

# Equality, Diversity and Inclusion

## Mainstreaming Report



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## 1 Principals Foreword

UHI Moray's mission is one of transformation: helping transform individual lives; and being at the heart of transformation in our community in Moray, and in the wider UHI region. We deliver that mission of transformation through teaching, learning and support for students.

We are committed to mainstreaming equality, in all that we do and deliver as an organisation and believe that the best way to promote a positive impact on each of the protected characteristics is to focus obsessively on improved performance and achievement for *all* our students.

In our teaching, and in our wraparound services to support our students, we strive to ensure inclusiveness, equality, diversity, dignity, and respect for all. We work to ensure that our students achieve their full potential and that our staff are supported towards achieving their career goals and long-term aspirations.

UHI Moray benefits immensely from the diversity of its staff and students. Everyone who walks through our doors brings with them many differing experiences. This, in turn, allows us to continually learn from each other and enhances our college community.

This mainstreaming report sets out the college's key achievements in relation to the value we apply to equality and diversity. We are committed at all levels to ensuring an inclusive and open culture that fosters good relationships and eliminates unlawful discrimination.

Every day we embrace equality of opportunity for all our learners, staff, stakeholders, and partners, to ensure dignity and respect for all.



A handwritten signature in black ink, appearing to read 'David Patterson', with a long horizontal flourish extending to the right.

David Patterson  
**Principal and Chief Executive**  
**UHI Moray**

## 2 Introduction

UHI Moray is one of the three largest academic partners that constitutes the University of the Highlands and Islands. Our college is set in the centre of the Cathedral city of Elgin, spanning across two campuses. We deliver courses ranging from Further Education courses including SVQ and National Certificates focusing on learning within a realistic work environment through to leisure courses, HNC, HND, Degree and Postgraduate courses at our main campus and at the Oil, Gas and Renewables centre. Our courses can be studied full time, part-time, online or as distance learning.

We strive to ensure our students and staff experiences are the best they can be, thus maximising potential and our objective of achieving the high-quality outcomes. Our work to embed the mainstreaming of equality and diversity throughout all areas of the colleges business builds upon our principles for respect, opportunities for all and fairness throughout.

To date, each of the reports published in April 2013, 2015, 2017, 2019, 2021 and 2023 have shown the journey and progression of the college in relation to mainstreaming equality, and especially in relation to the revised protected characteristics now actively in place.

The college meets the specific duties of the General Duty by the gathering of general data and with additional gathering of specific protected characteristics such as gender and sexual orientation. This has required a new methodology of data gathering within MIS as well as secure storage of such data.

Our analysis of this data will further highlight to our students, staff, and stakeholders the continual advancements we are making as a college to enhance the mainstreaming of equality and diversity and specifically the equality duty into our day-to-day work of the college.

This April 2023 revised Equality Mainstreaming Report will demonstrate evidence of further progress since previous reports and the focus UHI Moray has applied to **RESPECT, DIGNITY, OPPORTUNITIES, FAIRNESS, and INCLUSION.**

This report also includes the Board of Management diversity information, employee equality monitoring and information on gender pay gap.

A statement on equal pay which includes occupational segregation in relation to, gender, race and disability has been compiled and stands as a separate document.

The set of Equality Outcomes of 2021-2025 compiled and revised in April 2023, are highlighted in section 3, with specific detail given within further sections of this Mainstreaming Report. A progress and evidence base has been provided to support the ongoing completion of the equality outcomes set.

### 3 Equality Outcomes set for 2021-2025

Each of these are based on a:

- Strategic Equality Outcome, being, aspirational and long term (**SEO**)
- Specific Operational Equality Outcome, being, operational and short to mid-term (**SOEO**)

#### 3.1 Equality Outcome 1: Governance and Management

- **SEO:** Our Board and Management are fully committed to equality duties and to ensuring decisions are in line with the Public Sector Equality Duty (PSED)
- **SOEO:** We will promote awareness and inclusion within the mainstreaming of equality and diversity at the Board of Management (BoM) and Senior Management Level (SM)
- **SOEO:** UHI Moray will ensure alignment with the Code of Good Governance and Public Sector Equality Duty (PSED) General Duty

#### 3.2 Equality Outcome 2: Support for Students

- **SEO:** We provide a supportive, inclusive, and accessible environment for our students
- **SOEO:** People with all protected characteristics can access UHI Moray and its services free from architectural, environmental, and geographical barriers

#### 3.3 Equality Outcome 3: Support for Staff

- **SEO:** We provide a supportive, inclusive, and accessible environment for our staff
- **SOEO:** UHI Moray is supportive and respectful as an employer

#### 3.4 Equality Outcome 4: Stakeholder and Partnership

- **SEO:** We are recognised by our community and stakeholders as an organisation committed to providing and advancing equality of opportunity
- **SOEO:** Demonstrate our commitment to advancing equality and diversity

#### 3.5 Equality Outcome 5: Improving Data

- **SEO:** The college reviews and evaluates itself against the protected characteristics of staff and student populations
- **SOEO:** The college has improved its data collection and presentation facilities

#### 3.6 Equality Outcome 6: Gender Action Plan

- **SEO:** The college will develop and publish a Gender Action Plan (GAP) as set by the Scottish Funding Council (SFC)
- **SOEO:** The college will implement a Gender Action Plan (GAP) that incorporates all actions set by the SFC for inclusion into their GAP

## 4 Legislation

This publication is provided in furtherance of our statutory obligation in relation to reporting in accordance with the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016. Specifically, this relates to our duty to report on Mainstreaming Equality and Diversity and publishing equality outcomes.

### 4.1 The Equality Act 2010

The Equality Act (2010) protects people in the workplace and wider society from discrimination. The act replaces all previous anti-discrimination laws to establish one single act that will:

- enable the law to be easier understood and followed
- strengthen protection to situations as they arise
- give greater clarity regarding unlawful treatment

### 4.2 Public Sector Specific Equality Duty (PSED)

The PSED came into force on the 5<sup>th</sup> of April 2011 and replaces previous separate equality duties for race, gender, and disability. The PSED, also known as the General Duty, commenced in Scotland on the 27<sup>th</sup> of May 2012 and was set by the Scottish Parliament. The Scottish Funding Council (SFC), Higher Education Institutes (HEIs) and all Scottish Colleges are covered by both the general duty and the specific duties. All protected characteristics except for marriage and civil partnership are subject to the PSED and consist of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

### 4.3 The General Duty (PSED)

Under the General Duty we are required to:

1. eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
2. advance equality of opportunity between people from different groups, considering the need to:
  - remove or minimise disadvantages suffered by people due to their protected characteristics and meet the needs of people with protected characteristics
  - encourage people with protected characteristics to participate in public life or in other activities where their participation is low
3. foster good relations between people from different groups, tackling prejudice and promoting understanding between people from different groups.

### 4.4 The Equality and Human Rights

The Equality and Human Rights Mainstreaming guidance states that mainstreaming the equality duty has several benefits including:

- Equality becoming part of the structures, behaviours, and culture of the College
- Being able to demonstrate how, it is promoting equality in carrying out its functions
- Mainstreaming equality contributing to continuous improvement and better performance

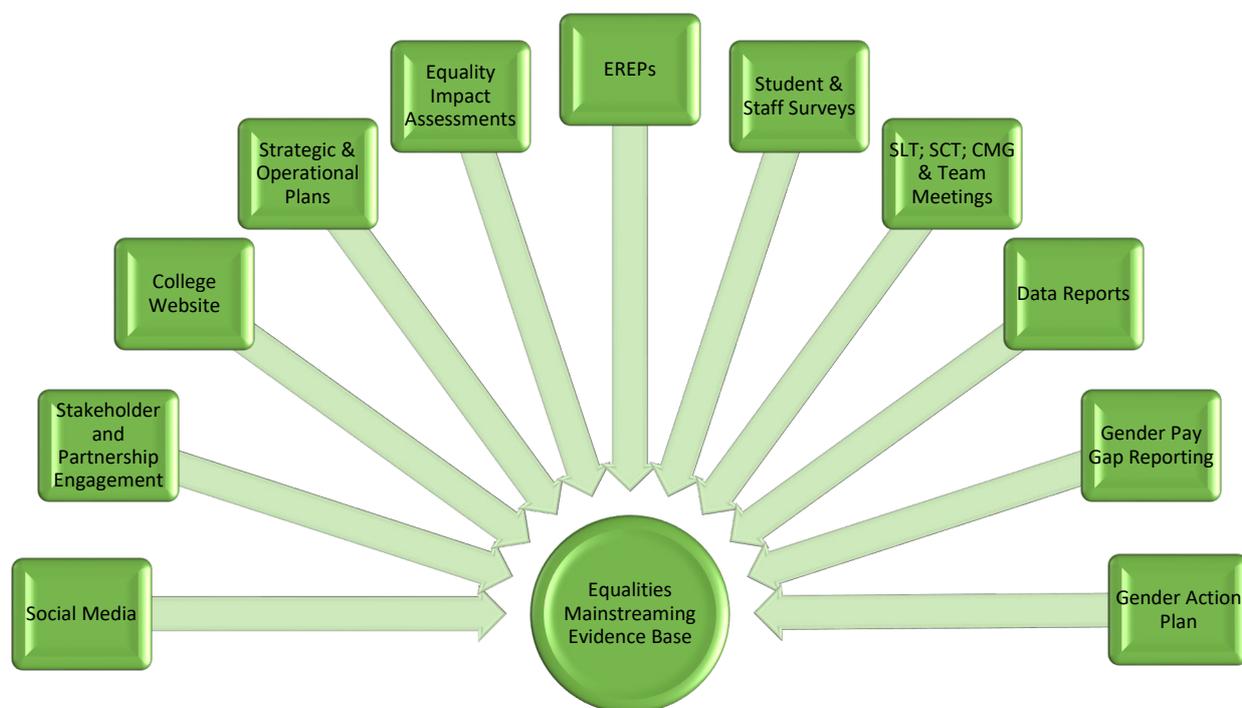
## 5 Evidence Base of Mainstreaming Equalities at UHI Moray

Our robust processes (Diagram 1.), enables us to evidence clearly how we gather information to quantify where we are making progress on effective mainstreaming of equality.

Consideration of all modes of evidence bases are inclusive of groups and individuals who represent protected characteristics and are involved in nearly all our meetings and decision-making processes across the college.

Any future progress to enhance the mainstreaming of equality is considered throughout some or all the evidence bases. In turn this enables the college to better perform the requirements of the Public Sector Equality Duty and the Specific Duties of the Equality Act (2010).

**Diagram 1.**



### 5.1 Equality and Diversity Practitioner

The college has in place a dedicated Equality and Diversity practitioner. This member of staff works within the Equality Mainstreaming Group, is responsible for the writing of the Equalities Mainstreaming report, writing the set of Equality Outcomes for the college, and keeping these up to date and progressing over the four-year cycle they are set for. They are also responsible for writing the Gender Action Plan and liaising closely with the Head of Human Resources in relation to the completion and publication of the Employee Equality information and Gender Pay Gap information.

## 6 Our Support of the Protected Characteristics

To ensure that everyone works within the parameters of the protected characteristics of the Equality Act (2010), each area is closely monitored within the college. Some examples of this are highlighted below:

### 6.1 Age

UHI Moray welcomes applications from all ages and has developed initiatives along with Policies to facilitate return to learning and to support students with families. This includes providing appropriate guidance on financial support and careers advice specific to mature students alongside Government policies. We provide a KickStart programme for any applicants who have been out of education for a long period to help their confidence before start date.

For student with no qualifications, we arrange a diagnostic test in The Study bar to gauge where they are in academic terms. This ensures we are suggesting the correct level of course for them to embark, achieve and progress. For students under the age of 16 we support them through the school's coordinator who monitors attendance and communicates with school any absences and issues.

We have a duty of care for any students between the ages of 16-18 under our safe- guarding policy. We also have a duty of care to students who have been or are currently in care from ages of 15–26 ensuring support and guidance with a named person The Student Advice Manager.

### 6.2 Disability

A range of services in support of disability equality are provided. Learning support services help students, whatever their disability to access the full range of academic and social activities the College has to offer. Our Student Services team work closely with Learning Support and the Study Bar to achieve this. Relevant students receive Personal Support Plans (PLSP's) including reasonable adjustments to allow the student to benefit from the programme.

We offer flexible adjustments to our programmes to support students with disabilities that may otherwise negatively impact on their attendance at college. We have a lift for disabled students who are given keys to access this to gain access to Student Services.

Supporting students with physical disabilities has been addressed within the estates of the college. There have been a few adjustments that have been carried out to the main building of the college. These adjustments fall in in line with the General Duty of the PSED, and some are as follows:

**Sight Impairment:** The college has had retrospectively fitted continuous handrails to all stairs, and tactile surfaces installed at the access points to all stairs.

**Hearing Impairment:** A few fixed hearing loops have been fitted at reception areas and, in various rooms, portable units are also available.

**Physical Disabilities:** The College has had power operated doors installed at several main entrances and other locations within buildings. Other doors have had electronic automatic restraints fitted on several thoroughfare routes.

**Firefighters Service Lifts:** Lifts have been re-programmed with override software to permit their use in assisting other less ambulant members of the community to exit from upper floor levels.

**Disabled Parking Bay:** A few parking bays suitable for those with the recognised badges are available on all sites. The College also makes available an “in-house” time sensitive badge for those who do not qualify for the official badge, but may have a condition, permanent or temporary which a badge may assist with when using the College parking facilities.

**Career Advice:** We provide careers advice to students with disabilities. Guidance is provided on the main sources of disability related funding and benefits and tax credits for disabled students.

**Room Allocation:** The College has a process through which the students with additional requirements can apply for a particular type of room or location. We have 2 guidance professionals offering help with emotional, psychological, or mental health difficulties.

**Empathy Room:** We also offer an empathy room 2 days a week as a drop in along with a quiet space on other days for mindfulness colouring- in or origami to help de-stress.

### 6.3 Pregnancy and Maternity

The College is committed to providing an environment where members of its community are supported, treated fairly with dignity and respect during pregnancy and maternity. The college understands and supports students who are pregnant whilst at college, allowing extra time off for appointments and the supportive arrangements for pregnancy related ill health.

The college will pay 4 weeks bursary after baby is born. The student would then meet the criteria for maternity benefit. If the student returns after 6-week period, their bursary shall be reinstated. Fathers are given 4 weeks paternity leave with pay. All the above include fostering and adoption.

A range of support for students with children is provided, including financial support and childcare.

We have a Nursery which aims to promote a happy, secure, caring and stimulating environment where children can develop socially emotionally physically and intellectually.

The nursery is open to children of students, staff, and members of the public.

A private area is provided for breastfeeding. Baby changing facilities can also be found in first aid room and certain toilets around college.



## 6.4 Race

The College aims to meet the needs of its diverse student population through consultation and engagement. The College seeks to promote cultural understanding and race awareness in a variety of ways for example a bi-annual Diversity Day where the whole college is encouraged to participate. External agencies (Diversity in, Autism Moray Council, Red Card Scotland, Disability sports event, Lead Scotland, RNIB Grampian, Red Cross, Grampian police, LGBT, North East Sensory Services. Moray Street Pastors, Arrows and Advocacy Northeast) provide talks and activities. We also have various Widening Participation Initiatives encouraging a socially and diverse student population, these include taster days for schools and teachers to raise aspirations and encourage progression to college. We have pro- active Beechtree staff who are committed to meet the diverse dietary needs of all students. We have a pro- active ESOL programme teaching English as a second language. We use diagnostic tests to ascertain the entry level for our students to facilitate successful progression.

## 6.5 Religion and Belief

The college collects equality monitoring data on religion and belief from students during enrolment process. This information will be used to monitor the educational experience of students, to inform the college policies, practices and the development of services and help to identify any potential inequalities. Whilst there has not been any significant demand for specific prayer provision the college has however made a room available upon request through Student Services. Students wishing to observe a religious commitment on a particular day during the published exam period are advised to make prior arrangements through the exam's office.

## 6.6 Sexual Orientation

The college sets out the college's commitment to ensuring that everyone studying at the college is treated fairly and with dignity and respect whatever their sexual orientation. The college has had a LGBTI group since 2015/2016 session working alongside HISA. Whilst the support has been sporadic and attendance low. We have had outside agencies coming to speak about LGBT matters.

## 6.7 Sex

The College aims to meet the needs of its diverse student and staff population through consultation and engagement. We currently are at an early stage of evaluating our service by gender.

## 6.8 Marriage/Civil Partnership

Civil partnership is recognised and reflected in College and Government Policies, for example, applications for bursaries from someone in a civil partnership has all the same rights as a marriage application. Bursary rules apply to those in civil partnership on the same basis as a married person.

## 6.9 Gender Reassignment

We support students who are undergoing or have undergone Gender Reassignment. Although it may seem that students undergoing gender reassignment are going through a similar experience, it is imperative that each students support needs are acknowledged as being individual and unique. It should also be noted that for those students embarking on gender reassignment during studies, it can be an exceptionally stressful and unquantified time, as lecturers, staff and many of the students may already have known them prior to gender reassignment.

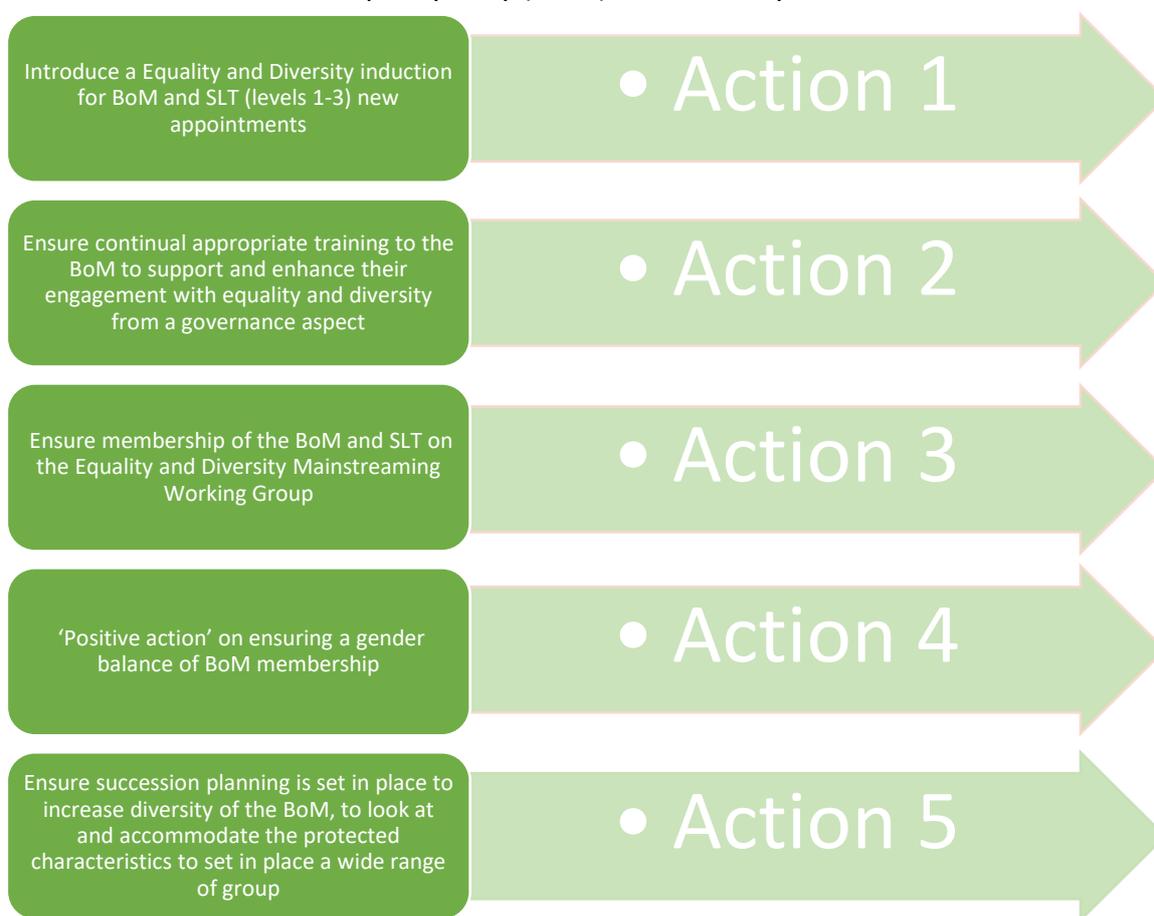
## 7 Equality Outcome One: Governance and Management

**Context:** To ensure that the Board of Management (BoM) and Senior Management (SLT) are knowledgeable and confident about equality and diversity matters and appropriately placed to provide strategic and operational direction of the college.

**Strategic Equality Outcome:** Our Board and Management are fully committed to equality duties and to ensuring decisions are in line with the Public Sector Equality Duty (PSED)

**Operational Equality Outcome:** We will promote awareness and inclusion within the mainstreaming of equality and diversity at the Board of Management and Senior Management Level

**Operational Equality Outcome:** UHI Moray will ensure alignment with the Code of Good Governance and Public Sector Equality Duty (PSED) General Duty



**Protected Characteristics we have covered, and General (PSED) Duty addressed are:**

Age	X	Pregnancy	X	Sex	X	General Duty 1	X
Disability	X	Race	X	Sexual Orientation	X	General Duty 2	X
Gender Reassignment	X	Religion belief	or X	Marriage/Civil Partnership	X	General Duty 3	X

## 7.1 Board of Management and Senior Leadership Team Induction

As new Board and Senior Leadership members join the college, they are asked to undertake training in relation to Equality and Diversity and Inclusion. College Development Network support training of these new members and is a mandatory requirement of all Board members to complete the training within their first year of appointment.

## 7.2 Continual Professional Development of the Board of Management

Continual appropriate training of the BoM is undertaken to support and enhance their engagement of Equality and Diversity from a Governance aspect. Each Board member is asked on an annual basis to update their training if Equality, Diversity, and Inclusion, improving self-awareness. In session 2022-23, Board members were also asked to undertake on-line training on Equality and Diversity Unconscious Bias Training. This is especially important where Board members are involved within the recruitment and selection of Board members and senior staff of the college.

## 7.3 Equality and Diversity Mainstreaming Working Group

This group is still in its infancy and as such, there has been no formal meetings set. This is something now being included within the college quality calendar meetings set into the college session timetable of meetings for session 2022-23. This group is chaired by the Equality and Diversity Practitioner and supported by senior leadership and Board members.

## 7.4 Gender Balance of the Board of Management

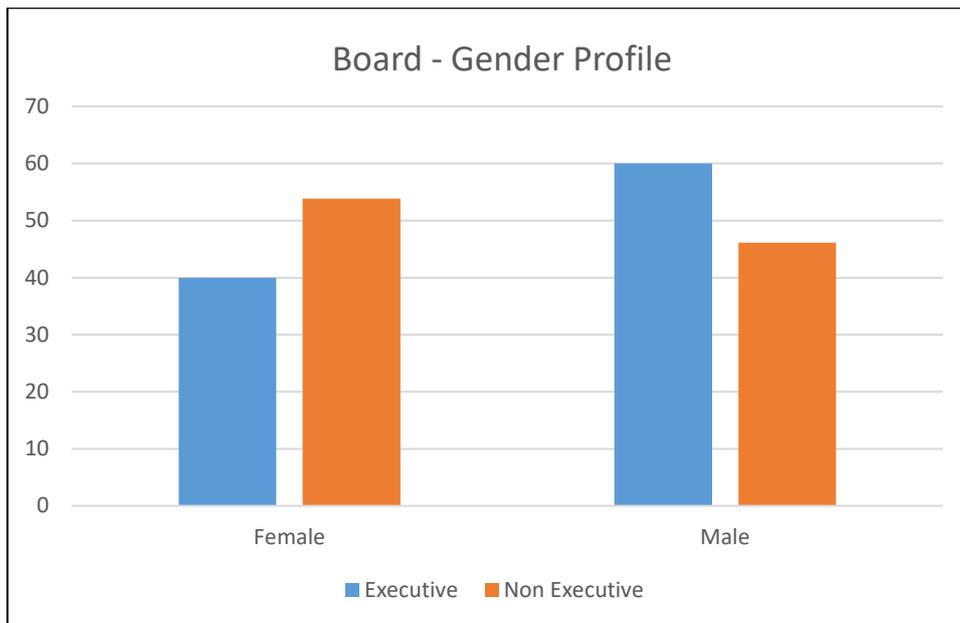
A positive approach is applied to the gender balance of the current Board, further information on this can be found at point 7.6 of this report.

## 7.5 Succession Planning of the Board of Management

This has been set in place to increase diversity and relevant skill sets of the Board, to look at and accommodate the protected characteristics of a wide based group of members. Addressing succession planning is key and underway within the marketing and recruitment process within the Board.

## 7.6 Composition of our Board of Management

The composition of the Board of Management are members who are either retired or in full-time or part-time employment. In 2021/22 the Board started the year with 13 members – 6 males to 7 females (or 46% to 53%) - but by March 2022, following three resignations in quick succession, the Board comprised 6 males to 4 females (or 60% to 40%). The Board has demonstrated leadership in addressing its gender balance and launched an extensive recruitment campaign in April 2022. Applications were sought particularly from women, but also other groups currently under-represented on Scotland's public bodies including people with disabilities, LGBTIQ+, those from black and minority ethnic communities and people aged under 50. The College was successful in recruiting seven new non-executive members, including 4 women and 2 members with a high level of experience in Finance and Audit. This was significant in that the College had been advertising these two vacancies since summer 2021 without generating any interest. One of the two student members who took up post in June 2022, resigned in September and a replacement was elected during the autumn by-elections run by HISA. Their appointment has resulted in a balance of 9 females to 9 males (or 50- 50%).



We have exceeded the Ministerial Guidance which states that, “A regional strategic body should aim for an assigned incorporated college board to have a membership: which, as far as possible, reflects the diversity of the people in the region and comprises at least 40% male and 40% female”.

The College will not remain complacent in this fact and will continue to strive towards ensuring that the Ministerial guidelines continue to be adhered to as well as endeavouring to improve diversity on the Board. Advertisement for Board Members includes a statement that the College embraces diversity and would welcome expressions from all areas in the community. The application form to become an Independent Board Member gathers Equal Opportunities Monitoring Information and includes information on Protected Characteristics. This information will be used to try and improve diversity amongst Board members. However, given the demographic ethnicity and disability profile of the Moray population, this will continue to be very challenging.

As a college our approach on how information on the protected characteristics of the Board has, or will be used to improve diversity amongst members is as follows:

The application form to become an Independent Board Member now includes Equal Opportunities Monitoring Information including information on Protected Characteristics. Going forward this information will be used to try and improve diversity amongst Board members. This will be done by advertisements for Board Members including a statement that the College embraces diversity and would welcome expressions from all areas in the community.

## 7.7 Our Senior Leadership Team

The Senior Leadership Team (SLT) is committed to the provision of education to all and believe that no-one should be denied opportunities because of their race or ethnicity, a disability, their gender, or sexual orientation, their marital or civil partnership status, their age or religion.

Both staff working for UHI Moray and our students should be treated equally and fairly and given equity of opportunity. For staff, this commitment also extends to maternity status, working pattern, employment status, caring responsibility, and trade union membership.

The SLT are committed to living the core values of Collaboration, Openness, Respect and Excellence and in doing so, model the approach which we expect from our staff and students. As a team we seek to lead by example and understand both our role and responsibility in fostering a culture of inclusion as well as ensuring compliance with all Equality legislation in respect to both staff, students, and stakeholders.

Through a previous restructure, the SLT were able to designate cross-college responsibility for Equalities to a Head of Curriculum. In doing so we have been able to ensure that this lens through which we conduct our business is integrated into the teaching context, as well having a broader whole college view. It has been important to us as an organisation to make this commitment, again demonstrating its importance to our work.

There is an equal gender balance within the SLT and members of the SLT also engage with the university wide Women's Network to promote the debate of current challenges facing women in Higher and Further Education, within our own institution and to plan initiatives to address these challenges.

## 7.8 Our Mission, Vision, Values and Strategic Priorities

The Mission, vision, values and five key strategic priorities of UHI Moray are set within the colleges Strategic.

**Mission Statement:** Our Mission is:

- To transform lives and to be at the heart of transformation in Moray, and in the wider region.

**Vision Statement:** Our Vision is that we will be 'famous' for:

- a destination of choice for students and staff
- a partner of choice for stakeholders, and
- widely recognised for our role in transforming lives, communities, and practice

**Values:** As a core partner within UHI, we have therefore chosen to adopt the values of the University and make them our own. The 'CORE' Values that govern our behaviour are therefore:

- |                 |              |
|-----------------|--------------|
| ▪ Collaboration | ▪ Respect    |
| ▪ Openness      | ▪ Excellence |

**Strategic Priorities:** These five strategic priorities set out the strategic direction of the college in the medium term and identify how the key strategic objectives will be monitored and achieved.

1. Tertiary Education
2. Research Impact
3. Engagement
4. Enterprise
5. Sustainability

Delivery of the strategy will be supported by a robust performance management process and good governance practice within the context of behaviours which reflect the core values of the college.

## 7.9 Equality Impact Assessment

This formal procedure is intended to enable us to ensure that the way we operate (particularly as expressed through policies and procedures) does not adversely impact on protected characteristic groups in a way that is not justified or unavoidable.

The policy we adhere to and the process we follow to ensure we equality impact all that we undertake in our daily strategic and operational business is a routine occurrence for all areas.

Use of Equality Impact Assessment (EqIA) complements and underpins our attempts to promote equal opportunities, promote good relations between different groups and to eliminate discrimination. For everything we do we ask the question: How is this likely to impact on people?'

Equality Impact Assessment (EqIA) is being used as an integral part of policy development and to assess existing policies. Once we have assessed all existing policies the assessment process will be embedded as part of policy and procedure development, this is currently being implemented.

## 7.10 Public Procurement

UHI Moray is signed up to a Procurement Shared Service with Advance Procurement for Universities and Colleges (APUC) and therefore follow best practice regarding procurement in line with the Procurement Reform (Scotland) Act 2014 and the EU Procurement Directives to ensure full compliance.

Equality falls under social responsibility (sustainability) so for regulated procurements this is considered from the beginning at contract strategy stage for all contracts where appropriate and embedded into tender documentation in a relevant and appropriate manner.

## 8 Equality Outcome Two: Support for Students

**Context:** To ensure that all students have an equal opportunity to fulfil their potential and feel respected within UHI Moray. To feel confident in their ability to access the services offered within the college from enquiry to completion.

**Strategic Equality Outcome:** We provide a supportive, inclusive, and accessible environment for our students.

**Operational Equality Outcome:** People with all protected characteristics can access UHI Moray and its services free from architectural, environmental, and geographical barriers.



**Protected Characteristics we have covered, and General (PSED) Duty addressed are:**

Age	X	Pregnancy	X	Sex	X	General Duty 1	X
Disability	X	Race	X	Sexual Orientation	X	General Duty 2	X
Gender Reassignment	X	Religion belief	or X	Marriage/Civil Partnership		General Duty 3	X

## 8.1 Inclusion of Equality and Diversity within Staff Development

Each session there has been a range of mandatory on-line modules to be completed by the staff of the college. These are time lined for completion and are then referred to within the staff member's bi-annual appraisal. Two of the modules completed by the staff are:

- ACAS Equality and Diversity Training
- Marshall Diversity in the Workplace
- Unconscious Bias Training
- Access and Inclusion Training

## 8.2 Embedding Equality and Diversity into the Curriculum

All learning and teaching materials developed are checked through the monitoring and internal verification process to ensure that they meet the requirements of the Equality Act 2010. The annual check of current and modified materials via the Quality, Equality Learning and Teaching Materials (QELTM) is also undertaken.

## 8.3 Review of the Curriculum Review Process

This has been embedded into the curriculum review process to ensure impact on disadvantaged and underrepresented groups is thoroughly assessed, and opportunities to advance equality pursued. Further review is currently underway to ensure all the Further Education curriculum delivery is both fit for purpose in relation to market demand and to ensure that inclusion is transparent.

### 8.3.1 Curriculum Strategy

The purpose of this strategy is to provide clear direction to deliver the college strategic aim, to: *"Offer a forward-looking curriculum shaped by local, regional and national priorities which meets the needs and aspirations of our students, employers and wider communities"*.

The strategy has been developed to provide a framework against which the existing curriculum portfolio can be evaluated and developed further, to meet the needs of learners and relevant stakeholders. The strategy will also provide guidance for staff involved in the development of new programmes.

### 8.3.2 Curriculum Strategy Aim and Objectives

The aim of the curriculum is to prepare learners for work and other positive destinations by developing skills, knowledge and attributes which will improve learners' life chances and generate the skilled workforce needed for economic growth by focusing on job-related skills. Therefore, this strategy provides guidance to achieve the following curriculum strategic objectives:

- Review and approve a flexible curriculum portfolio which includes all full time, part time and commercial programmes and ensures curriculum planning is responsive to workforce and skills planning needs and emerging opportunities.
- Improve the design, alignment, and coherence of the learner journey to ensure the learner experience is work relevant, contextualised, appropriate, and engaging. A range of cross cutting themes including qualification alignment, types of learning experiences and the extent of progression planning within subject areas will be considered with a focus on delivering equity, raising attainment, promoting equality, tackling inequalities, and supporting those with additional needs.

## 8.4 Application to Enrolment and Beyond

There has been an increased degree of monitoring of the application to enrolment conversion rate over the past three-year cycle.

### 8.4.1 Recruitment, Selection and Admissions Policy

The need for a college-wide policy on student recruitment, selection and admissions stems from the necessity to ensure that the College offers a high quality, inclusive and equitable service to prospective entrants. Ensuring that all are treated fairly and with respect and dignity. This policy was piloted in session 2013-14, revised in session 2014-15 and then rolled out live the following session. There was further amendment to the policy for the beginning of session 2020-21 due to COVID-19.

### 8.4.2 Induction

Student induction encompasses the initial stages of the guidance and support services provided to students from before they enter College and continues throughout their course and beyond. It is College policy that all students from a variety of backgrounds, with a wide range of learning experiences are entitled to receive an induction that aims to:

- ease the transition to studying in College
- introduce students to the skills, knowledge and demands of their; programme and includes transition between levels

## 8.5 Workplace Equality Benchmarking Exercise of Campus Facilities

As a college we have been working closely with the SFC to work towards a goal of a new campus. Meantime, until this can be a possibility, we continue to strive to ensure our campus is fully inclusive and available for all protected characteristics learners.

A recent appraisal of our college meeting this standard was carried out by an external agent. Work is underway to address where there was minimal shortfall.

## 8.6 Enhancement of the College Marketing Plan

We continue to enhance our marketing plan with clear guidelines and systems set, to ensure that all college marketing and other publications are ensuring equality and inclusion. Information relating to this action plan can be found in section 10.1.4 of this report.

## 8.7 Moray Community Partnership to Provide ESOL Provision in Schools

ESOL provision in schools is well established and for academic year 2022-23 and is streamlined. Agreement has been reached for the EAL Service to support younger learners, allowing UHI Moray to support those ESOL learners to gain essential qualifications at SCQF 5 and SCQF 6.

## 8.8 Support we Offer our Students

Our students are provided with support at all stages, from their initial application to the college, during their time at the college, and through to the completion of their course and beyond. This support is applied with great importance and commitment from all the staff at the college.

Our Learning Resource Centre, Student Study Bar, Inclusive Learning Support, Administration Centre, and Student Services are each key support areas where our students can gain the appropriate level of information and the continual support they require.

**Student Services** - The Student Services centre is a vibrant, welcoming area and great place to study. It has been specially developed to incorporate a “One Stop Shop”. Students can access any information regarding their course including Finance queries. Course applications, Careers, and employability.

We also have the Study bar which provides an open environment for all students to access their individual learning support needs including study planning, study skills, numeracy, literacy, assistive technology support etc. We have a children’s area where the siblings can spend time creating their own masterpiece whilst a student is within the student services area gaining some important information, to help them along with their course.

Mainstreaming of equality within the student services area is key for the diversity required of the college. Most often this is the first port of call for any potential student coming to study at the college to discuss their potential future as a student. We were one of the first colleges to initiate free sanitary products into all toilets in the college including Male toilets for any transgender people.

**Our Study Bar and Inclusive Learning Support** - Learner Support offers support to all students at UHI Moray. For those students with disabilities, Learner Support will ensure that reasonable adjustments are made to enable the student to access the college and their chosen course. The Study Bar is a resource for any student who wants to work and improve on study skills. The support is offered on a 1-1 or drop-in basis; workshops are delivered in class, by request of lecturing staff.

Some examples of support offered are in the form of alternative assessment arrangements, the use of assistive technology, ergonomic seating / height adjustable desks, accessible rooms, and extended transitions into college for those who require it.

Personal Learning Support Plans (PLSP) meetings and study bar services will continue to be offered both face-to-face within the college building, and online. Online delivery for remote and online students was planned as part of our Operational Planning and will meet the needs of a broader range of students and for those students who are time poor or have other obligations which may impact on their ability to use the service. It may be location, other commitments such as family or work, or because of a disability which could impact on them using the service – autistic or mental health students who find new situations difficult or does not like to be in an environment with other students (not in their class) they are not familiar with as thus would prevent them from accessing the service.

Often student timetables and homelife leave little or no time for appointments within the Study Bar so remote appointments and more flexibility in working hours by staff will support this – appointments out with our usual working hours.

**Equal Opportunity Monitoring** - The College is committed to providing a supportive, friendly, safe, and positive environment so that students can learn in a secure atmosphere and benefit from their experience of college life. For example, the college policy in Student Bullying and Harassment offers up an opportunity for a complainant to complete an Equal Opportunities Monitoring form that the Student Advice Manager of the college will then log and include within annual data analysis. The Student Advice Manager is also responsible for monitoring the implementation of this policy and associated procedures, collecting equal opportunities monitoring data and reporting annually to the Learning, Teaching and Quality Committee.

## 8.9 Looked After Children

UHI Moray understands that looked after young people and care leavers, because of their care experience, need proactive help and support at all stages of their life, support to build trusting relationships, and an understanding of the issues they face. From 2008, UCAS application forms have included a field which allows students to disclose if they have spent time in care. We now also have a field in our college application, and we have a responsibility to respond to this information.

To meet our responsibility to those students who have disclosed, and in response to Government agenda, UHI Moray has produced a Plan of Commitment to Care Leavers. The actions resulting from this Plan will be co-ordinated and monitored by The Student Advice Manager but responsibility for the range of actions is shared across the Institution. The provision that we have in place to ensure these looked after children receive an equitable experience throughout their time with us here at the college is as follows: Pre entry, ongoing and pre exit provision; Application, entry and induction and Monitoring.

### 8.9.1 Pre entry, Ongoing and Pre exit

There has been an improvement in pre –entry information from schools and other agencies in relation to those in care who may be interested in coming to college to allow us to better prepare this group coming to college.

Students who have been identified to us will be offered a one-to-one interview with The Student Advice Manager or Student Guidance Advisor along with support worker. All options will be discussed including choices and help with finance applications. A tour of the college is provided, and direct contact information given out to the student if they have any other queries.

Staff are asked to be “spotters” for the students who have not yet disclosed that they are a “Looked after Child” or a “Care Leaver”. They encourage the student to meet with staff within Student Services.

During the year, the student will be met by their Learner Development Worker and will be offered regular contact and meetings with Student Advice Manager and Student Guidance Advisor to monitor how things are going. On leaving the student will be offered pre exit interview to discuss next steps.

### 8.9.2 Application Entry and Induction

Potential applicants can choose to disclose their care background on the standard application form, they can also disclose to the lecturer or Learner Development Worker later in the year or it can become apparent through interaction with Inclusive Learning Support. On disclosure, a meeting will be arranged. It can be either in campus or externally to suit the applicant to talk about anything regarding application finance, timetables, and transport.

After acceptance, all applicants are invited to attend a pre- start which is mandatory along with an interview. Under the new policy special dispensation can be made for LAC/CLs to support them and interviews and prestart can be undertaken on a one-to-one basis rather than a group. The LAC/LC’s cohort hear early that they have been accepted on a course to allow them to prepare for college.

Induction usually takes the format of 2 days which allows all students to meet their fellow classmates and find out about their course and timetable etc. Students from a care background are included in this but if this is too daunting individual induction can take place.

## 8.10 The Wellbeing Bar

To ensure that we are providing the right kind of support, which addresses issues as they arise, we have created **The Wellbeing Bar** is a resource for any student who is experiencing mental health issues. Staffed by Learner Support, the service provides the space for someone to talk about issues which are affecting them while at college. The Wellbeing Bar is situated in a room just as you enter the Student Services Area.

We have recently secured a specified room for wellbeing – this is to allow us to signpost the service more easily, build a resource bank and give space for 1-1 and small groups of students to undertake wellbeing activities such as Mindfulness. To support mental health and or autism we have also introduced 'Study Mentoring which sees a student have access to a support worker who will support their needs more holistically e.g., the support worker will work with the student when in crisis, will ensure that their study needs are met and will act as an advocate, whether that be discussing issues with course lecturers or with other services within college.

We also now offer wellbeing sessions remotely – this was part of our Operational Planning prior to lockdown. This offers a service whereby those who live remotely can receive the same support that local students do. It also supports those students who find attending face to face meetings in the building difficult.

## 8.11 Mental Health

As a college we are aware that the stigma surrounding mental health can prevent a student from disclosing or engaging with additional support. However, the additional demands of college, finances, and exams for some students, will often result in the onset of 'crisis' which poses the highest risk of withdrawal or non-achievement. What we have learned, through supporting students with mental health issues, is that students in mental health crisis, need to be seen at the point of crisis.

## 8.12 Student Support Services Newsletter

A quarterly newsletter is created by the Learner Centre, this informs our students on what is happening within the area. The newsletter is also sent externally to our stakeholders and community partners such as the Moray Schools, The Moray Council and Local Employers. Here are some extracts from the newsletter:

**By Disclosing a Disability:** You can receive additional support for your studies through a personal learning support plan. Examples of support may be the use of a recording device to compensate for difficulties with concentration or alternative assessment arrangements such as additional time during exams if anxieties are affecting your ability to focus or process information.

**The Study Bar:** Can support you by introducing you to organisation and memory techniques; they can also support with other areas of study such as essay writing and referencing. You can either attend the service on a drop-in basis or book individual 1-1 sessions; support staff can also present workshops on individual study skills to groups of students, if this is what is required.

**Face to Face Personal Counselling:** UHI Moray provides a confidential face to face counselling service. A referral can be accessed through speaking to Student Guidance or Learner Support; sessions will take place within the college.

## 8.13 Kick Start



# KICKSTART

Experience of working within Learner Support has shown that there are a few common issues that students have with study which include lack of confidence and coping with studying in the college environment.

The Kickstart programme was devised to address these issues and to give students who are new to college a realistic insight into what studying at college would be like. Students are aware that they will have to produce essays etc. but often it is not until they sit down to write an essay that they realise that they do not know how to!

The programme consists of a series of interweaving workshops which are adapted to the individual student's level of study and will introduce other essential skills such as working as part of a team, being an active listener and being a confident learner.

Kickstart is currently being delivered via online workshops and individual meetings and is also open through the summer to enable students to access the program out with the historic 2-week designated period. Students will have access to staff throughout the summer and being online will give them the opportunity to experience working within different platforms as well as gain the skills of study. After lockdown Kickstart will continue to be delivered via blended learning.

## 8.14 Student Diversity Day

We understand that diversity expresses itself in many ways. Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, and Sex.

UHI Moray believes we should recognise the value in every individual, encourage our differences and aim to create a productive environment, where all our talents are embraced, and people are treated fairly.

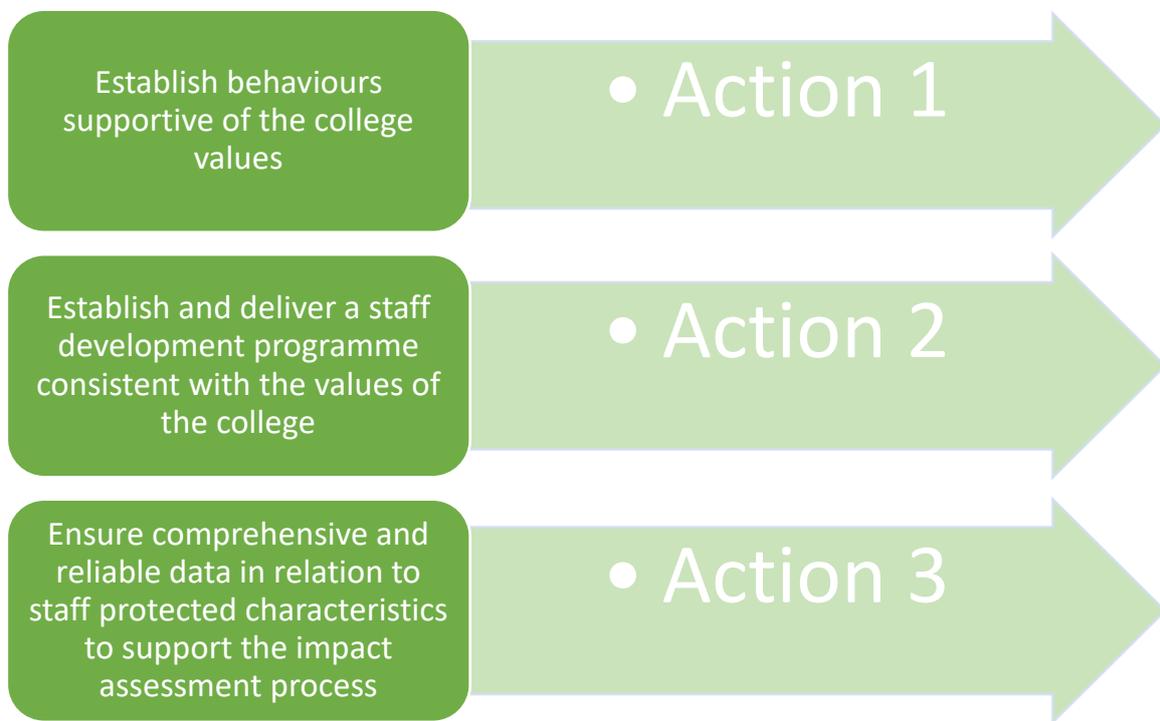
The event gives the students and staff an opportunity to interact with the different parts of the community they may not normally encounter, enabling a better understanding of the barriers and issues people must deal with in their everyday lives.

## 9 Equality Outcome Three: Support for Staff

**Context:** To ensure that all staff have an equal opportunity to fulfil their potential and feel respected within UHI Moray. To feel confident in their ability to access the services offered within the college from enquiry to completion. The college vision and values are a statement of aspiration and a challenge against which we can measure and improve our actual behaviours. The culture of the college is to ‘create a culture in which both staff and students can excel’. Our values for collaboration, openness, respect, and excellence are embedded into the full working of the college and the importance for us to ensure equality and access.

**Strategic Equality Outcome:** We provide a supportive, inclusive, and accessible environment for our staff

**Operational Equality Outcome:** UHI Moray is supportive and respectful as an employer



**Protected Characteristics we have covered, and General (PSED) Duty addressed are:**

Age	X	Pregnancy	X	Sex	X	General Duty 1	X
Disability	X	Race	X	Sexual Orientation	X	General Duty 2	X
Gender Reassignment	X	Religion or belief	X	Marriage/Civil Partnership	X	General Duty 3	X

## 9.1 Progress towards the Strategic and Operational Actions Set

Steady progression has been implemented over the past two academic sessions. This has led to a positive methodology of the strategic 'Core Values'.

### 9.1.1 Establish Behaviours Supportive of the College values

The Staff Governance Committee were supportive of an approach which would recognise the importance of not only the production of a framework to support the values of the college (essentially a behavioural framework) but also an approach which would see the management and staff 'living the values. The Strategic Leadership Team have sought to lead by example in terms of the way that activities are undertaken, and this approach has been emphasised to all college managers. Activities have also taken place, in parallel to this, to formulate the behavioural framework as is described below:

- Ensure that positive behaviours supporting those core values are embedded across the UHI Moray community, by ensuring that those behaviours are understood by those who work, study, visit and interact with the college
- Ensuring that the college community is treated fairly and consistently through effective and current policies and procedures
- Adopt an inclusive, consistent, and transparent decision-making process, by ensuring that the wider college community and its stakeholders are advised timeously of issues that affect them, are involved as appropriate in the decision-making process through meaningful consultation, and are advised of the outcome of that process
- Provide a safe and supportive working environment, by actively promoting appropriate arrangements that ensure dignity at work, the elimination of discrimination and the positive promotion of equality
- Ensuring that health, safety, and welfare arrangements are in place which promote best practice

## 9.2 Staff Data Collection on Protected Characteristics

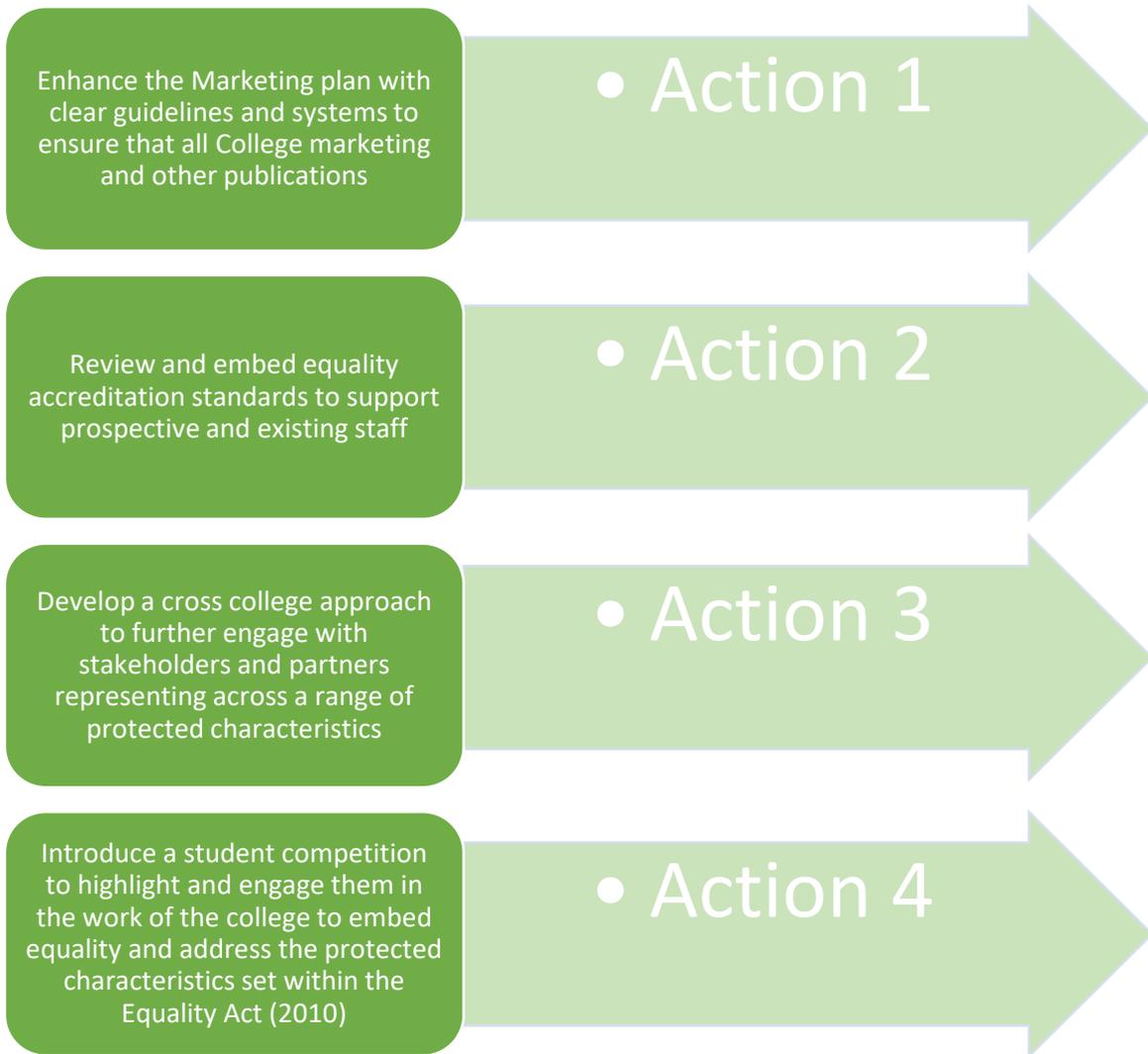
To ensure comprehensive and reliable data in relation to staff protected characteristics to support the impact assessment process, this is gathered annually and compiled into a comprehensive report. Details of this report can be found in section twelve of this report.

## 10 Equality Outcome Four: Stakeholder and Partnership

**Context:** Our stakeholders understand the respect, inclusiveness, fairness, and opportunities we set as high within the college.

**Strategic Equality Outcome:** We are recognised by our community and stakeholders as an organisation committed to providing and advancing equality of opportunity

**Operational Equality Outcome:** Demonstrate our commitment to advancing equality and diversity



**Protected Characteristics we have covered, and General (PSED) Duty addressed are:**

Age	X	Pregnancy	X	Sex	X	General Duty 1	X
Disability	X	Race	X	Sexual Orientation	X	General Duty 2	X
Gender Reassignment	X	Religion belief	or X	Marriage/Civil Partnership	X	General Duty 3	X

## 10.1 UHI Moray Academic Partnership

### 10.1.1 Their Role

It is the role of Academic Partnerships to explore and develop new relationships with stakeholders and develop projects that will expand our role in the local and wider community as well as supporting the needs of our community and everyone within it.

### 10.1.2 How they do this

In doing this, we engage with a wide range of stakeholders in the public sector, including government, schools, other educational institutions and funding bodies, the NHS, the private sector and third sector organisations. These organisations may be local, regional, national, and international.

### 10.1.3 Ensuring Equality Mainstreaming in their role

It is vital that we ensure that in everything we do, we are mindful of UHI Moray's policy regarding equality, which is aligned with the Equality Act 2010 and promotes equality of opportunity, participation, understanding of the needs of those with protected characteristics and works against unlawful discrimination.

### 10.1.4 Continual Aim

In our work it is our aim to protect, promote and value equality and diversity.

### 10.1.5 Enhancement of the Marketing Plan

The college marketing plan outlines the marketing approach on an annual basis. We liaise with our external partners in relation to equalities approaches to ensure that the approach is consistent across the partnership. We also seek advice from individual partners equalities officers [where relevant] on our printed materials to ensure that it meets with their accepted standard.

When developing our specific marketing messages for our website and social media we work with the UHI web team to ensure that all information, including use of graphics and narrative meets with equalities legislation and accepted good practise. As this legislation is updated continually the web team ensure that all partners are made aware of acceptable practise.

When using other forms of marketing including printed material, we, where appropriate and relevant will avoid gender bias. This is something we are required to do for much of our external contracted projects.

When promoting courses which have a gender bias, we will attempt to promote alternatives to this visually and in case study format. We use images of individuals from the protected characteristics groups to promote our offering and will always do showing them in a positive manner. We will develop, with our partners, specific short course provision within sectors of gender bias to remove barriers of participation based on gender.

### 10.1.6 Working in Partnership

UHI Moray delivers ESOL learning across Moray. There are a significant number of non-native speakers and classes, ranging from SCQF 2-6, are well received. UHI Moray continues to deliver National 5 and Higher ESOL qualifications for Moray school pupils.

DYW Moray, an integral part of Academic Partnerships is working closely with UHI Moray, SDS, DWP and The Moray Council to deliver the Youth Guarantee. This work is pivotal to supporting the area to combat youth unemployment because of the pandemic.

#### 10.1.7 Review and Embed Equality

We are currently reviewing and embedding equality accreditation standards to support prospective and existing staff. Our Equality and Diversity Practitioner is working in conjunction with the whole partnership of the university to develop a single Equality and Diversity Policy. Once developed, we will then apply our own relevant process to the policy.

#### 10.1.8 Developing a Cross College Approach

Engagement with stakeholders and partners representing across a range of protected characteristics work is underway to develop strategies to engage with all stakeholders and partners. This work encompasses high level strategic work with employers and agencies including MGD, Entrepreneurial Scotland, UHI Partners, Highlands and Islands Enterprise, Scottish Funding Council and Universities Scotland. Membership of the Moray CLD Strategic Group ensures wider community engagement including the refresh of the Local Improvement Plan supporting local communities at all levels to engage.

#### 10.1.9 Student Competition

The introduction of a student competition to highlight and engage them in the work of the college to embed equality and address the protected characteristics set within the Equality Act (2010) is still in its early stages of development.

### 10.2 Stakeholder and Partnership

#### 10.2.1 Moray Community Planning Partnership

UHI Moray are active participants within the Moray Community Planning Partnership (MCP). The partnership is made up of the following groups and remits:

#### 10.2.2 DYW Moray

This group is intended to provide leadership and support to facilitate engagement between employers and education.

#### 10.2.3 Local Employability Partnership

This group leads and coordinates the enabling actions, plans, and projects which provide the skills, training and educational needs to support the continued successful implementation of the SIP as it relates to the priorities of Moray's 10-year plan and the specific priorities of Moray's Economic Strategy.

### 10.3 Our Vision within Moray Community Planning Partnership

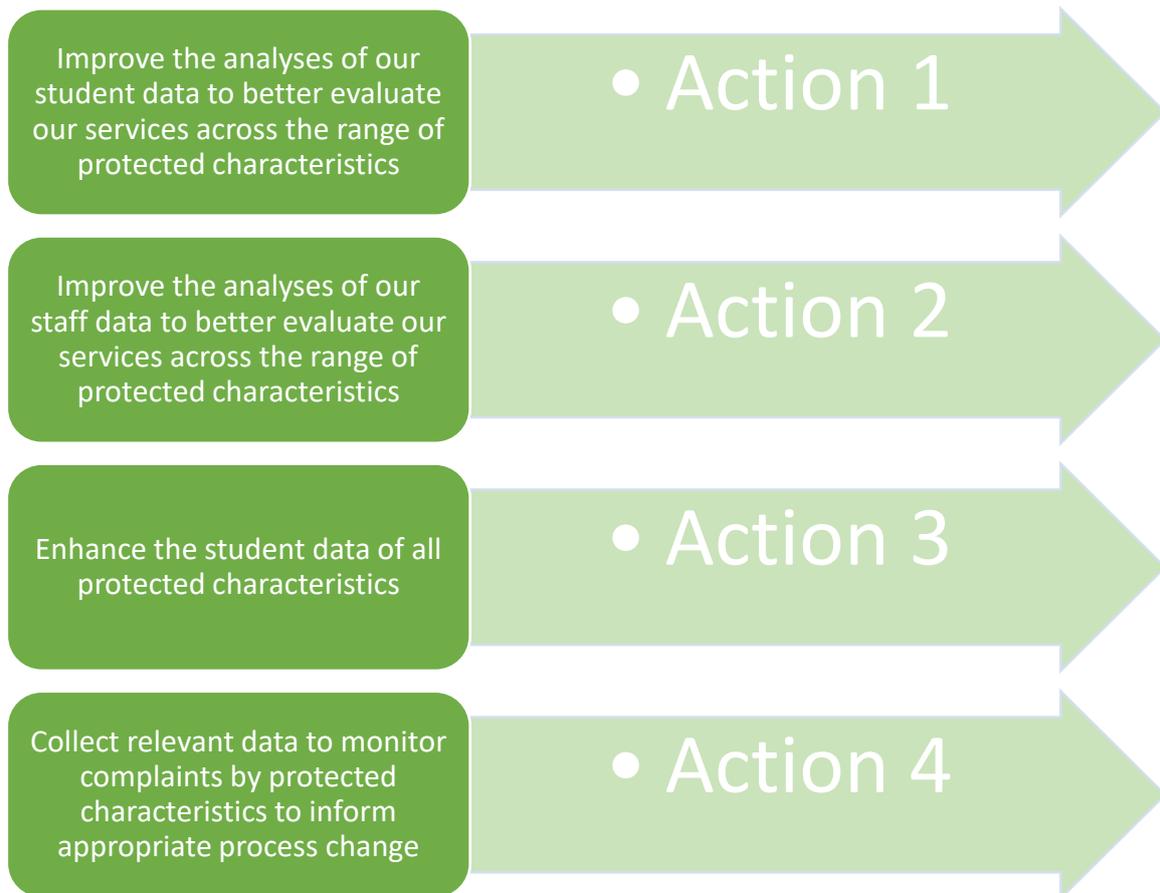
<b>Working with Moray Community Planning partnership: Our vision at UHI Moray is that:</b>	
<b>We will engage fully and take appropriate leads in the Moray Community Planning Partnership (CPP) structures.</b>	<p>Board of Management membership of the Moray CPP Board to support governance, setting appropriate KPIs and monitoring progress</p> <p>Principal on the CPP Officers Group to support agenda-setting and coordination</p> <p>Senior staff members to lead and support appropriate CPP subcommittees</p>
<b>We will play an integral part of the planning and delivery of Moray 2026 (and subsequent iterations)</b>	<p>Ensuring college objectives align with the partnership’s strategic priorities</p> <p>Evaluating and coordinating our representation regularly</p> <p>Communicating community matters within the College so staff are informed and involved</p>
<b>We will actively support the partnership’s aim ‘to improve life for those living and working in Moray’, by:</b>	<p>Close partnership working with other CPP organisations</p> <p>Ensuring the right information is shared to inform agendas and KPIs</p> <p>Evaluating and instigating the development of new partnerships</p> <p>Supporting the empowerment of our local community</p>
<b>We will have a particular role in the partnership to support:</b>	<p>School leavers and young adults through tertiary education to achieve optimum employment opportunities</p> <p>The expansion of Foundation and Modern Apprenticeships and the inspirational Graduate Apprenticeships</p> <p>Lifelong learning and adults overcoming barriers to employment</p> <p>The development of college and school partnerships with industry</p> <p>Research activity to support industry and economic development</p>

## 11 Equality Outcome Five: Improving Data

**Context:** we have comprehensive and robust data to ensure that all decisions and activities properly consider equality and diversity matters.

**Strategic Equality Outcome:** The College reviews and evaluates itself against the protected characteristics of staff and student populations

**Operational Equality Outcome:** The College has improved its data collection and presentation facilities



**Protected Characteristics we have covered, and General (PSED) Duty addressed are:**

Age	X	Pregnancy	X	Sex	X	General Duty 1	X
Disability	X	Race	X	Sexual Orientation	X	General Duty 2	X
Gender Reassignment	X	Religion belief	or X	Marriage/Civil Partnership	X	General Duty 3	X

### 11.1 Student data Collection and Enhancement

The improvement of analysis of our student data to better evaluate our services across a range of protected characteristics, is robust and detailed well. This process is in place for some of the protected characteristics, however, the sensitivity of the data is still being explored as to how it can be rolled out as information, without compromising GDPR regulations. Further detail and information of this can be found in section twelve of this report.

### 11.2 Staff Data Collection

The improvement of analysis of the staff data to enable better evaluation of the services across a range of protected characteristics, is extracted and recorded on an annual basis. Further detail and information of this can be found in section thirteen of this report.

### 11.3 Monitor Complaints by Protected Characteristics

The Student Services and Administration Units at UHI Moray receives complaints via direct e-mails, letters or phone calls, and submissions to the college's web page for comments and suggestions, or the UHI Red Button service found in the student 'welcome' page of our website.

At present the College gathers little personal data information for complaints. The UHI Red Button asks users to indicate their gender, age and if they have a disability or not. However, the UHI Moray page does not ask for any personal data, so this is something that the College will change during the next 12 months, to ensure consistency with the UHI Red Button Service.

The College's complaint system is driven by Scottish Public Services Ombudsman (SPSO) protocols, so the complaint's log is designed to categorise types of complaints and record turnaround times to ensure responses are given within acceptable time periods. However, this will be updated to start recording personal data, so that data can be provided for future equalities reporting.

### 11.4 Data Collection from our Surveys

The Quality Unit runs four surveys per year, two UHI Moray surveys, one of which outcomes are reported to the Scottish Funding Council (SFC) and two external surveys. UHI Moray ensures that their surveys are anonymous. The College wishes to give students the comfort that specific feedback will not be linked to individuals. This is communicated to learners using a privacy statement at the start of both surveys.

The National Student Survey is delivered on behalf of universities, e.g., UHI, by an external agency, so although we are provided with a list of students to target promotion, the agency does not share personal data that could link a student to their feedback. The UHI collate and distribute the National Student Survey data and feedback annually for partner colleges to analyse locally and action.

UHI Moray asks five personal data questions to establish trends: Gender – Male, Female or Other; Age group – 16-17, 18-19, 20-24, 25-29, 30-44, 45-64, 64+; Do you have a disability – yes, no or prefer not to say; Student is a care leaver – yes, no or prefer not to say. The survey also asks learners to identify their ethnicity. Ethnicity options are aligned to national Census options

Comparison of UHI Moray Survey data from 2020-21 and 2021-22 and the Early Experience Learner Survey for 2022-23 indicates: more than double the number of females complete the survey, compared to males; The age group for 25 and over often have the most responses, followed by 16-17, 18-19; The lowest number of responses is for the 20-24 age group.

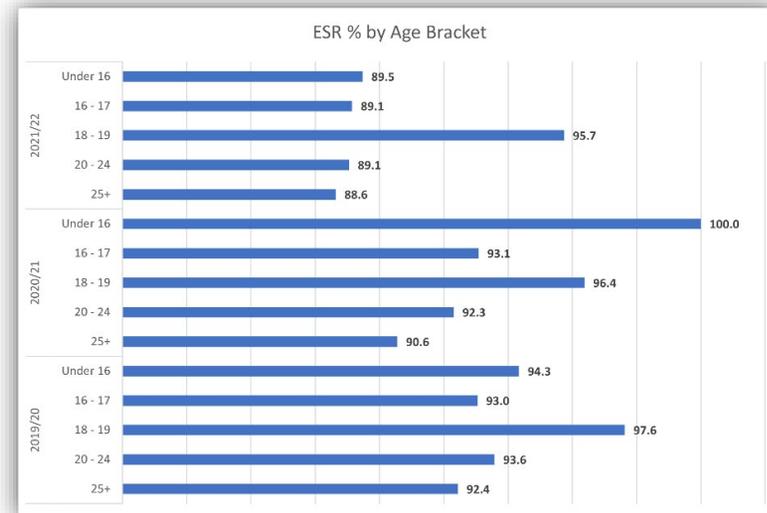
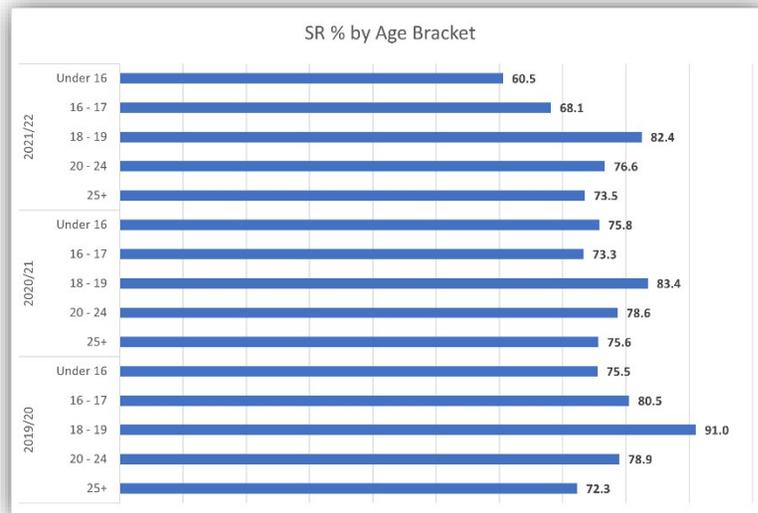
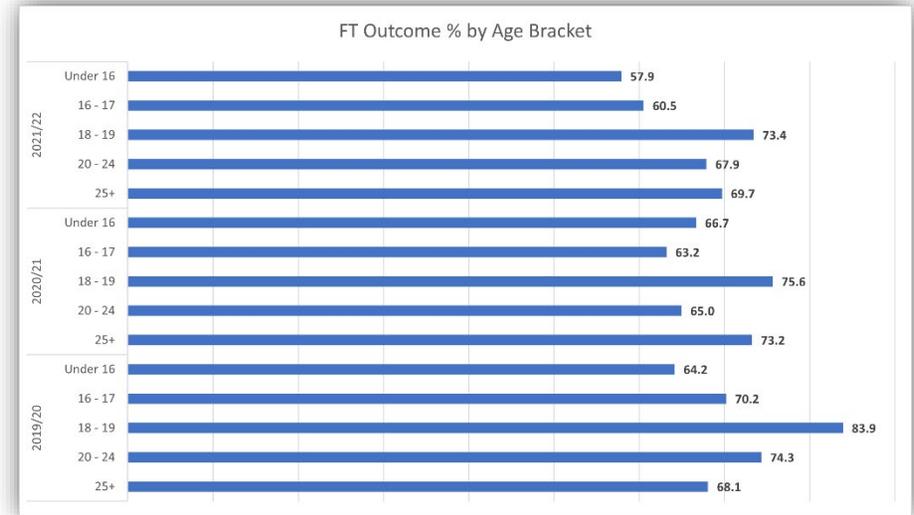
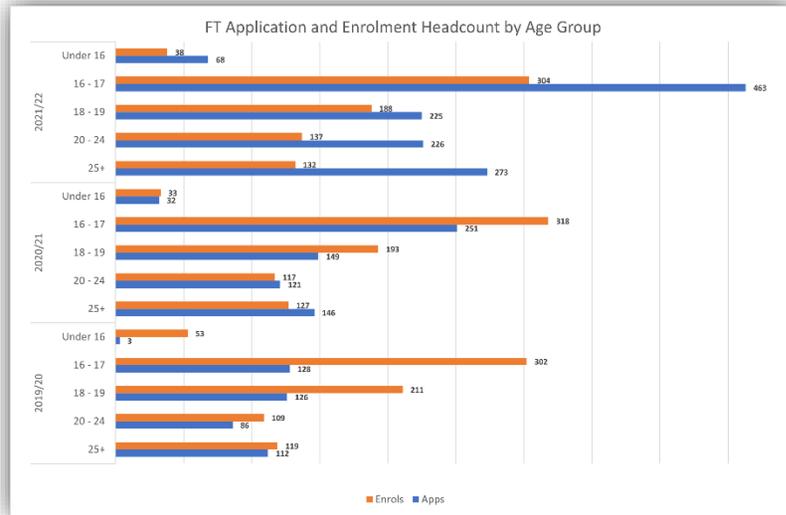
## 12 Student Data

The data within this section is derived from the information published by the SFC based on the colleges FES returns, which itself is based on the colleges student's records system. The information supplied here is based on our Further Education full time students.

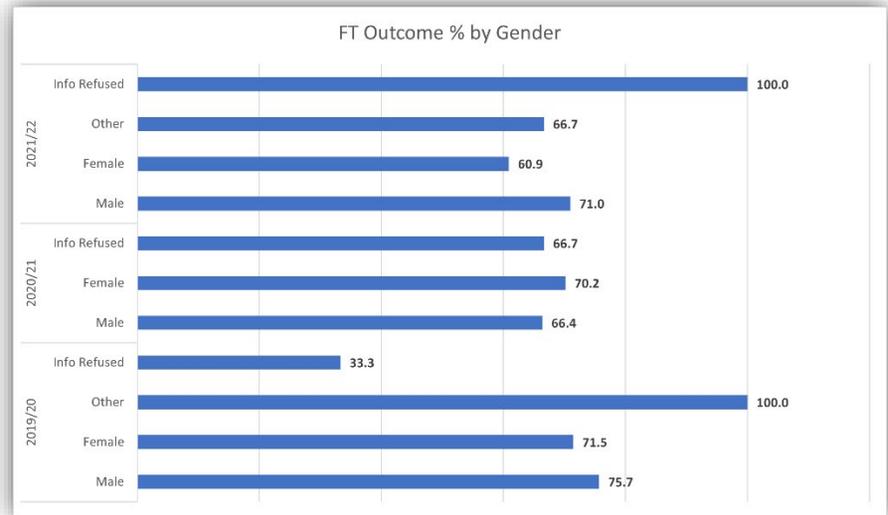
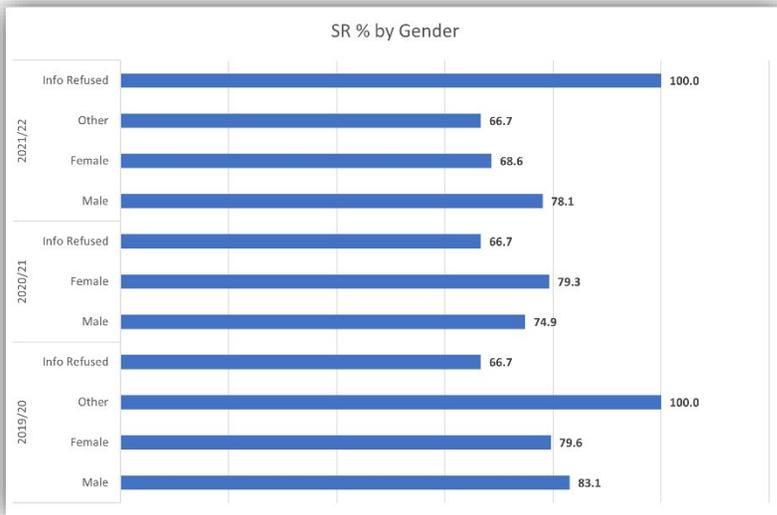
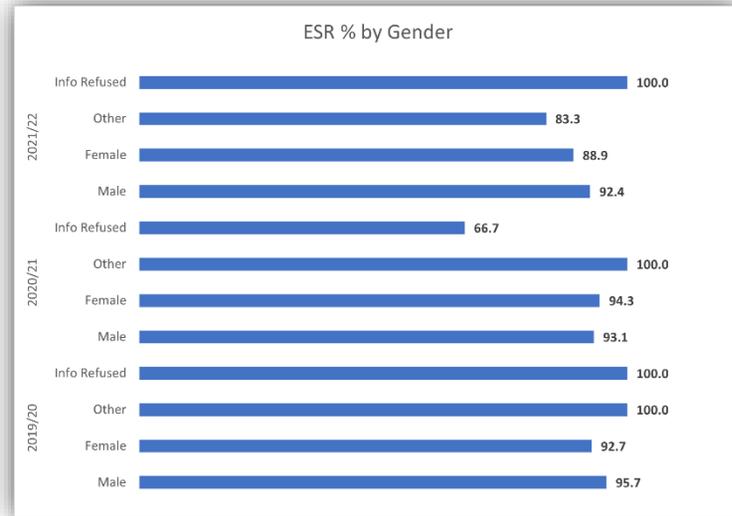
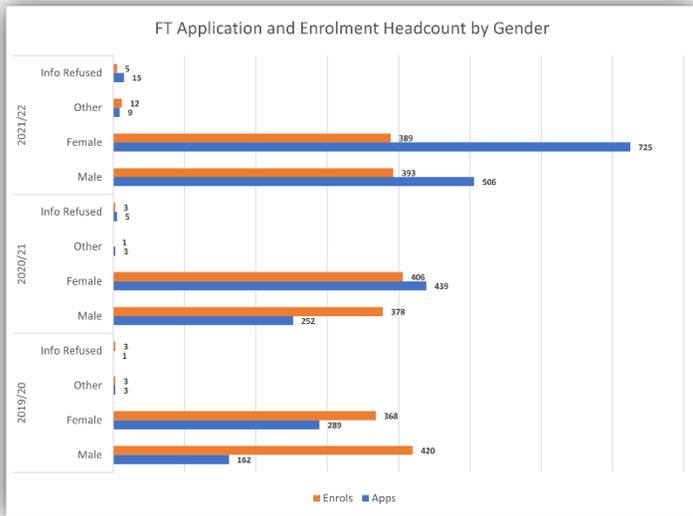
Our Higher Education student data is captured within the Equalities Mainstreaming Report 2021-25 for the University of the Highlands and Islands.



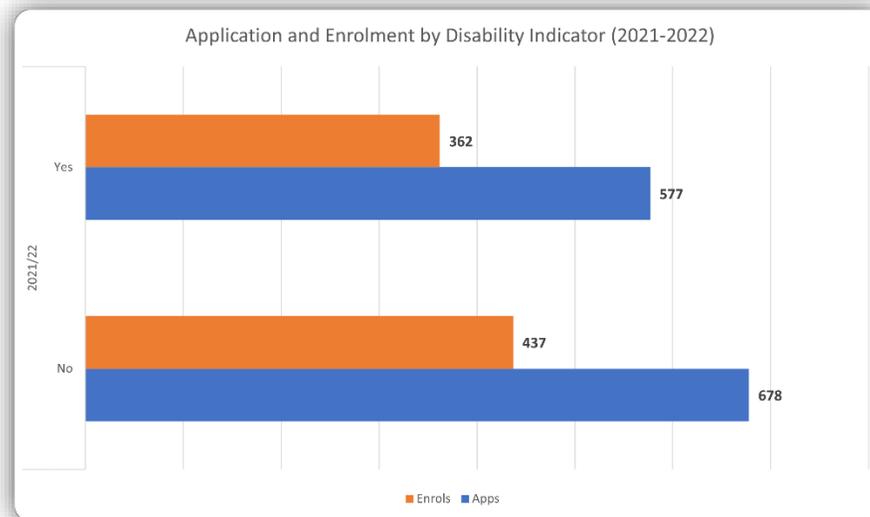
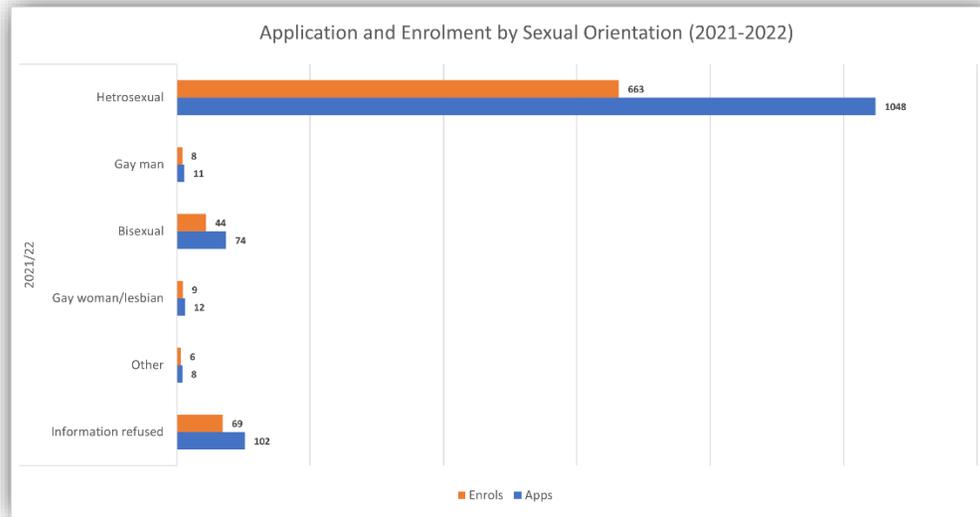
## 12.1 FE Full Time 3-year Analysis and Trend (AGE)



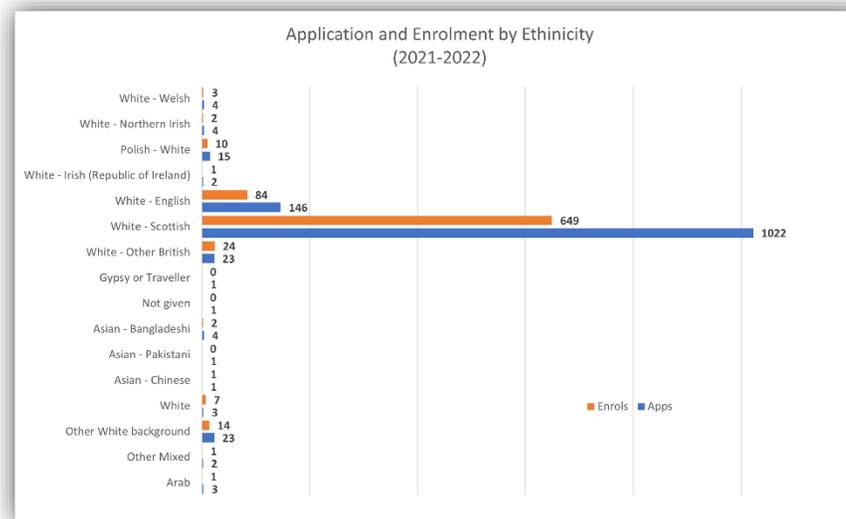
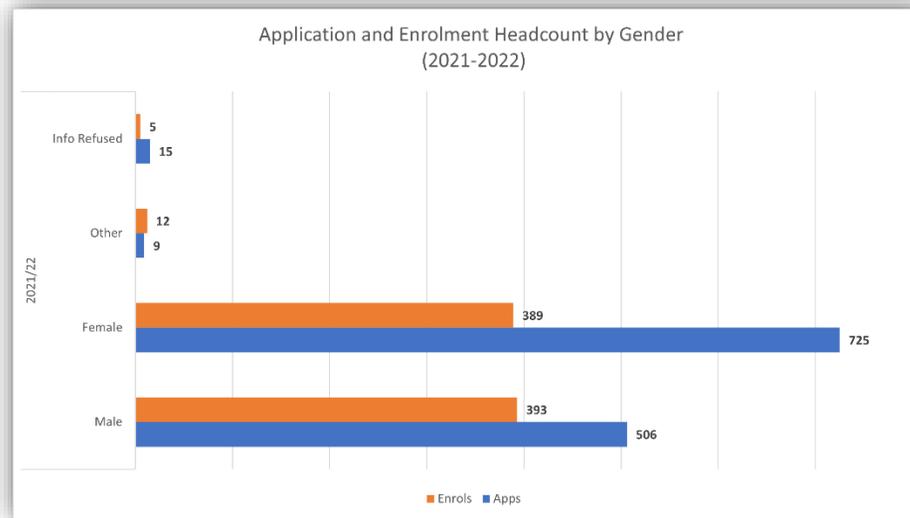
## 12.2 FE Full Time 3-year Analysis and Trend (GENDER)



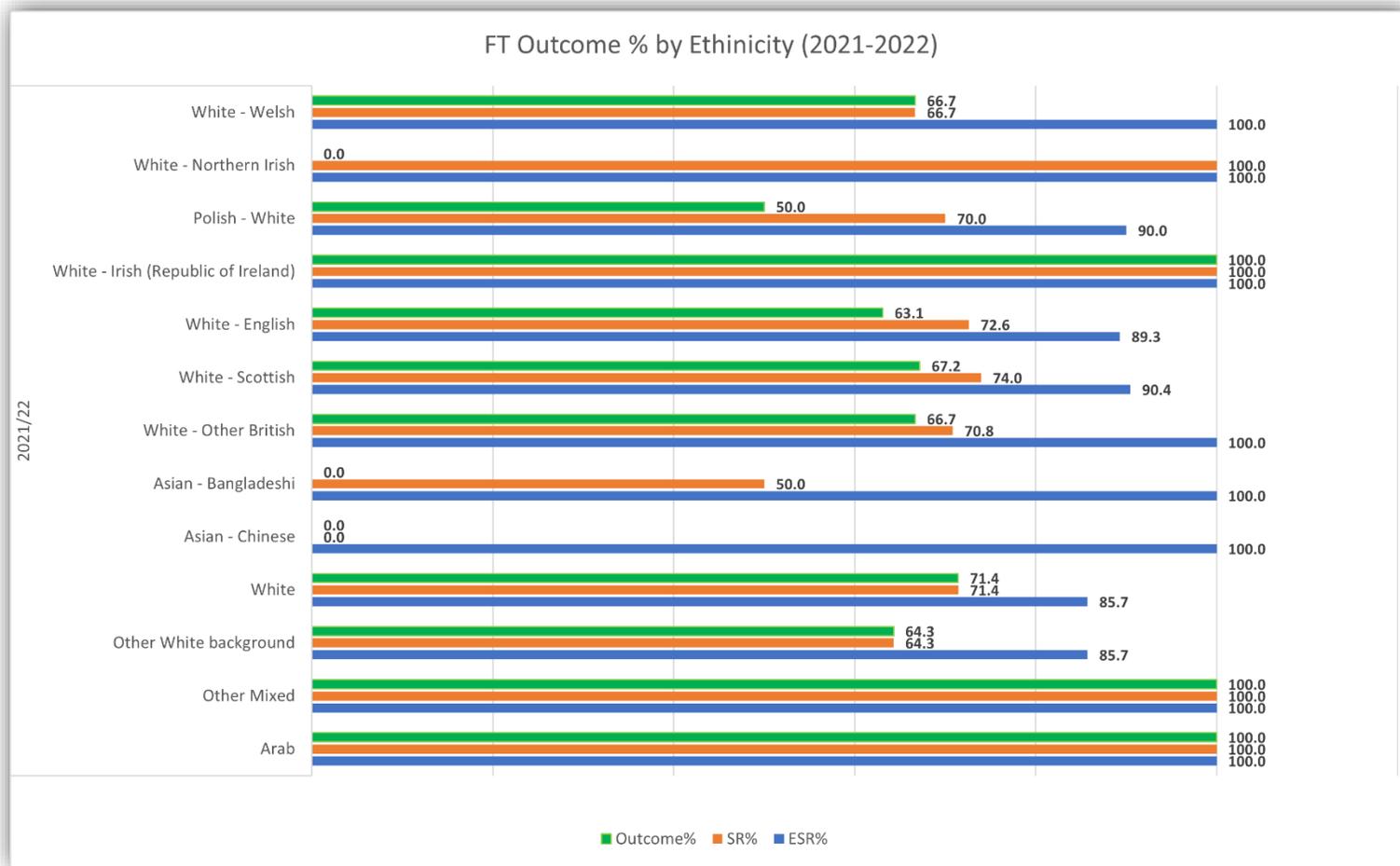
### 12.3 Application to Enrolment on Protected Characteristics 2021-2022

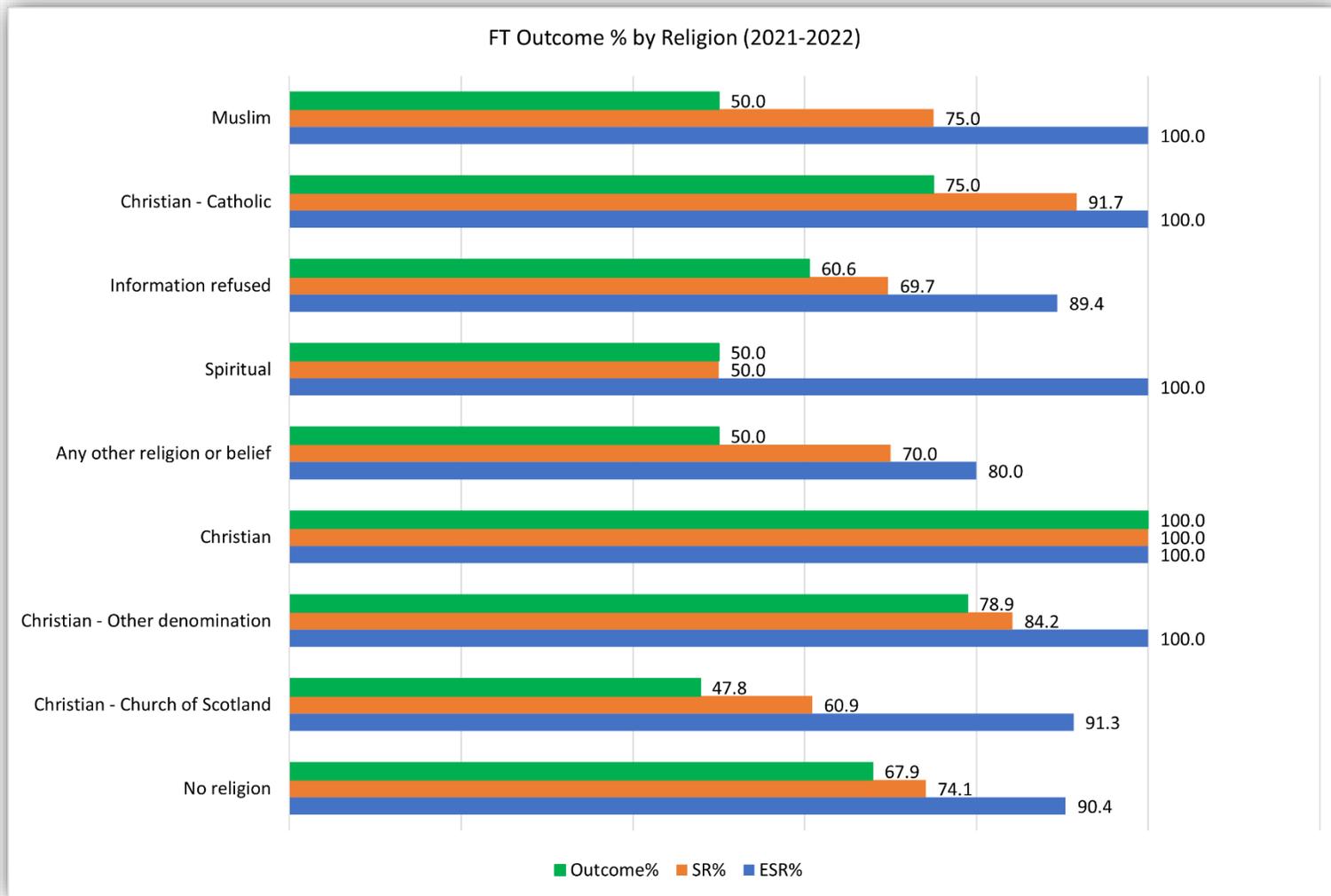


## 12.4 Application and Enrolment: Protected Characteristics 2021-2022 – Key Findings

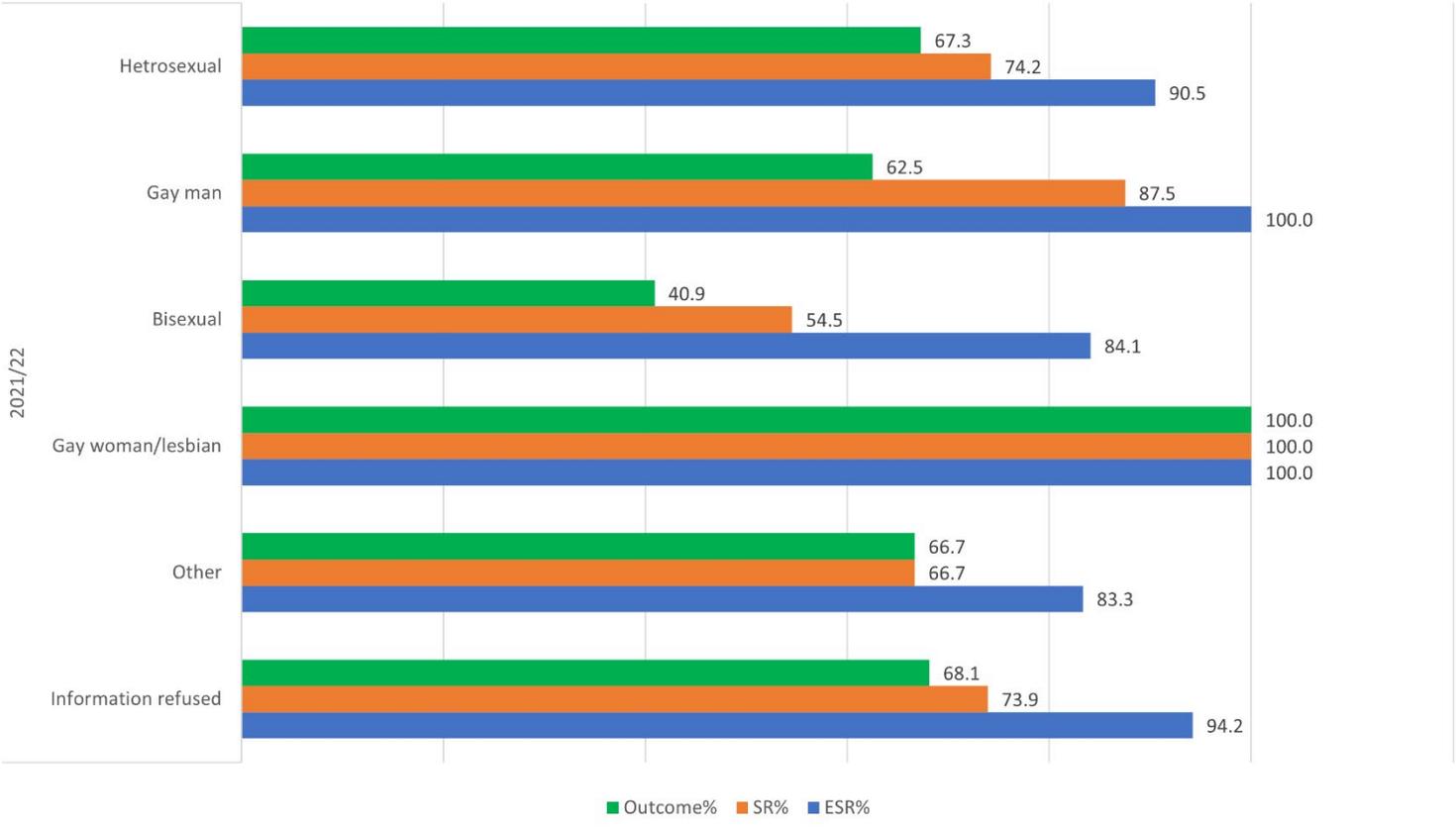


## 12.5 Outcome % on some specific Protected Characteristics and Key Findings 2021-2022

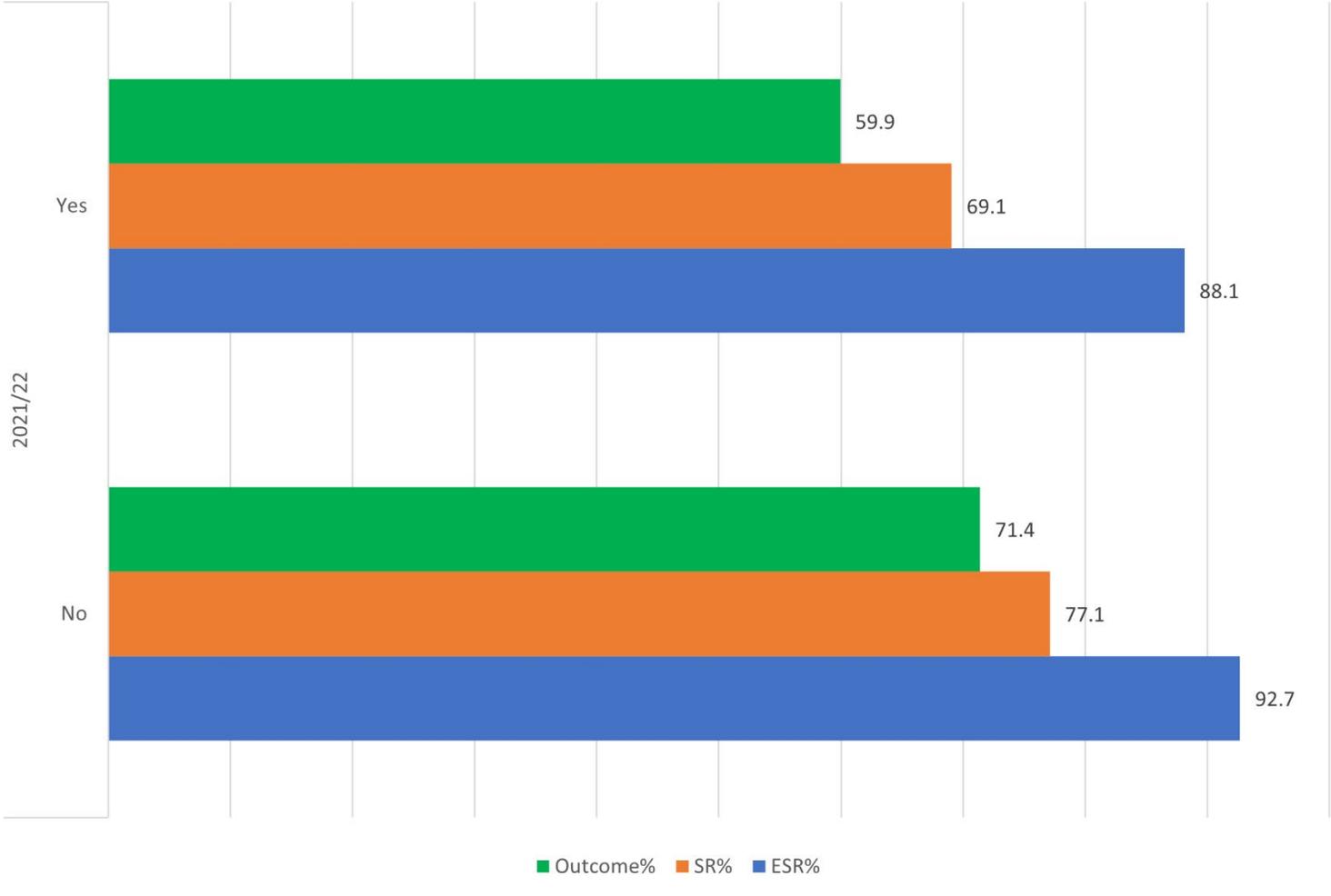




Ft Outcome % by Sexual Orientation (2021-2022)



FT outcome % by Disability (2021-2022)



## 12.6 Application and Enrolment by Gender and Subject Area 2022-23

### Traditionally Recruit Females

Traditionally Recruited Females			
Subject Area	Gender	Apps %	Enrols %
Art	Male	31.71	37.93
	Female	63.41	55.17
	Other	0.00	6.90
	Info Refused	4.88	0.00
Beauty Therapy	Female	98.73	100.00
	Other	1.27	0.00
Business and Admin	Male	20.59	15.79
	Female	79.41	84.21
Hairdressing	Male	16.20	19.35
	Female	83.80	80.65
Childcare	Male	4.21	2.44
	Female	94.74	95.12
	Other	0.00	2.44
	Info Refused	1.05	0.00
Health and Social Science	Male	7.19	9.09
	Female	90.85	87.88
	Other	0.65	3.03
	Info Refused	1.31	0.00
Social Science	Male	25.49	32.76
	Female	71.57	62.07
	Other	0.00	5.17
	Info Refused	2.94	0.00

There has been a continual trend towards specific female recruited courses within beauty therapy, hairdressing, art, childcare, social science and health and social care. Courses are being marketed to aid a change to trend. These courses, for example are *Men into Care*. This is only a starting point, further investigation on how to entice men into these courses is currently being explored.

## Traditionally Recruit Males

Traditionally Recruited Males			
Subject Area	Gender	Apps %	Enrols %
Computing	Male	85.37	88.46
	Female	9.76	7.69
	Other	2.44	0.00
	Info Refused	2.44	3.85
Engineering	Male	87.90	83.87
	Female	12.10	16.13

Traditionally Recruited Males			
Subject Area	Gender	Apps %	Enrols %
Construction	Male	93.75	94.81
	Female	5.36	4.55
	Other	0.89	0.00
	Info Refused	0.00	0.65
Sport	Male	81.13	81.82
	Female	18.87	18.18

These 4 traditionally male recruiting courses are beginning to see an increase in female application. The greater shift being in sport and computing.

These areas continually promote their courses to engage female application and enrolment, however, even though a slight shift is seen within the above table, there is still work required to improve the gender balance enrolment.

Modern apprenticeship is in place within construction, local businesses and UHI Moray actively work together to promote a female gender opportunity, however, the uptake to this is still low.

## Traditionally Recruit a Balance of Males/Females

Traditionally Recruited Males/Females			
Subject Area	Gender	Apps %	Enrols %
Hospitality	Male	39.74	42.55
	Female	57.69	55.32
	Other	0.00	2.13
	Info Refused	2.56	0.00
Performing Arts	Male	34.78	38.89
	Female	52.17	44.44
	Other	4.35	11.11
	Info Refused	8.70	5.56
Skills For Life	Male	63.89	69.70
	Female	36.11	30.30
Horticulture	Male	53.57	51.85
	Female	37.50	40.74
	Other	5.36	3.70
	Info Refused	3.57	3.70
Science	Female	100	100
Business and Admin	Male	20.59	15.79
	Female	79.41	84.21

The above 6 courses are the courses within UHI Moray that receive a greater gender balance of application. Hospitality, Performing Arts, and horticulture have a near balanced enrolment, whilst Science and Business have a greater intake of females, and Skills for life a greater intake of males.

Over the 3 sessions 2020-21, 2021-22 and 2022-23, the split and balance noted above is consistent.

## 13 The Staff Data

### 13.1 Organisational Structure

UHI Moray offers a very diverse range of employment opportunities with a number of variants to the main terms and conditions (in relation to options for term time working, flexible working, part time and full time working etc). Posts offered range from cleaning, clerical, administration, technical and management to teaching in vocational and academic areas. As is described within the Annual Employment Equalities Data Section below, UHI Moray employs a high proportion of female staff, perhaps reflecting the flexibility, part time and term time nature of much of the employment opportunities offered. UHI Moray has undergone a period of significant change over the previous 12 months particularly in relation to working arrangements during the ongoing covid pandemic, with most staff working at home and some being furloughed. A Remote Working Toolkit and Online Etiquette document was developed in support of this. The Board and Management of the College were keen to gather feedback from staff and therefore, in May 2021, a staff survey was commissioned to gather the views of staff in relation to the significant changes in working practices necessitated by the Covid-19 pandemic over the previous year. Specifically, the survey sought to gather feedback in relation to staff experiences of remote working over the previous year and preferences for future working patterns to inform organisational planning. It is clear from the survey results at that time that some staff found working from home easier than others with those without children at home finding it easier to find an improved work/life balance. In general responses in relation to communication, support, technology and working relationships were positive. In relation to future working practices, most respondents (57%) preferred a hybrid approach to working. It is the case however that the impact upon students, learning and teaching and service delivery must be the primary consideration in terms of determining working arrangements and therefore a New Way Of Working Pilot is being undertaken in session 22/23.

### 13.2 Pay and Grading

In furtherance of UHI Moray's commitment to equal pay and, as reported in previous Mainstreaming Reports, UHI Moray undertook a job evaluation project which supported the implementation of a new pay and grading structure in January 2011. The most recent equal pay review (undertaken in 2021 and based on March 2021 salary payments), demonstrates that, whilst UHI Moray still has an overall gender pay gap, there are no significant gender pay gaps within grade when considering grades in relation to gender, disability, or race. UHI Moray became a signatory to the National Joint Negotiating Committee in 2015 and, as such, pay awards and amendments to relevant terms and conditions are now determined through National Bargaining. It is the case that separate agreements emerge from the NJNC for teaching and support staff and this has impacted upon the relative position of these groups. It has also been agreed that a National Job Evaluation Scheme will be applied to NJNC related support staff posts with outcomes backdated to 1 September 2018. This work commenced in 2019 with the production of job evaluation questionnaires for all support staff roles covered by the agreement. This documentation has been evaluated and quality checked in 2020, 2021 and 2022. The outcome of the consequent salary modelling arising from this project is likely too to impact upon the relative position of our teaching and support staff.

### 13.3 Staff Survey 2019

The college has undertaken a staff survey for several years. In 2012 a new survey instrument was developed in collaboration with participating Academic Partners of UHI which included aspects of Equality and Diversity. The fourth survey of this type was conducted in 2019. The staff survey has consistently had an impressive response rate and 60% of college staff responded to the 2019 survey.

Respondents to the 2019 survey were most likely to agree that they understood their own personal responsibilities for ensuring and promoting equality at work. Responses across this section of the survey were generally positive, with good agreement that respondents had received effective equality training although slightly less confidence that equality concerns would be dealt with promptly and appropriately.

### 13.4 Staff Development

Staff development in relation to equalities matters begins at the induction stage of employment at UHI Moray. Everyone is supported, by their line manager, through the newly reviewed Induction Section on the college virtual learning environment, Brightspace. Equality and Diversity is a key element of this. Thereafter, development on equalities issues such as equality impact assessment is built into staff development weeks as appropriate and as identified through the Professional Review process, requests from areas or informed through developments such as in response to priorities set at national level or through the Scottish Funding Council and the relevant professional standards. A particular focus of training has been in relation to support of Mental Health, Gender Based Violence and Inclusive Practice. In addition, UHI Moray subscribes to Marshall ACM on-line training, ('Diversity in the Workplace'), which allows for comprehensive coverage of staff as well as tracking of completion. Staff are required to undertake this training at least every three years. As has already been stated, results from the 2019 Staff Survey indicated that a high proportion of respondents (89%) understood their personal responsibilities for ensuring and promoting equality at work and 74% of respondents agreed that that they had received effective equality training. Staff and students are communicated with via a variety of media including newsletters, meetings, through the management structure, events, internet, the UHI Moray Hub on SharePoint, e-mail and virtual learning environment.

### 13.5 Equalities Data Collection for Staff

UHI Moray had an Equality Outcome that, "College data collection and monitoring systems are comprehensive, covering all protected characteristics and are embedded in decision making and actions at all levels" and a commitment, "achieving a 100% response rate of PC data by staff". Significant progress has been made in relation to this with very high disclosure rates in seven protected characteristics, whilst information is held centrally in relation to one protected characteristic (pregnancy and maternity). Gender reassignment is a protected characteristic which is yet to be rolled out to staff for monitoring purposes. The table below provides information in relation to the disclosure rates for staff within the relevant periods. It is a positive aspect that disclosure rates in UHI Moray are so high, perhaps indicating that staff feel able to disclose data in confidence. It should be noted that where a member of staff has taken the option to decline information then this is a disclosure.

**Table 1: Protected Characteristic Disclosure Rate**

Protected Characteristic	Disclosure Rate at March 2021	Disclosure Rate at March 2022
Sex	100%	100%
Race	99%	99%
Disability	97%	98%
Sexual orientation	97%	91%
Religion or belief	84%	78%
Age	100%	100%
Marriage and Civil Partnership	93%	92.5%

## 13.6 Equality Impact Assessment

All HR Policies and Procedures have been subject to Equality Impact Assessment. HR Policies and Procedures were updated in the 21/22 session in accordance with the HR Policy Review Timetable. The objective is to ensure that the HR Policy Review Group is fully informed when considering new and reviewed HR Policies and Procedures.

## 13.7 Annual Employment Equalities Data

Data for sessions 2020-21 and 2021-22 has been collected and presented for these two sessions to allow comparisons and identifications of potential trends. The data covers the following protected characteristics:

- Sex
- Race
- Disability
- Age
- Religion or belief
- Sexual Orientation
- Marital Status

Data arising from the following processes is analysed and reference is made to the college population and 2011 local and national census data (where available).

- New employees
- Internal Appointments
- Recruitment Applications
- Leavers
- Grievances, Capability and Conduct Hearings (given low numbers and the statistical relevance of this data a qualitative review is undertaken during the policy review process rather than the presentation of data for these matters)

The data collected and analysed is based on all staff contracted within the specific academic session (rather than the 'as at' figure recorded in Table 1) and records headcount. Information is held centrally in relation to the protected characteristic Pregnancy and Maternity, and it has been identified that a gap exists in the college's central monitoring in relation to gender reassignment.

It should be noted that the census information is based upon the entire population whereas the college staff population is that of working age. Although we are to some extent not comparing like with like, the comparison is helpful in relation to highlighting some areas which may require some further investigation.

## 13.8 UHI Moray Staffing Profile

**Table 2: Sex**

	Scottish Pop'n Profile %	Moray Area Profile %	UHI Moray Profile % of all contracted staff 18/19	UHI Moray Profile % of all contracted staff 19/20
<b>Sex</b>				
Male	48.5	49.2	29	30%
Female	51.5	50.8	71	70%
Not Stated				

Our figures show, as is common with the education sector, that UHI Moray continues to employ a higher percentage of women than that reflected in both the Scottish and Moray population. The ratio between men and women employed within the College has not significantly altered over an extended period and it is considered that this is perhaps reflective of the types of posts offered and the part time, term time and fixed term nature of many of the college posts, which would traditionally be more suited to those seeking flexibility for caring and other responsibilities. This assertion is supported when considering this data alongside the College Equal Pay Statement where the impact of occupational segregation is apparent.

In the early part of session 22/23 a National Menopause Policy was published for the sector. Further actions have been taken within UHI Moray in support of this important matter with a voluntary support group being established (+VE Pause). This group will be arranging relevant support sessions which any staff and students can attend followed by a safe space for supportive discussions to take place. A programme events into the new year has been developed so far and the development was shared on World Menopause Day with a follow up launch on 26 October.

**Table 3: Ethnic Origin**

	Scottish Pop'n Profile %	Moray Area Profile %	UHI Moray Profile % of all contracted staff 2021-22
Ethnic Origin			
White Scottish	84	77.7	71.5
White Other British	7.9	18	17
White Irish	1.0	0.5	2
White Other	3.2	2.8	6
Asian, Asian Scottish or Asian British	2.7	0.6	0.5
Other ethnic groups	1.3	0.5	1
Information refused/NK			2

The monitoring categories for this protected characteristic have been aligned with the census. The data suggests that the college population has lower proportions of White Scottish and higher proportions of White Other British in the Moray area and in employment at UHI Moray than national figures. This is perhaps due to the presence of the MOD bases in the area and working populations that these bring to the area.

The proportions of Other ethnic groups nationally and in Moray are low and this is reflected in the college population.

Overall, there is a high level of disclosure for this protected characteristic for the college.

**Table 4: Disability**

	Scottish Pop'n Profile %	Moray Area Profile %	UHI Moray Profile % of all contracted staff 2021-22
Disability*			
Info Declined/NK			2
No	70.1	70.9	92
Yes			6

\* Long term health condition in the census

The census is less helpful in relation to benchmarking when considering disability as it focusses on population health rather than disability. There is, again, a high disclosure rate in UHI Moray for this

protected characteristic. UHI Moray had, for a significant time, held the government 'Positive About Disability' double tick symbol and has, on a consistent basis, met the standards applied by that scheme in the attraction, support and retention of disabled staff. UHI Moray then migrated to the new Disability Confident Scheme.

**Table 5: Age**

	Scottish Pop'n Profile %	Moray Area Profile %	UHI Moray Profile % of all contracted staff 19/20
Age			
16-29	18.5	16.1	7
30-44	20	19	28
45-59	21.1	21.3	44.5
60+	25.3	23.2	20.5
Not Stated	0	0	0

When comparing the ages of the college population with the data in the census it should be noted that the college population only includes those of working age, rather than all ages which are contained in the census. Staff aged between 45 and 59 make up the majority of the College's staff and the proportions of younger staff are relatively low.

**Table 6: Sexual Orientation**

	Scottish Pop'n Profile %	Moray Area Profile %	UHI Moray Profile % of all contracted staff 2021-22
Sexual Orientation	Not recorded	Not recorded	
Heterosexual			87.5
Lesbian			0.5
Other			0.5
Bisexual			2
Gay			0.5
Unknown/Info declined			9

Again, a protected characteristic with a high level of disclosure overall. It is not possible however to compare the college population with census figures for this protected characteristic.

**Table 7 Religion or Belief**

	Scottish Pop'n Profile %	Moray Area Profile %	UHI Moray Profile % of all contracted staff 2021-22
Religion or Belief			
Christian	53.8	50	45.5
Muslim	1.4	0.3	0
Other Religions	1.1	0.9	16 inc. AGN
No Religion	36.7	41.2	16.5
Unknown	7.0	7.7	22

It is interesting to note that the level of No Religion is much lower in the UHI Moray population than in the Moray and Scottish population. It is difficult however to draw conclusions from this when the unknown level is so high.

**Table 8: Marital Status**

	Scottish Pop'n Profile %	Moray Area Profile %	UHI Moray Profile % of all contracted staff 2021-22
Marital Status			
Single	35.4	28.8	17.5
Married**	45.4	51.8	65.5
Separated	3.2	3.1	2.5
Divorced	8.2	8.5	3
Widowed	7.8	7.9	1
Other			3
Not Known			7.5

\*\* college figures include cohabiting.

The lower proportions of single employees when considered alongside the census figures can be explained when considering that the census covers the whole population.

### 13.9 Pregnancy and Maternity

Whilst this is a protected characteristic which is not monitored through self-disclosure on the HR system, central records are held in relation to those staff who are pregnant or take maternity leave during the period. In the session 21/22 we had one member of staff begin maternity leave. We believe that staff are well supported with maternity provisions which are more generous than statutory provisions, a positive approach in relation to flexible working and a specific contact person for those who are embarking on maternity periods and are navigating through the relevant requirements and implications. It is also worth noting that, because of the impact assessment process, it was determined that the UHI Moray provisions for paternity leave should be improved upon to be more beneficial than that provided by statutory provisions. This is now in place and a similar, more favourable approach is also applied to those undertaking leave for adoption.

### 13.10 Recruitment

Being a process, which could be considered to have a high potential for an adverse impact on those groups, the Recruitment and Selection Procedure is one which has been reviewed and amended in light of previous impact assessments.

The data and statistics are interesting but have their limitations and are therefore used to identify any further investigation. Previous further investigations have demonstrated that UHI Moray, like many other organisations, experiences occupational segregation. The terms and conditions which, in large measure, incorporate term time working and do not require weekend work, impact upon the profile of those seeking to work at UHI Moray.

To monitor this activity, three elements are considered: Applications, how these applications are translated into appointments and internal staff appointments. These have been considered with reference to the Scottish population. This is because of UHI Moray's move towards recruitment through recruitment websites and social media, which has had a consequent impact on the area from which UHI Moray is attracting applications. The potential increased flexibility to accommodate home-working which has resulted from the arrangements introduced because of Covid-19 has also enabled individuals from further afield to apply for roles and undertake them from a distance. This is evident through the locations of the applicants for posts. There is caution to be exercised in this comparison with census data however as, as has already been stated, we are reaching out to the working age population rather than the population as a whole.

**Table 9: Sex**

	Scottish Pop'n Profile %	% of Applications 2021-22 (External Adverts)	% of Applications 19/20 (External Adverts)	% of Internal Staff appointments 2021-22
<b>Gender</b>				
Male	48.5	29.5	37	44.5
Female	51.5	70	62	52.5
Not Stated		0.5	1 (agender)	3

The figures show that we have a higher proportion of applications from females than is represented in the country. This is a trend for UHI Moray which tends to attract a greater number of female applicants due to the flexible working practices and the family friendly policies and procedures which can appeal to females who may be carers within the family. The nature of many of the UHI Moray vacancies which can be advertised more frequently can be female orientated roles too, such as administration, clerical and cleaning.

**Table 10: Ethnic Origin**

	Scottish Pop'n Profile %	% of Applications 2021-22 (External Adverts)	% of Internal Staff appointments 2021-22	% of total New Starts 2021-22
<b>Ethnicity</b>				
White Scottish	84	68	67.5	74
White Other British	7.9	13.5	21	12
White Irish	1.0	0	0	0
White Other	3.2	7.5	5.5	9
Asian, Asian Scottish or Asian British	2.7	5	2	0
Other ethnic groups	1.3	4	2	5
Information refused/NK	0	2	2	0

We continue to attract applications from a lower proportion of White Scottish candidates to externally advertised posts. This is also reflected when considering those that are appointed. It is considered that this is reflective of the more mobile working population brought with the local MOD bases where the college benefits from the skills and experiences brought with the families moving into the area.

**Table 11: Disability**

	Scottish Pop'n Profile %	% of Applications 2021-22 (External Adverts)	% of Internal Staff appointments 2021-22	% of total New Starts 2021-22
<b>Disability*</b>				
Info Declined/NK		1	4	0
No	70.1	83	88.5	86
Yes		16	7.5	14

\* Long term health condition in the census

Again, the census is less helpful in relation to benchmarking when considering disability as it focusses on population health rather than disability. The figures would seem to suggest however that the proportion of those who have declared a disability is around 10% higher than the number who disclosed that they had a disability last year. The increased disclosure comes from the category of people who had previously declined to disclose which has reduced in the 21/22 session. It is

therefore positive to have a greater number of individuals disclosing in this protected characteristic. We are committed to demonstrating progression and taking positive action to attract, recruit and retain disabled people.

**Table 12: Age**

	Scottish Pop'n Profile %	% of Applications 2-21-22 (External Adverts)	% of Internal Staff appointments 2021-22	% of total New Starts 2021-22
Age				
16-29	18.5	20.5	13.5	19
30-44	20	44	44	53
45-59	21.1	28	27	22
60+	25.3	7.5	15.5	6
Not Stated	0	0	0	0

This protected characteristic is one in which the comparison against the census is impacted as we are comparing total population against working age population. The trend over the years has been that we attract most applications from individuals who are over 29 years old which could be due to qualification and experience requirements of posts advertised.

**Table 13: Sexual Orientation**

	Scottish Pop'n Profile %	% of Applications 2021-22 (External Adverts)	% of total New Starts 2021-22	% of total New Starts 2021-22
Heterosexual		87.5	85	92.5
Lesbian		1	3.5	1.5
Other		2.5	0	0
Bisexual		2	0	4.5
Gay		2.5	3.5	0
Unknown/Info declined		4.5	8	1.5

There is greater disclosure in the 'lesbian' and 'other' categories compared with previous years, with the number in the heterosexual category reducing in both external and internal appointments. However, this is an area where there is limited benchmarking information and therefore it is difficult to arrive at any meaningful conclusions overall.

**Table 14: Religion or Belief**

	Scottish Pop'n Profile %	% of Applications 2021-22 (External Adverts)	% of Internal Staff appointments 2021-22	% of total New Starts 2021-22
Religion or Belief				
Christian	53.8	45	46	47
Muslim	1.4	2.5	0	0
Other Religions	1.1	14.5	21	15
No Religion	36.7	23	23	26
Unknown	7.0	15	10	12

It is interesting to note that whilst disclosure rates across the protected characteristics are high, this is the protected characteristic which has the highest level of unknown and information declined. There are also higher proportions of applicants and new starts declaring their religion or belief as 'other' than is evident in the Scottish population. It may be that some confusion over reporting categories may be contributing to this.

**Table 15: Marital Status**

	Scottish Pop'n Profile %	% of Applications 2021-22 (External Adverts)	% of Internal Staff appointments 2021-22	% of total New Starts 19/20
Marital Status				
Single	35.4	44	17	35
Married**	45.4	52	71	64
Separated	3.2	0.5	0	0
Divorced	8.2	2	5.5	0
Widowed	7.8	0	0	0
Other	0	0.5	0	0
Not Known	0	1	5.5	1

\*\* college figures include cohabiting.

The figures show that, for this protected characteristic, we attract applications from generally similar proportions of marital status as is reflected in the general population. This is a newer area of monitoring for UHI Moray and it seems that some internal employees have not yet chosen to disclose within this characteristic.

### 13.11 Staff Retention

UHI Moray has, for several years, monitored, by protected characteristic, not only those that join and progress in the organisation but also those that leave the UHI Moray. The leavers data is benchmarked against the UHI Moray staffing profile as detailed in the tables below although it should be noted that low numbers can affect the statistical relevance.

**Table 16: Sex**

	UHI Moray Profile % of all contracted staff 2021-22	% of total Leavers 2021-22
Gender		
Male	30	31
Female	70	69
Not Stated	0	0

The profile of staff leaving UHI Moray is in line with the staffing profile within the organisation.

**Table 17: Ethnic Origin**

	UHI Moray Profile % of all contracted staff 2021-22	% of total Leavers 2021-22
Ethnicity		
White Scottish	74	76
White Other British	16	12
White Irish	0.5	0
White Other	6	7
Asian, Asian Scottish or Asian British	1	0
Other ethnic groups	0.5	2.5
Information refused/NK	2	2.5

Again, the proportions of leavers by this protected characteristic generally reflect the college population figures.

**Table 18: Disability**

	UHI Moray Profile % of all contracted staff 2021-22	% of total Leavers 2021-22
<b>Disability*</b>		
Info Declined/NK	2	2.5
No	92	90.5
Yes	6	7

\* Long term health condition in the census

The proportions of leavers by this protected characteristic generally reflect the UHI Moray population figures.

**Table 19: Age**

	UHI Moray Profile % of all contracted staff 2021-22	% of total Leavers 2021-22
<b>Age</b>		
16-29	7	14
30-44	28	12
45-59	44.5	28.5
60+	20.5	45.5
Not Stated	0	0

It is perhaps expected that the proportion of leavers (compared to the UHI Moray population) at age 60+ will be higher. The age 16-29 category appears to have a higher % than the staffing profile but this is likely to be due to the 'career ready' and apprenticeship opportunities that are offered to those in this age group, which are fixed term with the individuals leaving and moving onto the next stage of their career progression as per the arrangement of their employment.

**Table 20: Sexual Orientation**

	UHI Moray Profile % of all contracted staff 2021-22	% of total Leavers 2021-22
<b>Sexual Orientation</b>		
Heterosexual	87.5	85.5
Lesbian	0.5	0
Other	0.5	0
Bisexual	2	2.5
Gay	0.5	0
Unknown/Info declined	9	12

The proportions of leavers by this protected characteristic generally reflect the UHI Moray population figures.

**Table 21: Religion or Belief**

	UHI Moray Profile % of all contracted staff 2021-22	% of total Leavers 2021-22
<b>Religion or Belief</b>		
Christian	45.5	43
Muslim	0	0
Other Religions	16 inc. AGN	16.5
No Religion	16.5	12
Unknown	22	28.5

This is the protected characteristic which has the lowest disclosure rate in UHI Moray and therefore the highest level of ‘unknown’. The proportions of leavers by this protected characteristic generally reflect the UHI Moray population figures.

**Table 22: Marital Status**

	UHI Moray Profile % of all contracted staff 2021-22	% of total Leavers 2021-22
<b>Marital Status</b>		
Single	17.5	26
Married**	65.5	64.5
Separated	2.5	0
Divorced	3	0
Widowed	1	0
Other	3	2.5
Not Known	7.5	7

\*\* college figures include cohabiting.

As shown in table 19, there is a higher % of leavers in the age 16-29 category compared with the staffing profile which is attributed to the ‘career ready’ and apprenticeship opportunities that are offered to those in this age group. This point is likely to relate to the higher % in the marital status characteristic who are single since individuals who are leaving due to the nature of their contract are of a younger age and they are more likely to be single rather than married.

### 13.12 Staff Grievance, Capability and Conduct Matters

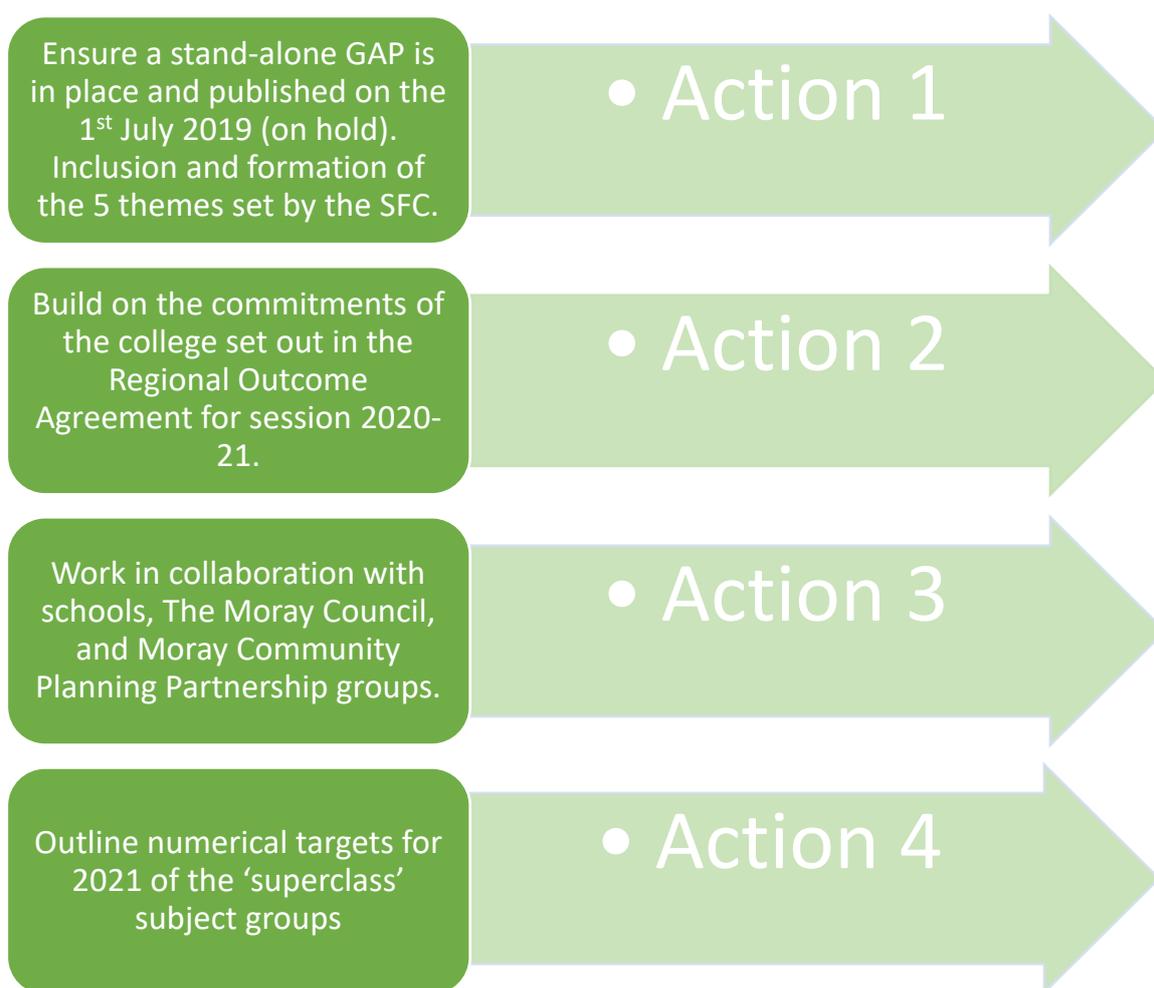
UHI Moray has considered monitoring data in relation to formal grievances, conduct hearings and capability hearings. It is intended that this data inform the impact assessment process but, fortunately, numbers of these matters in session 21/22 are low and therefore there is no statistical relevance. More valuable to the evaluation and impact assessment process is the experiences obtained from the different perspectives in the utilisation of these procedures and this reflection on the experience of using the procedures contributes to the procedural review process.

## 14 Equality Outcome Six: Gender Action Plan

**Context:** We are required to develop and set in place a specific Gender Action Plan (GAP) to ensure we have a comprehensive and robust vision in place to meet the needs of the five themed areas set by the SFC. Infrastructure; influencing the influencers; Raising awareness and aspiration, encouraging applications, and supporting success.

**Strategic Equality Outcome:** The College will develop and publish a Gender Action Plan (GAP) as set by the Scottish Funding Council (SFC)

**Operational Equality Outcome:** The College will implement a Gender Action Plan (GAP) that incorporates all actions set by the SFC for inclusion into their GAP



**Protected Characteristics we have covered, and General (PSED) Duty addressed are:**

Age	X	Pregnancy	X	Sex	X	General Duty 1	X
Disability	X	Race	X	Sexual Orientation	X	General Duty 2	X
Gender Reassignment	X	Religion belief	or X	Marriage/Civil Partnership	X	General Duty 3	X

## 14.1 Gender Action Plan Development and Publication

Our Gender Action Plan (GAP) was written by the Equalities and Diversity Practitioner and published on our website in July 2017. A revised edition was due for publication in July 2019, however, is on hold. The five specific themes set by the SFC were included in the GAP. All academic areas of the college were included in the information gathering for the development, completion and through to publication of the GAP. As a college we are already analysing the data collected on these courses in relation to the gender imbalances.

We are already work closely with Moray Community Planning Partnership to ensure we are working towards addressing the gender imbalances of some of the courses delivered at our college.

The GAP sets out to undertake the requirements set out by the SFC:

- Agree and set the key ambitions of the college to tackle gender imbalances at subject levels, focusing specifically on the subjects with the greater gender imbalances.
- Identify where there is an imbalance between male and female students within completion in a particular subject area and outline outcomes
- Outline how we are proactively promoting gender equality in relation to staff
- Describe how we are addressing gender imbalances at senior academic level
- Show evidence of how we are working towards eliminating the gender pay gap

## 14.2 College Commitments to the Gender Action Plan

The college is building on its commitments set out in the Regional Outcome Agreement (ROA), for session 2022-23. The University of the Highlands and Islands (UHI) and partner colleges, which UHI Moray is one of, are working collaboratively to produce evidence-based GAPs, in accordance with the Scottish Government's ambitions for colleges and universities to address gender imbalances at subject level and as outlined in the Developing the Young Workforce Strategy. These plans will demonstrate the approaches and mechanisms, which the university and individual partner colleges need to continue to develop and implement to best address gender imbalance, including subject level identified through student data analysis.

## 14.3 College Collaboration in Gender Action Planning

### 14.3.1 Schools

The college has robust links with the schools in Moray. All education activity from 3-18 address GAP priorities. Staff members from college attend Parent Evenings and Careers Events. All literature is non-gender specific and all marketing materials for school and college links are non-gender specific. The DYW Implementation Group has ownership of an action plan, which addresses the GAP priorities for all 3–24-year-olds.

### 14.3.2 Partnership Working

College partnerships with public sector groups e.g., Moray Council are aware of Equalities legislation and all joint projects are developed to ensure compliance. In instances where private industry partners are involved, clear governance is agreed at the outset to highlight this legislation and to provide a framework to ensure compliance.

## 14.4 Superclass Subject Groups

Specific emphasis were placed on the 'superclass' curriculum areas that have severe imbalances. These subjects for us are: Construction; Engineering; Vehicle maintenance; Child care; Healthcare; Beauty therapy; Hairdressing and Complementary therapies.

## 14.5 Gender Imbalance and Stereotypes in Schools

To ensure engagement with schools to tackle gender imbalance earlier and to tackle gender stereotypes, the following action points have been built into the GAP.

- Improve links with SDS to better inform careers advisors of the superclass areas and opportunities within the sector; engagement with schools career advisors
- Sharing of the GAP with partners regionally, inclusive of guidance and career teachers in schools, SDS to enable key stakeholder engagement, to address gender imbalances in application and recruitment
- Development of a Focus Group at all open evenings to engage with parents and carers to discuss and gauge stereotyping in course choices
- Promotion of modern and foundation apprenticeships specific to super class areas
- Engagement with parents at open parents events at school to raise awareness of gender imbalances on specific programmes
- Specific gender equality and enhancement marketing materials on the college website to highlight opportunities for the senior phase
- Have an online presence for subject areas such as computing and digital media, with links to the many women/girls in computing websites such as The Ada Project – which offer guidance and funding; include a link to gender equality resources on course information pages
- Raising awareness of STEM subjects by running a STEM open day at college

## 14.6 Gender Data from Application, Enrolment, Attainment & Employment

The recruitment and selection process here within UHI Moray is robust and accessible to all. Time has been given over a 2 year process to ensure we are reviewing and improving the process set in place. In turn, this has enabled us to develop and initiate a process which ensures all of the protected characteristics is monitored and in relation to gender, the monitoring of application through to completion of the 'superclass' specific curriculum programmes is being monitored closely.

The vision of the Scottish Funding Council (SFC) of no severe gender imbalances and enhanced participation by male students, is something we as a college are reviewing and giving consideration to throughout our amendments and changes to how we advertise, recruit and work with our students through their complete journey whilst at our college. Our Equality Outcomes set for 2021-2025 include a specific equality outcome related to the GAP. The strategic Equality Outcome being: The College will develop an Equality Outcome to address the requirement by the Scottish Funding Council (SFC) for a Gender Action Plan (GAP) to be in place.

### 14.6.1 Utilisation of the Data

Utilising the data generated enables rich and fruitful discussions within course monitoring, reviews and future curriculum opportunities. It provides a starting point, for which the college sets its actions, targets and future vision in relation to gender equality and monitoring.

#### 14.6.2 Enrolment, Early Withdrawals, Further Withdrawals and Success Percentage

Set within the superclass codes are specific groupings of areas. The college gathers data in relation to enrolments, withdrawals, retention and success rates/successful outcomes. Data has been collected and collated for the previous three sessions up to 2018-19. This data provides us with a baseline from which to set some of our actions within the GAP.

#### 14.6.3 Student Recruitment against Gender Target

A planned action to address the requirement of the SFC between now and 2024 and then finally into 2030, has been completed. A starting point was for us to understand and be clear on where the data was at currently in session 2016-17. From there, we have factored in a 5% increase by 2021 and 2030; our milestone is to have no subject area with an extreme gender imbalance of more than 75:25.

The factoring in of ratio and percentage into 2030 is a hopeful vision and plan, however, as a college we recognise how difficult this is going to be to physically achieve.

Our action plan will help to support a focused approach being implemented to address sustained and severe gender inequality within the FE curriculum.

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