		Senior Management	Other	Total
	Perm.	Temp.			
Britain	< 1%	< 1%		3.8%	5.2%
England	<3%			7%	9.7%
Northern Ireland	< 1%		< 1%	< 1%	< 3%
Other EU Country Nationals	< 2%			4.2%	5.8%
Other Non-EU World Country Nationals	< 1%			< 1%	< 2%
Scotland	24%	< 2%	< 1%	49%	75%
Wales/Cymru				< 1%	< 1%
Prefer not to say					
Unknown				< 1%	
Total	30%	< 3%	< 2%	66%	287
	32.4%		67.6%		100%

Table 2 Staffing Overview 2023-24 by Country of Nationality & Employment					
% of all staff					
Country of Nationality	Teaching		Senior Management	Other	Total
	Perm.	Temp.			
Britain	< 2%		< 1%	8%	10.4%
England	< 4%	< 1%		6%	9.7%
Northern Ireland	< 2%			< 1%	< 1%
Other EU Country Nationals	< 1%		< 1%		< 2%
Other Non-EU World Country Nationals	< 1%			< 1%	< 2%
Scotland	24%	< 3%	< 1%	49%	75.5%
Wales/Cymru				< 1%	< 1%
Prefer not to say				< 1%	< 1%
Unknown					0
Total	31%	< 4%	< 2%	65%	269
	34%		66%		100%

Summary: Majority of the workforce at Borders College are Scottish which is representative of national data, and the local context of the Scottish Borders (as per Scottish Census Data 2022). The overall diversity of employee nationality is in line with local context.

Staff Equalities Profile

Ethnicity		Mainstreaming Report 2021-23	2024-25
White			
White Scottish	73%	72%	
White English	11%	9.7%	
White Welsh	<1%	<1%	
White Northern Irish	0%	0%	
White Irish	1%	1.1%	
Other White EU Country	-	-	
Other White background	6%	16%	
Mixed & Multiple Background			
White & Black Caribbean	<1%	0%	
White & Black African			
White & Asian			
Other mixed background			
Asian & Asian Background			
Indian	0%	<1%	
Pakistani		0%	
Bangladeshi			
Chinese			
Other Asian Background		<1%	
Black, African, Caribbean & Black British			
African	0%	0%	
Caribbean			
Other Black, African, Caribbean Background			
Other Ethnic Group			
Arab	0%	0%	
Other Ethnic Group			
Undisclosed	2%	0%	

Religion or Belief		Mainstreaming Report 2021-23	2024-25
None		44%	51%
Buddhist		0%	1%
Christian		32%	32
Hindu		0%	0%
Jewish		0%	0%
Muslim		0%	0%
Sikh		0%	0%
Other Religion or Belief		<2%	<2%
Prefer not to say		-	6%
Undisclosed		-	7.5%

Marital Status		Mainstreaming Report 2021-23	2024-25
Married or in a civil partnership		67%	60%
Not married or in a civil partnership		31%	38%
Single		-	-
Cohabiting		-	-
Divorced		-	-
Separated		-	-
Widowed		-	-
Undisclosed		2%	2%

Sexual Orientation		Mainstreaming Report 2021-23	2024-25
Heterosexual		80%	87%
Bi-sexual		<1%	1.5%
Gay Man		-	-
Gay woman		<1%	1%
Prefer not to say		2%	3.4%
Info not provided		17%	7.1%

Age		Mainstreaming Report 2021-23	2024-25
16-25		6%	4%
26-40		21%	20%
41-55		41%	45%
56-64		25%	26%
65+		6%	5%

Caring Responsibilities		Mainstreaming Report 2021-23	2024-25
Yes		-	29%
No		-	42%
Prefer not to say			3%
Unknown			26%

Sex		Mainstreaming Report 2021-23	2024-25
Male		33%	35%
Female		67%	65%
Other		0%	0%

Disability		Mainstreaming Report 2021-23	2024-25
No known disability		93%	89%
Yes – disclosed disability		<7%	11%

The diversity of ethnicity and religion of the College workforce remains low. Scottish Census Data 2022 illustrates this is representative of the Scottish Borders. 71% of all staff is within the 41-64 age groups category. There is a higher proportion of female staff to male which corresponds with figures across colleges in Scotland.

Scotland's Census figures in 2022 show that approximately 23.6% of the population across the Scottish Borders, and 29.8% of the population demographic in Scotland, have a disclosed disability. There is an increase in 4% of college staff disclosing a disability since 2023 with current figures showing that 11% of the workforce having disclosed a disability. We have concluded that improved data gathering within our People Services systems, and an improving culture for disclosures, has had a positive impact on this data. Both of which have been actions within the College's Equalities Outcomes for 2021-25 and through our work within and across the College.

5.4 Employee Information and Equal Pay

Equal Pay

The objective of this section is to demonstrate the College's commitment to Equal Pay through:

- Eliminating any unfair, unjust or unlawful practices and other discrimination that impact on pay equality.
- Advancing equality of opportunity and the principles of equal pay for all employees, to ensure fair treatment of all staff regardless of any protected characteristic, and to work towards the removal of occupational segregation.
- Fostering good relations with employees and recognised Trade Unions to ensure Equal Pay.

Borders College supports the principles of Equal Pay and is committed to ensuring that there are procedures in place to determine pay and conditions of employment do not discriminate unlawfully and are free from bias.

This Equal Pay Statement and Policy document provides information in relation to the action already taken by Borders College in furtherance of its commitment to Equal Pay.

Scope

The principle of Equal Pay applies to all employees of the Regional Board of Borders College regardless of full or part-time status, supply, fixed term or permanent contractual status or length of service or any protected characteristic.

Objective

The objective of this document is to demonstrate the College's commitment to Equal Pay by detailing the steps taken to date. A further objective is to identify future actions to support good practice to eliminate bias from pay systems and to eliminate any unfair, unjust or unlawful practices that impact on pay. This will be achieved in consultation with staff and union representatives.

The objective of this policy and statement is to ensure fair and equal pay and treatment of all staff regardless of any protected characteristic and to work towards the removal of occupational segregation.

Definitions

For the purposes of this Statement and in line with relevant legislation, pay is defined as:

“The ordinary basic or minimum wage or salary and any other consideration, whether in cash or kind, which the worker receives directly or indirectly, in respect of his/her employment from his/her employer.”

Pay therefore includes pensions and sick pay as well as other benefits of monetary value.

“Like work” is defined as work which is the same or broadly similar. This can be determined by a general consideration of the types of work involved and the skill and knowledge required to do them. Different job titles, job descriptions or contractual obligations do not necessarily rule out a like work claim.

“Work of equal value” is defined as work which is of broadly equal value when compared under headings such as effort, skill and decision making.

“Work rated as equivalent” is defined as work which has achieved the same or a similar number of points under a job evaluation scheme.

Responsibilities

Ultimately, it is the responsibility of the Regional Board to ensure that employees are treated equitably. It is the responsibility of the Principal to ensure that the actions to implement the Equal Pay Statement and Objective are carried out and resourced. Specific responsibilities for the development and correct implementation of procedures that determine pay lie with the Director of People Services.

Line Managers are responsible for ensuring that they apply procedures relating to recruitment and selection, flexible working, time off and salary placement consistently and appropriately. These procedures are subject to regular review and are available to all staff on the college intranet. Line Managers are supported by People Services in the operation of these procedures.

Line Managers are also responsible for ensuring that job descriptions accurately reflect the duties undertaken by the post-holder to enable an accurate evaluation of roles.

The Director of People Services is responsible for ensuring that this Statement is revised and maintained.

References:

- Scotland's Colleges, Close the Gap – Equal Pay Reviews and Job Evaluation, Guidance for Scotland's Colleges
- Equal Opportunities Commission – Code of Practice on Equal Pay
- Close the Gap – Guidance for meeting the specific duty on Equal Pay
- Borders College Equality Diversity and Inclusion Policy

Equal Pay is the payment to employees for the same or broadly similar roles, work rated as equivalent and for work of equal value. The College recognises that equal pay between men and women is a legal right and that the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2010 covers equal pay for Race, Disability and Gender.

Borders College is committed to equality in employment and to ensuring that there are procedures in place to determine pay and conditions of employment do not discriminate unlawfully. We aim to eliminate any bias in our pay systems on the grounds of all protected characteristics. We understand the importance of gender pay gap reporting in assessing levels of equality within the workplace.

It is important that our employees are aware of our commitment to ensure that there is no bias in the pay systems. We are committed to working in partnership with our recognised Trade Unions – EIS-FELA and Unison – to ensure that we provide equal pay.

National Bargaining & Living Wage

Borders College has signed up to National Bargaining within the Scottish Further Education (FE) sector and, as such, a number of the initiatives to address gender pay gap are now managed nationally. Through National Bargaining there are opportunities to continue to address and reduce any gender pay gap within FE in Scotland. The college currently pays the Living Wage as a minimum to its staff, including apprentices and is an accredited Living Wage employer. It is hoped that this too will help to address any gender pay gaps, a pay gap being the difference between average earnings.

Pay Reporting

The gender pay gap refers to the difference between men's and women's hourly earnings, excluding overtime.

Gender Pay Gap	Average hourly rate	Mean	Gap	Median	Gap	Gender Pay Gap	2023	2025	% gap reduction
Male	£23.51	£23.51	11.4%	£24.32	25%	Mean	14.1%	11.4%	2.7%
Female	£20.84	£20.84		£18.48		Median	28.9%	25%	3.9%

The Office for National Statistics (ONS) Annual Survey of Hours and Earnings shows the gender pay gap in Scotland fell from 3% in 2022 to 1.7% in 2023. At the same time, the gap increased from 7.6% to 7.7% in the UK as a whole. Borders College data shows our gender pay gap has continued to reduce since 2023 and is lower than both National and UK figures.

Disability	2021	2023	2025
Pay Gap	<8%	7.5%	6.29%

The disability pay gap at Borders College continues to reduce and is lower than national disability pay gaps. The latest figures from the Office for National Statistics in 2023 showed a 12.7% pay gap between disabled and non-disabled employees in the UK.

When calculating out Disability Pay Gap it is impossible to determine if there are members of staff within the non-disabled pay gap information who have an undeclared disability, therefore this pay gap data is solely based on staff who have disclosed this information to us currently.

Occupational Segregation & Pay

Occupational segregation refers to the distribution of workers across different occupational categories and job types. Borders College has concluded an analysis of Occupational Segregation and Pay across Age, Gender, Disability and Race, this information is shown in the tables below.

For the purpose of reporting employment data, where we have only a small number of employees in particular categories or groups, we have converted our data into percentages to avoid situations where individuals may be identified.

Occupational Segregation Staffing Overview 2022-23								
Table 3 – % of Teaching, Senior Management & Other								
Employment Categories by: Age & Gender	Age (range years of age)	Gender	Occupational Segregation – Employment Category					
			Teaching		Senior Management	Other	Total	
			Permanent	Temporary				
	24 & under	Male	0	0		<3%	< 3%	
		Female	< 1%	0		< 2%	< 3%	
	25 - 30	Male	< 1%	0		< 2%	< 2%	
		Female	< 1%	< 1%		4.5%	5.6%	
	31 - 35	Male	< 1%	< 1%		< 1%	< 2%	
		Female	< 2%	0		< 3%	< 4%	
	36 - 40	Male	< 2%	< 1%		< 2%	< 4%	
		Female	< 3%	< 1%		< 4%	5.9%	
	41 - 45	Male	< 3%	0		< 3%	4.9%	
		Female	< 3%	0		6.6%	8.7%	
	46 - 50	Male	< 3%	0		< 2%	< 4%	
		Female	< 2%	0		4.5%	6.2%	
	51 - 55	Male	< 3%	< 1%		< 4%	6.2%	
		Female	< 3%	0	< 2%	7.3%	10.8%	
	56 - 60	Male	0	0	< 1%	3.8%	4.2%	
		Female	3.8%	0		8.7%	12.5%	
	61 - 65	Male	< 3%	0		< 3%	4.9%	
		Female	< 2%	< 1%		5.2%	7%	
	66 & over	Male	< 1%	< 1%		< 2%	< 3%	
		Female	< 1%	0		< 3%	< 4%	
	Total	Males	13%	< 2%	< 1%	20%	34%	
		Female	17%	< 2%	< 2%	48%	66%	
	Overall Totals			30%	< 3%	< 2%	68%	100%

Occupational Segregation Staffing Overview 2023-24							
Table 4 – % of Teaching, Senior Management & Other							
Employment Categories by: Age & Gender	Age (range years of age)	Gender	Occupational Segregation – Employment Category				
			Teaching		Senior Management	Other	Total
			Permanent	Temporary			
24 & under	Male				< 2%	< 2%	
		Female			< 2%	< 2%	
25 - 30	Male	< 1%			< 2%	< 2%	
		Female	< 2%		4.1%	5.6%	
31 - 35	Male	< 1%			< 2%	< 3%	
		Female	< 1%	< 1%	< 3%	< 3%	
36 - 40	Male	< 3%			< 1%	< 4%	
		Female	< 3%	< 1%	< 3%	5.6%	
41 - 45	Male	< 3%			< 3%	5.2%	
		Female	< 4%	< 1%	8.2%	12.2%	
46 - 50	Male	< 3%			< 2%	4.1%	
		Female	< 2%		5.2%	6.7%	
51 - 55	Male	< 3%			< 2%	4.1%	
		Female	< 3%	0	< 1%	8.2%	10.8%
56 - 60	Male	< 1%	0	< 1%	< 4%	4.1%	
		Female	< 4%	< 1%	< 1%	9.7%	14.1%
61 - 65	Male	< 3%	< 1%		< 3%	5.8%	
		Female	< 1%		4.5%	5.2%	
66 & over	Male	< 1%			< 1%	< 2%	
		Female	< 1%		< 2%	< 2%	
Total	Males	15%	< 1%	< 1%	18%	34%	
		Female	17%	< 2%	< 1%	47%	66%
Overall Totals			32%	< 3%	< 2%	65%	100%

Summary: The College is aware that women and men can tend to work within gender segregated occupations, and the jobs that are most likely to be carried out by women tend to be those associated with low pay.

Gender, Disability & Pay Data

Pay Range – Staffing Overview 2022-23										
Table 5 – % of all staff by: Gender & Disability										
	Mode of Employment	Terms of Employment	Gender	Disability						
				£15,000 or less	£15,001 to £20,000	£20,001 to £30,000	£30,001 to £50,000	£50,001 to £75,000	£75,001 to £100,000	Greater than £100,000
Teaching	Full-time	Permanent	Male				< 1%			
			Female							
		Temporary	Male							
			Female							
	Part-time	Permanent	Male				< 1%			
			Female			< 1%	< 1%			
		Temporary	Male							
			Female							
	Total	Permanent	Male	0	0	0	< 1%	0	0	0
			Female	0	0	< 1%	< 1%	0	0	0
		Temporary	Male	0	0	0	0	0	0	0
			Female	0	0	0	0	0	0	0
Non-Teaching	Full-time	Permanent	Male			< 2%		< 1%		
			Female			< 1%	< 2%			
		Temporary	Male							
			Female		< 1%	< 1%				
	Part-time	Permanent	Male			< 1%	< 1%			
			Female		< 1%	< 3%				
		Temporary	Male							
			Female							
	Total	Permanent	Male	0	0	< 2%	< 1%	< 1%	0	0
			Female	0	< 1%	< 7%	< 2%	0	0	0
		Temporary	Males	0	0	0	0	0	0	0
			Female	0	< 1%	< 1%	0	0	0	0

Pay Range – Staffing Overview 2023-24										
Table 6 – % of all staff by: Gender & Disability										
	Mode of Employment	Terms of Employment	Gender	Disability						
				£15,000 or less	£15,001 to £20,000	£20,001 to £30,000	£30,001 to £50,000	£50,001 to £75,000	£75,001 to £100,000	Greater than £100,000
Teaching	Full-time	Permanent	Male				< 1%			
			Female				< 1%			
		Temporary	Male							
			Female							
	Part-time	Permanent	Male				< 1%			
			Female							
		Temporary	Male				< 1%			
			Female							
	Total	Permanent	Male	0	0	0	< 1%	0	0	0
			Female	0	0	0	< 1%	0	0	0
		Temporary	Male	0	0	0	0	0	0	0
			Female	0	0	0	< 1%	0	0	0
Non-Teaching	Full-time	Permanent	Male			< 1%				
			Female			< 2%	< 2%			
		Temporary	Male							
			Female							
	Part-time	Permanent	Male			< 1%				
			Female			< 2%	< 1%			
		Temporary	Male							
			Female			< 1%				
	Total	Permanent	Male	0	0	< 2%	0	0	0	0
			Female	0	0	< 10%	< 2%	0	0	0
		Temporary	Males	0	0	0	0	0	0	0
			Female	0	0	< 1%	0	0	0	0

Summary: Greater number of disabilities disclosed amongst non-teaching staff and more female staff disclosing a disability.

Pay Range – Staffing Overview 2022-23										
Table 7 – % of all staff by: Gender & No Disclosed Disability										
	Mode of Employment	Terms of Employment	Gender	Disability						
				£15,000 or less	£15,001 to £20,000	£20,001 to £30,000	£30,001 to £50,000	£50,001 to £75,000	£75,001 to £100,000	Greater than £100,000
Teaching	Full-time	Permanent	Male				7.3%			
			Female				< 4%			
		Temporary	Male							
			Female							
	Part-time	Permanent	Male				5.2%			
			Female			< 2%	11.5%			
		Temporary	Male			< 1%	< 2%			
			Female				< 2%			
	Total	Permanent	Male	0	0	0	12.5%	0	0	0
			Female	0	0	< 2%	14.6%	0	0	0
		Temporary	Male	0	0	< 1%	< 2%	0	0	0
			Female	0	0	0	< 2%	0	0	0
Non-Teaching	Full-time	Permanent	Male		< 1%	4.5%	5.2%	< 3%		< 1%
			Female			9.4%	4.5%	< 3%		
		Temporary	Male			< 1%	< 1%			
			Female			< 2%	< 1%			
	Part-time	Permanent	Male		< 2%	< 1%	< 2%			
			Female		4.9%	10.8%	4.9%			
		Temporary	Male		< 1%	< 1%		< 1%		
			Female		< 1%	< 3%	< 1%			
	Total	Permanent	Male	0	< 2%	4.9%	6.7%	< 3%	0	< 1%
			Female	0	4.9%	20.2%	9.4%	< 3%	0	0
		Temporary	Males	0	< 1%	< 2%	< 1%	< 1%	0	0
			Female	0	< 1%	3.8%	< 1%	0	0	0

Pay Range – Staffing Overview 2023-24										
Table 8 – % of all staff by: Gender & No Disclosed Disability										
	Mode of Employment	Terms of Employment	Gender	Disability						
				£15,000 or less	£15,001 to £20,000	£20,001 to £30,000	£30,001 to £50,000	£50,001 to £75,000	£75,001 to £100,000	Greater than £100,000
Teaching	Full-time	Permanent	Male				7.8%			
			Female				< 3%			
		Temporary	Male							
			Female							
	Part-time	Permanent	Male				6.7%			
			Female				13%			
		Temporary	Male				< 1%			
			Female				< 2%			
	Total	Permanent	Male	0	0	0	14.5%	0	0	0
			Female	0	0	0	16%	0	0	0
		Temporary	Male	0	0	0	< 1%	0	0	0
			Female	0	0	0	< 2%	0	0	0
Non-Teaching	Full-time	Permanent	Male			< 3%	5.6%	< 3%		< 1%
			Female			4.8%	7.4%	< 3%	< 1%	
		Temporary	Male			< 1%		< 1%		
			Female			< 2%	< 2%			
	Part-time	Permanent	Male			< 2%	< 2%			
			Female			10.9%	7.4%	< 2%		
		Temporary	Male			< 2%				
			Female			< 3%				
	Total	Permanent	Male	0	0	4.1%	10.4%	< 3%	0	< 1%
			Female	0	0	15.6%	14.9%	< 4%	< 1%	0
		Temporary	Males	0	0	< 3%	0	< 1%	0	0
			Female	0	0	4.8%	< 2%	0	0	0

Summary: Across both reporting periods data continues to show more female staff across a ranges of salary brackets. Across senior positions figures are so low they do not show any significant inequity between men and women.

Gender, Ethnicity & Pay

The College carries out employee and occupational analysis through the SFC Annual Staffing Return. The number of our staff disclosing the protected characteristics of disability and race within the College is very low, which compromises the analysis of the data. Please note that our ethnicity data is extracted from our staff diversity monitoring forms and is therefore solely based on staff who have shared this information.

Pay Range – Staffing Overview 2022-23										
Table 9 – % of all staff by: Gender, Black & Ethnic Minority										
	Mode of Employment	Terms of Employment	Gender	Disability						
				£15,000 or less	£15,001 to £20,000	£20,001 to £30,000	£30,001 to £50,000	£50,001 to £75,000	£75,001 to £100,000	Greater than £100,000
Teaching	Full-time	Permanent	Male				< 1%			
			Female							
		Temporary	Male							
			Female							
	Part-time	Permanent	Male				< 1%			
			Female							
		Temporary	Male							
			Female							
	Total	Permanent	Male	0	0	0	< 1%	0	0	0
			Female	0	0	0	0	0	0	0
		Temporary	Male	0	0	0	0	0	0	0
			Female	0	0	0	0	0	0	0
Non-Teaching	Full-time	Permanent	Male				< 1%			
			Female							
		Temporary	Male							
			Female							
	Part-time	Permanent	Male		< 1%					
			Female							
		Temporary	Male							
			Female							
	Total	Permanent	Male	0	< 1%	0	< 1%	0	0	0
			Female	0	0	0	0	0	0	0
		Temporary	Males	0	0	0	0	0	0	0
			Female	0	0	0	0	0	0	0

Pay Range – Staffing Overview 2023-24										
Table 10 – % of all staff by: Gender, Black & Ethnic Minority										
	Mode of Employment	Terms of Employment	Gender	Disability						
				£15,000 or less	£15,001 to £20,000	£20,001 to £30,000	£30,001 to £50,000	£50,001 to £75,000	£75,001 to £100,000	Greater than £100,000
Teaching	Full-time	Permanent	Male							
			Female							
		Temporary	Male							
			Female							
	Part-time	Permanent	Male							
			Female							
		Temporary	Male							
			Female							
	Total	Permanent	Male	0	0	0	< 1%	0	0	0
			Female	0	0	0	0	0	0	0
		Temporary	Male	0	0	0	0	0	0	0
			Female	0	0	0	0	0	0	0
Non-Teaching	Full-time	Permanent	Male			< 1%	< 1%			
			Female							
		Temporary	Male							
			Female							
	Part-time	Permanent	Male							
			Female							
		Temporary	Male							
			Female							
	Total	Permanent	Male	0	0	< 1%	< 1%	0	0	0
			Female	0	0	0	0	0	0	0
		Temporary	Males	0	0	0	0	0	0	0
			Female	0	0	0	0	0	0	0

Summary: The proportion of staff from Black & Ethnic Minorities is less than 1%, this is in line with local context. Data does not suggest any pay related gap between Black & Ethnic minority groups. Staff from Black & Ethnic groups are in permanent posts. No female staff from Black & Ethnic Minority Groups are identified in this data.

Pay Range – Staffing Overview 2022-23										
Table 11 – % of all staff by: Gender & Other Ethnicity										
	Mode of Employment	Terms of Employment	Gender	Disability						
				£15,000 or less	£15,001 to £20,000	£20,001 to £30,000	£30,001 to £50,000	£50,001 to £75,000	£75,001 to £100,000	Greater than £100,000
Teaching	Full-time	Permanent	Male				7.3%			
			Female				< 4%			
		Temporary	Male							
			Female							
	Part-time	Permanent	Male				5.2%			
			Female			< 2%	11.9%			
		Temporary	Male			< 1%	< 2%			
			Female				< 2%			
	Total	Permanent	Male	0	0	0	12.5%	0	0	0
			Female	0	0	< 2%	15%	0	0	0
		Temporary	Male	0	0	< 1%	< 2%	0	0	0
			Female	0	0	0	< 2%	0	0	0
Non-Teaching	Full-time	Permanent	Male			4.9%	4.9%	< 3%		< 1%
			Female			10%	6%	< 3%		
		Temporary	Male			< 1%	< 1%			
			Female		< 1%	< 3%	< 1%			
	Part-time	Permanent	Male		< 1%	< 3%	< 2%			
			Female		5.5%	12.1%	14.9%			
		Temporary	Male		< 1%	< 1%		< 1%		
			Female		< 1%	< 3%	< 1%			
	Total	Permanent	Male	0	< 2%	6.3%	6.6%	< 3%	0	< 1%
			Female	0	5.5%	23%	10.1%	< 3%	0	0
		Temporary	Males	0	< 1%	< 3%	< 1%	< 1%	0	0
			Female	0	< 2%	4.2%	< 1%	0	0	0

Pay Range – Staffing Overview 2023-24										
Table 12 – % of all staff by: Gender & Other Ethnicity										
	Mode of Employment	Terms of Employment	Gender	Disability						
				£15,000 or less	£15,001 to £20,000	£20,001 to £30,000	£30,001 to £50,000	£50,001 to £75,000	£75,001 to £100,000	Greater than £100,000
Teaching	Full-time	Permanent	Male				7.4%			
			Female				< 4%			
		Temporary	Male							
			Female							
	Part-time	Permanent	Male				6.7%			
			Female				13.3%			
		Temporary	Male				< 1%			
			Female				< 2%			
	Total	Permanent	Male	0	0	0	14.1%	0	0	0
			Female	0	0	0	17%	0	0	0
		Temporary	Male	0	0	0	< 1%	0	0	0
			Female	0	0	0	< 2%	0	0	0
Non-Teaching	Full-time	Permanent	Male			< 3%	5.2%	< 3%		< 1%
			Female			6.7%	8.6%	< 4%	< 1%	
		Temporary	Male			< 1%		< 1%		
			Female			< 2%	< 2%			
	Part-time	Permanent	Male			< 1%	< 2%			
			Female			12.6%	7.8%	< 2%		
		Temporary	Male			< 2%				
			Female			< 4%				
	Total	Permanent	Male	0	0	14.8%	6.3%	< 3%	0	< 1%
			Female	0	0	19.3%	16.3%	4.5%	< 1%	0
		Temporary	Males	0	0	< 3%	0	< 1%	0	0
			Female	0	0	5.2%	< 2%	0	0	0

Summary: There are more females than men across almost all modes of employment, this is a consistent picture over the reporting period. In 2023-24 there is both an increase in female staff with salaries over £50,000 and more females than men in higher salary categories.

Due to ongoing financial challenges across the college sector and within Borders College, recruitment and promotion opportunities are limited at present, with voluntary severance opportunities still open for consideration at the point of writing this report. We will continue to work towards reducing any identified pay gaps within the scope of what we can achieve. Continued actions will be taken to improve confidence in disclosing and reporting protected characteristics.

Recruitment & Employment Cycle

Ensuring we have good employee information supports Borders College to identify key issues in employment, to eliminate unlawful discrimination and take any action to avoid harassment, advance equality of opportunity and foster good relations. It helps us to understand the impact of our employment policies, practices and decisions on people with different protected characteristics and thereby consider taking steps to meet the needs of staff and potential staff.

We use our employment information to make informed decisions about policies and practices which are based on evidence. Our processes allow us to demonstrate to the public and to audit, scrutiny and regulatory bodies, how we are performing on equality. It allows us to assess performance against that of similar organisations, locally or nationally. Borders College operates a wide variety of systems and processes for gathering employment data, the composition of our workforce, and the recruitment, development and retention of employees.

Recruitment Statistics:

Applications & Appointments 2022-23 (January-December)

Table 13 Applications								
Total Posts	% of Total Males	% of Total Females	% Total Disability	% of Total Ethnicity	% of Total Age	% of Total Married/Civil Partnership	% of Total Religion	% of Total Sexual Orientation
59	34%	66%	10%	White – 91% (Asian, Black & Mixed Race) – 4% Undisclosed – 5%	>35 – 43.4% 36-50 – 24% 51-60 – 29.1% 61+ – 3% Undisclosed – 0.5%	Single – 36.3% Married – 41.8% Divorced – 6.3% Cohabit – 12.2% Widowed – 1.7% Undisclosed – 1.7%	None – 58% Christian – 24% (RC, Muslim, Hindu, Orthodox, Atheist, Pagan, Humanist, Church of Scotland) – 2% Undisclosed – 16%	Heterosexual – 84.8% Bisexual – 2.5% Gay Woman/Lesbian – 0.4% Gay Man – 0.4% Undisclosed – 11.8%
0.4% applicants identified as transgender and there were no applicants identified pregnant or on maternity leave.								

Table 14 Appointments

Total Posts	% of Total Males	% of Total Females	% Total Disability	% of Total Ethnicity	% of Total Age	% of Total Married/Civil Partnership	% of Total Religion	% of Total Sexual Orientation
45	35%	65%	8%	White – 96.6% (Asian, Black & Mixed Race) – 1.7% Undisclosed – 1.7%	>35 – 34% 36-50 – 25% 51-60 – 23.4% 61+ – 1.6% Undisclosed – 0%	Single – 42% Married – 43% Divorced – 3% Cohabit – 12% Widowed – 0% Undisclosed – 0%	None – 65% Christian – 21.6% (RC, Muslim, Hindu, Orthodox, Atheist, Pagan, Humanist, Church of Scotland) – 3.4% Undisclosed – 10%	Heterosexual – 86% Bisexual – 3% Gay Woman/Lesbian – 0% Gay Man – 0% Undisclosed – 10%

Applications & Appointments for 2023-24 (January to December)

Table 15 Applications

Total Posts	% of Total Males	% of Total Females	% Total Disability	% of Total Ethnicity	% of Total Age	% of Total Married/Civil Partnership	% of Total Religion	% of Total Sexual Orientation
50	37%	63%	10%	White – 86.2% (Asian, Black & Mixed Race) – 7.3% Undisclosed – 6.5%	>35 – 34% 36-50 – 35.7% 51-60 – 25% 61+ – 4.3% Undisclosed – 1%	Single – 34% Married – 42% Divorced – 9% Cohabit – 12% Widowed – 0.8% Undisclosed – 2.2%	None – 47% Christian – 29.3% (RC, Muslim, Hindu, Orthodox, Atheist, Pagan, Humanist, Church of Scotland) – 5.2% Undisclosed – 18.5%	Heterosexual – 81.4% Bisexual – 2.6% Gay Woman/Lesbian – 1.3% Gay Man – 2.2% Undisclosed – 12.5%

There were no applicants who identified/disclosed as transgender, pregnant or on maternity leave.

Table 16 Appointments

Total Posts	% of Total Males	% of Total Females	% Total Disability	% of Total Ethnicity	% of Total Age	% of Total Married/Civil Partnership	% of Total Religion	% of Total Sexual Orientation
38	32%	68%	6%	White – 88% (Asian, Black & Mixed Race) – 8% Undisclosed – 4%	>35 – 18% 36-50 – 46% 51-60 – 26% 61+ – 10% Undisclosed – 0%	Single – 20% Married – 56% Divorced – 10% Cohabit – 6% Widowed – 2% Undisclosed – 6%	None – 20% Christian – 10% (RC, Muslim, Hindu, Orthodox, Atheist, Pagan, Humanist, Church of Scotland) – 18% Undisclosed – 52%	Heterosexual – 70% Bisexual – 0% Gay Woman/Lesbian – 2% Gay Man – 2% Undisclosed – 26%

Summary: The level of applications from different groups is largely representative of the demographics of the area. We would like to continue to focus on encouraging individuals from all protected characteristics groups to apply to the College from a wider area/population. We will do this by ensuring that all adverts are available on our website, are accessible, and featured across wider advertising opportunities.

Leavers Data

Table 17 Leavers Data by Number, College Area, & Protected Characteristic						
2022-23	Number	College Area	Male	Female	Known Disability	Ethnicity
Dismissals	< 1%	< 1% Support	< 1%	< 1%	0	< 1% White
Resignations	8%	< 2% Academic < 1% Management 4.8% Support < 2% Teaching support	< 3%	5.6%	< 2%	7.6% White < 1% Unknown
Retirement	< 3%	< 2% Academic < 1% Teaching Support < 2 % Support	< 1%	< 3%	< 1%	< 1% White
Other	14.2%	< 4 % Academic < 2% Management 6.3% Support < 3% Teaching Support	4.9%	< 9.4%	< 2%	11% White 3% Unknown

Table 18 Leavers Data by Number, College Area, & Protected Characteristic						
2023-24	Number	College Area	Male	Female	Known Disability	Ethnicity
Dismissals	< 1%	1 Academic	< 1%	< 1%	0	< 1% Mixed
Resignations	8.9%	5 Academic 1 Management 18 Support	< 2%	7%	< 1%	22 White < 1% Asian
Retirement	< 2%	1 Academic 1 Management 2 Support 1 Teaching Support	< 1%	< 2%	< 1%	< 2% White
Other	6.7%	8 Academic 9 Support 1 Teaching Support	3%	< 4%	< 1%	6.3% White < 1% Unknown

Summary: This data shows that more women than men left the College over the reporting period, which is in line with the balance of women to men in the College.

Staff Development & Training, Grievances & Disciplinary Actions

College policy requires managers to assume responsibility for the training of their own staff within the scope of the College's Strategic Plan. Senior Management, and the People Services Department provide advice and assistance to managers in carrying out this responsibility. In addition, the College provides an annual programme of training and development opportunities. These are prepared in response to individual and College needs. These have been identified through Staff Performance & Development Reviews (SPDR), and the College self-evaluation process. Over the period for this report Borders College saw a 17% increase in the number of SPDRs carried out indicating improvements in process and recording for professional development.

Continuing Professional Development (CPD) for all staff plays a significant role in achieving our objectives for continuous improvement. For lecturing staff much of this training and development is recorded and shared on their Canvas Learning & Teaching courses, which also provides access to a wealth of educational pedagogy materials and theories. Equalities CPD sits within essential training modules and over a wide range of professional programmes which are planned within the Equalities Action Plan, across equalities campaigns and through responsive opportunities and need.

No grievances have been raised over the reporting period. There has been 1 incident of disciplinary action across both 2022/23 & 2023/24, this was unrelated to Equalities, Diversity & Inclusion.

There is a Workforce Strategy in place which provides the foundation for the employment journey from recruitment, on-boarding, all aspects of employment through to resignation and retirement.

Return to Work

In the reporting period 2022-23 there were no women who took maternity leave. In the following year 2023-24 there was < 2% who took maternity leave, of those <1% did not return to work. We monitor paternity leave by number of staff and gender.

Absence rates are monitored regularly, and staff are supported to return to work. Staff disability disclosures are low, and absences linked to disability will continue to be reviewed.

Exit interviews are carried out with staff members who are leaving. Information from these are collated and any salient points are fed back to the College's management team for action.

5.5 Student Equalities Profile

Total number of students

		2023-24	2022-23
Full-time Further Education	(FT FE)	820	872
Part-time Further Education	(PT FE)	1,407	1,963
Full-time Higher Education	(FT HE)	218	221
Part-time Higher Education	(PT HE)	101	121
Total		2,546	3,177

Summary: Overall decrease in total numbers of students over the reporting period.

For the purpose of reporting student data, we have converted our data into percentages to avoid situations where individuals may be identified.

Equalities Profile

Table 20: Two-year KPIs by Age Profile: Full-Time FE

Table 20	Students aged under 16				Students aged 16-19				Students aged 20-24				Students aged over 24			
	% Of all Students	% Withdrawal	% Partial Success	% Learner Success	% Of all Students	% Withdrawal	% Partial Success	% Learner Success	% Of all Students	% Withdrawal	% Partial Success	% Learner Success	% Of all Students	% Withdrawal	% Partial Success	% Learner Success
2023-24	7.5	32.8	9.8	57.4	69.6	23.6	8.3	68.1	10.4	30.6	15.7	60	12.5	23.5	1	75.5
2022-23	7.9	32.4	4.4	63.2	66.2	24.3	8.8	66.8	10.5	25.6	5.6	68.9	15.4	15.2	3.8	80.3

Summary: Increased no. of students and learner success in 16-19 age group. Withdrawals in this age group reduced. Increase in withdrawals and lower learner success in students ages 20-24 and 24+.

Table 21: Two-year KPIs by Age Profile: Part-Time FE

Table 21	Students aged under 16				Students aged 16-19				Students aged 20-24				Students aged over 24			
	% Of all Students	% Withdrawal	% Partial Success	% Learner Success	% Of all Students	% Withdrawal	% Partial Success	% Learner Success	% Of all Students	% Withdrawal	% Partial Success	% Learner Success	% Of all Students	% Withdrawal	% Partial Success	% Learner Success
2023-24	29	12.2	16.6	71.2	40.7	15.9	10.4	73.7	8.3	16.4	5.2	78.4	42	10.8	2.1	87.3
2022-23	43.7	9.2	26.3	64.5	16.3	13.8	20.5	65.7	8.4	7.5	3.7	87.6	31.7	10	1	89

Summary: Increased trend in learner success over the reporting period for students aged under 19. Increase in withdrawals and lower learner success in students ages 20-24 and over 24.

Table 22: Two-year KPIs by Age Profile: Full-Time HE

Table 22	Students aged under 16				Students aged 16-19				Students aged 20-24				Students aged over 24			
	% Of all Students	% Withdrawal	% Partial Success	% Learner Success	% Of all Students	% Withdrawal	% Partial Success	% Learner Success	% Of all Students	% Withdrawal	% Partial Success	% Learner Success	% Of all Students	% Withdrawal	% Partial Success	% Learner Success
2023-24	0	0	0	0	59	23.4	16.4	60.2	11.5	20	16	64	29.5	17.2	3.1	79.7
2022-23	0	0	0	0	52.5	20.9	16.5	62.6	14.6	9.4	18.8	71.9	32.9	26.4	4.2	68.1

Table 23: Two-year KPIs by Age Profile: Part-Time HE

Table 23	Students aged under 16				Students aged 16-19				Students aged 20-24				Students aged over 24			
	% Of all Students	% Withdrawal	% Partial Success	% Learner Success	% Of all Students	% Withdrawal	% Partial Success	% Learner Success	% Of all Students	% Withdrawal	% Partial Success	% Learner Success	% Of all Students	% Withdrawal	% Partial Success	% Learner Success
2023-24	0	0	0	0	12	16.7	8.3	75	21	14.3	0	85.7	67	13.4	3	85.1
2022-23	0	0	0	0	1.7	0	0	100	14.2	5.9	0	94.1	84.2	13.9	2	81.2

Summary: Increased learner success for students over age of 24. Students under 24 increased withdrawal rates and reduction in learner success.

There is an increase in learner success for students who are under 19 in FT & PT FE, and an increase in learner success in students over 24 in FT & PT HE. While success and retention rates of students aged under 19 is a National Equality Outcome and will continue to be a focus for Borders College, data shows that success and retention rates across other age groups and modes of study will continue to be addressed.

In the academic session of 2024/25 a Retention & Achievement Committee had been established to monitor and act on this, and there are also specific actions within the SEAP 2024/45 and the Equalities Outcomes Action Plan 2025-29 which targets this data.

Table 24: Two-year KPIs by Disability

Table 24	Students with Disclosed Disabilities								Students without Disabilities							
	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23
Full-time FE	33.6	27.9	25.5	23.1	11.3	9.8	63.1	67.1	66.4	73.9	24.8	24.1	5.7	6.4	69.5	69.5
Part-time FE	20.1	16.1	12.9	11.9	7.9	14.2	79.3	73.9	79.9	83.9	12.7	9.8	8.4	15.7	79	69.5
Full-time HE	22.1	21	31.3	19.6	14.6	10.9	54.2	67.4	77.9	79	18.3	21.4	11.8	13.3	69.8	65.3
Part-time HE	11	7.5	18.2	0	0	0	81.8	100	89	92.5	13.5	13.5	3.4	1.8	84.3	82
Total	24.3	19.2	20.1	16.7	9.8	12	70.1	71.2	75.7	80.8	16.6	14.3	7.7	12.6	75.8	73

Summary: Increase in the number of students who disclose disabilities across all modes of study. Increase of 5.4% in learner success across PT FE for students with a disclosed disability compared to a 9.5% increase learner success across PT FE for students with no disclosed disability.

Increase in withdrawal rates for students who disclose a disability across all modes of study and decrease in learners success across FT FE, FT HE & PT HE. There is increase in learner success for students without a disclosed disability across PT FE, FT & PT HE. The College's Retention & Achievement Committee, SEAP 2024/45 and the Equalities Outcomes Action Plan 2025-29 will pay particular focus to addressing this data.

Table 25: Two-year KPIs by Gender Identity

Table 25	Male Students (including Trans male)								Female Students (including Trans Female)							
	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23
Full-time FE	55	53	23	21.1	6.9	5.7	70.1	73.1	42.7	43.5	27.9	26.5	8.6	9.4	63.5	64.1
Part-time FE	43	50.4	12.7	7	10.4	21.4	76.9	71.6	50.5	43.2	13.5	13.9	7.3	7.7	79.4	78.4
Full-time HE	46.1	37.4	18	19.5	17	18.3	65	62.2	53.5	60.3	24.1	21.2	8.6	9.8	67.2	68.2
Part-time HE	54	42.5	14.8	11.8	1.9	1.6	83.3	86.3	44	50.8	13.6	13.1	4.5	1.6	84.1	80.3
Total	47.5	49.9	17.1	12	9.3	16	73.7	72	48	44.8	18.7	17.9	7.7	8.1	73.8	73.7

Summary: Learner success over the reporting period for both male (including trans male) and female (including trans female) students remains steady.

Table 25a: Students who preferred not to say

Table 25a	Male Students (including Trans male)							
	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23
Full-time FE	2.3	3.5	21.1	30	5.3	6.7	73.7	63.3
Part-time FE	6.5	6.4	6.6	9.8	2.2	21.1	91.2	69.1
Full-time HE	0.5	2.3	0	40	0	0	100	60
Part-time HE	2	6.7	0	12.5	0	0	100	87.5
Total	4.5	5.3	8.8	14.5	2.7	16.9	88.5	68.7

Summary: Increase in learner success across all modes of delivery. We will continue to work on improving disclosure rates.

Table 26: Two-year KPIs by Student Ethnicity: Full-time FE

Table 26	Full-time FE							
	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23
African, African Scottish, or African British	0.4	0.8	25	57.1	0	14.3	75	28.6
Any Mixed Background	1.6	0.9	18.8	25	6.3	0	75	75
Any other Asian background	0.2	0.1	50	0	0	0	50	100
Any other background	0.3	0.1	33.3	0	0	0	66.7	100
Any other white background	4	3.5	17.1	13.3	4.9	6.7	78	80
Arab, Arab Scottish, or Arab British	0.2	0.6	0	20	0	0	100	80
Bangladeshi, Bangladeshi Scottish, or Bangladeshi British								
Black, Black Scottish, or Black British								
Caribbean, Caribbean Scottish, or Caribbean British	0.1	0.1	0	100	0	0	100	0
Chinese, Chinese Scottish, or Chinese British								
English	15.9	10.4	27.4	21.3	9.8	6.7	62.8	71.9
Gypsy/Traveller								
Indian, Indian Scottish, or Indian British		0.1		0		0		100
Irish	0.4	0.4	0	33.3	50	0	50	67
Northern Irish	0.1	0.2	0	0	0	0	100	100
Other African background								
Pakistani, Pakistani Scottish, or Pakistani British	0.3	0.1	0	0	0	0	100	100
Prefer not to say		0.4		0		0		100
Polish	1.7	1.4	11.1	25	5.6	8.3	83.3	66.7
Scottish	74.9	80.7	24.6	24.4	8.7	7.7	66.8	67.9
Welsh		0.1		0		0		100

Summary: Students who identify as Scottish continue to be the highest population of our student community. Increase in English and Any Mixed Backgrounds. A third of ethnic groups are not populated by student community. Only 5 ethnic groups have over 1% of student population. This is representative of local context.

Table 27: Two-year KPIs by Student Ethnicity: Part-time FE

Table 27	Part-time FE							
	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23
African, African Scottish, or African British	0.9	0.9	8.3	5.9	16.7	35.3	75	58.8
Any Mixed Background	1	0.9	14.3	11.1	14.3	22.2	71.4	66.7
Any other Asian background	0.8	0.7	18.2	15.4	0	7.7	81.8	76.9
Any other background	0.6	0.8	25	12.5	0	12.5	75	75
Any other white background	10.2	6.9	17.6	17.4	6.3	11.4	76.1	71.2
Arab, Arab Scottish, or Arab British	0.2	0.6	33.3	18.2	0	36.4	66.7	45.5
Bangladeshi, Bangladeshi Scottish, or Bangladeshi British	0.1	0.2	0	0	0	50	100	50
Black, Black Scottish, or Black British	0.2	0.2	0	25	0	50	100	25
Caribbean, Caribbean Scottish, or Caribbean British	0.2	0.2	33.3	0	0	0	66.7	100
Chinese, Chinese Scottish, or Chinese British	0.1	0.3	0	0	0	16.7	100	83.3
English	11.7	7.1	8	5.8	6.1	13.9	86.5	80.3
Gypsy/Traveller	0.1	0.1	0	0	0	0	100	100
Indian, Indian Scottish, or Indian British	0.2	0.5	66.7	0	0	10	33.3	90
Irish	0.2	0.3	0	20	0	0	100	80
Northern Irish	0.3	0.1	0	0	25	0	75	100
Other African background	0.2	0.1	0	0	0	0	100	100
Pakistani, Pakistani Scottish, or Pakistani British	0.2	0.3	66.7	0	0	33.3	33.3	66.7
Prefer not to say	0.1	0.6	0	8.3	0	8.3	100	83.3
Polish	2.2	2.1	23.3	19.5	3.3	17.1	73.3	63.4
Scottish	70.4	76.9	12.1	9.7	9.2	15.6	78.7	74.7
Welsh	0.2		0		0		100	

Summary: 16 of the ethnic groups listed are below 1% of the student population. This is representative of local context.

Table 28: Two-year KPIs by Student Ethnicity: Full-time HE

Table 28	Full-time HE							
	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23
African, African Scottish, or African British		1.8		50		25		25
Any Mixed Background	3.2	0.9	28.6	0	0	0	71.4	100
Any other Asian background								
Any other background	0.5	0.5	0	100	0	0	100	0
Any other white background	5.1	4.1	27.3	33.3	9.1	11.1	63.6	55.6
Arab, Arab Scottish, or Arab British								
Bangladeshi, Bangladeshi Scottish, or Bangladeshi British								
Black, Black Scottish, or Black British		0.5		0		100		0
Caribbean, Caribbean Scottish, or Caribbean British								
Chinese, Chinese Scottish, or Chinese British								
English	19.8	8.2	18.6	22.2	16.3	16.7	65.1	61.1
Gypsy/Traveller								
Indian, Indian Scottish, or Indian British								
Irish	0.5	0.5	0	0	100	0	0	100
Northern Irish		0.5		0		0		100
Other African background								
Pakistani, Pakistani Scottish, or Pakistani British	0.5		0		0		100	
Prefer not to say								
Polish	1.4	2.3	0	20	33	0	67	80
Scottish	69.1	80.4	22	19.3	11.3	12.5	66.7	67.6
Welsh		0.5		100		0		0

Summary: Fewer students from ethnic groups on FT HE.

Table 29: Two-year KPIs by Student Ethnicity: Part-time HE

Table 29	Part-time HE							
	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23
African, African Scottish, or African British	2		50		0		50	
Any Mixed Background		1.7		0		0		100
Any other Asian background								
Any other background	1		0		0		100	
Any other white background	4	3.3	0	0	0	25	100	75
Arab, Arab Scottish, or Arab British								
Bangladeshi, Bangladeshi Scottish, or Bangladeshi British								
Black, Black Scottish, or Black British								
Caribbean, Caribbean Scottish, or Caribbean British								
Chinese, Chinese Scottish, or Chinese British								
English	11	11.7	27.3	14.3	0	0	81.8	85.7
Gypsy/Traveller								
Indian, Indian Scottish, or Indian British								
Irish								
Northern Irish								
Other African background								
Pakistani, Pakistani Scottish, or Pakistani British								
Prefer not to say								
Polish		0.8		0		0		100
Scottish	82	81.7	12.2	13.3	3.7	1	84.1	82.7
Welsh		0.8		0		0		100

Summary: Lowest diversity of ethnic groups on PT HE courses. Scottish students remain the highest populated group. This is representative of local context.

Moving forward, the College will continue to gather attainment levels of racial groups which will aid the how we measure the relevant National Equality Outcome, however the % of students from differing racial groups is very low and could result in individuals being tracked rather than groups. This will be explored further within Outcome 2 of our Equality Outcomes for 2025-29.

Table 30: Two-year KPIs by Student Religion: FE

Table 30	Full-time FE								Part-time FE							
	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23
Another religion or body	0.4	0.1	67	100	33	0	0	0	0.9	0.3	25	0	0	16.7	75	83.3
Buddhist	0.1		100		0		0		0.2	0.1	33.3	0	0	0	66.7	100
Christian: Other	3.1	0.5	8	0	8	0	84	100	8	5.8	14.4	10.7	6.3	9.8	79.3	79.5
Christian: Protestant	3.8	1.6	22.6	7.1	9.7	7.1	67.7	85.7	7.3	7.5	8.8	4.9	12.7	15.3	78.4	79.9
Christian: Roman Catholic	2.1	0.9	17.6	25	0	0	82.4	75	4	5.2	12.7	12	5.5	21	81.8	67
Jewish	0.1		0		0		100									
Hindu									0.1	0.2	0	0	0	0	100	100
Muslim	0.5	0.2	25	50	0	0	75	50	0.6	1.5	22.2	13.8	11.1	34.5	66.7	51.7
None	76.7	21.9	27.5	16.5	7.7	6.9	64.8	76.6	65.3	60.9	12.9	10.3	9.4	16.8	77.9	73
Prefer not to say	13.3	74.7	14.8	0.3	7.4	7.7	77.8	66.1	13.4	18.3	11.2	11.4	3.2	9.7	85.6	78.9
Sikh									0.1	0.1	50	0	8	100	50	0

Summary: Significant increase in students across FT FE disclosing no religion or faith. This aligns with both local and national data. In the 2022 Scottish Census 51.1% of the people in Scotland said they had no religion; this has increased from 36.7% in 2011. There is significant reduction in students across both FT & PT FE who prefer not to say. No religion groups with over 5% of student population in FT HE. 2 religious groups over 5% but under 10% in PT FE.

Table 31: Two-year KPIs by Student Religion: HE

Table 31	Full-time HE								Part-time HE							
	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23
Another religion or body	0.9		50		0		50		1		0		0		100	
Buddhist																
Christian: Other	3.7	0.5	12.5	0	12.5	0	75	100	3	5	0	16.7	0	16.7	100	66.7
Christian: Protestant	6	0.9	23.1	50	7.7	0	69.2	50	7	10	0	25	0	0	100	75
Christian: Roman Catholic	4.1		0		22.2		77.8		2	5.8	0	14.3	0	14.3	100	71.4
Jewish																
Hindu																
Muslim	0.9		0		0		100									
None	61.3	5.9	23.3	30.8	11.3	7.7	65.4	61.5	71	50.8	12.7	13.1	2.8	0	84.5	83.6
Prefer not to say	23	92.7	20	20.2	16	13.3	64	66	16	28.3	31.3	5.9	6.3	0	68.8	91.2
Sikh																

Summary: Increase in students disclosing no religion or faith across both FT & PT HE. Low data pool across different religious groups.

Table 32: Two-year KPIs by Students Sexual Orientation: FE

Table 32	Full-time FE								Part-time FE							
	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23
Bi/bisexual	5.3	1.1	20.9	22.2	23.3	0	55.8	77.8	1.5	2	14.3	17.9	9.5	20.5	76.2	61.5
Gay Man	1.1	0.1	22.2	0	11.1	0	66.7	100	0.4	0.6	40	18.2	0	18.2	60	63.6
Gay Woman/ Lesbian	1.7		28.6		0		71.4		0.6	0.6	0	9.1	11.1	36.4	88.9	54.5
Heterosexual/ Straight	76.2	23.6	26.6	16.3	6.8	6.4	66.7	77.2	71.5	75.6	13.4	9.7	8.3	15.4	78.4	74.8
Other	1.1	0.5	33.3	0	11.1	0	55.6	100	1	1.7	14.3	12.5	0	21.9	85.7	65.6
Prefer not to say	14.6	74.8	17.6	26.4	6.7	7.8	75.6	65.8	25	19.4	10.6	10.7	8.3	13.7	81	75.6

Summary: FT FE shows a 60.2% reduction in students who prefer not to say which would suggest that the equalities campaigns and support across the college have positively impacted on disclosure rates. Increase in partial success across all groups in FT FE and a decrease in learner success across bi-sexual students, gay men, heterosexual students and students who identify as other. Less student numbers across PT FE data sets. Increased learner success across all data sets in PT FE.

Table 33: Two-year KPIs by Students Sexual Orientation: HE

Table 33	Full-time HE								Part-time HE							
	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23
Bi/bisexual	4.1		33.3		11.1		55.6		1		0		0		100	
Gay Man	0.9		0		0		100		1		100		0		0	
Gay Woman/ Lesbian	1.8		25		25		50			1.7		0		0		100
Heterosexual/ Straight	66.8	66.2	21.4	33.3	13.1	6.7	65.5	60	85	71.7	10.6	14	2.4	2.3	87.1	81.4
Other	2.8	0.5	16.7	0	0	0	83.3	100								
Prefer not to say	23.5	92.7	19.6	20.2	11.8	13.3	68.6	66	13	26.7	30.8	9.4	7.7	0	69.2	87.5

Summary: FT HE shows a 69.2% reduction in students who prefer not to say and PT HE shows a reduction of 13.7% students who prefer not to disclose their sexual orientation. Not all data not comparable over FT & PT HE.

The College remains committed to supporting students and their sexual orientation and will consider this further in the ongoing mainstreaming of equalities work.

Table 34: Two-year KPIs by Groups of Interest: FE

Table 34	Full-time FE								Part-time FE							
	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23
Asylum Seekers									0.1		0		0		100	
Care Experienced	9.3	8.8	39.5	24	14.5	16	46.1	60	2.5	3.3	28.6	23.8	11.4	9.5	60	66.7
Estranged person																
NULL	88.8		23.6		7		69.3		92.8		11.5		8.6		80	
Person granted discretionary leave to remain									0.1		0		0		100	
Person granted Humanitarian Protection									0.9		33.3		0		66.7	
Pre-settled status (EU Settlement)									0.4		33.3		0		66.7	
Profound and complex needs	0.5		0		0		100		0.1		0		0		100	
Refugees	0.6		40		0		60		2.5		25.7		0		74.3	
Service Veterans Scheme	0.1		0		0		100									
Settled status (EU settlement scheme)	0.6		20		0		80		0.6		37.5		0		62.5	
Veterans																

Summary: There is an increase in the number of Care Experienced Students across FT FE. Learner success reduced over both modes within the reporting period.

Table 35: Two-year KPIs by Groups of Interest: HE

Table 35	Full-time HE								Part-time HE							
	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23
Asylum Seekers																
Care Experienced	3.2	1.8	28.6	25	28.6	50	42.9	25	0	0	0	0	0	0	0	0
Estranged person	0.5		100		0		0									
NULL	95.4		20.8		12.1		67.1		99		14.1		3		83.8	
Person granted discretionary leave to remain																
Person granted Humanitarian Protection																
Pre-settled status (EU Settlement)																
Profound and complex needs																
Refugees																
Service Veterans Scheme																
Settled status (EU settlement scheme)	0.5		0		0		100		1		0		0		100	
Veterans	0.5		0		0		100									

Summary: Limited data for analysis in FT & PT HE across other groups of interest and for Care Experienced students in PT HE. The College has a dedicated team overseeing its Corporate Parenting Plan and the data and outcomes of our Care Experienced Students.

Table 36: Two-year KPIs by Caring Responsibilities: FE

Table 36	Full-time FE								Part-time FE							
	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23
Adult(s) aged 18 or over		3.9		12.1		9.1		78.8	0.8	1.4	18.2	19.2	0	11.5	81.8	69.2
Child/ children under 18		1.3		27.3		0		72.7	0.1	1.1	0	22.7	0	9.1	100	68.2
Disabled child/ children under 18		0.6		40		0		60	0.2	0.5	0	20	0	20	100	60
NULL	100	85.8	25	23.9	7.6	6.5	67.4	69.5	98.3	93.5	12.8	9.2	8.4	15.7	78.9	75.1
Prefer not to say		8.5		26		16.4		57.5	0.6	3.4	0	25.8	0	12.1	100	62.1

Summary: Increase in learner success for PT FE students with caring responsibility.
Overall data is not reliable for comparison and analysis.

Table 37: Two-year KPIs by Caring Responsibilities: HE

Table 37	Full-time HE								Part-time HE							
	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23	% Of all Students 2023-24	% Of all Students 2022-23	% Withdrawal 2023-24	% Withdrawal 2022-23	% Partial Success 2023-24	% Partial Success 2022-23	% Learner Success 2023-24	% Learner Success 2022-23
Adult(s) aged 18 or over		2.7		16.7		0		83.3	2	0.8	0	0	0	0	100	100
Child/ children under 18		2.3		60		0		40		0.8		0		0		100
Disabled child/ children under 18		1.4		0		33.3		66.7								
NULL	100	91.8	21.2	20.4	12.4	12.4	66.4	66.7	98	97.5	14.3	12.8	3.1	1.7	83.7	82.9
Prefer not to say		1.8		25		50		25		0.8		0		0		100

Summary: Overall data is not reliable for comparison and analysis.

6. Progress with Equalities Outcomes 2021-25

At Borders College we follow a four-year equality outcomes cycle and report on progress every two years. Our equality outcomes and supporting action plans are approved by the Equalities and Inclusion Committee which includes representation from our Student Association, Equalities, Diversity & Inclusion (EDI) Officer, staff, and the Executive Leadership Team. The strong partnership with our Student Officers allows for significant collaboration and student driven campaigns. The Equalities and Inclusion Committee also review the action planner at key times within the College's comprehensive meetings and review schedule. Progress is also reported at other governance committees.

Each of the equality outcome actions are updated by the EDI Officer in collaboration with the action owner, and a RAG status is applied (Red, Amber, Green). This allows us to monitor progress and to quickly identify where there are challenges. Some of the actions cut across more than one of our equality outcomes.

Evidence of progress is evaluated and reflected upon in order to consider the impact of both the individual actions, and in relation to the overall equality outcome. This helps to inform next steps and internal and external reporting.

The following equality plans and strategies are also in place, which ensure the College continues to focus on supporting our students who face the most persistent inequalities in education:

Equalities Outcomes Action Plan 2021-25

<https://www.borderscollege.ac.uk/sites/default/files/2025-02/Equality-Outcomes-Action-Plan-2025.pdf>

Corporate Parenting Plan

https://www.borderscollege.ac.uk/sites/default/files/2023-04/Corporate_Parenting_Plan_2023_0.pdf

British Sign Language Plan

<https://www.borderscollege.ac.uk/sites/default/files/2024-05/BSL-Action-Plan-2024.pdf>

Student Mental Health Agreement

<https://www.borderscollege.ac.uk/sites/default/files/2024-08/BC-Student-Mental-Health-Agreement-2024.pdf>

Trauma Informed Action Plan 2025-2030 (not yet published at time of this report)

Borders College Equality Outcomes 2021-2025

Outcome 1: At Borders College we will reduce gender imbalance in subject areas where there is a gender split of more than 75% (Construction, Creative Industries, Health & Social Care, Sport, STEM)	
Actions	Progress Status
Embed an annual plan of activities within the curriculum to inform, inspire and engage students about issues relating to gender segregation (e.g. inspirational talks)	Complete
Address gender segregation in all promo and outreach	Complete
Take positive action in recruitment to attract gender minority applications to curricular areas and support services	Complete
Develop pilot mental health student input	Complete
Progress Towards National Equalities Outcomes (NEO)	
Institutions will have regard to significant imbalances on courses and take action to address it.	Protected Characteristic
	Sex
Evaluation & Impact	
<p>All actions have been completed, evidenced and reported on through the College's committee processes. The overall impact of the actions against this outcome shows that the focus to reduce the gender imbalance across particular subject areas should continue.</p> <p>Gender segregation continues to exist on courses that are traditionally dominated by one gender. This is highlighted in Tables A & B below. The target of a gender split of less than 75% has been met in Stem and Sport. There continues to be more males than females in the area of Construction and more females than males in Health & Social Care. The gap for male students within Creative Industries is closing as there is an increase in male students, there is also a reduction in their withdrawal rates and increase in their success.</p> <p>We are promoting industries with a higher proportion of males as career pathway opportunities for females. We have been recognised for our high numbers of female students in Agriculture, where 50% of enrolments on the National Certificate (NC) course were female. The College has also seen very positive feedback and results from our female students in Engineering.</p> <p>The College will continue to explore data across more subject areas and take this action forward into the next equalities planning and reporting cycle. This will allow the College to progress with the National Equality Outcome identified above. A refocused action will feature in Outcome 2 of the college's Equality Outcomes Plan for 2025-29.</p>	

The College's wellbeing and student support team report a rise in students seeking support for mental health, this has become an increasing focus across the College. This aligns to national data where disclosed Mental Health conditions in Scotland have increased by 6.9% between 2011 and 2022 (Scottish Census Data). National data also tells us that there is a significant increase in 16-24year olds who reported a mental health condition. Our College data shows that the number of students, including those in receipt of learning support, who withdrew because of mental health has increased compared to previous years. To support the development and growth of our students we introduced a 'survive and thrive' campaign, and 'resilience training' at the start of the 2024-25 academic session as part of our Global Citizenship campaign.

We have also looked outward to learn from what is happening elsewhere across the sector in order to challenge thinking, explore innovative practices and to support students with poor mental health. A number of significant actions have/are taking place across the College to address these:

- Implementation of a pilot project called 'Mentally Healthier Industries' which has been designed to support mental health and wellbeing through the curriculum.
- Student Support team have completed and achieved a locally developed award called the 'Creating Hope Award', which recognises the work we do create a suicide safer community within the college.
- Further external mental health partnerships established to provide 1-1 counselling support for students.
- Student Wellbeing Coordinator provides dedicated wellbeing support for students.
- The Student Services team have introduced a range of tools to support wellbeing, including safety plans, CORE-10 assessments and external supervision for pastoral staff.
- The Student Mental Health Agreement (SMHA) connects with ongoing regional work to improve mental health and wellbeing in the Scottish Borders. It takes inspiration from the NHS Borders 'Ways to Be Well' and was developed by the Students' Association and a team of 24 students. This Agreement demonstrates the valuable partnership that exists between Borders College, its Student Association and students, and also highlights the importance of mental health and wellbeing to the Borders College community. Underpinning the Agreement is also the commitment to becoming a Trauma Informed College.

Mental Health is an area which will continue to be progressed across the College within Outcome 3 of the Equality Outcomes Plan 2025-29, and through our Trauma Informed work. This is being implemented across the College and aims for a Trauma Informed Culture at an institutional level.

Table A Borders College Equality Outcome 1	2022-23							2023-24						
	Total no of students	No. Male	% Male Withdrawal	% Male Learner Success	No. Female	% Female Withdrawal	% Female Learner success	Total no of students	No of Male	% Male Withdrawal	% Male Learner success	No of Females	% Female Withdrawal	% Female Learner success
Construction	351	313	15%	80%	32	25%	47%	312	294	12%	85%	13	15%	85%
Creative Industries	132	7	29%	43%	116	22%	66%	117	10	0%	100%	102	25%	63%
STEM	220	128	13%	83%	81	21%	78%	182	161	20%	75%	17	35%	59%
Sport	855	528	7%	60%	258	9%	73%	230	179	12%	58%	44	18%	75%
Health & Social Care	272	23	48%	43%	239	28%	63%	272	23	30%	57%	246	26%	60%

Table B Borders College Equality Outcome 1	2022-23			2023-24			Variation over reporting period
	% of Males	% of Females	Gender Split	% of Males	% of Females	Gender Split	
Construction	89%	9%	80% more males	94%	4.7%	89.3% more males	9.3%
Creative Industries	5.3%	87.8%	82.5% more females	8.5%	87.8%	79.3% more females	3.2%
STEM	58%	36.8%	21.2% more males	36.8%	9.3%	27.5% more males	6.3%
Sport	61%	30.1%	30.9% more males	30.1%	19.1%	11% more males	19.9%
Health & Social Care	8.4%	87.6%	79.2% more females	8.4%	90.4%	82% more females	2.8%

Outcome 2: At Borders College, we will improve diversity disclosure rates to better support and reflect the diversity of our workforce	
Actions	Progress Status
Review recruitment and induction processes to identify barriers for staff from protected characteristic groups and implement recommendations	Complete
Address unconscious bias through delivery of training and awareness raising activities	Complete
Deliver EDI training for all line managers, including targeted support for LGBT+	Complete
Review EDI focus in staff induction processes and training modules	Complete
Identify and address barriers to staff engaging in non- essential equalities CPD	Complete
Progress Towards National Equalities Outcomes (NEO)	
<ul style="list-style-type: none"> Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college. Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards and university Courts. Where representation is not proportionate to the relevant population, increase racial diversity and address any racial diversity issues in College Boards. Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector. 	Protected Characteristic Sexual Orientation Disability Race
Evaluation & Impact	
<p>All actions have been completed, evidenced and reported on through the College's committee processes. Overall, the diversity rates of the college community are representative and proportionate to the population of the Scottish Borders.</p> <p>The Scottish Funding Council's (SFC) national college staff data (2022-23) outlines that 7.5% of college staff declared a disability, this was in line with Borders College figures at that time. Staff disability disclosure rates across Borders College have now increased from 7% to 11%, this would suggest that reviewed processes and diversity data monitoring have positively impacted on these disclosure rates.</p> <p>A series of staff development sessions on 'Inclusive Leadership' for all College leaders has been delivered which focused on a number key of equalities topics. 100% of leaders who attended stated the range of topics increased their knowledge and confidence of inclusive leadership practices. A range of EDI training and campaigns have also been mainstreamed into college life. An Equalities Hub on the College's staff portal is being designed which will provide staff with greater accessibility to resources, learning and participation opportunities. The inclusive recruitment review which was carried out outlined a number of recommendations which were considered and actioned. Staff induction guidance has been created in line with the College's induction process, and the College continues to achieve the Inclusive Employer award and is a Disability Confident employer.</p>	

The improved disclosure of rates across other protected characteristics also demonstrate that our processes, training and equalities work have had a positive impact.

The 2022 Scottish Census figures showed those in the Scottish Borders 16 years and over who are trans or have a trans history, is less than 1%, 6.4% of the over 16's population did not answer/disclose their sexual orientation. Since the academic year of 2022-23 the College has seen a 60.2% reduction in students in FT FE preferring not to disclose their sexual orientation, 69.2% reduction in FT HE, and 13.7% across PT HE. Since 2023 we have seen a 9.9% reduction in staff who choose not to provide information about their sexual orientation, but an increase on 1.4% of staff specifically not disclosing. Overall, this reflects positively on the progress made with this outcome and the culture within the college. Student Officers and the Equalities Officer have continued plans to campaign for and support our LGBTQ+ community.

The student voice feeds into the decision-making process when recruiting new staff. The Students' Association has been involved in the recruitment of Regional Board Members, the Director of Student Support Services, Lecturers and Student Support Officers. Diversity and representation will continue to feature in these processes.

The three National Equality Outcomes (NEOs) above focus on Race and Disability. The College will continue to encourage wider representation of our workforce and College Board through our current processes, and our ongoing monitoring and periodic reviews of data. This will allow the College to continually monitor how representative and proportionate our staff and Board are and take specific action if required.

Given the contextual data on diversity for the Scottish Borders, these particular NEOs may not need to be progressed through a specific College equality outcome. The College is confident they can be progressed through our ongoing mainstreaming actions within People Services, Marketing and Equalities Campaigns. Should this, or our data change, and if capacity allows then the College will consider a further focus on these NEOs in a more detailed approach.

Outcome 3: At Borders College, retention and success rates for protected characteristic groups are close to the average of the student population	
Actions	Progress Status
Review accessibility of college communications, services and facilities, including renewed accessibility audits of all College campuses	Complete
Develop staff guidance on addressing EDI issues (e.g. supporting transgender students)	Complete
Develop EDI dashboard to enable ongoing monitoring of protected characteristic groups	Complete
Develop initiatives to combat issues that have a disproportionate impact on particular groups e.g. food insecurity, mental health	Complete
Conduct diversity audits of course content and teaching and learning plans	Complete
Progress Towards National Equalities Outcomes (NEO)	
<ul style="list-style-type: none"> The success and retention rates of college and university students who declare a mental health condition will improve. Success and retention rates of college students who delate a mental health condition will improve. Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course. Men (staff and students) know how to access mental health support, recognising intersectionality within that group. The success rates for college students aged under 19 will improve. Institutions should have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist. 	Protected Characteristic Disability Sex Age Race
Evaluation & Impact	
<p>All actions have been completed, evidenced and reported on through the College's committee processes, including the college guidance on 'Supporting Transgender People at College'. Next steps in accessibility audits are outlined across other College plans, for example our British Sign Language (BSL) Plan 2024-2030, Trauma Informed College Programme, and future reviews of Borders College campuses.</p> <p>To enhance student success for all our learners, we work closely with our Students' Association to provide innovative and varied support to students who face additional barriers to learning. The College has continued to improve on its successful 'Supported Enrolment and Quiet Introduction' Programme. This initiative ensures a positive start to college life, all the students who attended this induction support programme in 2024 told us that their needs had been met, and almost all felt that the events had made them more confident about coming to Borders College. Twice as many students in 2024 attended than the previous year.</p>	

By the end of academic session 2024 our student success rate was 77.1% across all modes and levels. Learner success rates remained the same or above the sector average for all students in session 2023-24. The success and retention rates for protected characteristic groups are outlined and summarised in the Student Equalities Profile of this report. This data suggests we need to continue to focus on groups of interest, gathering data and targeted support, and students with disabilities. This will be addressed within the Equalities Outcome Plan 2025-29 in Outcome 3, and in other college plans.

As part of our Corporate Parenting Responsibilities, there is regular liaison with Scottish Borders Council to track and monitor Care Experienced students who are school leavers. Extensive work is being done to support those vulnerable students. The College has a dedicated team overseeing its Corporate Parenting Plan and the data and outcomes of our Care Experienced Students. A number of successful supports and interventions have been delivered, for instance Borders Young Talent Mentors, No-One Left Behind and Drop-Ins.

All students who face additional barriers to learning, whether care experienced, student carer, estranged, living with a disability or learning need, get the opportunities and support to make a success of their time at College. We recognise that success does not always mean successfully completing their course.

A number of initiatives to combat issues that have a disproportionate impact on particular groups have, and continue to be, delivered across the College. The Students' Association operate a Student Food Pantry that is stocked by donations and is free for learners to use. This is valued by students who may be experiencing hardship and is supporting them to remain on College programmes. Poverty proofing actions are planned within Equalities Campaigns and other student driven interventions. Through this we are making links to our Sustainable Development Goals.

Students in SIMD deciles 1 & 2	2022-2023							2023-24						
	Total no of students	No. Male	% Male Withdrawal	% Male Learner Success	No. Female	% Female Withdrawal	% Female Learner success	Total no of students	No of Male	% Male Withdrawal	% Male Learner success	No of Females	% Female Withdrawal	% Female Learner success
	403	186	12%	66%	194	15%	74%	269	102	25%	66%	153	26%	67%

Summary: For this reporting period there was an increase of 13% of male students in Deciles 1&2 withdrawing. For female students, the increase was 11%. Learner success for males remained fairly equal but decreased for females by 7%. Postcode data is unreliable for those returning students who have changed postcodes. A number of homes within the most 10% deprived postcode areas are rented properties.

In 2024/25 the number of students, including those in receipt of learning support, who withdrew because of mental health increased significantly compared to the previous year. As a result, we will focus on key areas such as building resilience, managing stress and anxiety and building confidence. Students will be supported to see how to apply this in their lives, and within their chosen career path. Wellbeing and counselling support are available through Student Support Services and within the Student Mental Health Agreement.

Success and retention rates will be a specific outcome in the Equalities Outcomes Plan 2025-29 and will focus on both identified College inequalities and the relevant National Equality Outcomes. This will link to the clear actions which have been identified within the College's Self-Evaluation Action Plan (SEAP) which outlines how the College aims to achieve higher levels of student success and retention.

These actions include:

- Establish a Retention and Achievement Committee
- Increased % Learner Success in 2024-25
- Improve retention of younger students
- Reduced % total withdrawals for under 20s in 2024-25 by 3%
- Improve the outcomes of male apprentices and apprentices with disclosed disabilities.
- Performance rates for male apprentices and apprentices with disclosed disabilities to be at or above national rates.
- Reduce the percentage of students, who withdrew because of mental health, by 5%
- Retain a larger proportion of female (including Trans female) students
- Reduce the gender gap in % withdrawal rates by 2%

Students who withdrew with Mental Health Condition	2022-23							2023-24						
	Total no of students	No. Male	% Male Withdrawal	% Male Learner Success	No. Female	% Female Withdrawal	% Female Learner success	Total no of students	No of Male	% Male Withdrawal	% Male Learner success	No of Females	% Female Withdrawal	% Female Learner success
	46	11	100%	0%	31	100%	0%	53	20	100%	0%	30	100%	0%

Summary: In 2023-24 mental health data was not collected at enrolment. Table reflects this.

Over the data gathering period for this mainstreaming report the College has evaluated the effectiveness of its EDI dashboard and the processes used. As a result, new projects are underway to streamline the required data and its accessibility. The College are exploring additional software platforms and a redesign of the EDI dashboard.

The College's Learning & Teaching audits take place across all curricular areas. The desktop audit for Equality and Diversity in Learning and Teaching provides opportunities to reflect on examples of inclusive practices, gender equality and positive reflections of diversity across materials, resources and curriculum content.

In 2024 the College began to review the equalities audit in line the Sparqs Student Learning Experience model and the National Equality Outcomes. It has concluded that work will continue on this process and a wider audit of Equalities within and across the curriculum should take place. This will be a focus within Outcome 2 Equalities Outcome Plan 2025-29.

Outcome 4: At Borders College, staff and students will feel more confident to report hate incidents and harassment	
Actions	Progress Status
Collect and analyse student feedback related to hate crime through existing student consultation processes	Complete
Explore opportunities to improve accessibility of reporting processes, including implementing a report and support tool	Complete
Develop an Equally Safe action plan to address violence against women and girls	Complete
Develop equality themes for each academic year including campaigns, training and awareness raising	Complete
Progress Towards National Equalities Outcomes (NEO)	
<ul style="list-style-type: none"> • Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress. • Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose. • Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose. • Institutions can evidence approaches that prevent and respond to violence, harassment and abuse. • Disabled staff and students report feeling safe in the tertiary system. • Trans staff and students report feeling safe to be themselves in the tertiary system. 	Protected Characteristic Race Religion or Belief Sex Disability Sexual Orientation
Evaluation & Impact	
<p>All actions have been completed, evidenced and reported on through the College's committee processes.</p> <p>Equality themes are identified each academic year, one way in which they are planned and delivered is through our Equalities Campaign Calendar. This is mainstreamed into the 'business as usual' of the College and in 2024 links were made to relevant Sustainable Development Goals.</p> <p>Equalities themes and activities provide information, support, training, partnership and participation opportunities for the College community. The Student Association has a central role in developing these. Data is gathered about the impact of our campaigns and events and is evaluated by the Equalities Calendar Working Group for future planning and development. This is then reported to the Equalities & Inclusion Committee. This work plays a significant part in promoting a positive and inclusive the culture across the College. Planning and delivering campaigns at scale, or achieving wider award status, is an ongoing challenge. Creative solutions continue to be sought however this work needs to be proportionate to the capacity of staff, funding and resources.</p>	

An online hate reporting tool has been developed and launched at the start of the academic session 2024/25. This provides an alternative and accessible way to report incidents of bullying, harassment and discrimination. 'Report for Support' allows students and staff to disclose incidents they have either experienced or witnessed, 3 disclosures were received between Sept 2024-Nov 2024. Report for Support allows staff to provide responsive support and evaluate the impact of interventions put in place. The equalities data which can be gathered from this process will also provide the College with valuable information which will shape equalities campaigns/training. It will allow us to plan targeted and responsive work for individuals, groups and across the College community.

Report for Support is a relatively new initiative; however, we believe this will support students and staff in coming forward with disclosures therefore we anticipate the numbers of reports will rise. More widely increases in sexual and non-sexual violence, as reported by the Scottish Government, is likely to be a contributing factor towards any rise in disclosures. We see an increase in mental health challenges, such as anxiety, which are likely to have had an impact on safeguarding referrals relating to mental health.

This table shows data gathered at the time of writing this report.			
Student Data	Academic session 2022-23	Academic session 2023-24	Aug-Dec 2024
No. of reports made about bullying, abuse, harassment, violence	5	9	12
No. of safeguarding & cause for concern reports	Cause for concern: 7 Safeguarding: 3	Cause for concern: 17 Safeguarding: 8	Cause for concern: 37 Safeguarding: 3

Student and staff feedback has been crucial in gathering data about safety and support across the College. Data gathered in 2024 has provided us with a clearer baseline for evaluating progress with the NEOs identified above. This small-scale data and feedback are summarised in Tables C, D & E below. Moving forward, this survey will be developed at scale, data analysed and acted upon. The NEOs above will be a focus within Outcome 1 of the Equalities Outcome Plan 2025-29, through the theme of Safety.

The Students' Association significantly increased participation in other student surveys in particular the annual student survey as required by the Scottish Funding Council, by doing so we have increased amounts of information about the student experience. In almost all areas of this survey the college reaches the 90% satisfaction rating it sets itself across a number of questions/themes. Over the last few years themes which fell just below this target have been around students at College feeling that they are being treated equally and fairly by staff, and students feeling part of the College community. These themes have been picked up in the work of our Student Class Representatives. With a continued focus on safety and support through our equalities campaigns, and in Outcome 1 of the Equalities Plan 2025-29, we aim to improve on these statistics.

‘Equally Safe at Borders College’ aims to prevent and address violence against women and girls, specifically violence, abuse, and exploitation directed at them because of their gender. To address this, we take a collaborative approach within the College and when working with external partners, services and organisations. Our ‘Equally Safe’ plan was updated in 2024 and clearly outlines the College’s approach. It considers wider contextual considerations such as:

- ‘Equally Safe: Scotland’s Strategy for Preventing and Eradicating Violence Against Women and Girls December 2023’ – Scottish Government
- ‘Equally Safe in Colleges and Universities’ (ESCU), Strathclyde University, Scottish Government
- United Nations Sustainable Development Goals – 5: Achieve gender equality and empower all women and girls
- ‘Tackling persistent inequalities together’ – EHRC SFC

Through this work we are making links to our Sustainable Development Goals.

Partnership working has been strengthened resulting in a programme of Consent and Healthy Relationships Workshops delivered in 2024 by a Sexual Violence and Prevention Worker. 50 classes were signed up over the 6-week block. Students on full time courses from across all 4 curricular departments received 2 workshops on the topics of Consent and Understanding Sexual Violence. This also provided valuable staff development.

A large number of students were reached during the successful delivery of these sessions resulting in several female students coming forward to disclose incidents, receive a referral to other services, seek advice or self-refer. The workshops also supported a small number of male students to seek advice and make disclosures. It is unlikely that these students would have come forward without this opportunity. This collaboration with Scottish Borders Rape Crisis Centre has resulted in agreement to work together to review the college’s Gender Based Violence Policy and has provided the College with links to the National Trauma Transformation Programme and wider partnerships and resources.

Identified College staff have received Third Party Reporting training, and our campuses are registered with the Keep Safe Initiative. A range of organisations and partners are regularly in college at our ‘Drop-In’ sessions. We also link up with Police Scotland Safety Campaigns and have women’s health and support organisations on site on a regular basis.

We have a number of policies, processes and plans which support our Equally Safe work, they include:

- Positive Behaviour, Anti Bullying and Harassment Policy
- Safeguarding Children and Adults at risk of Harm
- Complaints Handling Policy and Procedure
- Gender Based Violence Prevention and Support Policy and Procedure
- Equalities, Diversity and Inclusion Policy
- Respect at Work and Study Policy
- Employee Disciplinary Policy
- Bullying and Harassment Policy and Procedure
- Equalities Outcomes Action Plan 2021-25
- Equality Impact Assessments
- Supporting Transgender People at College
- Whistleblowing Policy & Procedure
- Violence & Aggression at Work Procedure

General safety, as well as specific men's and women's health and wellbeing, are embedded into our Equalities Campaigns.

Table C – Student Safety and Support Survey

Student Safety and Support Survey: Session 2024-25	
Small number of students completed survey <2%	
Place of Study	78% – Netherdale Campus 20% – Newtown Campus 2% – Hawick Campus
Curricular Area	32% – Business, Computing, Core Skills, ESOL, Creative Industries e.g. Health & Beauty, Art& Design 28% – Health, Care, Sport & Supported Programmes 22% – Rural Skills, Land Based, Animal Care & SRA 9% – Stem, Construction & Engineering
Age	52% – Under 19 22% – 19-25 26% – 25 and above
Gender 0 return for other categories	34% Men 54% Women 2% Trans Man 8% Non-Binary 2% Prefer not to say
Ethnicity 0 return for other categories	2% – Asian or Asian British – Indian, Pakistani, Bangladeshi, Chinese 86% – White – English, Welsh, Scottish, Northern Irish or British, Irish, Gypsy or Irish Traveller, Roma 10% – Any other White background 2% – Other ethnic group – Arab
Religion, Belief or Faith 0 return for other categories	76% No religion or belief 10% Christian 2% Muslim 12% – Prefer not to say

Sexual Orientation	62% – Heterosexual/Straight 6% – Gay Woman/Lesbian 2% – Gay Man 18% – Bisexual 4% – Other 8 % – Prefer not to say		
Disability	50% – Yes 34% – No 16% – Maybe		
Disclosed Disability to College	82% – Yes 18% – No <i>No – undiagnosed. Hasn't affected learning</i>		
Caring Responsibilities	18% – Yes 82% – No		
In relation to how you <i>identify</i> (this means your gender, sex, religion, race, sexual orientation etc...), please tell us about how safe you feel at College?			
I feel safe at college	I feel safe learning online	I feel I can be myself at college	I feel I am supported at college
46% Strongly Agree 54% Agree	60% Strongly Agree 38% Agree 2% – Disagree	46% Strongly Agree 46% Agree 8 % Disagree	52% Strongly Agree 46% Agree 2% Disagree
<ul style="list-style-type: none">No strongly disagreesThe disagree statistics represent a very low number of students			
In relation to reporting incidents of violence, harassment and abuse at College, please tell us how you feel about this.			
I know how to report incidents of violence, harassment and abuse.	I feel confident in reporting incidents.	I feel confident I would be supported if I experienced or witnessed any incidents.	I feel confident that complaints will be dealt with.
48% Strongly Agree 46% Agree 6% Disagree	40% Strongly Agree 44% Agree 16% Disagree	44% Strongly Agree 48% Agree 6% Disagree 2% Strongly Disagree	38% Strongly Agree 46% Agree 12% Disagree 4% Strongly Disagree
<ul style="list-style-type: none">The strongly disagrees represent a very low number of students who completed the survey.Most students expressed that they would report issues to tutors, student advice centre, lectures, support staff, class reps, student association.Very few students reported they would use Report for Support but at the time of survey the system was new and not fully launched.			

Table D – Staff Safety & Support Survey MEN

Men's Health, Safety & Support Survey: Session 2024-25			
Small numbers of male staff completed the survey <5%			
In relation to mental Health do you know how and where to access support in college?		60% – Yes 20% – No 20% – Not Sure	
The No & Not Sure responses represent a very low number			
Where are you most likely to go and seek support in college for your mental health?		22% – Line Manager 11% – People Services 56% – Colleague 11% – Drop-Ins or Health Professionals 0 response for other categories	
In relation to how you <i>identify</i> (this means your gender, sex, religion, race, sexual orientation etc...), please tell us about how safe you feel at College?			
I feel safe at college	I feel safe learning online	I feel I can be myself at college	I feel I am supported at college
100% Strongly Agree	100% Strongly Agree	60% Strongly Agree 40% Agree	60% Strongly Agree 40% Agree
In relation to reporting incidents of violence, harassment and abuse at College, please tell us how you feel about this.			
I know how to report incidents of violence, harassment and abuse.	I feel confident in reporting incidents.	I feel confident I would be supported if I experienced or witnessed any incidents.	I feel confident that complaints will be dealt with.
20% Strongly Agree 80% Agree	60% Strongly Agree 20% Agree 20% Strongly Disagree	20% Strongly Agree 60% Agree 20% Strongly Disagree	40% Strongly Agree 40% Agree 20% Strongly Disagree
Male staff reported they would report incidents of violence, abuse, harassment or complaints through Report for Support, Line Manager, staff online portal			

Table E – Staff Safety & Support Survey WOMEN

Women's Health, Safety & Support Survey: Session 2024-25			
Small numbers of female staff completed the survey <7%			
In relation to mental Health do you know how and where to access support in college?		100% – Yes	
Where are you most likely to go and seek support in college for your mental health?		50% – Line Manager 6% – People Services 33% – Colleague 11% – Wouldn't seek help 0 response for other categories	
In relation to how you <i>identify</i> (this means your gender, sex, religion, race, sexual orientation etc...), please tell us about how safe you feel at College?			
I feel safe at college	I feel safe learning online	I feel I can be myself at college	I feel I am supported at college
92.3% Strongly Agree 7.7% Agree	100% Strongly Agree	69.2% Strongly Agree 30.8% Agree	92.3% Strongly Agree 7.7% Agree
In relation to reporting incidents of violence, harassment and abuse at College, please tell us how you feel about this.			
I know how to report incidents of violence, harassment and abuse.	I feel confident in reporting incidents.	I feel confident I would be supported if I experienced or witnessed any incidents.	I feel confident that complaints will be dealt with.
69.2% Strongly Agree 30.8 % Agree	53.8% Strongly Agree 46.2 % Agree	69.2% Strongly Agree 30.8 % Agree	61.5% Strongly Agree 38.5% Agree
38% more women than men completed the staff safety survey. No disagree or strongly disagree responses Most of the women who completed the survey would report incidents of violence, abuse, harassment or complaints to their line manager or people services. More women than men stated they would use Report for Support to report incidents.			

7. Equality Outcomes for 2025-29

Borders College is committed to reducing inequalities across our College context and contributing to closing national equality gaps.

Based on the progress made with the Equality Outcomes 2021-25 and the evidence and data gathered for this report, the following outcomes are being proposed for the College's Equalities Outcomes Plan 2025-29. The outcomes have been created around 3 themes.

Theme 1: SAFETY

Outcome 1: Borders College Community will feel increased 'safety' at College, and have more confidence in the processes, procedures and supports in place.

Theme 2: CURRICULUM

Outcome 2: Borders College will deliver for students a curriculum which further embeds equalities within and across it.

Theme 3: SUCCESS

Outcome 3: Borders College will improve the success and retention rates of students across identified age groups, and students who have a disability and/or declare a mental health condition.

The rationale for these outcomes, and the relevant National Equality Outcomes which align to them, are set out within Borders College Equalities Outcomes 2025-29 document ⁴.

It should also be noted that these Equalities Outcomes and the related action plan for 2025-29 will be a live document which is responsive to need and change, and to the College's capacity for delivery.

⁴ https://www.borderscollege.ac.uk/sites/default/files/2025-04/Borders%20College%20Equality%20Outcomes%20%202025-2029_0.pdf

8. Equalities in Action at Borders College

Here we have highlighted a few additional examples of practice which demonstrates Equalities in Action at Borders College.

General Duty 1: Eliminate Unlawful Discrimination, Harassment and Victimisation

- Equally Safe - Borders College Approach
- Safer Communities Campaigns
- College is registered as 'Keep Safe' spaces and a Third-Party Reporting Centre
[Keep Safe scheme – Police Scotland](#)
- Report for Support

General Duty 2: Advance Equality of Opportunity

- Borders Young Talent Programme [Pathways-from-Poverty-Borders-College-Case-Study.pdf](#)
- Trauma Informed College Programme [Creating Hope at Borders College. Borders College News](#)
- Student Mental Health Agreement [Copy of Borders College Student Partnership Agreement 2023-2024 \(A4 \(Landscape\)\)](#)
- Men and Women's Health Campaigns & Support
- Supported Enrolment & Quiet Introduction
<https://www.borderscollege.ac.uk/news/quiet-introduction-ensures-positive-start-college-life>
- Equalities Campaign Calendar
- Mental Health – Agriculture <https://www.borderscollege.ac.uk/news/mental-health-awareness-campaign-focuses-agriculture>
- Women in Engineering [Women in Engineering: Breaking Barriers at Borders College | Borders College](#)
- Females in farming & agriculture
<https://www.thescottishfarmer.co.uk/news/23973340.record-number-girls-borders-college-farming-course/> <https://www.bbc.co.uk/news/uk-scotland-south-scotland-67567170#:~:text=Girls%20make%20up%20around%20half,National%205%20Modern%20Agriculture%20course.>
- Rural skills success <https://www.borderscollege.ac.uk/news/rural-skills-trio-celebrate-success-national-albas-finals>

General Duty 3: Foster Good Relations

- Black History Month: Recognising Local Black History
- Drop Ins [Borders College – A new initiative called ‘The Drop-In’... | Facebook](#)
- LGBT [Supporting-Transgender-Non-Binary-People-College-2025v2.pdf](#)
- Hidden Disabilities – https://www.linkedin.com/posts/college-employers-scotland_fibromyalgia-ukdisabilityhistorymonth-fairwork-activity-7272911862374019073-s81-?utm_source=share&utm_medium=member_desktop
- Neurodiversity Staff Training – Enabling Neurodivergent Students to Fully Engage in the Learning Process
- School links – [Borders College Schools Academy | Borders College](#)

9. Concluding Remarks

This report has provided a snapshot of the varied equalities work Borders College has achieved to mainstream equality and progress our equality outcomes. Many of the examples within this report evidence how the College is effectively responding to the legislative requirements set out in the Public Sector Equality Duty (PSED), and others demonstrate how the College regularly steps beyond what is required. What has been reflected is the strong commitment of staff to our students, colleagues, and to the organisation as a whole.

We are aware of the persistent inequalities faced by our College community and those which exist across the national landscape of Scotland. The College is committed to doing what it can to reduce these while managing the financial pressures experienced across the college sector. Wider and global issues can have an influence on equalities, diversity and inclusion and as such, we will do everything within our power and resources to respond to the impact of these.

As Borders College enters a new phase in its direction and development, with 2025 seeing the refresh of a number of strategies including our overarching Strategic Ambition, we will continue to work with our students, staff, regional and national partners to advance our commitment to progressing our equality outcomes and Public Sector Reporting Duties.