



University of the
Highlands and Islands
Moray College

Equality and Diversity Mainstreaming Report 2021 - 2025



Table of Contents

Table of Contents.....	2
1 Principals Foreword.....	6
2 Introduction.....	7
3 Equality Outcomes set for 2021- 2025	8
3.1 Equality Outcome 1: Governance and Management.....	8
3.2 Equality Outcome 2: Support for Students.....	8
3.3 Equality Outcome 3: Support for Staff	8
3.4 Equality Outcome 4: Stakeholder and Partnership	8
3.5 Equality Outcome 5: Improving Data	8
3.6 Equality Outcome 6: Gender Action Plan	8
4 Legislation.....	9
4.1 The Equality Act 2010	9
4.2 Public Sector Specific Equality Duty (PSED)	9
4.3 The General Duty (PSED).....	9
4.4 The Equality and Human Rights	9
5 Evidence Base of Mainstreaming Equalities at Moray College UHI	10
5.1 Equality and Diversity Practitioner	10
6 Our Support of the Protected Characteristics	11
6.1 Age	11
6.2 Disability	11
6.3 Pregnancy and Maternity.....	12
6.4 Race	13
6.5 Religion and Belief.....	13
6.6 Sexual Orientation.....	13
6.7 Sex.....	13
6.8 Marriage/Civil Partnership	13
6.9 Gender Reassignment.....	13
7 Equality Outcome One: Governance and Management	14
7.1 Board of Management and Senior Leadership Team Induction	15
7.2 Continual Professional Development of the Board of Management	15
7.3 Equality and Diversity Mainstreaming Working Group	15

7.4	Gender Balance of the Board of Management.....	15
7.5	Succession Planning of the Board of Management.....	15
7.6	Composition of our Board of Management	15
7.7	Our Senior Leadership Team	17
7.8	Our Mission, Vision, Values and Strategic Priorities	17
7.9	Equality Impact Assessment.....	18
7.10	Public Procurement	18
8	Equality Outcome Two: Support for Students.....	19
8.1	Inclusion of Equality and Diversity with in Staff Development.....	20
8.2	Embedding Equality and Diversity into the Curriculum	20
8.3	Review of the Curriculum Review Process	20
8.3.1	Curriculum Strategy.....	20
8.3.2	Curriculum Strategy Aim and Objectives.....	20
8.4	Application to Enrolment and Beyond	21
8.4.1	Recruitment, Selection and Admissions Policy	21
8.4.2	Induction.....	21
8.5	Workplace Equality Benchmarking Exercise of Campus Facilities	21
8.6	Enhancement of the College Marketing Plan	21
8.7	Moray Community Partnership to Provide ESOL Provision in Schools	21
8.8	Support we Offer our Students	21
8.9	Looked After Children	23
8.9.1	Pre entry, Ongoing and Pre exit	23
8.9.2	Application Entry and Induction	23
8.10	The Wellbeing Bar	24
8.11	Mental Health	24
8.12	Student Support Services Newsletter	24
8.13	Kick Start	25
8.14	Student Diversity Day	25
8.15	Our International Students	26
9	Equality Outcome Three: Support for Staff.....	27
9.1	Progress towards the Strategic and Operational Actions Set	28
9.1.1	Establish Behaviours Supportive of the College values	28

9.2	Staff Data Collection on Protected Characteristics	28
10	Equality Outcome Four: Stakeholder and Partnership	29
10.1	Moray College UHI Academic Partnership	30
10.1.1	Their Role	30
10.1.2	How they do this	30
10.1.3	Ensuring Equality Mainstreaming in their role	30
10.1.4	Continual Aim	30
10.1.5	Enhancement of the Marketing Plan	30
10.1.6	Working in Partnership	30
10.1.7	Review and Embed Equality	31
10.1.8	Developing a Cross College Approach.....	31
10.1.9	Student Competition	31
10.2	Stakeholder and Partnership.....	31
10.2.1	Moray Community Planning Partnership	31
10.2.2	DYW Moray	31
10.2.3	Local Employability Partnership	31
10.3	Our Vision within Moray Community Planning Partnership	32
11	Equality Outcome Five: Improving Data	33
11.1	Student data Collection and Enhancement	34
11.2	Staff Data Collection	34
11.3	Monitor Complaints by Protected Characteristics	34
11.4	Data Collection from our Surveys.....	34
12	Student Data.....	35
12.1	FE Full Time 3-year Analysis and Trend (AGE)	36
12.2	FE Full Time 3-year Analysis and Trend (GENDER)	37
12.3	Application to Enrolment on Protected Characteristics 2019-2020.....	38
12.4	Application and Enrolment: Protected Characteristics 2019-2020 – Key Findings.....	39
12.5	Outcome % on some specific Protected Characteristics and Key Findings 2019-2020.....	40
12.6	Application and Enrolment by Gender and Subject Area 2017-18.....	44
13	The Staff Data	46
13.1	Organisational Structure	46
13.2	Pay and Grading	46

13.3	Staff Survey 2019.....	46
13.4	Staff Development.....	47
13.5	Equalities Data Collection for Staff	47
13.6	Equality Impact Assessment.....	47
13.7	Annual Employment Equalities Data	48
13.8	Moray College Staffing Profile	48
13.9	Pregnancy and Maternity.....	51
13.10	Recruitment	51
13.11	Staff Retention	55
13.12	Staff Grievance, Capability and Conduct Matters	57
14	Equality Outcome Six: Gender Action Plan	58
14.1	Gender Action Plan Development and Publication	59
14.2	College Commitments to the Gender Action Plan	59
14.3	College Collaboration in Gender Action Planning	59
14.3.1	Schools.....	59
14.3.2	Partnership Working.....	59
14.4	Superclass Subject Groups	60
14.5	Gender Imbalance and Stereotypes in Schools	60
14.6	Gender Data from Application, Enrolment, Attainment & Employment.....	60
14.6.1	Utilisation of the Data.....	61
14.6.2	Enrolment, Early Withdrawals, Further Withdrawals and Success Percentage	61
14.6.3	Student Recruitment against Gender Target.....	61
14.6.4	Enrolments, Withdrawals and Success Percentages.....	62
14.6.5	Recruitment against Target & Planning of Milestones into 2021 & 2030.....	63
15	References.....	64

1 Principals Foreword

Moray College UHI's mission is one of transformation: transformation in individual lives; and transformation in our community in Moray, and in the wider Highlands and Islands 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.

Moray College benefits immensely from the diversity of its staff and students. Everyone who walks through the entrances of our college, 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 line extending to the right.

David Patterson
Principal and Chief Executive
Moray College UHI

2 Introduction

Moray College UHI 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 and 2019 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 2019 Equality Mainstreaming Report will demonstrate evidence of further progress since previous reports and the focus Moray College UHI 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, 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:** Moray College UHI 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 Moray College UHI 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:** Moray College UHI 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 5th 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 27th 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

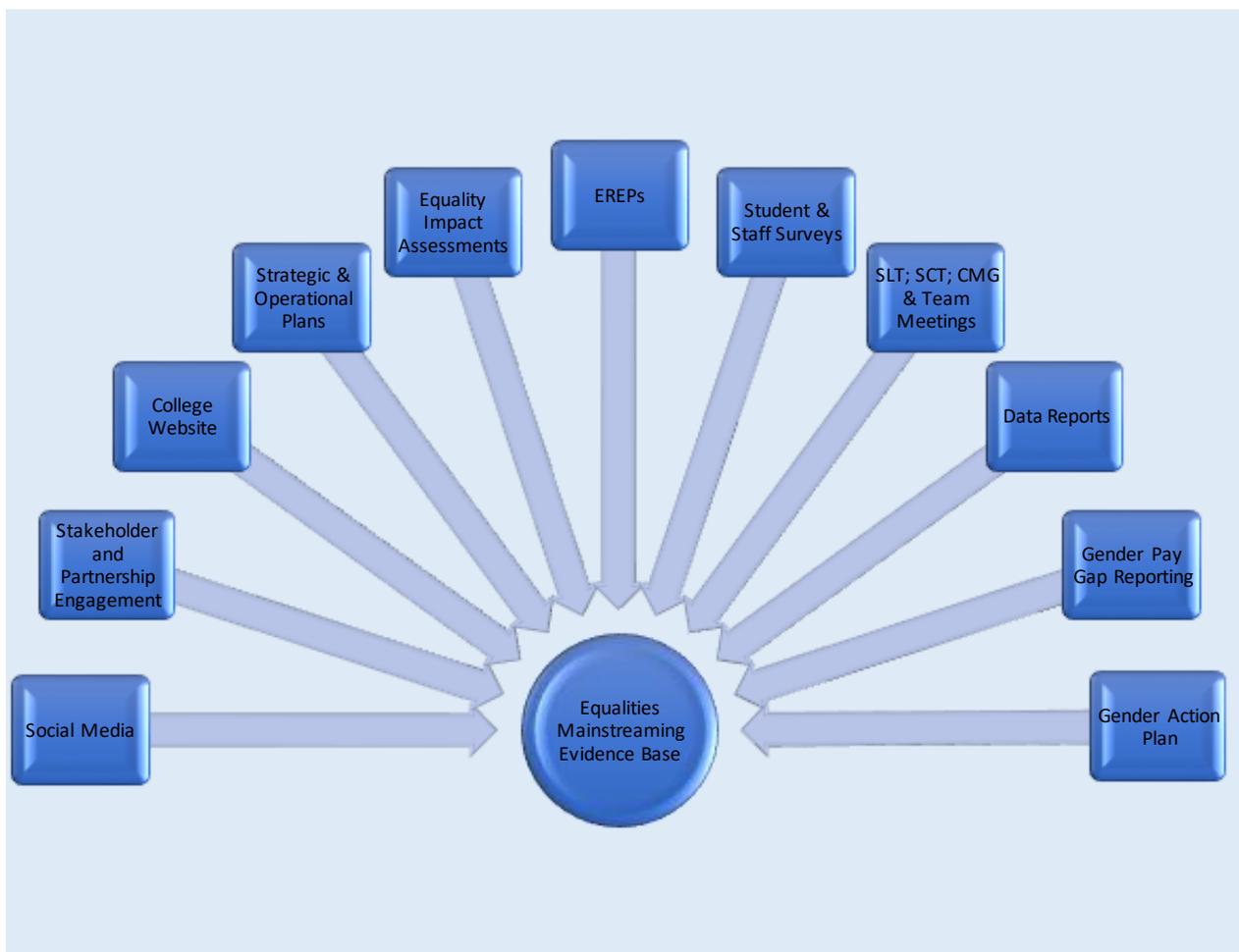
5 Evidence Base of Mainstreaming Equalities at Moray College UHI

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

Moray College UHI 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 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, Northeast 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 a pro- active Refectory/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.

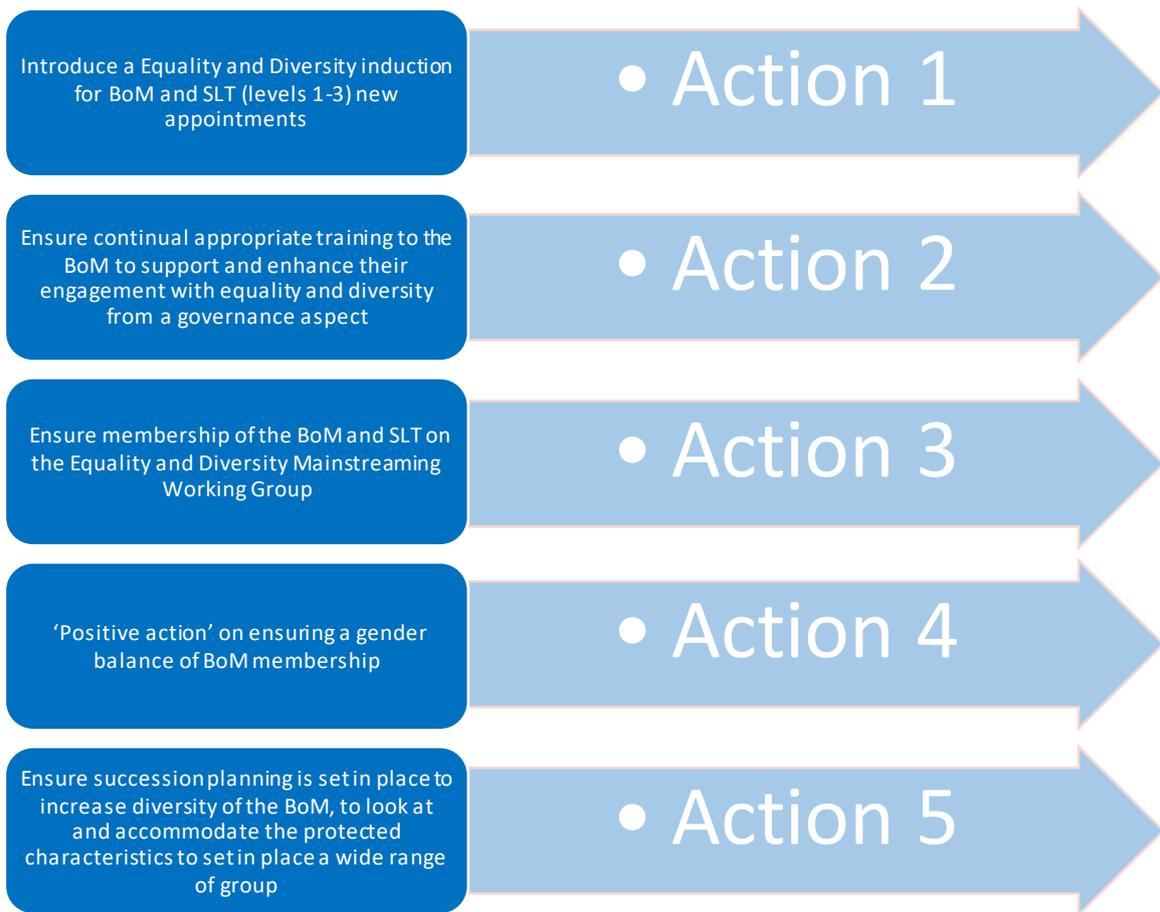
7 Equality Outcome One: Governance and Management

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: Moray College UHI 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 2021, 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, and as such, meetings set into the college session timetable of meetings for session 2018-19. 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

Over the past few years, the composition of the Board of Management has been members who are in either in full time or part time employment. Prior to 2016 the composition tended to be retired individuals. This has considerable benefits as the members bring with them invaluable and current knowledge and experience. However, it has meant that there has been an unusually high turnover in Board members since 2019 and that the College has been in an almost continual cycle of Board Recruitment. This is very time consuming for this involved in the process.

During 2019 several Board members left due to work commitments and a recruitment campaign took place during autumn 2019. As a result, 3 new Board members were successfully appointed in December 2019. Earlier in 2019 a Co-opted member was also recruited to fill a vacancy on the Audit Committee who had considerable audit and financial experience.

These new appointments made in December 2019 resulted in a Board which had a higher proportion of females.

It continued to be problematic to recruit a Support Staff Member on the Board of Management and the role had to be advertised several times before successfully appointing someone in September 2019. However, this person also found that the demands of the Board and attendance at meetings was problematic, and they also resigned in spring 2021. The role was advertised in early 2021 and as a result there were 3 nominations, and an online election was set up. This resulted in an appointment which was announced on 23 June 2021. The newly appointed Support Staff Member will take up post in August 2021 after Induction.

Throughout 2020 the composition of the Board had a higher proportion of females in comparison to males. The Ministerial Guidance 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".

A further recruitment campaign took place during the summer of 2020 to try and address this gender imbalance and to fill several vacancies which existed.

The advertisement for Board Members included a statement that the College embraces diversity and would welcome expressions from all areas in the community. Of the 6 applications, 3 were female and 3 were male. The panel recommended the appointment of 2 males in November 2021, and this resulted in a Board composition of 53% female and 47% male which does meet Ministerial Guidance.

Two non-executive members extended their tenure for a further 4 years in 2020 and another 2 have indicated a desire to extend their tenure from August 2021 and this has been approved by the University Court. Two non-executive members have recently resigned from the Board, one whose tenure was due to come to an end in July 2021 and has decided not to extend this due to pressing work commitments. The other was one of the new Board members appointed in November 2021 and they felt the role was not for them.

This has resulted in a gender split of 50% female and 50% male therefore the College is currently meeting Ministerial guidelines. 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. However, given the demographic ethnicity and disability profile of the Moray population, this will continue to be very challenging.

Reflecting on the current skills set of the Board and the current composition of the Committees it has been decided to launch a campaign throughout summer 2021 to attempt to recruit 2 new members with a strong financial accounting and audit background to fill a vacancy on the Audit Committee and to plan for succession on the Finance and General Purposes Committee.

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 Strategic 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 Moray College UHI 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 recent 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 Moray College UHI 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:

- The quality of our teaching, learning, and support for students
- Our partnership work with stakeholders
- The positive impact and outcomes of what we do
- Our values and doing the right thing in the right way

Values: We are the University of the Highlands and Islands in Moray. 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. Curriculum
2. Learning and Teaching
3. Organisational Culture
4. Partnership
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

Moray College UHI 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.

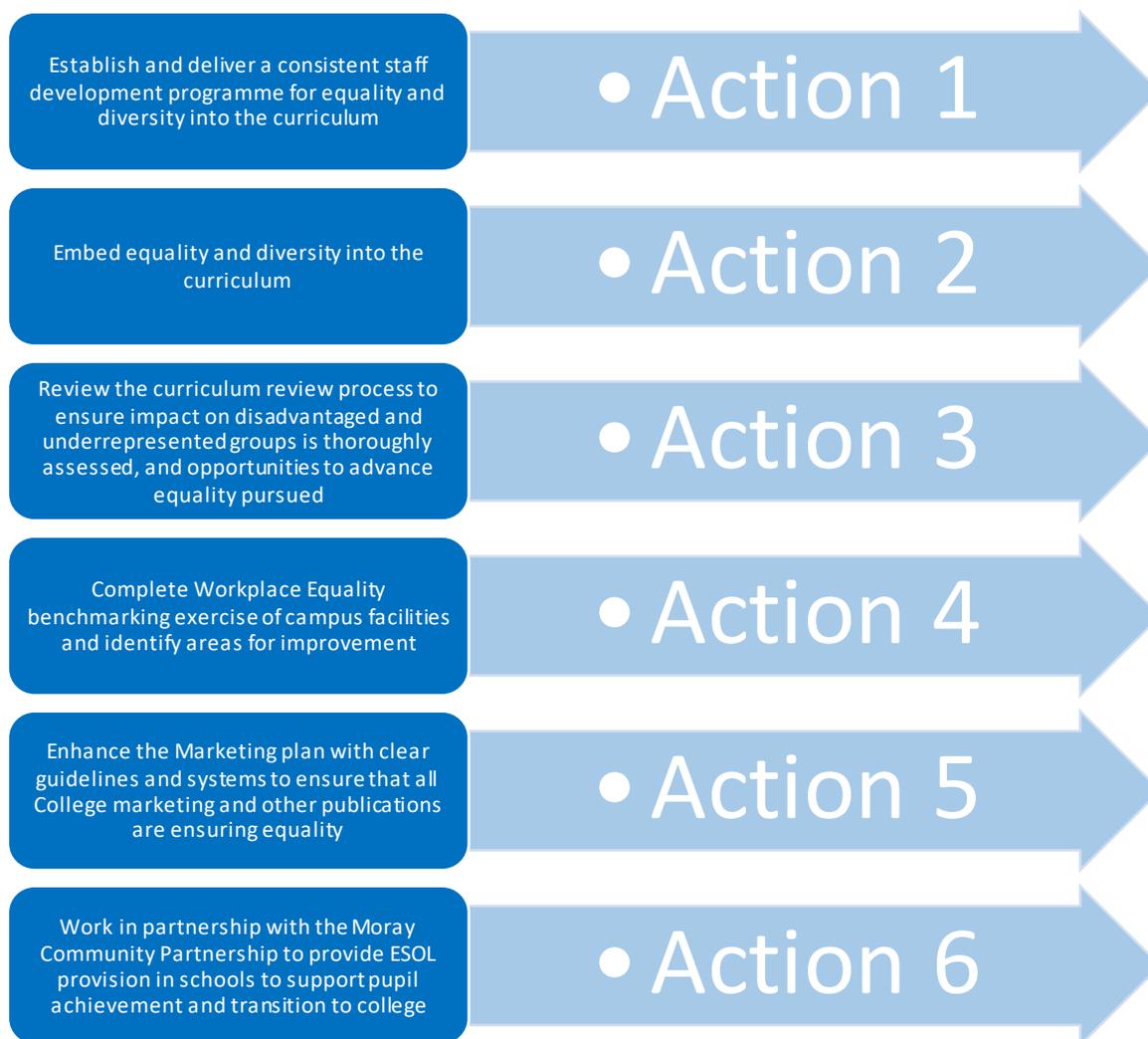
Equality falls under social responsibility (sustainability) so for regulated procurements this is considered from the beginning at contract strategy stage for all contracts where appropriate and embedded into tender documentation in a relevant and appropriate manner.

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 Moray College UHI. 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 Moray College UHI 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 has been 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 2021-22 and is streamlined. Agreement has been reached for the EAL Service to support younger learners, allowing MC UHI 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, Extended 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 Extended Learning Support - Learner Support offers support to all students at Moray College UHI. 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

Moray College UHI 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, Moray College UHI 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 have 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 Extended 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 are currently in the planning process of securing a purposeful Wellbeing Room – 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: Moray College UHI 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



University of the
Highlands and Islands
Moray College



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.

Moray College UHI 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.

8.15 Our International Students



The Erasmus + exchange programme enables students to study or work in another European country as part of their degree programme. Moray College UHI has partnerships with over 25 universities across Europe with opportunities to study abroad depending on the exchange agreements in place.

All students, regardless of their nationality, are eligible to participate in this programme. Erasmus students must be registered as full-time students while abroad and fulfil the academic requirements. Each year, Moray College UHI welcomes many students from our partner universities who choose to study for a semester or a year.

Our Erasmus activity does not actively provide opportunities for any of the protected groups; however, any individual requirements are assessed, and support is put in place prior to mobility. The whole ethos of Erasmus brings people from different backgrounds to work and study together and this has huge benefits for both students and staff both personally and professionally.

Erasmus Policy Statement: We have been awarded the Erasmus Charter for Higher Education for the Erasmus+ programme 2014-2021. The Erasmus Policy sets out our institutional strategy in relation to the Charter.

Incoming Staff

Incoming staff: Are selected by their university prior to making a request to visit. In the last 5 years, there have been no requests from anyone with a disability. However, if this were the case, this would be identified at the initial enquiry stage, their requirements assessed, and any support put in place for their visit.

Outgoing Staff: Make an application to go to one of our partner universities to either teach or train. In the last 5 years, we have not had any outgoing staff with a disability. However, if this were the case, details of requirements would be sent to the host university with the initial request and confirmation that necessary support could be provided received prior to arrangements being made.

Incoming Students: Are selected by their home university prior to making an application to study or train. Incoming study students are given a standard induction programme to ensure they are well prepared for their studies. For both study and work experience students, an English class is delivered weekly throughout the semester to assist with language and course terminology. In the last 5 years, there have been no requests from anyone with a disability. However, if this were the case, this would be identified at the initial enquiry stage, their requirements assessed, and any support put in place for their visit.

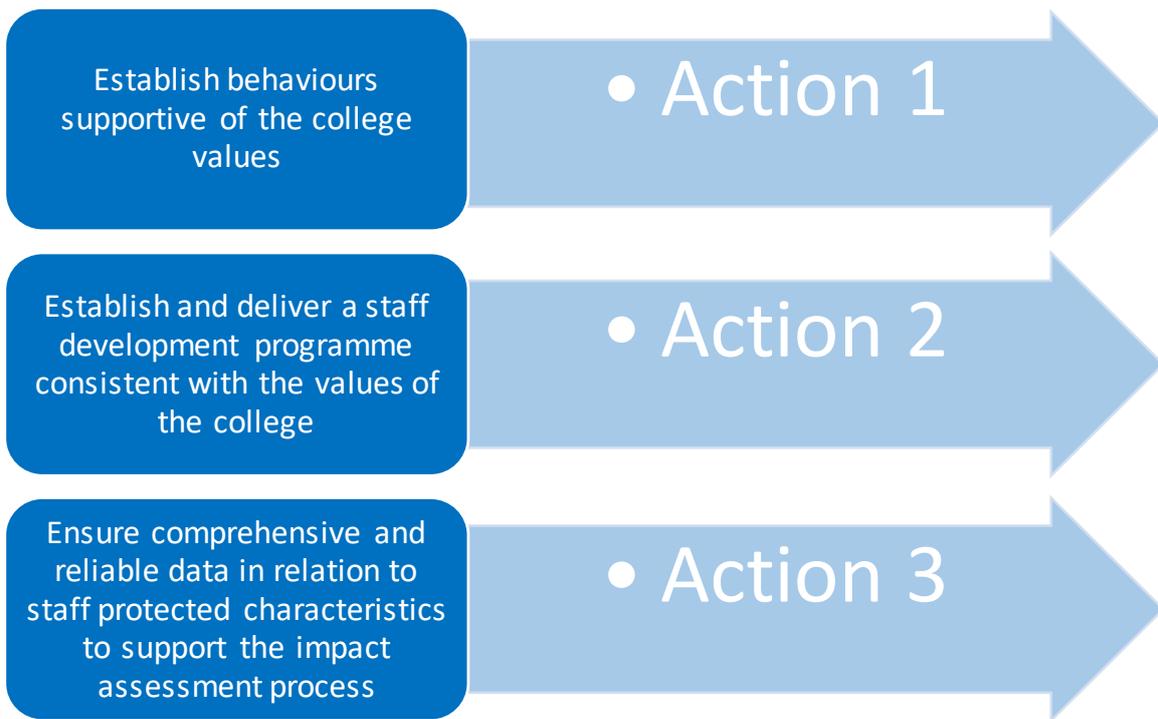
Outgoing Students: Make an application to study or train at one of our partner universities. In the last 5 years, we have not had any outgoing student with a disability. Students studying with us where English is not their first language.

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 Moray College UHI. 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: Moray College UHI 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 belief	or 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 Moray College 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

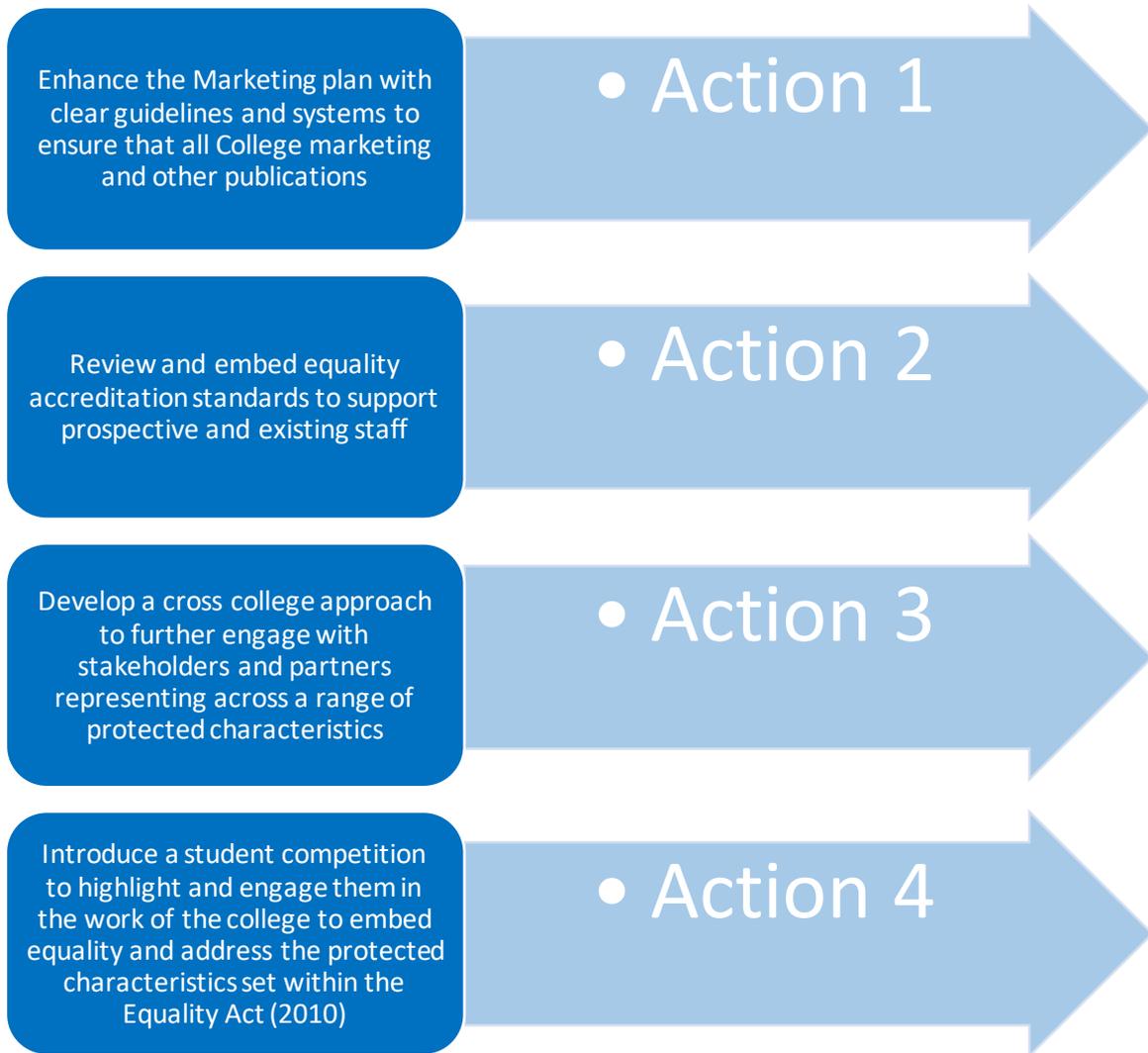
To ensure comprehensive and reliable data in relation to staff protected characteristics to support the impact assessment process, this is gathered annually and compiled into a comprehensive report. Details of this report can be found in section twelve of this report.

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 Moray College UHI 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 Moray College UHI'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

Moray College UHI delivers ESOL learning across Moray. There are a significant number of non-native speakers and classes, ranging from SCQF 2-6, are well received. Moray College UHI 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 Moray College UHI, 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

Moray College UHI 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

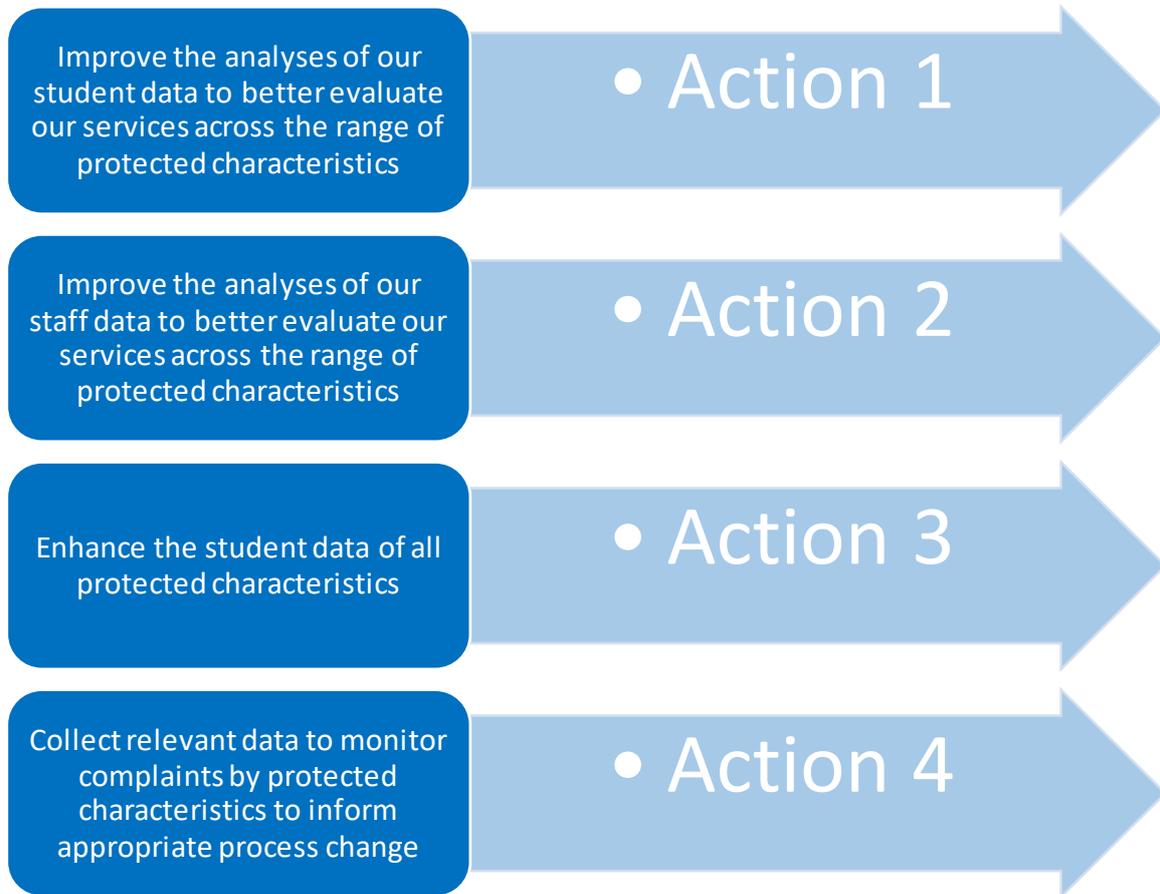
Working with Moray Community Planning partnership: Our vision at Moray College UHI is that:	
We will engage fully and take appropriate leads in the Moray Community Planning Partnership (CPP) structures.	<p>Board of Management membership of the Moray CPP Board to support governance, setting appropriate 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>
We will play an integral part of the planning and delivery of Moray 2026 (and subsequent iterations)	<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>
We will actively support the partnership’s aim ‘to improve life for those living and working in Moray’, by:	<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>
We will have a particular role in the partnership to support:	<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 Moray College UHI 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 Moray College UHI 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 Moray College UHI surveys and two external surveys. Moray College UHI ensures that their surveys are anonymous. The College wishes to give students the comfort that specific feedback will not be linked to individuals.

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.

Moray College UHI asks four 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.

Comparison of Moray College UHI Survey data from 2018/19 and 2019/20 and the Early Experience Learner Survey for 2019/20 indicates: Nearly double the number of females complete the survey, compared to males; The age group for 18-19 often have the most responses, closely followed by 16-17, 20-24 and 30-44; The lowest number of responses is consistently for the 25-29 age group.

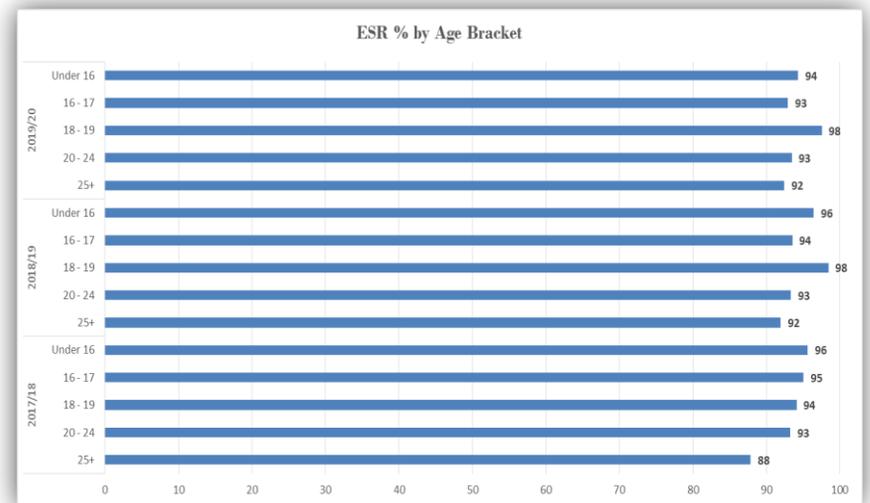
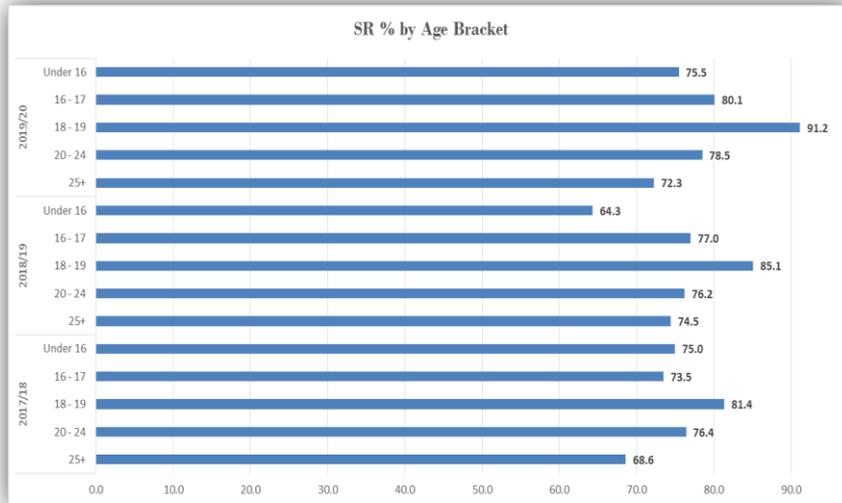
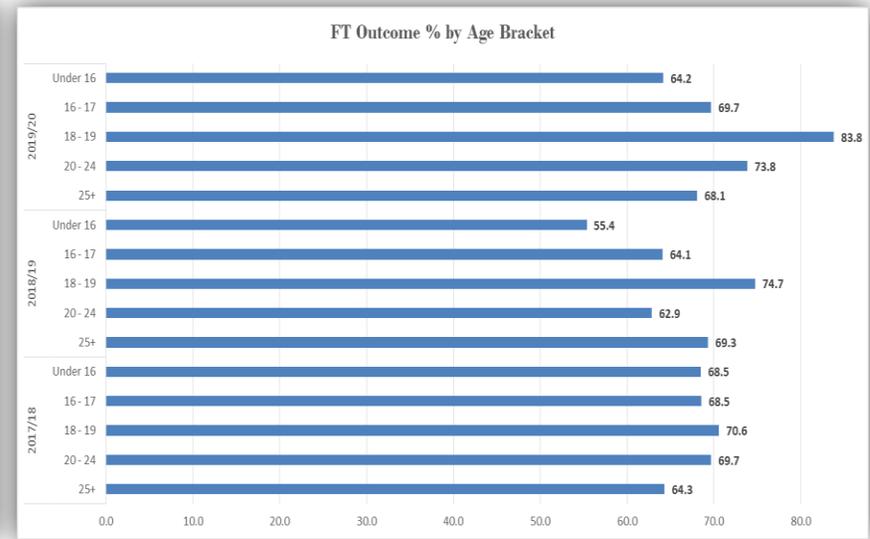
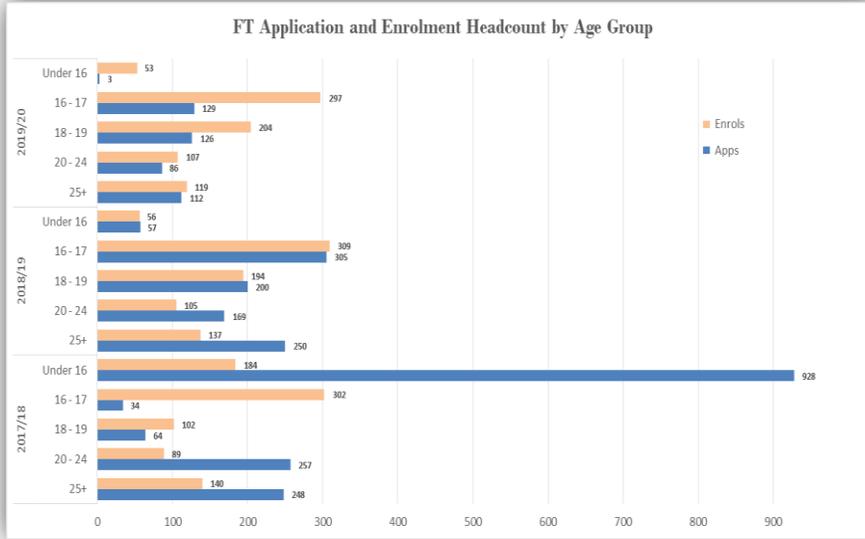
12 Student Data

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.

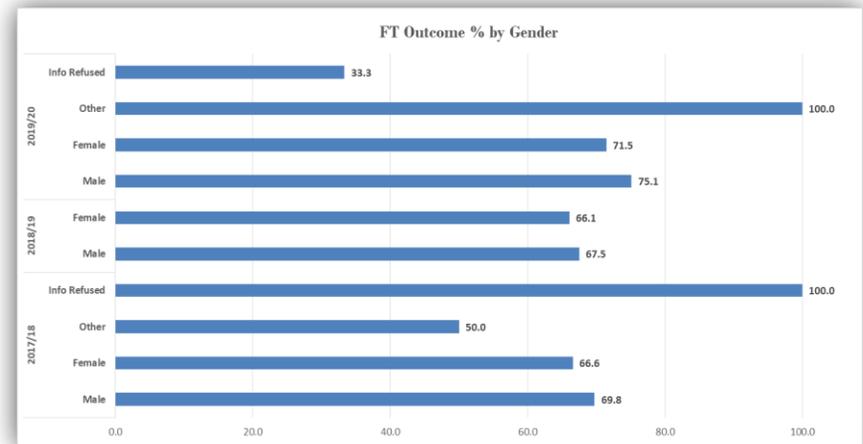
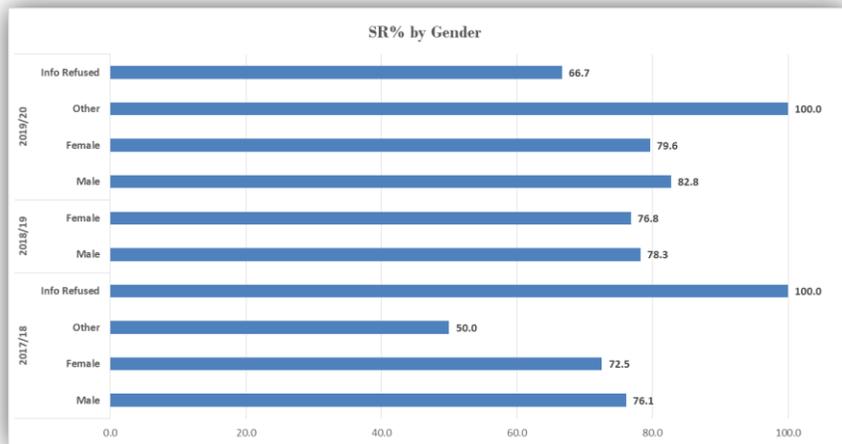
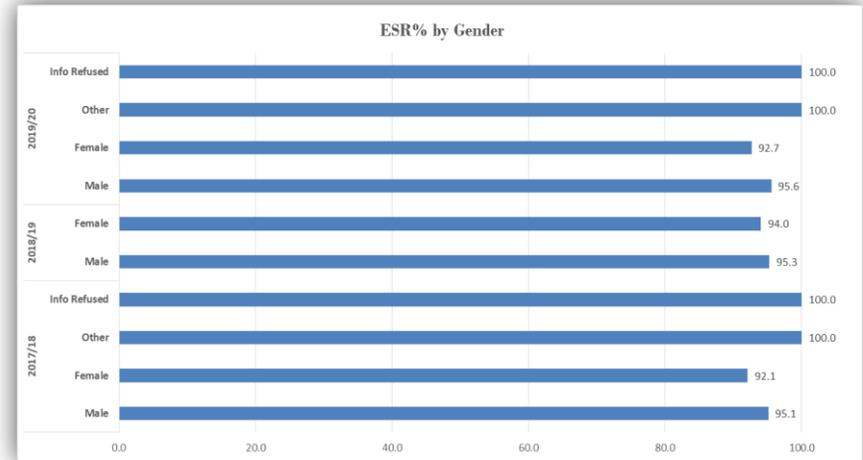
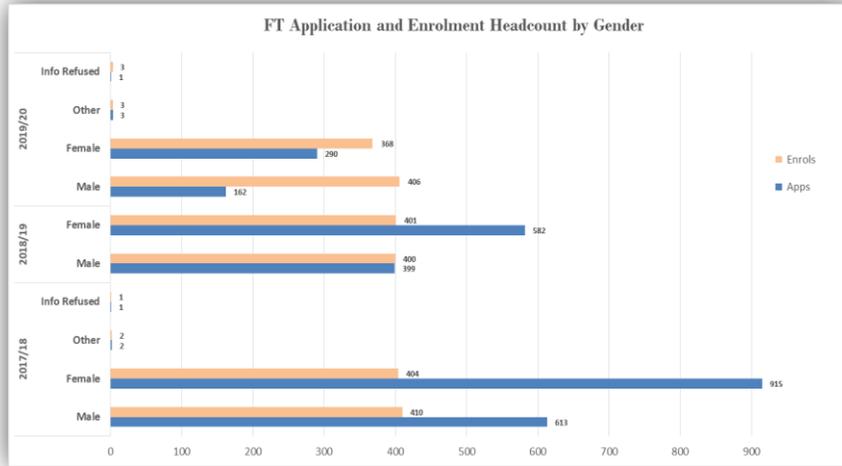
Our Higher Education student data is captured within the Equalities Mainstreaming Report 2021 for the University of the Highlands and Islands.



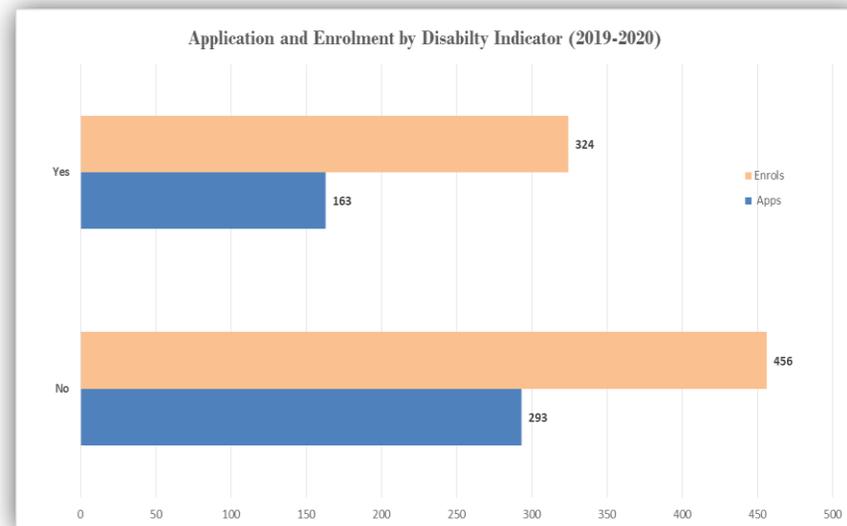
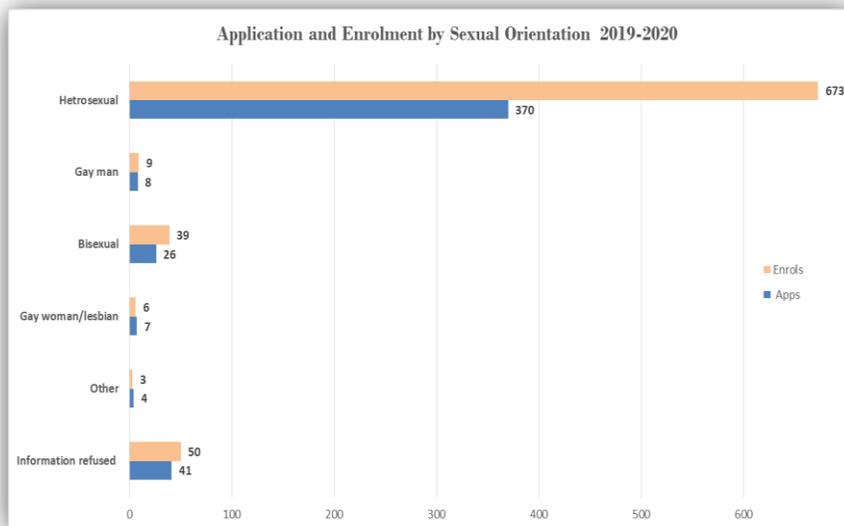
12.1 FE Full Time 3-year Analysis and Trend (AGE)



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



12.3 Application to Enrolment on Protected Characteristics 2019-2020



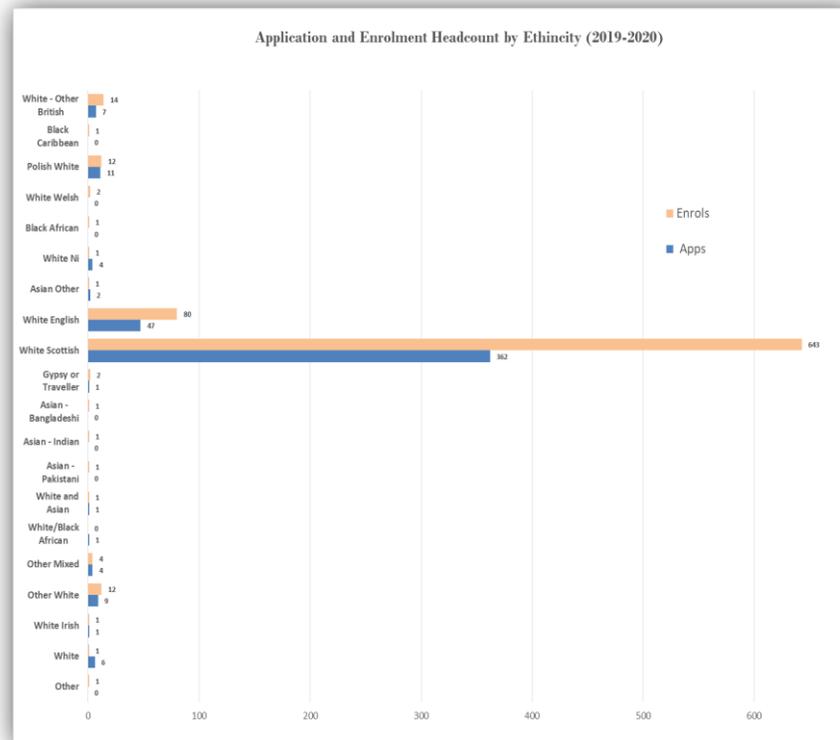
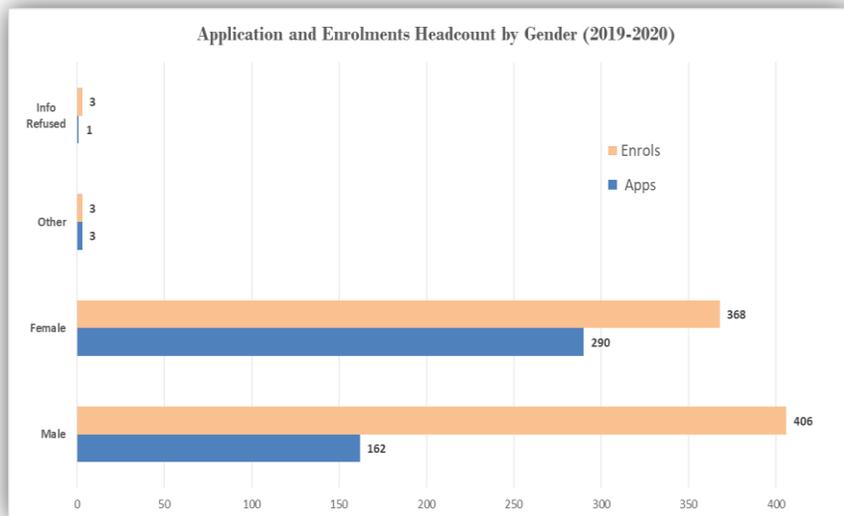
Sexual Orientation

In relation to bi-sexual, gay woman/lesbian, other and information refused the application converting to enrolment was around 50%. However, gay man conversion percentage from application to enrolment reduced. The heterosexual conversion was around 50%

Disability Indicator

749 applications did not disclose a disability indicator, whilst 487 did disclose. Of these applications who did not disclose a disability indicator 456 continued to enrol, and of the applications who did disclose, 324 continued onto enrol into a course.

12.4 Application and Enrolment: Protected Characteristics 2019-2020 – Key Findings



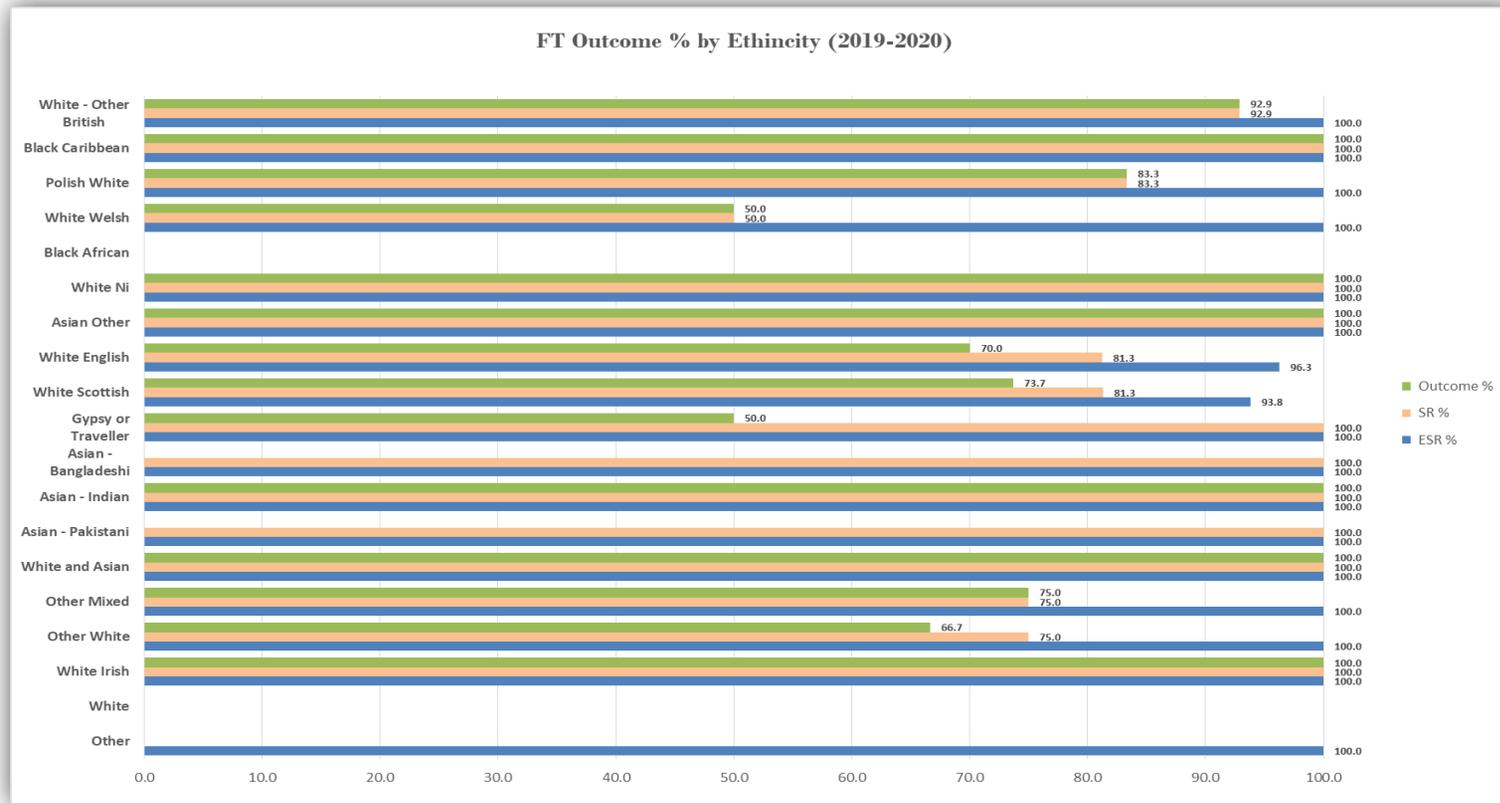
Ethnicity

Are in a high percentage of either white, white Scottish, white English, with a slightly lower white Welsh and other white background. A small application of either Asian other, Asian Pakistan, black African or Pakistani was disclosed at application and enrolment completion.

Gender

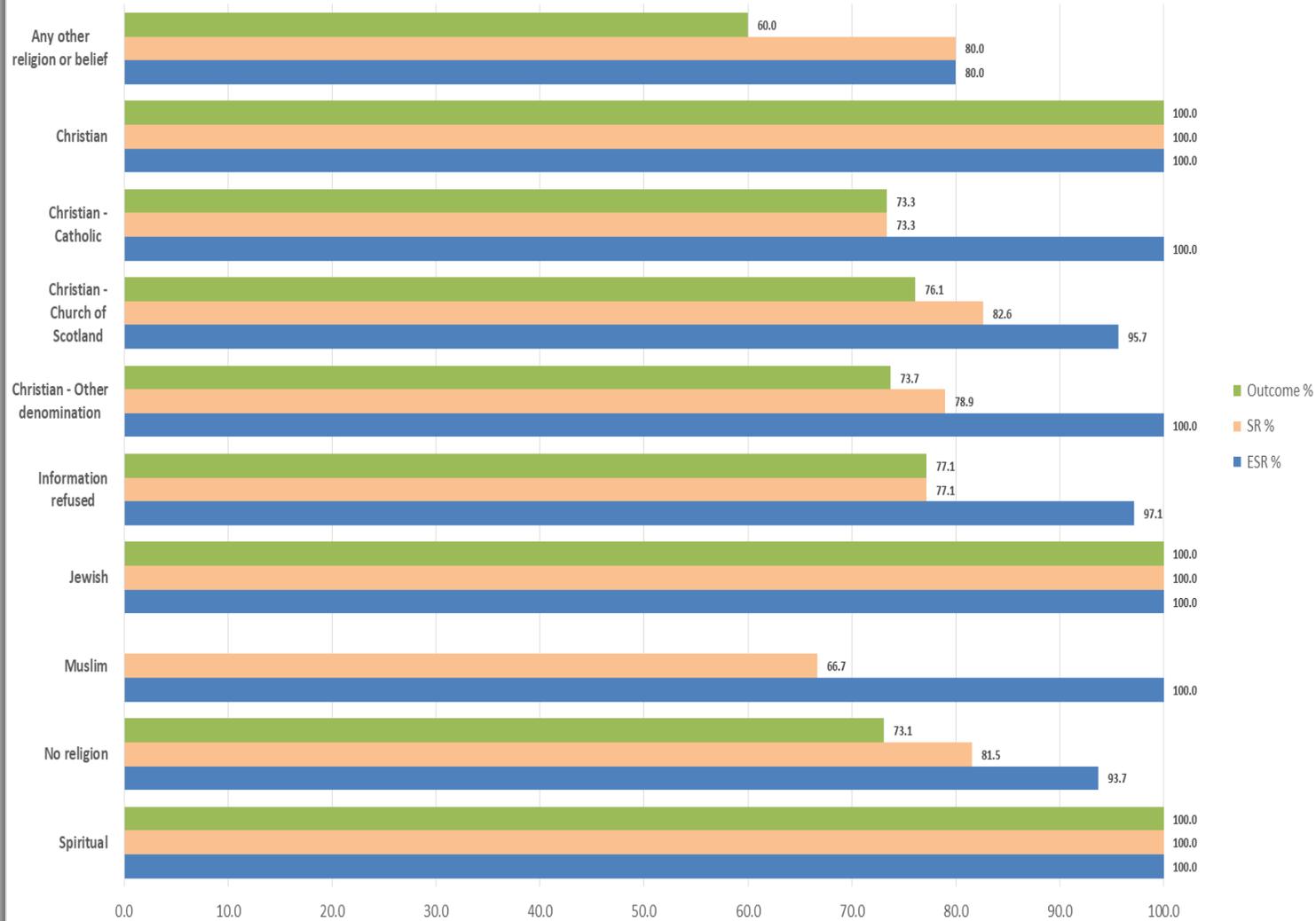
Application was higher in the female category to the applications in the male category. This has been the trend for the past 3 sessions. However, the enrolment has shown a conversion reduction from application to enrolment in the female category by nearly 2/3rds. The conversion from application to enrolment in the male category seen a conversion of just under 50%.

12.5 Outcome % on some specific Protected Characteristics and Key Findings 2019-2020



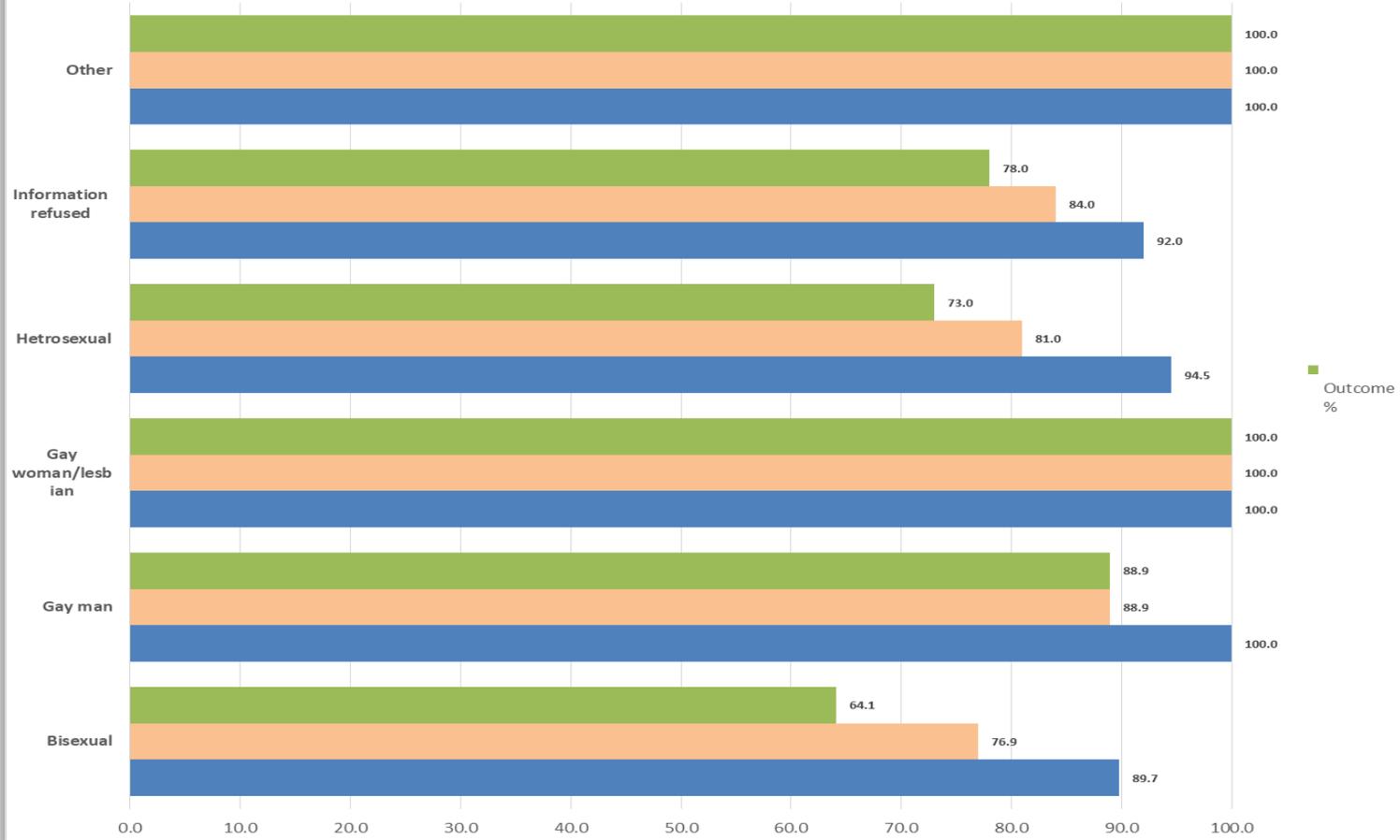
Ethnicity
The outcome% in relation to Ethnicity is standard to local demographics. We do not have any huge diversity of ethnicity in Moray. As a college we still have some work to undertake here.

FT Outcome % by Religion (2019-2020)



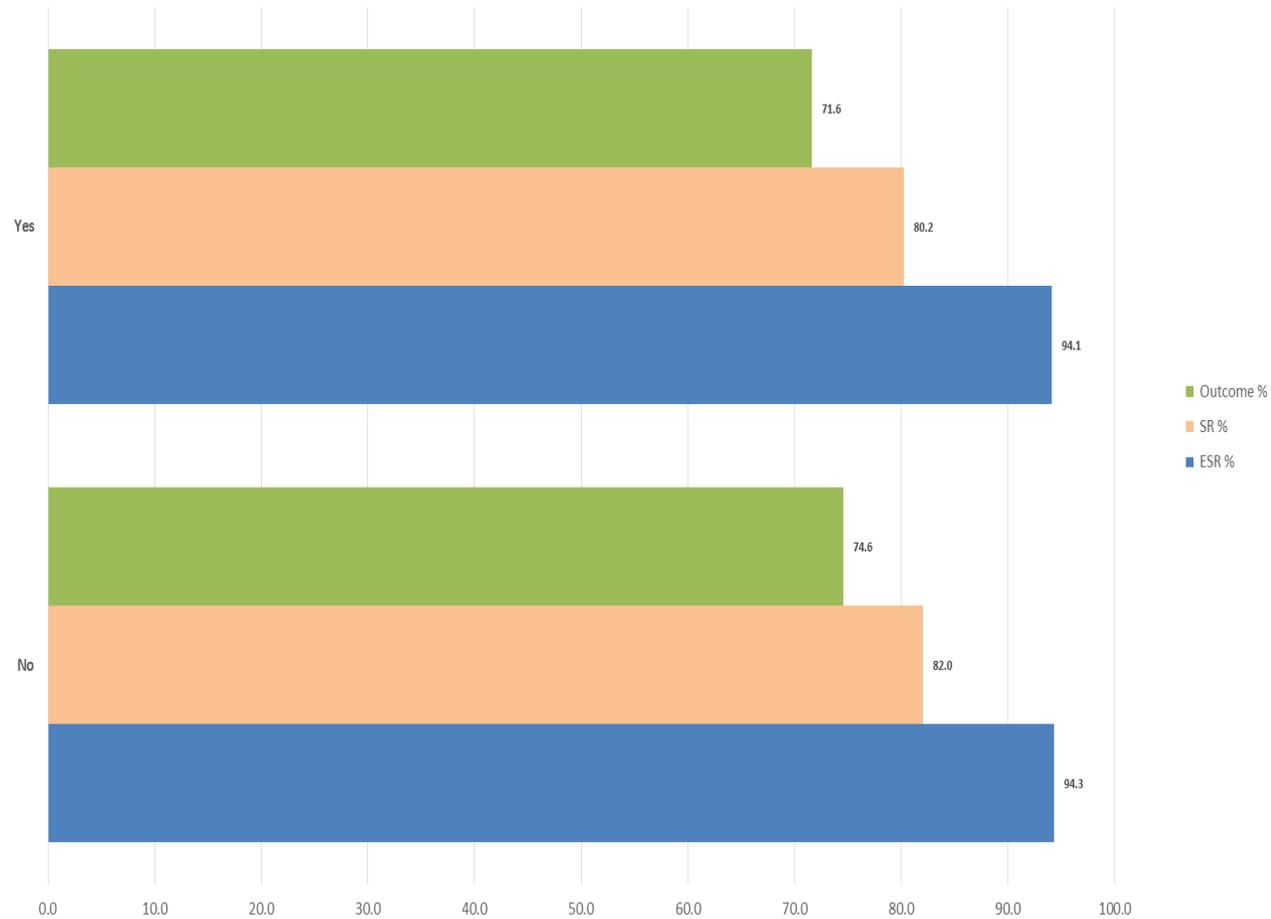
Religion
 There are no faith issues. SD shows there is no differences based on religion according to the Performance Indicators. There is no impact to achieving their course. We still need to work on future understanding of this data.

FT Outcome % by Sexual Orientation (2019-2020)



Sexual Orientation
 This chart simply for us raises awareness. Staff within the college are comfortable with sexual orientation of the students. This is specifically evident for transgender as noted previously within this mainstreaming report.

FT Outcome % by Disabled (2019-2020)



Disabled Indicator
The overall ESR%, SR% and Outcome% for both the disclosure of a disability or non-disclosure show evidence of a decline from enrolment through to outcome. The outcome by disabled indicator in the no category shows a slightly higher drop out than those who declared a disability. This can be analysed in differing ways, however, the support offered for any student disclosing a disability is paramount and is undertaken following a specific process as mentioned previously within this equality mainstreaming report.

12.6 Application and Enrolment by Gender and Subject Area 2017-18

Traditionally Recruit Females

Traditionally Recruit Females			
Subject Area	Gender	App %	Enrol %
Art	Male	37.50	27.59
Art	Female	62.50	72.41
Beauty Therapy	Male	0.00	97.87
Beauty Therapy	Female	100.00	0.00
Beauty Therapy	Info Refused	0.00	2.13
Business and Admin	Male	13.64	18.75
Business and Admin	Female	86.36	81.25
Childcare	Male	3.51	6.67
Childcare	Female	96.49	93.33
Hairdressing	Male	16.67	14.89
Hairdressing	Female	83.33	85.11
Health and Social Care	Male	8.43	10.00
Health and Social Care	Female	90.36	88.57
Health and Social Care	Other	1.20	1.43
Social Science	Male	30.95	32.79
Social Science	Female	66.67	63.93
Social Science	Other	2.38	1.64
Social Science	Info Refused	0.00	1.64

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 Recruit Males				Traditionally Recruit Males			
Subject Area	Gender	App %	Enrol %	Subject Area	Gender	App %	Enrol %
Computing	Male	79.17	87.18	Engineering	Male	87.72	93.67
Computing	Female	20.83	12.82	Engineering	Female	12.28	6.33
Construction	Male	78.57	97.69	Sport	Male	73.91	73.68
Construction	Female	21.43	2.31	Sport	Female	67.09	26.32

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 Moray College 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 Recruit Males/Females			
Subject Area	Gender	App %	Enrol %
Business and Admin	Male	13.64	18.75
Business and Admin	Female	86.36	81.25
Horticulture	Male	42.86	48.00
Horticulture	Female	50.00	48.00
Horticulture	Info Refused	7.14	4.00
Hospitality	Male	54.55	53.85
Hospitality	Female	45.45	46.15

Traditionally Recruit Males/Females			
Subject Area	Gender	App %	Enrol %
Performing Arts	Male	41.67	62.50
Performing Arts	Female	50.00	25.00
Performing Arts	Other	8.33	12.50
Science	Male	18.18	31.25
Science	Female	81.82	68.75
Skills for Life	Male	66.67	64.71
Skills for Life	Female	33.33	35.29

The above 6 courses are the courses within Moray College UHI 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 2015-2018 and in session 2018-2019, the split and balance noted above is consistent.

13 The Staff Data

13.1 Organisational Structure

The college offers a very diverse range of employment opportunities with several 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, the college employs a high proportion of female staff, perhaps reflecting the flexibility, part time and term time nature of much of the employment opportunities offered. The college has undergone a period of significant change over the previous 18 months particularly in the implementation of the academic staffing structure due to the introduction of level 1, 2 and 3 posts aligning to national role profiles.

13.2 Pay and Grading

In furtherance of the College's commitment to equal pay and, as reported in previous Mainstreaming Reports, Moray College UHI 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 2020 and based on March 2020 salary payments), demonstrates that, whilst the college still has an overall gender pay gap across, there are no significant gender pay gaps within grade when considering grades in relation to gender, disability, or race. The College Equal Pay 2020 document provides more information in relation to this.

Moray College UHI 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 is being evaluated in 2020 and it is likely that the outcome will be communicated and implemented in 2021. This too is likely 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 Moray College UHI. Everyone is supported, by their line manager, through the newly reviewed Induction Section of Brightspace. Equality and Diversity is a key element of this. Thereafter, development on equalities issues including equality impact assessment is built into staff development weeks as appropriate and as identified through the Staff Review process or informed through developments such as in response to priorities set at national level or through the Scottish Funding Council. In addition, the College 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 they had received effective equality training.

Staff and students are communicated with via a variety of media including meetings, events, internet, intranet, e-mail, and virtual learning environment.

13.5 Equalities Data Collection for Staff

The College 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 the college 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 2019	Disclosure Rate at March 2020
Sex	100%	100%
Race	99%	99%
Disability	98%	98%
Sexual orientation	98%	97%
Religion or belief	85%	84%
Age	100%	100%
Marriage and Civil Partnership	93%	93%

13.6 Equality Impact Assessment

All HR Policies and Procedures have been subject to Equality Impact Assessment and have been updated in the 19/20 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 2018-19 and 2019-20 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 Moray College Staffing Profile

Table 2: Sex

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 18/19	Moray College Profile % of all contracted staff 19/20
Sex				
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 Moray College UHI 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.

Table 3: Ethnic Origin

	Scottish Profile %	Pop'n	Moray Area Profile %	Moray Profile % of all contracted staff 18/19	College Profile % of all contracted staff 19/20
Ethnic Origin					
White Scottish	84		77.7	71.5	72
White Other British	7.9		18	17	18
White Irish	1.0		0.5	2	1
White Other	3.2		2.8	6	5.5
Asian, Asian Scottish or Asian British	2.7		0.6	0.5	0.5
Other ethnic groups	1.3		0.5	1	1.5
Information refused/NK				2	1.5

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 Moray College 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 Profile %	Pop'n	Moray Area Profile %	Moray Profile % of all contracted staff 18/19	College Profile % of all contracted staff 19/20
Disability*					
Info Declined/NK				3.5	4
No	70.1		70.9	90.5	91
Yes				6	5

* 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 the college for this protected characteristic.

The college 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. The college has now migrated to the new Disability Confident Scheme and has retained that award which is valid until December 2021.

Table 5: Age

	Scottish Profile %	Pop'n	Moray Area Profile %	Moray College Profile % of all contracted staff 18/19	Moray College Profile % of all contracted staff 19/20
Age					
16-29	18.5		16.1	4	6.5
30-44	20		19	25	27.5
45-59	21.1		21.3	46	47.5
60+	25.3		23.2	25	18.5
Not Stated	0		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 although there has been an increase in this age group in the 19/20 session as apprenticeships have been offered in various areas of the college.

Table 6: Sexual Orientation

	Scottish Profile %	Pop'n	Moray Area Profile %	Moray College Profile % of all contracted staff 18/19	Moray College Profile % of all contracted staff 19/20
Sexual Orientation	Not recorded		Not recorded		
Heterosexual				87	86
Lesbian				0.5	0.5
Other					
Bisexual				1	1.5
Gay				0.5	1
Unknown/Info declined				11	11

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 Profile %	Pop'n	Moray Area Profile %	Moray College Profile % of all contracted staff 18/19	Moray College Profile % of all contracted staff 19/20
Religion or Belief					
Christian	53.8		50	41.5	42
Muslim	1.4		0.3	0.5	0
Other Religions	1.1		0.9	5	4.5
No Religion	36.7		41.2	22	25
Unknown	7.0		7.7	31	28.5

It is interesting to note that the level of No Religion is much lower in the college population than in the Moray and Scottish population. It is difficult however to draw conclusions from this when the unknown level is so high although it should be noted that the levels reported in the previous Moray College data were lower at 13% for 16/17 and 15% for 17/18 compared with 22% for 18/19 and 25% for 19/20 so there appears to be a steady increase in the 'no religion' disclosures.

Table 8: Marital Status

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 18/19	Moray College Profile % of all contracted staff 19/20
Marital Status				
Single	35.4	28.8	14.5	15.5
Married**	45.4	51.8	65	64
Separated	3.2	3.1	2	2
Divorced	8.2	8.5	4	3
Widowed	7.8	7.9	0.5	0.5
Other			6	7
Not Known			8	8

** 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 18/19 we had four members of staff begin maternity leave and one begin adoption leave and in the session 19/20 we had four members of staff begin maternity leave.

As an organisation with a high proportion of female staff, it is not surprising perhaps that we have a larger number of pregnant staff and maternity periods than might be expected of an organisation of our size. We believe that those 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 college 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 considering 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 the college, 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 in the college.

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 the college's move towards recruitment through recruitment websites and social media, which has had a consequent impact on the area from which the college is attracting applications. 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 18/19 (External Adverts)	% of Applications 19/20 (External Adverts)	% of Internal Staff appointments 18/19	% of Internal Staff appointments 19/20	% of total New Starts 18/19	% of total New Starts 19/20
Gender							
Male	48.5	29.5	37	44.5	29.5	56	37
Female	51.5	70	62	52.5	70.5	44	63
Not Stated		0.5	1 (agender)	3		0	0

The figures show that we have a higher proportion of applications from females than is represented in the country. This is a trend for the college. It is interesting to note that this has translated through to the appointments made in a greater way than has been the case in previous years (where it appeared that of the lower numbers of males applying for posts, a higher proportion were likely to be appointed). The figures suggest that males are far less likely to be successful for internal appointments however the pool of male candidates is smaller. When considering the posts that were advertised over the corresponding period many of those would be posts which are traditionally associated with occupational segregation and would be deemed through this to be mainly undertaken by females (e.g., clerical, cleaning, catering,) and there is little doubt that this has impacted on the figures.

Table 10: Ethnic Origin

	Scottish Pop'n Profile %	% of Applications 18/19 (External Adverts)	% of Applications 19/20 (External Adverts)	% of Internal Staff appointments 18/19	% of Internal Staff appointments 19/20	% of total New Starts 18/19	% of total New Starts 19/20
Ethnicity							
White Scottish	84	69	73	59	86	72	89.5
White Other British	7.9	17	17.5	17.5	7	18.5	7
White Irish	1.0	1	1	8.5	3.5	0	3.5
White Other	3.2	8	4.5	6	0	2.5	0
Asian, Asian Scottish or Asian British	2.7	2	0	0	0	0	0
Other ethnic groups	1.3	1	3	6	0	4.5	0
Information refused/NK	0	2	1	3	3.5	2.5	0

We continue to attract applications from a lower proportion of White Scottish candidates to externally advertised posts (this is less marked for internal appointments) 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 18/19 (External Adverts)	% of Applications 19/20 (External Adverts)	% of Internal Staff appointments 18/19	% of Internal Staff appointments 19/20	% of total New Starts 18/19	% of total New Starts 19/20
Disability*							
Info Declined/NK		1	0	3	3.5	0	3.5
No	70.1	89	90	67.5	96.5	77	96.5
Yes		10	10	29.5	0	23	0

* 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 lower in both external applications and internal appointments. Within the session the college has retained its 'Positive About Disabled People' accreditation to the 'Disability Confident' Scheme. We are therefore committed to demonstrating progression and taking positive action to attract, recruit and retain disabled people.

Table 12: Age

	Scottish Pop'n Profile %	% of Applications 18/19 (External Adverts)	% of Applications 19/20 (External Adverts)	% of Internal Staff appointments 18/19	% of Internal Staff appointments 19/20	% of total New Starts 18/19	% of total New Starts 19/20
Age							
16-29	18.5	30.5	27.5	13	3.5	23.5	18.5
30-44	20	31	44	39.5	28.5	30	41
45-59	21.1	34	26.5	31.5	43	44	33
60+	25.3	4.5	2	13	25	2.5	7.5
Not Stated	0	0	0	3	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. As has been the case in the past, we attract most applications from individuals who are over 25 years old. This could be due to qualification and experience requirements of posts advertised however these are reviewed regularly to ensure that post requirements are necessary and justifiable. This is not only necessary to ensure a fair and appropriate process but to attain an adequate pool of applicants in a rural location.

Both our college staff profile and our appointments have a higher representation of higher aged individuals. Again, this may be in part due to the flexible types of working offered by the college which may be more attractive to those groups also the prior experience and qualifications required of our specialised posts.

Table 13: Sexual Orientation

	Scottish Pop'n Profile %	% of Applications 18/19 (External Adverts)	% of Applications 19/20 (External Adverts)	% of Internal Staff appointments 18/19	% of Internal Staff appointments 19/20	% of total New Starts 18/19	% of total New Starts 19/20
Heterosexual		91	91.5	64.5	78	65	90
Lesbian		0.5	1	0	0	0	0
Other		0.5	2	0	0	0	0
Bisexual		1	0	3	0	4.5	0
Gay		1	3.5	26.5	0	21	0
Unknown/Info declined		6	2	6	22	9.5	10

It is positive to note the improvement in disclosure rates. However, this is an area where there is limited benchmarking information and therefore it is difficult to arrive at any meaningful conclusions.

Table 14: Religion or Belief

	Scottish Pop'n Profile %	% of Applications 18/19 (External Adverts)	% of Applications 19/20 (External Adverts)	% of Internal Staff appointments 18/19	% of Internal Staff appointments 19/20	% of total New Starts 18/19	% of total New Starts 19/20
Religion or Belief							
Christian	53.8	37.5	38	41	52	35	34.5
Muslim	1.4	1	1	0	0	0	0
Other Religions	1.1	11	8	6	3.5	2	3.5
No Religion	36.7	32.5	39	29.5	18.5	42	38
Unknown	7.0	18	14	23.5	26	21	24

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 18/19 (External Adverts)	% of Applications 19/20 (External Adverts)	% of Internal Staff appointments 18/19	% of Internal Staff appointments 19/20	% of total New Starts 18/19	% of total New Starts 19/20
Marital Status							
Single	35.4	35	37	38	21.5	30.5	36
Married**	45.4	53	56	44	64.5	53.5	61
Separated	3.2	0	0	0	0	0	0
Divorced	8.2	2	1	9	3.5	2	0
Widowed	7.8	0	0	0	0	0	0
Other	0	5.5	2	0	3.5	2	0
Not Known	0	4.5	4	9	7	12	3

** 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. We do however have a higher level of new starts who have not advised of their marital status. This is a newer area of monitoring for the college.

13.11 Staff Retention

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

Table 16: Sex

	Moray College Profile % of all contracted staff 18/19	% of total Leavers 18/19	Moray College Profile % of all contracted staff 19/20	% of total Leavers 19/20
Gender				
Male	29	40	30	33
Female	71	60	70	67
Not Stated	0	0	0	0

After an increase in the proportion of male leavers in 18/19 this has reduced again in 19/20 to better reflect the general college population.

Table 17: Ethnic Origin

	Moray College Profile % of all contracted staff 18/19	% of total Leavers 18/19	Moray College Profile % of all contracted staff 19/20	% of total Leavers 19/20
Ethnicity				
White Scottish	71.5	45	72	75
White Other British	17	15	18	17
White Irish	2	10	1	4
White Other	6	10	5.5	4
Asian, Asian Scottish or Asian British	0.5	5	0.5	0
Other ethnic groups	1	5	1.5	0
Information refused/NK	2	10	1.5	0

Again, the proportions of leavers by this protected characteristic generally reflect the college population figures. As previous monitoring has suggested that new staff are more likely to disclose protected characteristics, and therefore the leavers whose ethnic origin is unknown are likely to be long serving members of staff leaving who have not declared their ethnic origin. The figures would suggest that this is a trend which is improving.

Table 18: Disability

	Moray College Profile % of all contracted staff 18/19	% of total Leavers 18/19	Moray College Profile % of all contracted staff 19/20	% of total Leavers 19/20
Disability*				
Info Declined/NK	3.5	15	4	12.5
No	90.5	75	91	75
Yes	6	10	5	12.5

* Long term health condition in the census

Figures for this protected characteristic support a similar conclusion to that in relation to ethnic origin in the table above in that the leavers whose disability is unknown are likely to be long serving members of staff leaving who have not disclosed their disability status.

Table 19: Age

	Moray College Profile % of all contracted staff 18/19	% of total Leavers 18/19	Moray College Profile % of all contracted staff 19/20	% of total Leavers 19/20
Age				
16-29	4	10	6.5	16.5
30-44	25	25	27.5	16.5
45-59	46	40	47.5	37.5
60+	25	25	18.5	29.5
Not Stated	0	0	0	0

It is perhaps expected that the proportion of leavers (compared to the college population) at age 60+ will be higher as shown in 19/20. This trend is also reflected in the younger age group however, perhaps due to a more mobile working age group, where individuals have obtained skills and experience and moved on.

Table 20: Sexual Orientation

	Moray College Profile % of all contracted staff 18/19	% of total Leavers 18/19	Moray College Profile % of all contracted staff 19/20	% of total Leavers 19/20
Sexual Orientation				
Heterosexual	87	80	86	83
Lesbian	0.5	0	0.5	0
Other	0	0	0	0
Bisexual	1	0	1.5	0
Gay	0.5	0	1	0
Unknown/Info declined	11	20	11	17

Again, and as is the case with other protected characteristics, previous monitoring has suggested that new staff are more likely to disclose protected characteristics. It is therefore likely to be long serving members of staff leaving who have not declared their sexual orientation.

Table 21: Religion or Belief

	Moray College Profile % of all contracted staff 18/19	% of total Leavers 18/19	Moray College Profile % of all contracted staff 19/20	% of total Leavers 19/20
Religion or Belief				
Christian	46	30	44	41.5
Muslim	0.5	5	0.5	0
Other Religions	9	5	10	0
No Religion	13	5	15	37.5
Unknown	31	55	30	21

This is the protected characteristic which has the lowest disclosure rate in college and therefore the highest level of 'unknown'.

Table 22: Marital Status

	Moray College Profile % of all contracted staff 18/19	% of total Leavers 18/19	Moray College Profile % of all contracted staff 19/20	% of total Leavers 19/20
Marital Status				
Single	15	20	14	21
Married**	70	70	71	75
Separated	1	0	1	0
Divorced	2	0	3	0
Widowed	1	0	1	0
Other	2	0	2	0
Not Known	9	10	8	4

** college figures include cohabiting.

When considering the leavers who have declared themselves to be married, they are less likely to leave. This may be because of this category of staff being less able to move away for work.

13.12 Staff Grievance, Capability and Conduct Matters

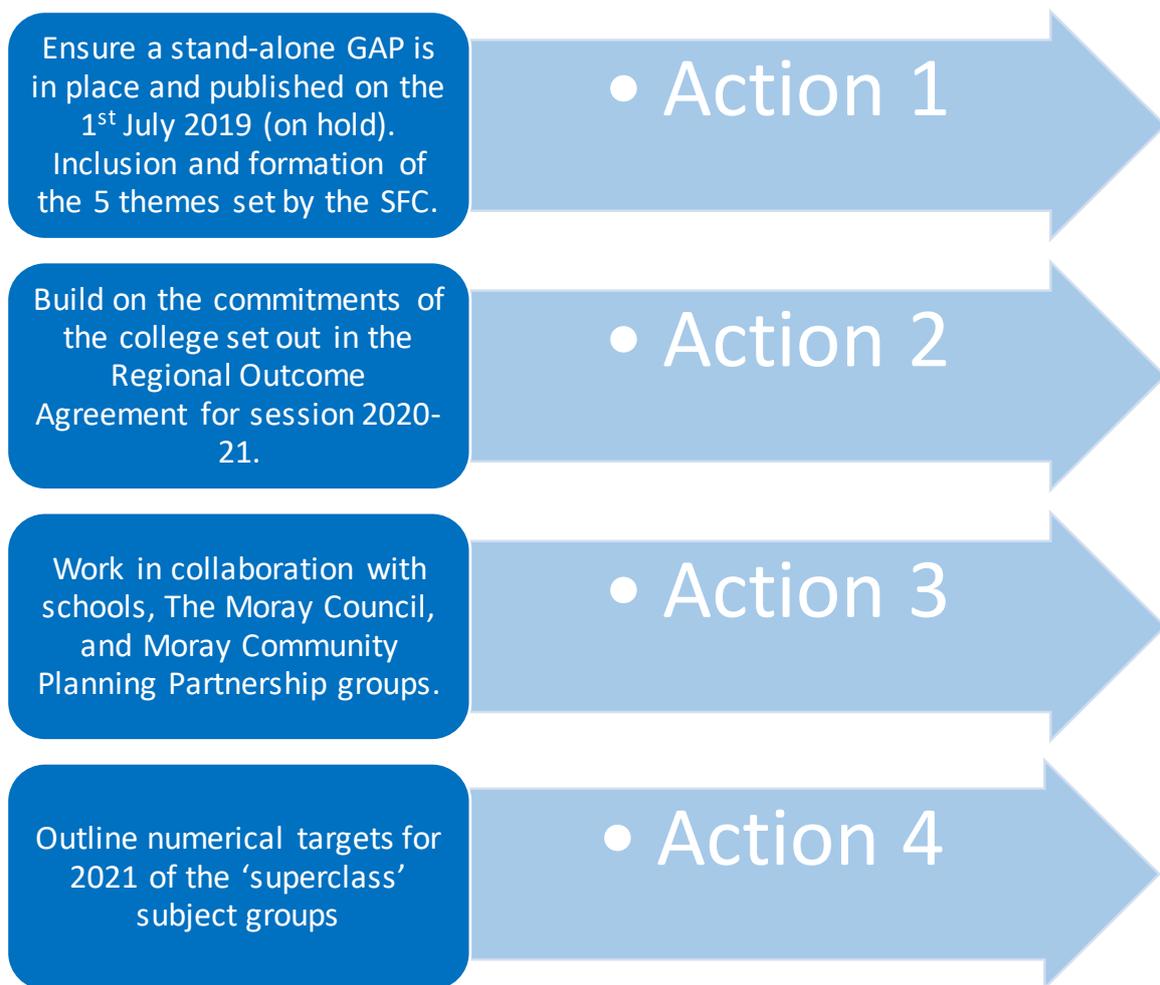
The college has considered monitoring data in relation to formal grievances, conduct hearings and capability hearings. It is intended that this data inform the impact assessment process but, fortunately, numbers of these matters in session 18/19 and 19/20 are low and therefore there is no statistical 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 2021-22. The University of the Highlands and Islands (UHI) and partner colleges, which Moray College UHI 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

Recruitment against Target & Planning of Milestones into 2021 & 2030 is found at point 14.6.5 in this report.

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 Moray College UHI 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. These areas are highlighted in the chart below. 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 2021 and then finally into 2030, has been completed and added below in chart 2. 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.

14.6.4 Enrolments, Withdrawals and Success Percentages

Superclass Code	Gender	Enrolments			Early Withdrawals			Early Withdrawals %			Further Withdrawals			Further Withdrawals %			Success %		
		2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Building Services	Female	1	5	3	0	0	0	0.00%	0.00%	0.00%	0	0	0	0.00%	0.00%	0.00%	100.00%	20.00%	33.33%
	Male	194	237	265	97	0	0	50.00%	0.00%	0.00%	3	1	0	1.55%	0.42%	0.00%	37.11%	36.71%	19.62%
Built Environment (General)	Female	1	1	3	0	1	0	0.00%	100.00%	0.00%	0	0	1	0.00%	0.00%	33.33%	100.00%	0.00%	66.67%
	Male	27	31	53	4	1	4	14.81%	3.23%	7.55%	2	6	13	8.70%	20.00%	26.53%	55.56%	45.16%	35.85%
Child Care Services	Female	152	138	148	3	9	5	1.97%	6.52%	3.38%	24	18	35	16.11%	13.95%	24.48%	76.32%	68.84%	49.32%
	Male	10	9	13	0	0	0	0.00%	0.00%	0.00%	4	2	4	40.00%	22.22%	30.77%	50.00%	66.67%	30.77%
Construction (General)	Female	2	5	4	0	0	0	0.00%	0.00%	0.00%	0	0	0	0.00%	0.00%	0.00%	100.00%	80.00%	25.00%
	Male	242	257	265	1	1	1	0.41%	0.39%	0.38%	3	6	7	1.24%	2.34%	2.65%	42.56%	46.30%	38.11%
Engineering/Technology (General)	Female	3	4	1	0	0	0	0.00%	0.00%	0.00%	1	0	0	33.33%	0.00%	0.00%	66.67%	100.00%	100.00%
	Male	53	47	39	1	2	6	1.89%	4.26%	15.38%	16	8	3	30.77%	17.78%	9.09%	50.94%	70.21%	43.59%
Hair / Personal Care Services	Female	311	269	235	15	13	5	4.82%	4.83%	2.13%	40	32	43	13.51%	12.50%	18.70%	71.06%	73.61%	65.96%
	Male	8	6	5	0	0	0	0.00%	0.00%	0.00%	0	1	0	0.00%	16.67%	0.00%	75.00%	83.33%	60.00%
IT: Computer Science/Programming Systems	Female	0	4	0	0	1	0	0.00%	25.00%	0.00%	0	0	0	0.00%	0.00%	0.00%	0.00%	75.00%	0.00%
	Male	14	8	8	2	1	0	14.29%	12.50%	0.00%	0	0	3	0.00%	0.00%	37.50%	42.86%	87.50%	62.50%
Mechanical Engineering	Female	3	3	2	0	0	0	0.00%	0.00%	0.00%	0	1	0	0.00%	33.33%	0.00%	100.00%	66.67%	100.00%
	Male	53	36	42	3	0	2	5.66%	0.00%	4.76%	18	7	7	36.00%	19.44%	17.50%	50.94%	75.00%	64.29%
Vehicle Maintenance/Repair	Female	2	2	2	0	0	0	0.00%	0.00%	0.00%	1	1	0	50.00%	50.00%	0.00%	0.00%	50.00%	100.00%
	Male	13	12	10	0	2	1	0.00%	16.67%	10.00%	3	1	0	23.08%	10.00%	0.00%	76.92%	58.33%	90.00%
Total		1089	1074	1098															

14.6.5 Recruitment against Target & Planning of Milestones into 2021 & 2030

Curriculum Area	Hospitality		Hairdressing		Beauty Therapy		Healthcare		Childcare		Construction		Motor Vehicle		Engineering		Sport		Art		Computing		Complementary Therapies		Social Science		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Recruitment 2016/17	83	83	5	111	7	185	5	51	6	91	636	10	21	3	89	3	51	12	4	18	82	8	4	96	11	63	
Ratio	1:1		1:22.2		1:26.4		1:10.2		1:15.2		63.6:1		7:1		29.7:1		4.3:1		1:4.5		10.3:1		1:24		1:5.7		
Percentages	50.0%	50.0%	4.3%	95.7%	3.6%	96.4%	8.9%	91.1%	6.2%	93.8%	98.5%	1.5%	87.5%	12.5%	96.7%	3.3%	81.0%	19.0%	18.2%	81.8%	91.1%	8.9%	4.0%	96.0%	14.9%	85.1%	
2021 Milestone: increase by 5% the 'super classes' aged 16-24																											
Recruitment 2016/17 (16-24)	35	28	1	59	2	78	2	24	3	60	371	7	9	1	60	3	37	6	3	4	66	6	0	1	3	29	
Ratio	1.3:1		1:59		1:39		1:12		1:20		53:1		9:1		20:1		6.2:1		1:1.3		11:1		0:1		1:9.7		
Percentages	55.6%	44.4%	1.7%	98.3%	2.5%	97.5%	7.7%	92.3%	4.8%	95.2%	98.1%	1.9%	90.0%	10.0%	95.2%	4.8%	86.0%	14.0%	42.9%	57.1%	91.7%	8.3%	0.0%	100.0%	9.4%	90.6%	
Increase 5% 2021	51.6%	49.4%	6.7%	93.3%	7.5%	92.5%	12.7%	87.3%	9.8%	90.2%	93.1%	6.9%	85.0%	15.0%	90.2%	9.8%	81.0%	19.0%	47.9%	52.1%	86.7%	13.3%	5.0%	95.0%	14.4%	85.0%	
2021 Target Ratio	1:1		1:14		1:12.3		1:6.9		1:9.2		13.5:1		5.7:1		9.2:1		4.3:1		1:1.1		6.5:1		1:19		1:5.9		
2030 Milestone: no subject to have an extreme gender imbalance more than 75:25																											
Target 2030	60%	40%	25%	75%	25%	75%	25%	75%	25%	75%	75%	25%	75%	25%	75%	25%	75%	25%	40%	60%	75%	25%	25%	75%	25%	75%	
Target Ratio	3:2		1:3		1:3		1:3		1:3		3:1		3:1		3:1		3:1		2:3		3:1		1:3		1:3		

15 References

Advance HE (2018) Reporting on Equality 2017: Performance of the Scottish specific equalities duties requirements

<https://www.ecu.ac.uk/publications/scottish-equality-duties-requirements-2017/>

Assessment of Reporting on Equality in Colleges and Universities in Scotland

<https://www.advance-he.ac.uk/news-and-views/reporting-on-equality-colleges-universities-scotland>

ECU guidance on monitoring questions

<https://www.ecu.ac.uk/guidance-resources/using-data-and-evidence/monitoring-questions/>

ECU (2011) *Mainstreaming: equality at the heart of further and higher education*

<https://www.ecu.ac.uk/publications/mainstreaming-equality-at-the-heart-of-he/>

ECU (2012) *Mainstreaming: equality at the heart of further and higher education: final reports*

<https://www.ecu.ac.uk/publications/mainstreaming-equality-at-the-heart-of-higher-education-final-report/>

EHRC (2019) Public authorities in Scotland: who is covered by the specific duties?

<https://www.equalityhumanrights.com/en/publication-download/public-authorities-scotland-who-covered-specific-duties>

Equality Act 2010 s149

<https://www.legislation.gov.uk/ukpga/2010/15/section/149>

The Equality Act 2010 (specific Duties) (Scotland) Regulations 2012

<https://www.legislation.gov.uk/sdsi/2012/9780111016718/contents>

The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016

<https://www.legislation.gov.uk/sdsi/2015/9780111027561>



Moray College UHI,
Moray Street,
Elgin,
Moray.
IV30 1JJ

Tel: 01343 576000
www.moray.uhi.ac.uk

