



University of the  
Highlands and Islands  
Moray College

# **Equality and Diversity Mainstreaming Report 2017**

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## 1. Principals Foreword

Moray College UHI is committed to mainstreaming equality throughout all that we undertake and deliver as an organisation, to promote a positive impact on each of the protected characteristics. We strive to ensure inclusiveness, equality, diversity, dignity and respect for our staff, students and wider stakeholders.

We strive to ensure that our students can aim to achieve their full potential and our staff are supported towards achieving their career goals and long term vision. We are proud of the support services we offer our staff and students whilst they are either employed or studying here at Moray College UHI.



Moray College UHI 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 the community of our college.

From the beginning of session 2017-18, we will be offering student accommodation at our newly opened Residencies. This will create further opportunity and accessibility to study right here in the heart of Moray.

This mainstreaming report sets out our colleges key achievements in relation to the value we apply to equality and diversity. Our commitment is driven by the leadership we undertake at all levels and is central to ensuring complete ownership, for an inclusive and open culture by all. Fostering good relations and eliminating unlawful discrimination.

Every day we engage in equality of opportunity for all of our learners, staff, stakeholders and partnerships, ensuring 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. 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.

### **2.1 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

### **2.2 Public Sector Specific Equality Duty (PSED)**

The PSED came into force on the 5<sup>th</sup> April 2011 and replaces previous separate equality duties for race, gender and disability. The PSED, also known as the General Duty, commenced in Scotland on the 27<sup>th</sup> 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 with the exception of 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.

### **2.3 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
  - 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

**Each of the 3 main needs are underpinned by 10 specific duties to:**

1. Report on the mainstreaming of the equality duty
2. Publish equality outcomes and report on progress
3. Assess and review policies and practices
4. Gather and use employee information
5. Publish gender pay gap information
6. Publish statements on equal pay and occupational segregation
7. Consider award criteria and conditions in relation to public procurement
8. Publish in a manner that is accessible
9. Consider other matters
10. The Scottish Ministers are to publish proposals to enable better performance

**Moray College UHI has a duty to:**

- Ensure mainstreaming of the Equality Duty
- Publish Equality Outcomes and report on their progress
- Assess and review policies and practices
- Gather and use employment information
- Publish Gender Pay Gap information
- Publish Board of Management information
- Publish statements on Equal Pay
- Consider award criteria and conditions on Public Procurement
- Publish reports in a manner that is accessible to all

## **2.4 The Equality and Human Rights**

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

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

### 3. 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.

At Moray College UHI there are currently 3743 students enrolled at the college, 2591 within Further Education and 1152 within Higher Education programmes.

Employs just over 300 staff in teaching, support and management roles.

As of the 31<sup>st</sup> July 2016 the college's turnover was recorded as being £12 million. In session 2016-17 the grant funding for FE was £5 million and for HE was £3 million.

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.



An Equality Mainstreaming Report was written by the college and published on the 30<sup>th</sup> April 2015 and our set of Equality Outcomes of 2013 were reviewed and revised along with the publication of the Equality Mainstreaming Report.

Each of the reports published in April 2013 and 2015 have shown the journey and progression of the college in relation to mainstreaming equality, and especially in relation to the revised protected characteristics now 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 2017 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**.

The set of Equality Outcomes of 2013 are highlighted and concluded within this Mainstreaming Report, with a progress and evidence base provided to support the satisfied completion of the outcomes set.

Evidence of what we have achieved and moved forward, whilst addressing each of the 6 equality outcomes we set ourselves, is located in each of the following 6 sections within this equalities mainstreaming report.



Our previous 6 equality outcomes for 2013-2017 were as follows:

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

- College Governance and management strategies, systems and decision making ensures and advances equality for all staff and students.

#### **Equality Outcome 2: Communication**

- Communication across the college takes account of equality and diversity needs and reflects the college vision and values.
- College culture embraces equality and diversity and supports all staff and students to achieve their potential.

#### **Equality Outcome 3: Consultation and Involvement**

- All staff and students are engaged in advancing equality.
- The College harnesses its links as a partner of the University of the Highlands and Islands and within the community for this purpose.

#### **Equality Outcome 4: Curriculum and Accessibility**

- Students from all backgrounds and with protected characteristics progress and achieve learning outcomes and are supported to achieve their potential

#### **Equality Outcome 5: Staff Recruitment, Development and Progression**

- Employment opportunities of people with protected characteristics are improved through equitable recruitment, support and staff development

#### **Equality Outcome 6: Data Collection**

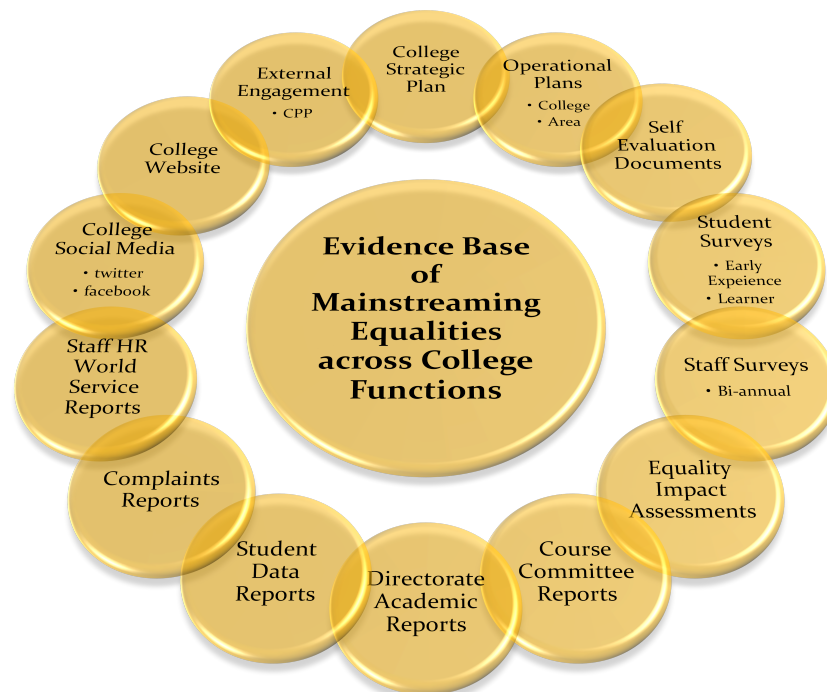
- College data collection and monitoring systems are comprehensive, covering all protected characteristics and are embedded in decision making and actions at all levels

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.

Moving forward, the 2017 Equality Mainstreaming Report and the 2017-2021 Set of Equality Outcomes were presented and endorsed by the Senior Management of the college on the 13<sup>th</sup> March 2017. On the 30<sup>th</sup> March 2017 the Board of Management approved and endorsed both reports ready for publication on the 30<sup>th</sup> April 2017.

## 4. Our Mainstreaming of Equalities Overview



Our robust evidence base enables us to gather our information to quantify where we are making progress on effective mainstreaming of equality and where there are areas of progress and improvement required.

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

Any future progress to enhance the mainstreaming of equality is considered throughout some or all of 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).

## 5. Protected Characteristics Support

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:



### 5.1 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 in the summer 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 in order for them to embark, achieve and progress.

For students under the age of 16 we support them through the schools 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.

## 5.2 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 in order to gain access to Student Services.

Supporting students with physical disabilities has been addressed within the estates of the college. There have been a number of 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

### **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 number of 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 a number of main entrances and other locations within buildings. Other doors have had electronic automatic restraints fitted on a number of 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 upperfloor levels.



### **Disabled Parking Bays**

A number of 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.

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.

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.

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.

### 5.3 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.

## 5.4 Race



The College aims to meet the needs of its diverse student population through consultation and engagement.

The College seeks to promote cultural understanding and race awareness in a variety of ways for example a bi -annual Diversity day where the whole college is encouraged to participate.

External agencies (Diversity in, Autism Moray Council, Red Card Scotland, Disability sports event, Lead Scotland, RNIB Grampian, Red Cross, Grampian police, LGBT, North East sensory services. Moray street pastors, Arrows and Advocacy North East) provide talks and activities.

We also provide an Equality and Diversity module which is taught to all 3 levels of FE classes, as part of our PDP programme

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.

## 5.5 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 exams office.

## 5.6 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.

## 5.7 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.

## 5.8 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.

## 5.9 Gender Reassignment

At Moray College UHI, 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 student's support needs are acknowledged as being individual and unique. It should also be noted that for those students embarking on gender reassignment during the course of 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.

## 5.10 Case Study 1

This case study highlights support that has been offered to a student undergoing gender reassignment during their studies here at the college:

*The college took guidance from the student on how they would like the transition to be supported, and how disclosure of the transition was communicated to lecturing staff and fellow students.*

*The college was in regular contact with the external agencies already working with the student to ensure continuity of dialogue and to ensure that the student had relevant support and guidance, both when in college and out with.*

*Learner Support spoke directly to appropriate college staff to explain the changes and how those changes were affecting the student; instruction was also given on how to address the student; using appropriate language and how to respond when a mistake was made, while addressing the student.*

*Staff organised for the student to make a name change by working with Registry and MIS, resulting in a discreet way of getting a new student card with a change of photo.*

*The student was supported when changing personal details on student records and student identification card.*

*The student received 1-1 personal counselling.*

*The student received weekly mentoring sessions from a member of the Learning Support team, whereby the student was able to discuss any issues that they had encountered; this meant that issues were addressed as they arose.*

## 5.11 Our Marketing in Relation to the Protected Characteristics

Protected Characteristic	Day to Day Practice	Our Plans	Longer Term Aspirations
Age	<p>Images within all our marketing materials: web, social media and printed reflect a range of different ages.</p> <p>If we are aware of some courses which are typically more favoured by specific ages we would add value to our marketing approaches accordingly. For example : when promoting the Horticulture provision in addition to our universal marketing we also targeted places where more mature individuals go.</p> <p>Case studies would always reflect a range of ages from young people under 25 to mature students.</p> <p>Range of events either organised by or attended by Marketing are aimed at different ages and the delivery is altered accordingly. For example: RAF education event targets audience of mature service people then our approach would be different and we would focus on short courses, part time courses, employee upskilling, and hand out more USB's etc. as opposed to careers events focused on young people we would use the prospectus probably more often but would offer different marketing materials such as the water bottles etc.</p>	<p>Continue as described, However we would evaluate our age profile of students and enquiries coming through including attendance at Open evening etc. and this would inform us of future marketing approaches in terms of whether we want to attract different ages of students and also if we are pitching our marketing correctly to specific ages.</p>	<p>Ensure that in all our marketing approaches and mediums, we are not seen to discriminate against any 1 age groups of potential students, apprentices and unemployed people.</p>

<p>Disability</p>	<p>Within our marketing materials including the prospectus and website we highlight the support which is available for anyone with a disability.</p> <p>We ensure that this information is kept up to date.</p> <p>At our information evenings we ensure that student guidance are in attendance to speak to any individuals who may require additional support.</p> <p>We support the ELS team and student services to promote their provision.</p> <p>Speakers at various events we have organised have focused on wider equalities promotion and we would encourage this at all our events.</p>	<p>Get the prospectus and other marketing materials reviewed by disability groups/ disability forum to ensure that they do not discriminate against any disability group such as individuals with Dyslexia, partially sighted etc.</p>	<p>Put a process in place to ensure that in the future we establish better communication channels or have regular meetings with the various disability groups/ or the disability forums possibly with other areas of the college so that we can ensure that we do not discriminate. At the very least we would aim to ensure that our documentation would be passed through the Equalities officer at Moray Council.</p> <p>We would use the SDS Provider Equality Action Plan as a guidance document for much of this work. This sets out our aims and objectives in relation to the employability work and the Modern Apprenticeships activity we undertake in relation to Equalities. However, this would also cut across the Marketing provision.</p>
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<b>Gender Reassignment</b>	<p>There is nothing specific we would do at this stage for gender reassignment other than ensuring that prospective students and current students are aware that there is support available for them through the marketing materials.</p> <p>We would however, support any initiative which the college i.e.; student services may wish to develop.</p>	<p>We have had feedback that our evaluation form for the open evening are not correct in that we only ask if individuals are Male/Female, which does not reflect the needs for gender reassignment. However, we are aware that at this stage there does not appear to be a recommended question to cover this. Looking at the following document provides some guidance:  <a href="https://www.scottishtrans.org/wp-content/uploads/2013/03/stamonitoringguidefeb09.pdf">https://www.scottishtrans.org/wp-content/uploads/2013/03/stamonitoringguidefeb09.pdf</a></p>	<p>Possibly scope for educational approaches to understand this characteristic</p> <p>Staff training marketing to support this</p>
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<b>Sex</b>	<p>We would gather case studies from students within sectors where there is a gender imbalance. For example we have used images of females in construction/automotive/engineering and have used a case study for women into Engineering.</p> <p>We have used images and case studies of men into care, Hairdressing etc. and would continue to do this.</p> <p>When we promote our Modern Apprenticeship and Employability programmes we also focus on sectors of gender imbalance and use information for case studies for the schools and employers.</p> <p>Speakers at various events we have organised have focused on gender imbalance as part of a wider equalities promotion and we would encourage this at all our events.</p>	<p>Continue to focus where possible on areas where there is a gender imbalance and highlight good stories to encourage prospective students to consider applying for courses which are not typically popular to their sex.</p> <p>At events such as Scottish Apprenticeship Week encourage employers and apprentices from sectors of gender imbalance to take part and talk about their challenges.</p>	<p>We would like to see a more balanced gender split with some of the subject areas and to do this we would continue to utilise good case studies and images.</p> <p>We would use the SDS Provider Equality Action Plan as a guidance document for much of this work. This sets out our aims and objectives in relation to the employability work and the Modern Apprenticeships activity we undertake in relation to Equalities. However, this would also cut across the Marketing provision.</p>
<b>Sexual Orientation</b>	<p>We promote various groups such as LGBT through HISA and also events, access to hand out leaflets and flyers to students etc.</p> <p>It is unlikely that there would be a requirement for a separate marketing approach for this. However it is something we would do if requested.</p>		<p>Support the development of college groups/ meeting spaces if requested. It may be useful for the college to consider setting out regular dates for representative organisations to hold surgeries and this is something marketing could help with.</p>

<b>Pregnancy and Maternity</b>	If required we ensure that relevant information is available on the website and social media areas		
<b>Race</b>	When we market the provision i.e.; photoshoots we would not discriminate against any race.		
<b>Religious Belief</b>	We would not consider this as a target audience requiring different approaches to our marketing. This protected characteristic is embedded within all of our marketing		

## 6. Equality Outcome 1: Governance and Management

College governance and management strategy, systems and decision making ensures and advances equality for all staff and students

### Key Actions We Said We Would Address

1. Ensure equalities considerations are closely linked to strategic and operational plans
2. Update Core Values to reflect Protected Characteristics
3. Produce Mainstreaming Report and associated equality outcomes
4. Introduce a cover sheet for all college committee papers, which includes an opportunity to outline risk/impact considerations
5. Equality Impact Assessment (EIA) template updated, implemented and made available to relevant staff

### This is What We Have Achieved from Our Key Actions

#### Key Action 1:

- ✓ Our Strategic Plan has been updated to acknowledge the need to have due regard to the General Duty and Public Sector Equality Duties as per the Equality Act 2010 and The Specific Duties (Scotland) Regulations 2012
- ✓ Our session College Operational Plans have embedded the PSED Duty and Specific Duties of the Equality Act 2010
- ✓ Area Operational Plans address the protective characteristic prevalent to that particular areas curriculum, students and staff

#### Key Action 2:

- ✓ Our core values reflect recognition of the protected characteristics

#### Key Action 3:

- ✓ Our mainstreaming report was produced initially in April 2013 and then again in April 2015
- ✓ Our Equality Outcomes 2013-2016 were produced and published in April 2013
- ✓ Updating of the progression of the Equality Outcomes was highlighted within the Mainstreaming report published in April 2015

#### Key Action 4:

- ✓ A Equality Impact Assessment (EIA) sheet was produced for all committee papers of the Board of Management and the Learning and Teaching Committee
- ✓ Consistent risk and impact considerations are addressed when producing papers for college standing committees
- ✓ EIA Policy and Procedure has been published on the college website

#### Key Action 5:

- ✓ Staff training on how to complete these EIAs was delivered to relevant staff during staff development week in 2014

## Evidence of Our Mainstreaming for Equality Outcome 1

- ❖ Completion of a new college strategic plan for sessions 2017-2021. Inclusive of equality and diversity considerations
- ❖ Completion of 2017-2021 Equality Mainstreaming Report
- ❖ Completion of core values to both reflect those Of UHI and to ensure inclusion of equality and diversity

## 2017 Future Planning

- Continue to enhance our student surveys to ensure we are approaching the capture method of sensitive data with ease and understanding by the students completing the surveys
- Further develop our staff on their understanding and use of Equality Impact Assessments
- Develop further the SMART actions applied to the college and area operational plans



## 6.1 The Vision, Mission and Values of our College

Our mission statement has been framed as a response to the question, “What is the point, the purpose, of this college?”

Our Mission is...

**“To transform lives, and to be at the heart of transformation  
in Moray and the wider region”**

We will achieve this through the delivering the experience of teaching, learning, research and student support.

Our vision statement has been framed as a response to the question, “What do we want this college to be famous for?”

Our Vision is that we will be ‘famous’ for:

- The positive impact and outcomes of what we do
- The quality of our teaching and learning
- Our partnership work with stakeholders
- Our values – doing the right things in the right way

Our values statement is that we are the University of the Highlands and Islands in Moray. Therefore we have chosen to adopt the values of the University and to make them our own.

The ‘CORE’ Values that govern our behaviour are therefore:

- Collaboration
- Openness
- Respect
- Excellence

## 6.2 Our Vision for Values

We believe that values are about doing the right things, and doing them in the right way.

They are a statement of aspiration and a challenge against which we can measure and improve our actual behaviours. Our values and the behaviours combine to form the culture of our organisation. We want to create a culture in which both staff and students can excel.

As part of the University of the Highlands and Islands we have sought to take the UHI 'Core' values and describe what it would mean for us to live them fully in our work at Moray College UHI.



### Collaboration

We are a friendly college. We work collaboratively in our teams and across teams. We share the best of what we do as part of our interaction with each other. We are part of UHI and it is part of us. We fully play our part in UHI development. We are generous with our time. We take time to listen, and to explain. We are always keen to help, to look together for ways of doing things better.

### Openness

We are a local college with an outward-facing perspective. We embrace change. We seek to be innovative in what we do and how we do it, curious to learn from the best in our sector to become the best. We reflect and discuss what we do and how we do it. We are always learning.

### Respect

We are accountable for what we do and how we do it. You can depend on us to do what we say we will. We agree our priorities and stick to them. We make decisions as close as possible to where their impact is. We are considerate, supportive, and caring. People feel valued, because we value them.

### Excellence

We focus on our strengths, and on what we do well. We take every opportunity to recognise and celebrate our successes. We take pride in our work and seek to inspire and excite others. We are persistent in looking to achieve what is possible. We know our stats and use them to improve. We are driven by our mission and vision though, not our data.

## 6.3 Our Board of Management

In the knowledge that several Board members were about to retire in the summer of 2016, in April and May 2016 the College undertook a campaign to recruit new members. A variety of approaches were used to encourage applications from as diverse a range of applicants as possible – the opportunities to become a Board member and Chair were advertised in:

- Social media (Facebook, twitter)
- Press (local and north east)
- Emails to public, private and third sector organisations
- Flyers to local businesses
- Public Appointments website
- Website

The gender breakdown of our governing body/board members - Prior to July 2016 the Board of Management of Moray College UHI consisted of 18 Board members including 2 co-opted members of which 12 were males (67%) and 6 were females (33%).

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% men and 40% female”.

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 7 applications, only 2 were female applicants and it was recommended that both join the Board. The approval of the recommendations gave rise to a Board of the following composition:

- Chair (still recruiting)
- Principal (Male)
- Two Elected Staff Members (1 Male, 1 Female)
- Two Nominated Student Members (both female)
- Non Exec Board Members (10 Males, 2 Females)
- Two non-executive members (who were previous members) indicated their preference of a term for a year, to provide consistency to the Board.

In summary the current composition of the Board of Management from August 2016 consists of a total number of 18 Board Members including one Co-opted member of which there are 12 males - (67%) and 6 females (33%) 2 of which are student members. The College acknowledges that this falls short of Ministerial Guidance. Addressing the gender balance will therefore be a high priority moving forward and a possible approach could be to target businesswomen in the community and invite them to join the Board of Management or specifically wording advertisements to reflect the fact that the College is seeking to recruit female members to the Board.

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.



## 6.4 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 particular 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.

## 6.5 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 in regards to 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.

## 7. Equality Outcome 2: Communication

Communication across the College takes account of equality and diversity needs and reflects the College vision and values.

College culture embraces equality and diversity and supports all staff and students to achieve their potential.

### Key Actions We Said We Would Address

1. Ensure information is published
2. Improve the accessibility of equalities information published on the staff Intranet and College Website
3. Ensure College community is aware about individual responsibilities in relation to equality by using a broad selection of media and range of approaches to communicate responsibilities in relation to equality including on-line modules
4. Review and develop mechanisms to encourage staff and students to disclose, particularly in relation to newer characteristics

### This is What We Have Achieved from Our Key Actions

#### Key Action 1 & 2:

- ✓ Equalities documents, Strategic Plan and Equal Opportunities Monitoring Data published on College website
- ✓ Completed a review of equalities outcomes and action to be undertaken 2015
- ✓ Equalities information published on College website

#### Key Action 3:

- ✓ Feedback and experience of Study Bar users shared through email; identify promotional page on College website
- ✓ Complaints monitored for submissions relating to equality issues
- ✓ Administration section on UHI Hub used by Student Services to monitor guidance

#### Key Action 4:

- ✓ Interviews where instances of bullying are highlighted
- ✓ Staff undertaking Diversity in the Workplace training module
- ✓ Significant improvement in disclosure rates for staff. As at 31 March 2015, disclosure rates for staff were: Age: 100%; Gender: 100%; Ethnicity: 99.6%; Disability: 96.7%; Sexual orientation: 78%; Religion of Belief: 77.1%; Marital Status: 81.3%
- ✓ Student experience captured through student surveys and case studies
- ✓ Staff experience instances of complaints in respect of equality issues
- ✓ Staff completion of on-line modules
- ✓ Staff experiences

## Evidence of Our Mainstreaming for Equality Outcome 2

- ❖ Staff Newsletter
- ❖ College forums opened to all staff of the college to attend
- ❖ Greater disclosure of protected characteristics within the staff information generated
- ❖ Area newsletters produced

## 2017 Future Planning

- Introduce a specific Equalities Mainstreaming Group who will work collectively to enhance the mainstreaming of equality and diversity across all areas of the college
- Embedding of strategic and specific operational equality outcomes into the operational plan of the college and areas
- Use relevant data to monitor complaints by protected characteristics to inform appropriate process change



## 7.1 Spotlight on the 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 of 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.

## 7.2 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.

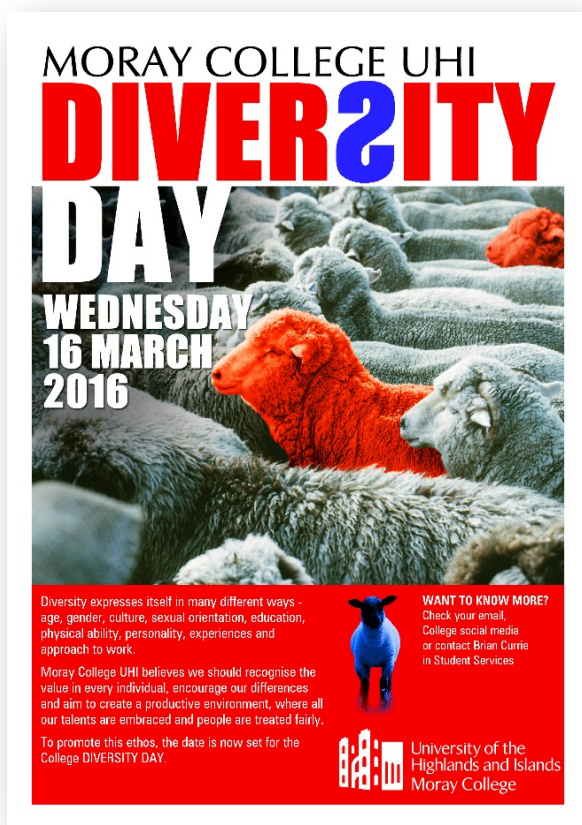


We also have the Study bar which provides an open environment for all students to access their individual learning support needs including study planning, study skills, numeracy, literacy, assistive technology support etc.

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.

## 7.3 Moray College UHI Diversity Day



We understand that diversity expresses itself in many different ways. Age, Disability, Gender Re-assignment, 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 come into contact with, enabling a better understanding of the barriers and issues people have to deal with in their everyday lives.

The contributors we have had are

- Police Scotland Diversity Team
- tsi Moray
- SAMH
- Army - Royal Engineers
- Moray Council Autism Services
- Moray Young Persons Supported Accommodation (SACRO)
- Out of The Darkness Theatre Company
- Arrows - Substance misuse wing of Quarriers
- Advocacy North East
- HISA - Highland and Islands Student Association
- Red Cross
- GREC - Grampian Region Equality Council
- Elgin Street Pastors
- AllsWell - Moray Health Management Programme

## 7.4 Student 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.

### Equipment Loan

For those students who have a specific support need. For example, Dyslexia, the college can provide them with equipment to assist them in their learning. This equipment can be loaned to the student from a daily basis through to the duration time of their studies with us.

### Dictaphone

Many students who have e.g. dyslexia or memory and concentration difficulties (due to pain or medication) may find it difficult to take notes and listen to a lecture at the same time. Being able to tape part of a lecture which they can listen back to may be beneficial to them.

### LiveScribe Pen

The LiveScribe pen records audio e.g. lectures which can be played back; it also has a function which will play back any text written on the accompanying note pads. The LiveScribe Pen is extremely useful regarding revision.

**Read and Write Gold**

Is a literacy support tool which assists users in reading and composing text. Students who have difficulty reading text because of e.g. dyslexia or blurred vision can use the Screen Reader function which will support both reading and writing essays. Other functions within the program are:

- Phonetic Spellchecker
- Word prediction
- Calculator
- Dictionary
- Study skills bar – summarising and highlighting tool

**Zoomtext Magnifier:**

Is a magnification application which enlarges and enhances everything on the computer screen.

**Dragon Naturally Speaking:**

Is speech to text software which works by opening documents on the students PC by voice command. The student can dictate into word and the program will transfer their voice into text. They can also listen back to the transcription by means of their own voice.

**Mind Mapping Software Mindgenius:**

Mind mapping software that helps the student capture, visualise and manage their ideas and information. It gives the user flexibility to draw a variety of concept maps which can then be exported to a variety of applications. The notes editor, allows the student to enter, edit and format notes associated with the map, thus making it an ideal tool for planning essays, projects and presentations.

## 7.5 Student Accommodation

Student accommodation is currently under construction within Elgin for the future students of Moray College UHI.



This accommodation which will be named **The Residencies**, will from the beginning of session 2017-2018 become available. This accommodation will be a huge positive factor for the students enrolling with us here at the college and who will require accommodation. 40 rooms will be available, with no limits on the students who can apply (FE, HE, part-time, full-time, under 18s etc.).

Where demand exceeds supply, room allocation is on a first-come first-served basis, and a waiting list is used. Some rooms are reserved for 'priority' applicants:

- Any applicant with a physical or mental impairment (as defined under the Equality Act 2010)
- Any applicant who is a care leaver
- Any international applicant
- Any applicant from the most deprived areas of Scotland
- Senior residents (students who act as volunteer wardens in exchange for a 50% reduction in weekly rent)



## 7.6 Quality Unit Work and Equalities Data

### Surveys

The Quality Unit runs four surveys per year, two Moray College UHI surveys and two external surveys. The surveys are:

Moray College UHI Early Experience Learner Survey	October annually	Students going through the induction process
National Student Survey	February annually	Students in their final HE year, e.g. HND, 3 <sup>rd</sup> or 4 <sup>th</sup> Degree
Moray College UHI Learner Survey	March annually	All students
Scottish Funding Council Student Satisfaction and Engagement Survey	March annually (incorporated into MC Learner Survey)	All students studying 4 or more credits and 160 hours or more

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 2014/15, 2015/16 and the Early Experience Learner Survey for 2016/17 indicates:

- Nearly double the amount 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
- A small amount of students with a disability and care leavers complete all our surveys

This data is difficult to quantify in isolation, so this year there will be a comparison of total college enrolment numbers for these categories, to identify any response level indicators or key trends.

## 7.7 Complaints

The Quality Unit 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.

Complainant's names in the college's complaints log perhaps indicate that during 2015/16 and to date in 2016/17, complaints are received from almost a balance of males and females, with females only just being in the majority each year. The nature of complaints varies widely, common themes being around the quality of learning and teaching, estates and Wi-Fi access.

## 7.8 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. Equality Outcome 3: Consultation and Involvement

All staff and students are engaged in advancing equality.

The college harnesses its links as a partner of the University of the Highlands and Islands and within the community for this purpose.

### Key Actions We Said We Would Address

1. Recruit members of staff as diversity practitioners
2. Formation of a forum /support network for managers, providing a safe space for discussion and sharing
3. Improve mechanisms used to gather evidence of consultation
4. Identify and target internal and external consultation partners

### This is What We Have Achieved from Our Key Actions

#### Key Action 1:

- ✓ Diversity practitioners recruited for four protected characteristics to begin with
- ✓ One equalities practitioner identified

#### Key Action 2:

- ✓ Forum members identified and staff invited to attend. Outcomes of meetings disseminated to all staff

#### Key Action 3:

- ✓ Existing consultation mechanisms reviewed to identify areas for improvement
- ✓ Consultation partners identified and publicised on College website and in prospectus
- ✓ Fields to collect information relating to age and gender inserted into college wide student surveys

#### Key Action 4:

- ✓ Consultation partners identified and publicised on College website and in prospectus
- ✓ Buttle Charter Mark achieved in April 2015
- ✓ Inclusion into Moray Community Planning working group

### **Evidence of Our Mainstreaming for Equality Outcome 3**

- ❖ College representation within the Moray Community Planning Partnership
- ❖ Looked after children and Buttle quality mark participation
- ❖ The impact of ESOL
- ❖ The College Forum – Open Invite
- ❖ Diversity practitioner – author of the mainstreaming report and equality outcomes report

### **2017 Future Planning**

- An additional equality practitioner recruited
- Widen participation in the Community Planning Partnership
- Gain greater attendance at the college forum
- Work in partnership with schools and ESOL delivery

**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.**

Board of Management membership of the Moray CPP Board to support governance, setting appropriate KPIs and monitoring progress

Principal on the CPP Officers Group to support agenda-setting and coordination

Senior staff members to lead and support appropriate CPP subcommittees

**We will play an integral part of the planning and delivery of Moray 2026 (and subsequent iterations)**

Ensuring college objectives align with the partnership's strategic priorities

Evaluating and coordinating our representation regularly

Communicating community matters within the College so staff are informed and involved

**We will actively support the partnership's aim 'to improve life for those living and working in Moray', by:**

Close partnership working with other CPP organisations

Ensuring the right information is shared to inform agendas and KPIs

Evaluating and instigating the development of new partnerships

Supporting the empowerment of our local community

**We will have a particular role in the partnership to support:**

School leavers and young adults through tertiary education to achieve optimum employment opportunities

The expansion of Foundation and Modern Apprenticeships

Lifelong learning and adults overcoming barriers to employment

The development of college and school partnerships with industry

Research assisting industry and economic development

## 8.1 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.

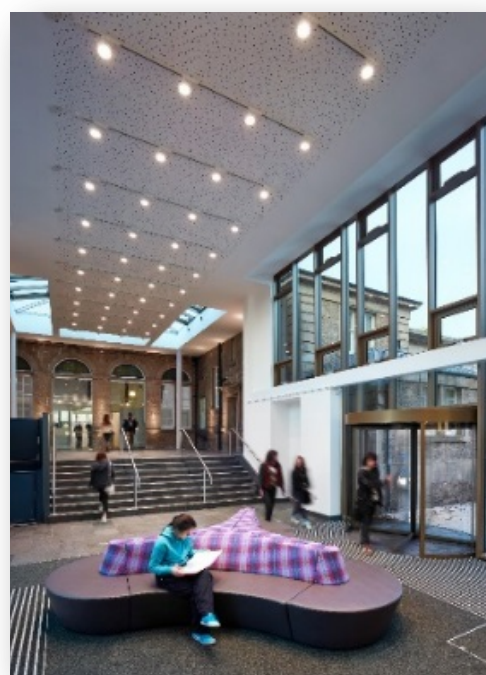
## 8.2 The College Forum

A monthly meeting of the college forum takes place within the college. This forum has been taking place for a number of years, however, in the past 18 months the membership has expanded to becoming an open forum to all staff of the college invited to attend.

The agenda is fluid and usually each month discussions are around what is relevant and timely.

Different members of staff lead on agenda points dependent upon the topic or content. This, in turn, ensures an open, transparent and inclusive approach to the monthly meetings. Improvement to communication across areas of the college and also within the tiers of the college has been apparent.

Periodically external stakeholder, partners or clients are invited to the forum, either as guests or to lead and take part in a specific topic.



## 8.3 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:

### 8.3.1 Employability Moray

This group exists to provide a coherent and strategic platform for all employability services within Moray. Its vision is to provide a coherent framework that supports people into positive and sustained employment. It will work closely with MEP and with Children and Young People's Partnership.

### 8.3.2 DYW Moray

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

### 8.3.3 Lifelong Learning

This group provides leadership and direction to all lifelong learning activities provided across Moray including essential skills, ESOL, literacy and numeracy.

This group may call upon additional attendees on depending upon the agenda and members should feel free to invite the most appropriate staff from their organisations.

### 8.3.4 Skills Investment

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.

### 8.3.5 Operational Group

This group will deliver at an operational level much of the initiatives and tasks emerging from the other groups, particularly DYW Moray.

## 8.4 Looked After Children and Buttle Quality Mark

Moray College UHI understands that looked after young people and care leavers, as a result 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.

In order to meet our responsibility to those students who have disclosed, and also 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
- Monitoring

### 8.4.1 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 course of the year the student will be met by their Student Adviser, 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.

### 8.4.2 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 Student Advisor 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/CL's to support them and interviews and pre start 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 class mates 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 with The Student Advice Manager and Student Adviser. The students are encouraged to bring support workers with them if they wish.

## 8.5 Buttle UK Quality Mark


Moray College UHI have teamed up with Who Cares Scotland to sign the pledge to becoming an Alumimi Ally as part of their process towards achieving the Buttle UK quality trade mark.

The signing of the pledge and presentation of certificate took place with representatives of Who Cares Scotland and Moray College UHI.



## 8.6 Our International Students

### 8.6.1 Erasmus +

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.

### 8.6.2 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.

The Moray College UHI Policy Statement contains 5 key priorities:

- Increasing attainment levels to provide the graduates and researchers Europe needs
- Improving the quality and relevance of higher education
- Strengthening quality through mobility and cross-border collaboration
- Making the knowledge triangle work
- Improving governance and funding

### 8.6.3 Incoming Staff

Incoming staff are selected by their university prior to making a request to visit. This is given approval by the relevant host department to ensure that the dates are convenient and that we can provide a suitable programme based on the information provided in the Teaching/Training Agreement.

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.



Photograph taken at Moray College UHI in July 2016 with 2 members of staff from the University of Stefan cel Mare in Suceava, Romania and our Moray College UHI Erasmus Co-ordinator Lorna Topp.

### 8.6.4 Outgoing Staff

Photograph taken outside the Palace in Iasi on the way to the University of Stefan cel Mare in Suceava, Romania on Erasmus staff training mobility. Moray College UHI staff members Jackie Andrews and Lorna Topp.

Outgoing staff make an application to go to one of our partner universities to either teach or train. Staff submit an application, which is signed off by their line manager. This request is sent to the partner university to ensure the dates of visit are convenient and that they can provide a suitable programme based on the Teaching/Training Agreement.



So far, we have not had to implement a selection policy as demand has not been out with the amount of funding applied for.



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.

The Photograph of Moray College UHI staff Cathie Fair, Lorna Topp and Jackie Andrews taken outside Obuda University in Budapest, Hungary during an Erasmus staff training mobility.

### 8.6.5 Incoming Students



Incoming students are selected by their home university prior to making an application to study or train. Their application and learning/training agreement is approved by a member of academic staff, on the basis that we can provide a suitable programme of study/work experience placement to meet their needs.

Photograph of session 2014/15 semester 2 incoming Erasmus students on a cultural day trip to Findhorn beach with English tutor, Siobhan Mackie.

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. Other activities, for example, trip to Loch Ness, ceilidh, woodland walks etc. also take place to provide cultural experience, as this is a very important part of their mobility.

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.

### 8.6.6 Outgoing Students

Outgoing students make an application to study or train at one of our partner universities. Once this receives approval by the responsible member of academic staff the application and learning/training agreement is sent to the host university who will make a decision based on being able to provide a suitable programme of study/training.

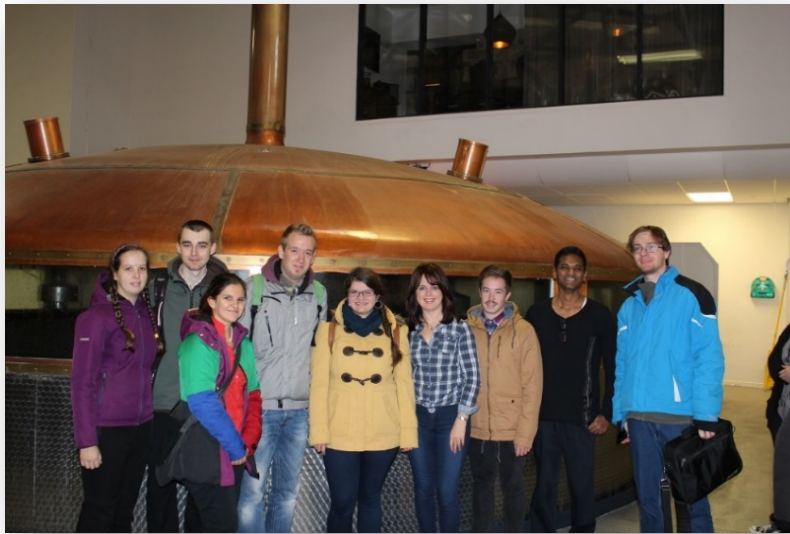
This photograph was sent in to the college by Amanda Lightbody, Moray College UHI Degree Fine Art student who studied at the University of Lapland in Finland during session 2014/15 semester 2. It shows the view from her balcony. The temperature was -32 degrees.



So far, we have not had to implement a selection policy as demand has not been out with the amount of funding applied for.

In the last 5 years, we have not had any outgoing student 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.

Our visiting international students on the Erasmus exchange scheme also benefit greatly from visiting the local sights as an important part of the cultural experience of studying in another country.



Year on year the tremendous places of interest around the region gives our Erasmus students many opportunities to visit out with their studies.

Trips and excursions are regularly organised by staff to historical sights such as Brodie Castle and Urquhart Castle.

There is great history and architecture within these historical places to visit. Students also enjoy guided tours of the local distilleries.

Our Erasmus students for semester 2 in session 2016/17 received a very Scottish welcome to Moray College UHI at the end of February.

The students had a great evening and really enjoyed their first ever Scottish Ceilidh.

The whole evening was spent jigging along to the sound of the Scottish music provided by a well-received band.



### 8.6.7 Our Erasmus Student Experiences

*“My experience of Moray College UHI was highly positive. From the start I felt welcome and made some new friends quickly. As a student of arts I was interested to learn how people teach this subject outside my own country. Thanks to my exchange studies at Moray College UHI and Moray School of Art I feel more experienced and open minded. I enjoyed Elgin a great deal, the town had so much history to it! All the shops and stations were easily found and I made many trips to nearby towns almost every weekend. A year went too quickly in Elgin”.*

**Lauri Pitkänen, Finland, Fine Art**

*“During the semester I was delighted to meet very friendly staff and lecturers. At first you might think that you cannot understand Scottish (English) language during the courses but after a few classes you’ll understand it better than you do in your own language.*

*From living with an unknown family, to meeting new people and their culture and the specific Scottish weather, I enjoyed every new thing that I have experienced in Elgin. Although it is a small town, I have visited so many places in Scotland that I have to make an effort to remember all of them. I loved living there”.*

**Claudia Sculea, Romania, Business and Administration**

## 8.7 Students studying with us where English is not their first language

The college has recognised that some of the international students have a real challenge in completing their course work. Although they have a good understanding of English in spoken format, they often struggle with written English when it comes to assessments.

To address these difficulties, the students can meet with an ESOL lecturer who assesses their requirements. Once these are established, timetabled tutorial sessions, often on a one-to-one basis, are arranged. This has proved to be beneficial and can make a huge difference to the success of the student.

*“When I went to one of the colleges Open Days I immediately liked the building and the vision to study here, it was an easy decision to make.*

*I came from a completely different (technical) background and it is the first time I have studied and written assignments in my second language.*

*It is challenging but a challenge is what I wanted and I have loved every minute”.*



**Silja Roethinger**  
**BA (Hons) Scottish History and Politics**

## 9. Equality Outcome 4: Curriculum and Accessibility

Students from all backgrounds and with protected characteristics progress and achieve learning outcomes and are supported to achieve their potential

### Key Actions We Said We Would Address

1. Examine available College attainment statistics by Protected Characteristic
2. Evaluate the viability of extending data college (collection) to cover more Protected Characteristics
3. Analyse all protected characteristics across the student lifecycle from application to destination
4. Ensure curriculum materials are inclusive for all learner needs
5. Ensure barriers to entry to College learning are removed
6. Ensure strategies are implemented to support students in core skills across protected characteristics

### This is What We Have Achieved from Our Key Actions

#### Key Action 1:

- ✓ Retention and available attainment statistics for PC groups
- ✓ Attainment statistics annually evaluated by course area and on College-wide basis

#### Key Action 2:

- ✓ Student recruitment and selection policy development
- ✓ Student application form revised with additional PCs for 2015 to provide extended data set

#### Key Action 3:

- ✓ Analysis of conversion rates (from application to enrolment) across disabilities, health and medical conditions
- ✓ Investigation undertaken during 2014 to analyse student application rejections with a view to informing recruitment procedures

#### Key Action 4:

- ✓ 100% compliance of QELTM process
- ✓ Results of Education Scotland reviews Student surveys SEDs
- ✓ Folder for QELTM established in master unit folders on M:/ drive

#### Key Action 5:

- ✓ Implementation of revised Recruitment, Selection and Admissions policy and procedures undertaken during 2014/15 to ensure students placed on most suitable programme/level
- ✓ Data analysed by programme areas to inform annual self-evaluation process

**Key Action 6:**

- ✓ Pass rates in core skills (e.g. numeracy) for PC groups
- ✓ Data analysed by programme areas to inform annual self-evaluation process
- ✓ Review of Level 4 core skills delivery

## Evidence of Our Mainstreaming for Equality Outcome 4

- ❖ Kickstart Programme
- ❖ Empathy Bar
- ❖ Study bar
- ❖ Recruitment, Selection and Admissions Policy
- ❖ Level 4 programmes including Skills for Choice
- ❖ Red Programme Reviews
- ❖ Rainbow Programme Reviews
- ❖ Development of the Access and Inclusion Policy

## 2017 Future Planning

- Enhance the LGBT group participation
- Introduce an Equality and Diversity competition for all students of the college to be given the opportunity to participate in
- Review the curriculum review process to ensure impact on disadvantaged and underrepresented groups is thoroughly assessed, and opportunities to advance equality pursued
- Create a Gender Action Plan (GAP)



## 9.1 The College 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 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. Our Key Principles to achieve this are:

- No additional qualifications should be required over and above the standard entry requirements, however it is recognised that some courses may have their own specific vocational/subject requirements.
- Additional criteria may also be used in the selection process. Such criteria may include vocational/subject related tests and an applicant's previous performance on any relevant SCQF rated programme(s). In the case of tests these must be fully documented and monitored by Directors of Curriculum and Quality to ensure their validity, reliability, fairness and relevance to the course in question and compliance in terms of relevant legislation. This is particularly required for any applications which have been rejected as evidence may be required to support the decision.
- The College is committed to equality of opportunity and non-discrimination in all aspects of admission. All applicants will be treated with respect and courtesy and considered without discrimination on the grounds of age, race, gender, disability, sexual orientation, religion or belief in accordance with the College's relevant policies.
- All new applicants will be required to attend a pre-start event. Applicants will be informed of this event in advance and it will include a general presentation, an interview with a relevant member of teaching staff based on his/her chosen course. Applicants will also be required to complete an aptitude test.
- Equal consideration will be given to all applications received by the end of March each session.
- Applicants who identify themselves as having been or are currently looked after children will always be guaranteed an interview. If the pre start date is not suitable a one to one pre start can be organised through the Student Advice Manager. Interview outcomes can be communicated earlier than the 1<sup>st</sup> May in order to allow the LAC/CL to prepare and focus in time for the start of term.
- Current students who apply to continue their studies at a higher level will be given an opportunity to re-register by January prior to the new academic session. Conditional offers will be made as an outcome of the Interim Course Assessment and Progression Boards in February.
- All applications will be monitored to ensure any additional support needs are considered.
- All students who are unsuccessful in gaining a place on their chosen course must be referred to the Student Services for further careers advice.

## 9.2 The Empathy Bar

To ensure that we are providing the right kind of support, which addresses issues as they arise, we have created **The Empathy 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 Empathy Bar is situated in a room just as you enter into the Student Services Area. It is open on a Tuesday and Thursday, however, staff can be available at other times if students are unable to attend on those days.

## 9.3 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.

## 9.4 Other Support Available to Our Students

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**

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.

For more information, or to make an appointment in the Study Bar, you can either drop in and have a chat or make contact by phone or email.



### **Face to face Personal Counselling at Moray College UHI**

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.



## **Mental Health and Peer Support Group**



**Thinking about  
running a  
support group?**

student  
minds

A mental health peer support group is currently being established whereby students can discuss common issues and strategies as well as discuss mental health at college in general. To get involved in the group please contact our Student Guidance Advisor



## **Chill out and de-stress space**

If you need a quiet area to sit with your own thoughts or need to de-stress, room LRC 101a is available on a Monday, Wednesday and Friday.

Colouring books and origami, can be accessed for use from the Student Services desk.

## 9.5 Kickstart



# KICKSTART

Experience of working within Learner Support has shown that there are a number of 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 don't 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.

The Kickstart program runs during the last 2 weeks of June each session. Students will attend two 3 hour sessions in week 1 and two 3 hour sessions in week 2.

Refreshments are provided during each session which gives an opportunity to socialise and communicate with others in the group.

## The Workshops

**The basic numeracy and grammar workshops** go over the basic rules of e.g. spelling, grammar and punctuation; basic numeracy revisits techniques for addition, subtraction, multiplication and division, fractions, percentages, decimals, time and charts. The outcome for these workshops is to reassure students of their strengths and to know what they need to brush up on.

**The Assertiveness workshop** helps students to recognise what it means to be assertive, what assertiveness behaviour looks like in different situations and how choosing to behave assertively can improve their communication and team work skills.

**The IT workshop** goes over the basics that are essential for studying in college. Many are adept in accessing websites, internet shopping, using social media etc. on a computer but can have little or no knowledge in word processing or attaching documents to an email.

**Academic Writing** will show students the difference between formal and informal writing such essays, reports, case studies and reflective writing; the workshop will also give the opportunity to learn useful tips for planning and structuring academic writing including language tips and using process words.

**The referencing workshop** will show students what, when, where, why and how to reference. During the referencing workshop students will understand what referencing and citing is and when they need to use it.

Over the past few years this is what students have said about Kickstart:

*"It helped my confidence and took the fear out of coming to college"*

*"It was good to know what style of writing is required in individual courses"*

*"I was able to brush up on my spelling and grammar – something I was worried about"*

*"Learned how to organise my time and work more effectively"*

*"Not to go head first into pieces of work, but to totally plan and organise first"*

*"I really enjoyed discussing things with the group"*

*"I realised that I know a lot more than I give myself credit for."*

*"Interacting with different people has been good for my confidence"*

## 9.6 Equalities & Skills Development Scotland Funded Programmes

Modern Apprenticeships and Employability fund both aim to provide opportunities for specific groups including those within the projected characteristics. Employability Fund [EF] provision is run for specific groups of unemployed individuals many who come under the definition of people with protected characteristics. For example - Disability and sex mainly.

We run courses based on gender to promote gender underrepresentation in certain sectors i.e.: men into care, women into construction etc.

As part of the employability programmes and similarly with the modern apprenticeship programmes we would put support in place as required this would apply to both employed status and work placements.



We have also completed an Equalities action plan for our programmes, which sets out our commitment to participants within the protected characteristics groups as well as others facing barriers. This is a new initiative and one we have to review on the quarterly basis and report to Skills Development Scotland on an annual basis. Staff have also completed the Harvard bias test as part of the action plan and also Equality and Diversity webinars.

## 9.7 Equalities Challenge Fund (Marketing)

Recently we also ran an equalities project, which aimed to support young people into Modern Apprenticeships/employment. All the young people on the programme were facing some kind of barrier, which ranged from disability, sex, age to substance misuse and offending behaviour.

## 9.8 Actions Taken to Progress Equalities within Marketing

At each course completion of the Modern Apprenticeship programmes, we review the feedback from the participants as well as self-evaluating the programme based on lessons learned.

We particularly look at any issues faced by the participants and how we approach these with a view to ensuring that they are not disadvantaged in any way. If through this exercise we identify that we were indirectly discriminatory then we would put actions to place to ensure that this does not occur in the future.

The Equalities action plan which we have to review and update every 3 months will reflect on these actions, how we dealt with them, record our actions and proposals for improvement. This action plan goes wider than the protected characteristic however, in that it considers all disadvantaged groups.

### 9.8.1 Evidence of Progress Made

These are recorded within the feedback forms and the Equalities action plan, which has to be reported to Skills Development Scotland on an annual basis.

### 9.9 Case Study 2

This case study highlights the progression of a student who comes under the protected characteristic of ethnicity and who experienced some personal circumstances.

*One example is the progression of a young Chinese girl who was referred to the programme after suffering a breakdown following the death of her father who she was a carer for.*

*She was severely lacking in confidence and found it difficult to communicate with people.*

*Following the support she was given on the programme she then progressed to full time education at the college and her story was highlighted as a good practice example by Skills Development Scotland.*

## 9.10 Gender Action Plan

As a college we currently have the writing of our Gender Action Plan (GAP) in progress, which is due to be published on the 1<sup>st</sup> July 2017.

All academic areas of the college are included in the information gathering for the development and completion of the GAP.

Specific emphasis is being 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
- Complementary therapies

As a college we are already analysing the data collected on these courses in relation to the gender imbalances and has been discussed further within this report on page 101.

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

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 2017-2021 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.

## 10. Equality Outcome 5: Staff Recruitment, Development and Progression

Improve the employment opportunities of people with protected characteristics through equitable recruitment, support and staff development

### Key Actions We Said We Would Address

1. Develop and provide training for recruitment panel members
2. Assess the equality impact of HR policies, procedures and practices, using the College's updated EIA template

### This is What We Have Achieved from Our Key Actions

#### Key Action 1:

- ✓ A minimum of two panel members have received specific training in conducting interview processes and all panel members have undergone appropriate equality and diversity training
- ✓ All line managers required to undertake Recruitment and Selection training (online) in session 13/14

#### Key Action 2:

- ✓ 100% of all HR policies and procedures will be reviewed and impact assessed against all the protected characteristics over a four year cycle (2017)
- ✓ HR policy and procedure process has been amended to become a collaborative approach across participating UHI Academic Partners which, it is hoped, will facilitate more data and wider consultation informing the Equality Impact Assessment process.
- ✓ HR Policies and Procedures are still reviewed on a four year cycle and the extended EIA process is included as part of this review.

### Evidence of Our Mainstreaming for Equality Outcome 5

- ❖ Board of Management diversity information; Employee equality information; Gender pay gap information; A statement on equal pay that includes occupational segregation for staff, gender, race and disability has been compiled and stands as a separate document

## 2017 Future Planning

- Embed the college values to ensure that behaviours fully reflect the values
- Review the categories for all protected characteristics to ensure consistency in reporting, including the introduction of gender re-assignment
- Improve upon the reporting of the recruitment process by investigating the shortlisting process
- Update the Equality Impact Assessments for HR Policies and Procedures
- Undertake a review of the training provided to staff in relation to Equality and Diversity

## 11. Staff Data

### Annual Employment Data

This report details the Moray College UHI's process to gather, monitor and utilise employee equalities data to better meet the general equality duty.

Moray College UHI has, for an extended period, considered monitoring data for employees and this process is continuously being refined to not only meet the needs of the emerging duties with regard to legislation but also to ensure that data is meaningful, comprehensive and relevant to fully inform the impact assessment process.

### 11.1 Moray College UHI Values

Moray College UHI appointed a new Principal in February 2016 and his arrival coincided with the expiry of the previous College Strategic Plan. This provided an excellent opportunity for the new Principal to engage staff, students and external stakeholders in full and robust discussions on the mission, vision and values of the organisation. Outcomes of this dialogue has been the development of a revised Mission Statement, Vision Statement and College Values as provided below. It was interesting to note throughout the extensive consultation, that there was a very strong feeling that it is not only what we do that's important to our staff but how we do it is equally, if not more, important. It was clear that Values are held as being of prime importance to those that engage with the college.

In the 2016 staff survey referred to in section 11.4 below, respondents were most likely to feel that they knew what Moray College UHI is trying to achieve and were aware of the College's values. This is unsurprising given the consultation that had taken place around the time of the survey and it is important that steps be taken to ensure that the college Values are embedded in all that we do to ensure that behaviours are consistent with those values.

### 11.2 Organisational Structure

The college offers a very diverse range of employment opportunities with a number of variants to the main terms and conditions (in relation to options for term time working, flexible working, part time and full time working etc.). Posts offered range from cleaning, clerical, administration, technical and management to teaching in vocational and academic areas. As is described within the Annual Employment Equalities Data Section below, 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.

### 11.3 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. This pay and grading structure has been maintained with any new or regraded posts being subject to job evaluation in accordance with the College Regrading and Job Evaluation Procedure. For a period of time following the implementation of the pay and grading structure, protection was afforded to those posts which had been determined to be 'red posts' and a commitment was made to review the duties of these posts. This period has now expired and there are now no salary protection measures in place. The most recent equal pay review (undertaken in March 2017 and based on February 2017 salary payments), demonstrates that, whilst the college still has a gender pay gap across all grades, there are no significant pay gaps within grade when considering grades in relation to gender, disability or age. The College Equal Pay 2017 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. Whilst agreed pay awards to date have allowed the maintenance of the grading structure, this too will be dictated by National Bargaining where separate negotiations happen at side tables for teaching and support staff.

### 11.4 Staff Survey 2016

The college has undertaken a staff survey for a number of 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 third biennial survey was conducted in 2016.

The staff survey has consistently had an impressive response rate and 68% of college staff responded to the 2016 survey. Respondents to the 2016 survey were most likely to agree that they understood their own personal responsibilities for ensuring and promoting equality at work. There was good agreement that respondents had received effective equality training but less confidence that equality concerns would be dealt with promptly and appropriately.

It has been determined that with regard to the 2016 survey, a short life working group (consisting of representation of the Board of Management, Staff and Management) should be established to consider the results of the survey and take forward matters on a collaborative and constructive basis. This work is ongoing with specific matters being considered and more general matters being taken forward including the development of a framework to not only support and underpin the new college Values, but also ensure staff are treated according to their individual needs.

## 11.5 Staff Development

Staff development in relation to equalities matters begins at the induction stage of employment at Moray College UHI. Each individual is supported, by their line manager, through the Induction Section of the Staff Handbook on Blackboard. 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 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. This training is now being evaluated to ensure that this is a relevant and effective way to provide training to our staff. This review will be completed throughout session 16/17.

As has already been stated, results from the 2016 Staff Survey indicated that a high proportion of respondents (90%) understood their personal responsibilities for ensuring and promoting equality at work' and 74% of respondents agreed that that they had received effective equality training. Staff and students are communicated with via a variety of media including meetings, events, internet, intranet, e-mail and virtual learning environment.

## 11.6 Equalities Data Collection for Staff

A review has been undertaken in relation to the data collected to ensure that data in relation to the protected characteristics is captured. The opportunity to decline the information has also been introduced. Previous practice saw applicants being requested to disclose at the point of application and then the successful applicant being asked again before being entered onto the HR database. This process has been streamlined.

Equalities data has been gathered in relation to each session (over the whole session) for a significant period of time and the data has been used to inform the impact assessment process as well as being considered at Board of Management level.

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. Gender reassignment is a protected characteristic which is yet to be rolled out to staff for monitoring purposes and it is an objective for the college to gather information in relation to this for the next reporting period.

The table below provides information in relation to the disclosure rates for staff and demonstrates the increase over a two year period. 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.

**Table 1: Protected Characteristic Disclosure Rate**

Protected Characteristic	Disclosure Rate at March 2015	Disclosure Rate at March 2017
Sex	100%	100%
Race	99%	99%
Disability	97%	98%
Sexual orientation	78%	98%
Religion or belief	77%	80%
Age	100%	100%
Marriage and Civil Partnership	81%	90%

## 11.7 Equality Impact Assessment

All HR Policies and Procedures have been subject to Equality Impact Assessment. It is recognised however, that this is an element which requires to be better embedded into the HR Policy Review Process and it is considered that this is an area which would benefit from review and update over the forthcoming reporting period. The objective is to ensure that the HR Policy Review Group is fully informed when considering new and reviewed HR Policies and Procedures.

## 11.8 Annual Employment Equalities Data – Session 15/16

Moray College UHI has for an extended period collected and reported upon employment related data for the following protected characteristics:

- Sex
- Race
- Disability
- Age
- Religion or belief (from session 10/11)
- Sexual Orientation (from session 10/11)
- Marital Status (from session 15/16)

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 (Acting allowances have been added in session 15/16)
- Recruitment Applications
- Grievances
- Capability and Conduct Hearings (This information has been further broken down in session 15/16 to consider Conduct Hearings, Absence Capability and Other Capability separately)
- Leavers (headcount and FTE)

The data collected and analysed is based on all staff contracted within the specific academic session (15/16 in this case) and is based on headcount (excepting the additional leaver analysis as listed above). 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. Steps will be taken to ensure that this is available for the next reporting period.

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 considered to be helpful in relation to highlighting some areas which may require some further investigation.

### 11.8.1 Moray College UHI Staffing Profile

**Table 2: Sex**

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College UHI Profile % of all contracted staff over period
Male	48.5	49.2	27.4
Female	51.5	50.8	72.6
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 Pop'n Profile %	Moray Area Profile %	Moray College UHI Profile % of all contracted staff over period
White Scottish	84	77.7	70.7
White Other British	7.9	18	17.4
White Irish	1.0	0.5	1.1
White Other	3.2	2.8	7.4
Asian, Asian Scottish or Asian British	2.7	0.6	0.3
Other ethnic groups	1.3	0.5	1.1
Information refused/NK			2 (1.1% declined)

The monitoring categories have been adjusted for this protected characteristic to allow a better comparison 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 UHI 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, with a decrease in the number of staff whose ethnicity is not known and only 1.1% declining to provide the information.

**Table 4: Disability**

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College UHI Profile % of all contracted staff over period
Info Declined/NK			3.4 (1.7% declined)
No	70.1	70.9	90
Yes			6.5

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 has, 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 will be undertaking a self-assessment with a view to further improving practices.

**Table 5: Age**

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College UHI Profile % of all contracted staff over period
16-29	18.5	16.1	6
30-44	20	19	28.2
45-59	21.1	21.3	53.3
60+	25.3	23.2	12.5
Not Stated			

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. It is interesting to note that 12.5% of the college population are 60 or over, perhaps reflective of the removal of a mandatory retirement age and staff can continue to work beyond age 65.

**Table 6: Sexual Orientation**

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College UHI Profile % of all contracted staff over period
Heterosexual			86.9
Lesbian			0.3
Other			
Bisexual			0.9
Gay			0.9
Unknown/Info declined			11.1 (9.4% declined)

This is a protected characteristic where there has been significant improvement in the level of disclosure. 9.4% of staff have declined to provide the information in relation to their sexuality however. It would be important to understand why this is and also raise awareness of the importance of disclosing information on protected characteristics.

**Table 7 Religion or Belief**

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College UHI Profile % of all contracted staff over period
Christian	53.8	50	45
Muslim	1.4	0.3	0.3
Other Religions	1.1	0.9	7.1
No Religion	36.7	41.2	12.5
Unknown	7.0	7.7	35 (14.5% declined)

Whilst this is the protected characteristic with the lowest level of disclosure (at 80%) there has been significant improvement in the level of disclosure. 14.5% of staff declined to provide their religion or belief.

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.

**Table 8: Marital Status**

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College UHI Profile % of all contracted staff over period
Single	35.4	28.8	15.7
Married*	45.4	51.8	68.7
Separated	3.2	3.1	0.6
Divorced	8.2	8.5	0.3
Widowed	7.8	7.9	0.9
Other			2.8
Not Known			11.1 (1.1% declined)

\* college figures include cohabiting

This is a new area of reporting for the college. The lower proportions of single employees when considered alongside the census figures can be explained when considering that the census covers the whole population. The majority of staff are married or cohabiting.

### 11.8.2 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 15/16 we had four members of staff begin maternity leave and two members of staff who returned from maternity leave. Of the two staff who returned both requested a return on a part time basis (they were full time staff before the maternity leave period) and this was accepted.

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 also a specific contact person for those who are embarking on maternity periods and are navigating through the relevant requirements and implications. There is always room for improvement however and the college is currently benchmarking its performance against Tommy's accreditation.

It is also worth noting that, as a result 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.

### 11.8.3 Recruitment

Being a process which could be considered to have a high potential for an adverse impact on those in particular groups, the Recruitment and Selection Procedure is one which has been reviewed and amended in light of previous impact assessments. The procedure is also monitored by protected characteristics every year in terms of the profile of the applicants for posts and also in terms of the profile of the successful applicants.

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. The college also operates a number of supply banks working on an as and required basis with no mutuality, and these can serve to be an attractive opportunity for older applicants.

In order to monitor this activity, three elements are considered: Applications, how these applications are translated into appointments and internal staff promotions or acting allowances. This session, these have been considered with reference to the Scottish population. This is as a result 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 the working age population rather than the population as a whole. It is considered that this is still a useful exercise in identifying any areas which would merit further investigation.

It is also considered that a useful further analysis of the recruitment process is how applications translate to interviews, i.e. an analysis of shortlisted candidates. This would support an investigation of whether there is any unintentional bias in the shortlisting process. It has been determined that this information shall be gathered and presented for the next reporting period.

**Table 9: Sex**

	Scottish Pop'n Profile %	% of Applications	% of Internal Staff Promotions (Acting Allow)	% of total New Starts
Male	48.5	23.8	12.5	32.3
Female	51.5	76.2	87.5	67.6
Not Stated				

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 that 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 have internal promotions but the number of internal promotions is too low to be of statistical relevance. When considering the posts that were advertised over the corresponding period a large number 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, Beauty Therapy Lecturer, Child Care Lecturer) and there is little doubt that this has impacted on the figures.

**Table 10: Ethnic Origin**

	Scottish Pop'n Profile %	% of Applications	% of Internal Staff Promotions (Acting Allow)	% of total New Starts
White Scottish	84	61	75	55.9
White Other British	7.9	21.9	12.5	26.5
White Irish	1.0	1.9		1.5
White Other	3.2	10.5	12.5	8.8
Asian, Asian Scottish or Asian British	2.7	2.2		
Other ethnic groups	1.3	1.9		1.5
Information refused/NK		0.6		5.9

We continue to attract applications from a lower proportion of White Scottish candidates and a higher proportion of White Other British candidates than is reflected in the Scottish and Moray population. This is amplified 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. In terms of internal promotions, again this number is low although percentages are closer to those reflected in the college population.

**Table 11: Disability**

	Scottish Pop'n Profile %	% of Applications	% of Internal Staff Promotions (Acting Allow)	% of total New Starts
Info Declined/NK		1.9		7.3
No	70.1	91.7	100	83.8
Yes		6.3		8.8

When considering the data with previous years there has been an increase in the proportion of those who declare a disability in both applications and appointments. Within the session the college has transitioned from the previous '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	% of Internal Staff Promotions (Acting Allow)	% of total New Starts
16-29	18.5	14.6 (16-24)		20.6
30-44	20	56.2 (25-44)		27.9
45-59	21.1	28.9 (45-64)	100	36.8
60+	25.3	0.3 (65+)		14.7
Not Stated				

This protected characteristic is one in which the comparison against the census is impacted as we are comparing total population against working age population. It is also the case that the college monitoring considers slightly different age brackets from the census and this has been adjusted for the next reporting period. As has been the case in the past, we attract the vast majority of 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.

**Table 13: Sexual Orientation**

	Scottish Pop'n Profile %	% of Applications	% of Internal Staff Promotions (Acting Allow)	% of total New Starts
Heterosexual		93	100	89.7
Lesbian		1		
Other		0.3		1.5
Bisexual		2.5		1.5
Gay		0		
Unknown/Info declined		3.2 (3.2% declined)		7.4 (1.5% declined)

In terms of applications, we have a full disclosure rate for this protected characteristic. Where sexual orientation is not known then this is as a result of the individuals' declining to provide this information. It is positive however that this number is quite low. This is an area where there is limited benchmarking information and therefore it is difficult to arrive at any meaningful conclusions. It is unclear why there is a difference between the percentage of unknown and information declined for new starts when there is no difference for applications. This should be further considered.

**Table 14: Religion or Belief**

	Scottish Pop'n Profile %	% of Applications	% of Internal Staff Promotions (Acting Allow)	% of total New Starts
Christian	53.8	52.4	50	45.6
Muslim	1.4	1.3		1.5
Other Religions	1.1	14.3	12.5	16.2
No Religion	36.7	18.4	25	16.2
Unknown	7.0	13.7 (9.5% declined)	12.5	20.6

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. Experience has shown that when this is further investigated in terms of the staffing profile these can be recategorised.

**Table 15: Marital Status**

	Scottish Pop'n Profile %	% of Applications	% of Internal Staff Promotions (Acting Allow)	% of total New Starts
Single	35.4	40.6	25	26.5
Married*	45.4	52.9	75	57.3
Separated	3.2	2.3		1.5
Divorced	8.2	0.3		
Widowed	7.8	0.3		
Other		0.3		
Not Known		3.2 (1.3% declined)		14.7

\* college figures include cohabiting

The figures show that, for this protected characteristic, we attract applications from generally the same 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 and it is intended that the data monitoring be improved upon.

#### 11.8.4 Staff Retention

The college has, for a number of years, monitored not only those that join and progress in the college but also those that leave the college. The college has a high proportion of part time staff and this can impact upon the headcount figures for leavers. It has therefore been determined that an analysis by FTE is useful. The leaver's data is benchmarked against the college staffing profile as detailed in the tabled below.

**Table 16: Sex**

	Moray College UHI Profile % of all contracted staff over period	% of total Leavers	% of total Leavers FTE
Male	27.4	18.4	30.7
Female	72.6	81.6	69.3

Generally, the proportions of leavers by Sex reflects the college population. As can be seen the headcount of leavers shows a higher proportion of female leavers and this is likely to be consequent upon the high level of part time contracts within the college which are, in general, more attractive to females.

**Table 17: Ethnic Origin**

	<b>Moray College UHI Profile % of all contracted staff over period</b>	<b>% of total Leavers</b>	<b>% of total Leavers FTE</b>
White Scottish	70.7	65.8	67.9
White Other British	17.4	26.3	16.7
White Irish	1.1		
White Other	7.4	2.6	5.1
Asian, Asian Scottish or Asian British	0.3		
Other ethnic groups	1.1		
Information refused/NK	2 (1.1% declined)	5.3	10.2

Again, the proportions of leavers by this protected characteristic generally reflect the college population figures. In relation to the leavers whose ethnic origin is unknown, headcount percentages exceed FTE percentages, pointing towards a conclusion that these leavers have tended to be closer to or full time. As previous monitoring has suggested that new staff are more likely to disclose protected characteristics, this is likely to be long serving members of staff leaving who have not declared their ethnic origin.

**Table 18: Disability**

	<b>Moray College UHI Profile % of all contracted staff over period</b>	<b>% of total Leavers</b>	<b>% of total Leavers FTE</b>
Info Declined/NK	3.4 (1.7% declined)	7.9	16.3
No	90	81.6	80.7
Yes	6.5	5.3	3.1

Figures for this protected characteristic support a similar conclusion to that in relation to ethnic origin in the table above.

**Table 19: Age**

	<b>Moray College UHI Profile % of all contracted staff over period</b>	<b>% of total Leavers</b>	<b>% of total Leavers FTE</b>
16-29	6	15.8	11.7
30-44	28.2	31.6	26.1
45-59	53.3	34.2	38.5
60+	12.5	18.4	23.8
Not Stated			

It is perhaps not surprising that there are higher proportions of leavers in the age bracket 60+ than in the college population. It is interesting to note that there are far less leavers from the age bracket 45-59 although the college does offer competitive terms and conditions in an area with limited job opportunities. We have a high proportion of longer serving members of staff and a relatively low turnover.

**Table 20: Sexual Orientation**

	<b>Moray College UHI Profile % of all contracted staff over period</b>	<b>% of total Leavers</b>	<b>% of total Leavers FTE</b>
Heterosexual	86.9	92.1	84.6
Lesbian	0.3		
Other			
Bisexual	0.9		
Gay	0.9		
Unknown/Info declined	11.1 (9.4% declined)	7.9 (2.6% declined)	15.3 (5.1% declined)

In relation to this protected characteristic, the headcount percentages exceed FTE percentages the leavers whose sexual orientation is unknown, pointing towards a conclusion that these leavers have tended to be closer to or full time. Again, as previous monitoring has suggested that new staff are more likely to disclose protected characteristics, this is likely to be long serving members of staff leaving who have not declared their sexual orientation.

**Table 21: Religion or Belief**

	Moray College UHI Profile % of all contracted staff over period	% of total Leavers	% of total Leavers FTE
Christian	45	55.3	44.9
Muslim	0.3		
Other Religions	7.1	13.1	10.2
No Religion	12.5	5.3	4.6
Unknown	35 (14.5% declined)	26.3	40.2

This is the protected characteristic which has the lowest disclosure rate in college and therefore the highest level of 'unknown'. This, as is the case in sexual orientation, disability and ethnic origin, is amplified for leavers.

**Table 22: Marital Status**

	Moray College UHI Profile % of all contracted staff over period	% of total Leavers	% of total Leavers FTE
Single	15.7	31.6	17.4
Married*	68.7	47.4	47.2
Separated	0.6	2.6	3.1
Divorced	0.3		
Widowed	0.9		
Other	2.8		
Not Known	11.1 (1.1% declined)	18.4	32.4

\* college figures include cohabiting

When considering the leavers who have declared themselves to be single, there is a significant difference in percentage rates between headcount leavers and FTE leavers, with FTE leavers being a lower percentage. This suggests that those single leavers are more likely to be part time.

### **11.8.5 Staff Grievance, Capability and Conduct Matters**

The college has, for a number of years, 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 15/16 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 it is this experience contributes to the procedural review process

## **11.9 Employee Information – Action Plan**

The following actions will be taken to improve the collection and review of employee information, and to explore a number of highlighted trends in order to assist the College to meet the general equality duty more effectively:

- Embed the college values to ensure that behaviours fully reflect the values.
- Review the categories for all protected characteristics to ensure consistency in reporting, including the introduction of gender re-assignment
- Improve upon the reporting of the recruitment process by investigating the shortlisting process.
- Undertake a review of the training provided to staff in relation to Equality and Diversity.
- Update the Equality Impact Assessments for HR Policies and Procedures.

## 12. Equality Outcome 6: Data Collection

College data collection and monitoring systems are comprehensive, covering all protected characteristics and are embedded in decision making and actions at all levels

### Key Actions We Said We Would Address

1. Collect and analyse quantitative and qualitative data on staff and students across Protected Characteristic groups

### This is What We Have Achieved from Our Key Actions

#### Key Action 1:

- ✓ A review of written documentation / forms to ensure that the College requests information relating to all protected characteristics
- ✓ All electronic systems to be updated to ensure that the College retains information on all protected characteristics
- ✓ Development of electronic systems to replace written documentation
- ✓ The College is committed to have collected data by protected characteristic for 80% by April 2015
- ✓ The College is committed to achieving a 100% response rate of PC data by staff by April 2017
- ✓ Including a review of the information requested and at what stage
- ✓ Computer system updated in association with UHI
- ✓ Online application and enrolment processes now available to students
- ✓ Significant improvements have been made in the disclosure rates of staff (in relation to sexual orientation and religion or belief specifically) resulting from efforts made through the newsletter, by email and by personal contact with staff members

### Evidence of Our Mainstreaming for Equality Outcome 6

- ❖ Data collection of all Protected Characteristics for analysis
- ❖ Increased staff disclosure
- ❖ MIS systems were updated to collect the full range of PC at application and enrolment

## 2017 Future Planning

- Further address the gender imbalance within the BOM, especially in relation to the Government legislation request for a minimum of female members of the BOM to be at 40%
- Develop further the required systems to ensure we are meeting our legal obligation on data gathering relating to the 9 protected characteristics set
- Devise further information aspects to engage staff on the importance of disclosing any of the protected characteristics within their HR World Service details



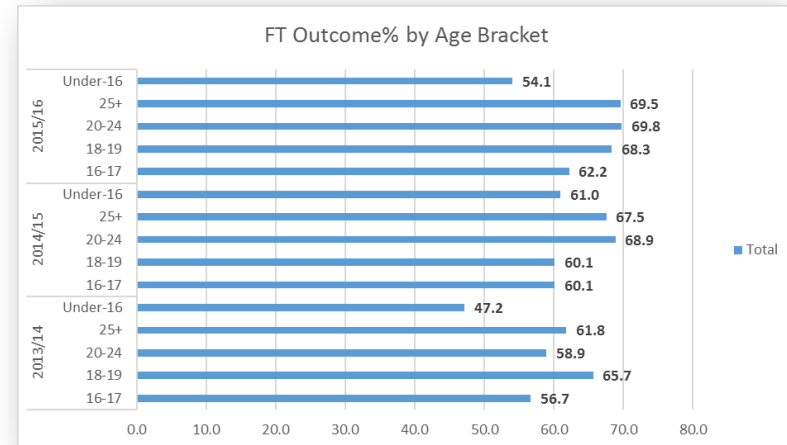
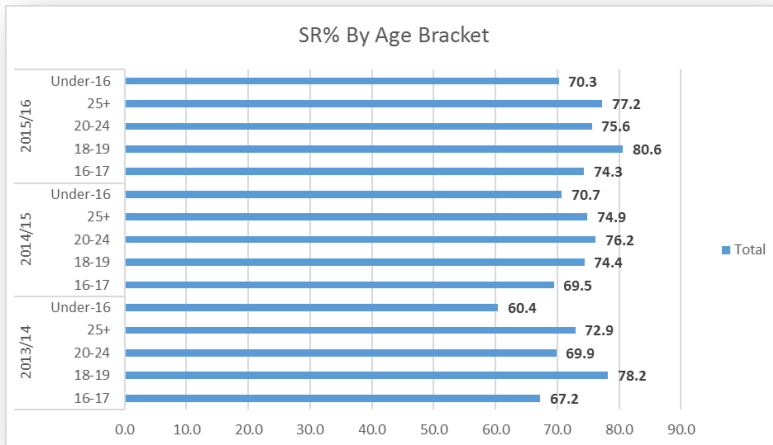
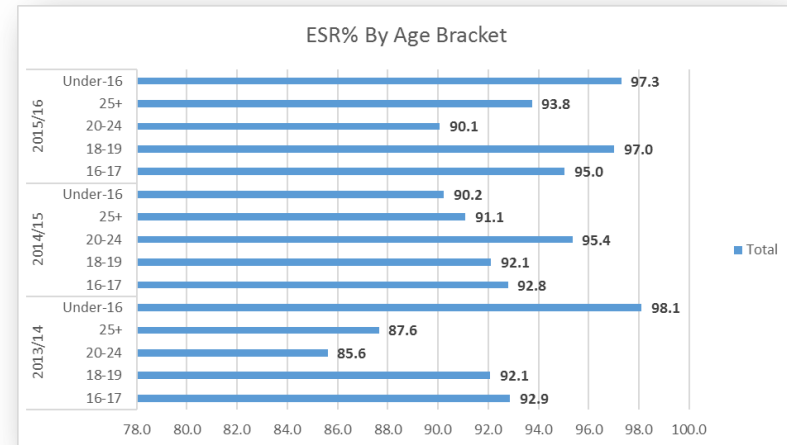
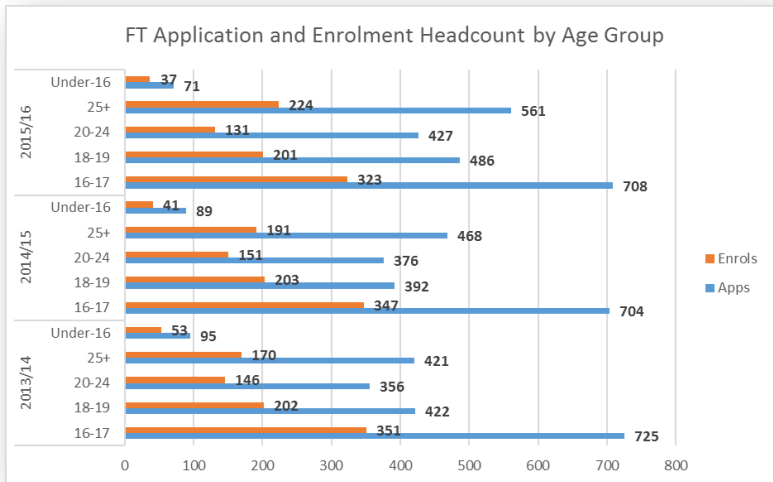
### 13. Student Data

The following data is based on information published by the SFC based on the colleges FES returns for 2013-14, 2014-15 and 2015-16, which itself is based on the colleges students 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 2017 for the University of the Highlands and Islands.



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



## 13.2 Year Comparisons of Student Data – Key Findings of Age

### Under 16 Category

<b>Application and Enrolment</b>	There has been a steady increase over the 3 sessions on both application and enrolment
<b>ESR%</b>	This dipped slightly in session 2014/15, however for each of the 3 sessions it achieved over 90%
<b>SR%</b>	For sessions 2013/14 and 2014/15 the percentage reduced to 70.3% and 70.7%. Session 2015/16 had a greater reduction to 60.4%
<b>Outcome%</b>	There was an overall significant reduction over the 3 sessions. 54.1%, 61% and 47.2% respectively.

### 16-17 Category

<b>Application and Enrolment</b>	This category has been steady over the past 3 sessions. Applications being just over 700 and enrolment being around 350 for each of the sessions.
<b>ESR%</b>	Excellent early student retention over the 3 sessions at 92.9%, 92.8% and 95% respectively for this category.
<b>SR%</b>	This category has seen a drop of around 20-25% (20.7, 23.3 and 25.7). However, this drop for the 16-17 age group of students is only slightly lower than the under 16 age group.
<b>Outcome%</b>	Around 8-10% of the students who reached the end of their course for each of the 3 sessions did not achieve their course completely.

### 18-19 Category

<b>Application and Enrolment</b>	Around half of the application headcount materialised into enrolments over the 3 sessions. However, session 2015-16 had the greatest application and the lowest enrolment for this age bracket.
<b>ESR%</b>	Session 2015-16 was 97% compared to sessions 2014-15 and 2013-14 being 92.1%.
<b>SR%</b>	In 2015-16 there was an increase of 6.6% students who reached the end of their course compared to the 16-17 age group. However, more positively in 2013-14 the increase an increase of 11% of the 18-19 year old category reaching the end of their course.
<b>Outcome%</b>	In 2015-16 68.3% had an overall achievement of their course. 14.3% in 2014-15 was the percentage difference between SR% and Outcome%, and in 2013-14 the difference between SR% and Outcome% was 12.5%.

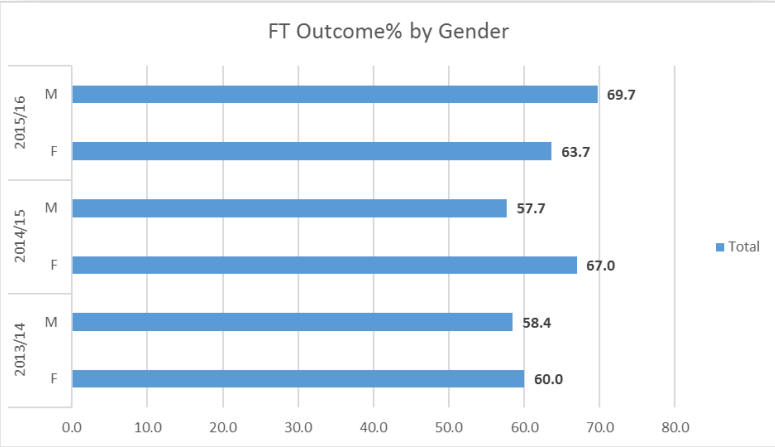
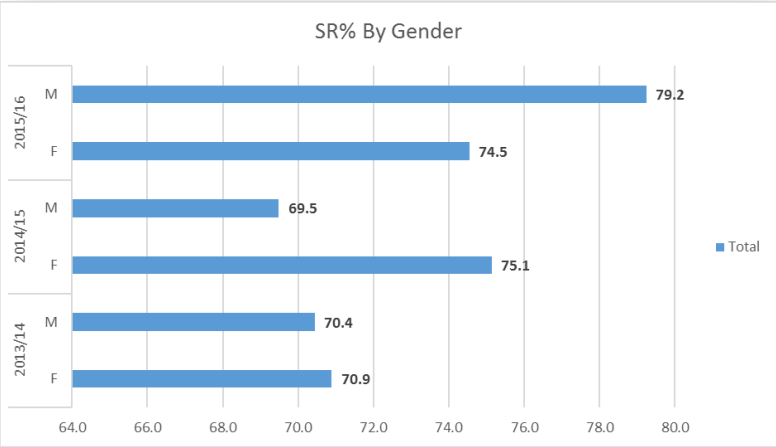
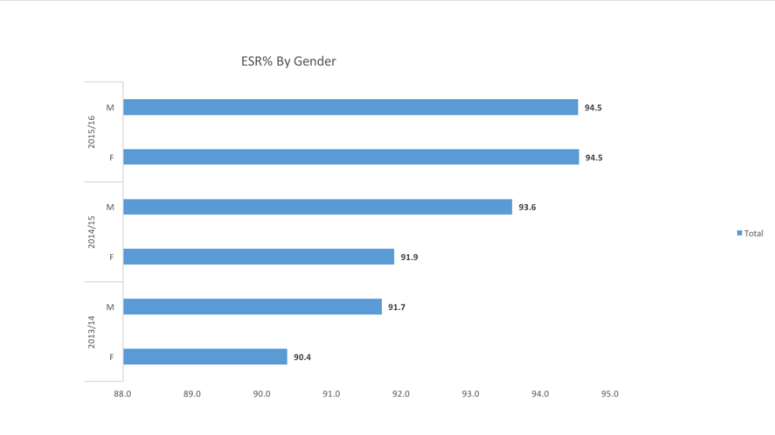
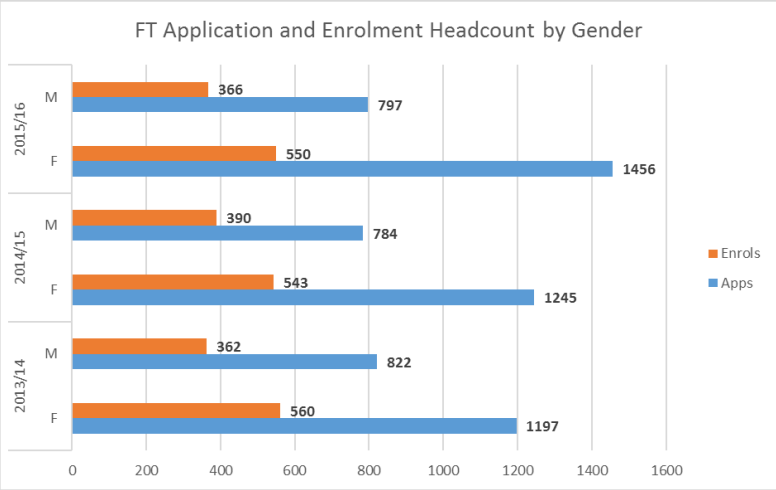
### 20 -24 Category

<b>Application and Enrolment</b>	Over the 3 sessions application to enrolment of the 20-24 age group saw the greatest dip. In 2015-16 a reduction from application to enrolment was 296, 2014-15 was 225 and 2013-14 being 210. This showing a steady increase of application to non-enrolment from 2013-14 to 2015-16
<b>ESR%</b>	In 2013-14 there was just under 15% drop out compared to 2014-15 being 4.6% and 15-16 being 9.9%.
<b>SR%</b>	In 2013-14 there was a further reduction of 15.7% drop out. In 2014-15 there was a reduction of 19.2% and in 2015-16 a further reduction of 14.5%.
<b>Outcome%</b>	Getting to a complete achievement of their course, there was a further decrease from staying the time of their course by 11% in 2013-14, 7.3% in 2014-15 and 5.8% in 2015-16. This in turn has seen an increase from 2014-14 to 2015-16 of the 20-24 age group staying the full length of their course and achieving their course fully.

## **25+ Category**

<b>Application and Enrolment</b>	The 25+ category had the second highest application over the 3 sessions, the 16-17 category being the highest. However, compared to the 20-24 age group, this category had a higher application to non-enrolment rate. 2015-16 = 337, 2014-15 = 277 and in 2013-14 = 251.
<b>ESR%</b>	Over the 3 sessions the ESR% has increased from 87.6% in 2013-14 to 91.1% in 2014-15 and 93.8% in 2015-16. This being a positive for the college and shows the benefit of the Early Intervention team as well as the additional support from the academic staff once a student is showing signs of struggling, absence or being demotivated on their course.
<b>SR%</b>	A further reduction from ESR% to SR% over the 3 sessions only marginally increased from 2013-14 to 2015-16. 2013-14 was 72.9% SR, 2014-15 was 74.9% SR and 2015-16 being 77.2% SR.
<b>Outcome%</b>	Students reaching the end of their course in 2014-15 had also the greater percentage of full achievement of their course from 74.9% SR to 67.5% full achievement.

13.3 FE Full Time 3 year Analysis and Trend (GENDER)



## 13.4 Year Comparisons of Student Data – Key Findings of Gender

### Female Category

<b>Application and Enrolment</b>	The conversion from application to enrolment in session 13/14 was 46.78%, session 14/15 was 43.6% and in session 15/16 was 37.78%. Over the 3 sessions this has shown a steady decline of conversion from application to enrolment. From session 13/14 to 15/16 by 9%.
<b>ESR%</b>	Over the 3 sessions the ESR% has increased from 13/14 to 15/16. This has shown an overall increase of 4.1%
<b>SR%</b>	In session 13/14 there was an increase of 4.2%, however, in session 15/16 there was a slight dip of 0.6%. On a positive note though the SR% increase from session 13/14 to session 15/16 was 3.6%.
<b>Outcome%</b>	Over the 3 sessions the female category has seen a continual overall outcome increase. From session 13/14 to session 15/16 the increase difference being 3.7%.

### Male Category

<b>Application and Enrolment</b>	Over the 3 sessions for the male category there was a slight dip from session 13/14 to 14/15 of 4.63% applications. Session 15/16 there was an increase of 13 applications from session 14/15 to 15/16. The conversion from application to enrolment in 13/15 was 44%, from 14/15 was 49.74% and in 15/16 45.92%.
<b>ESR%</b>	Over the 3 sessions there has been a small increase in the ESR%, however, this is still appositive increase. The difference from session 13/14 to session 15/16 was 2.8%.
<b>SR%</b>	The difference of SR% in session 13/14 to session 14/15 was marginal. However, the increase from session 14/15 to session 15/16 was 9.7%.
<b>Outcome%</b>	Session 13/14 to session 14/15 saw a slight decrease of 0.7%. in session 15/16 there was an overall increase from session 13/14 of 11.3%

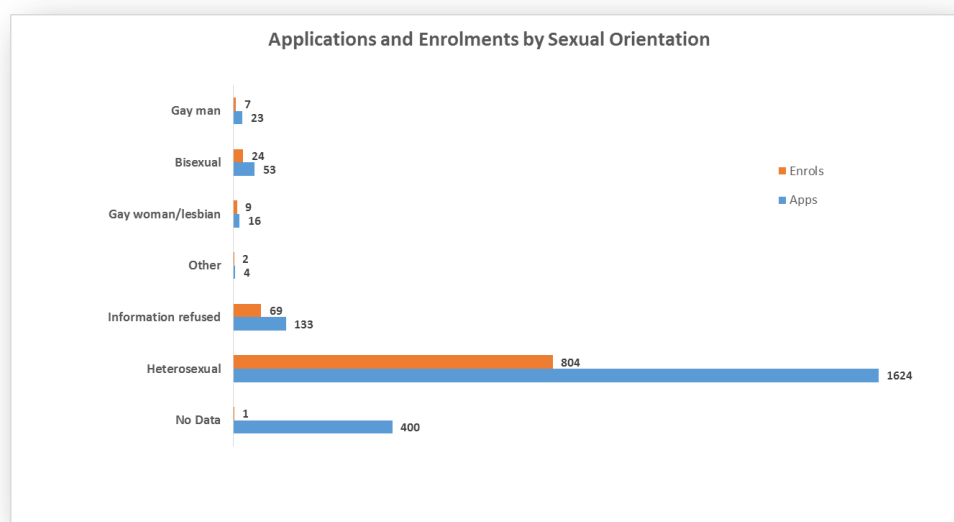
### Comparisons Between the Two Categories

<b>Application and Enrolment</b>	Over the 3 sessions there has been a consistent application rate for the female category, for the male category there was a slight dip from session 13/14 to 14/5, however, in general a consistent application over the three sessions. Conversion from application to enrolment for the female category was a greater reduction over the 3 sessions compared to the male category which was in the main a steady state.
<b>ESR%</b>	There was a greater increase in ESR% of the female category compared to the male category of 6.2% between session 13/14 to session 15/16.
<b>SR%</b>	There has been an increase of SR% for both the male and female categories, however, the greater increase has been in the male categories. The difference between the male and female SR% from session 14/15 to session 15/16 was 6.1%, the male category having the greater increase.
<b>Outcome%</b>	There has been a continual increase for both the female and male categories, with the exception of 13/14 to 14/15 for the male category. However, there is a much greater increase of overall achievement in the male category compared to the female category from session 13/14 to 15/16 of 7.6%.

## 13.5 Application and Enrolment on Protected Characteristics 2015-16

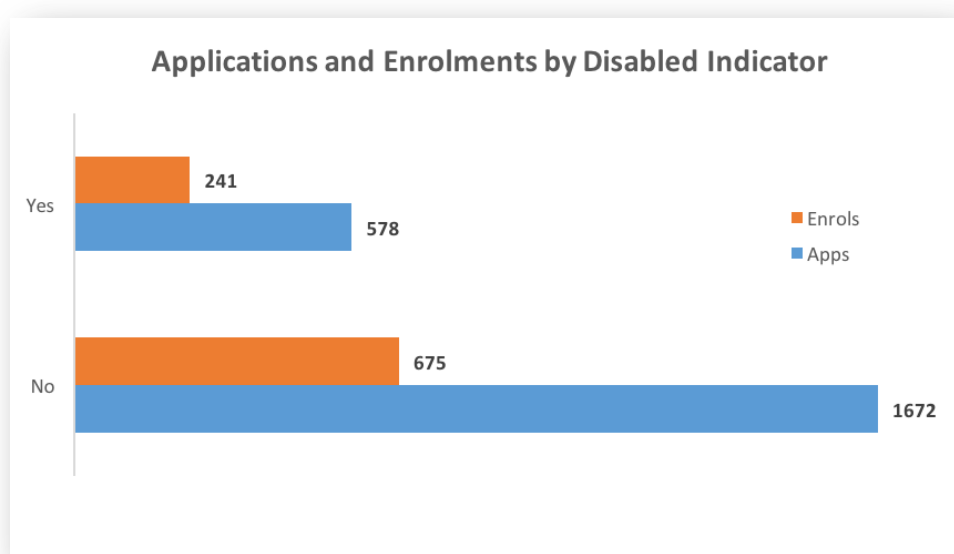
### Sexual Orientation

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 to around 30.43%. The heterosexual conversion was 49.51%



### Disability Indicator

1672 applications did not disclose a disability indicator, whilst 587 did disclose. Of these applications who did not disclose a disability indicator 578 continued to enrol, and of the applications who did disclose, 241 continued onto enrol into a course.

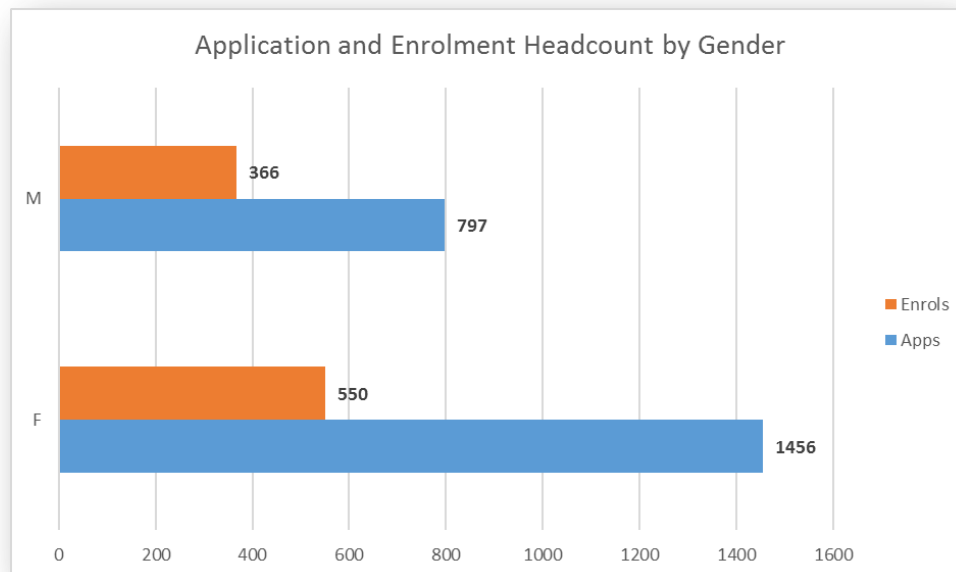


## 13.6 Application and Enrolment: Protected Characteristics

### 2015-16 – Key Findings

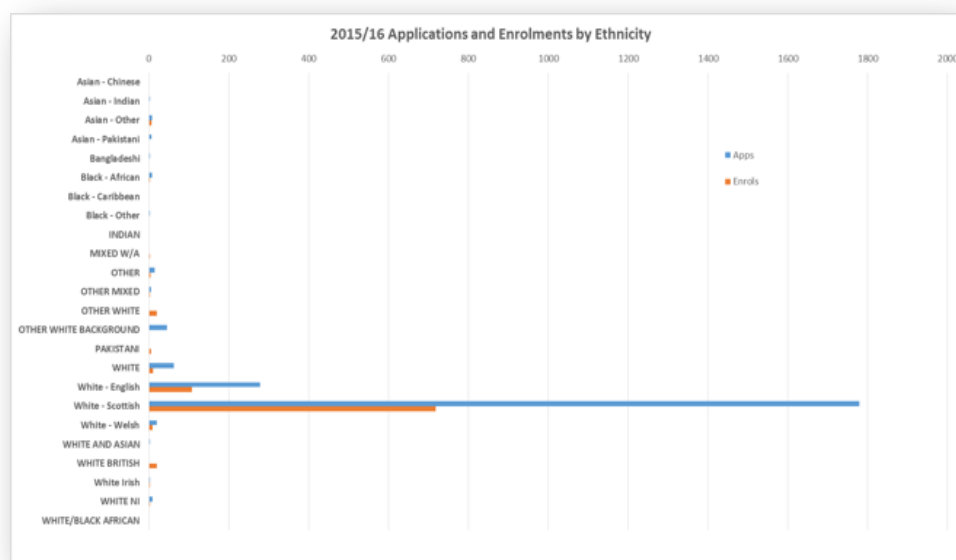
#### Gender

Application was higher in the female category (1456) by 659 applications to the applications in the male category (797). 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 saw a conversion of just under 50%.



#### Ethnicity

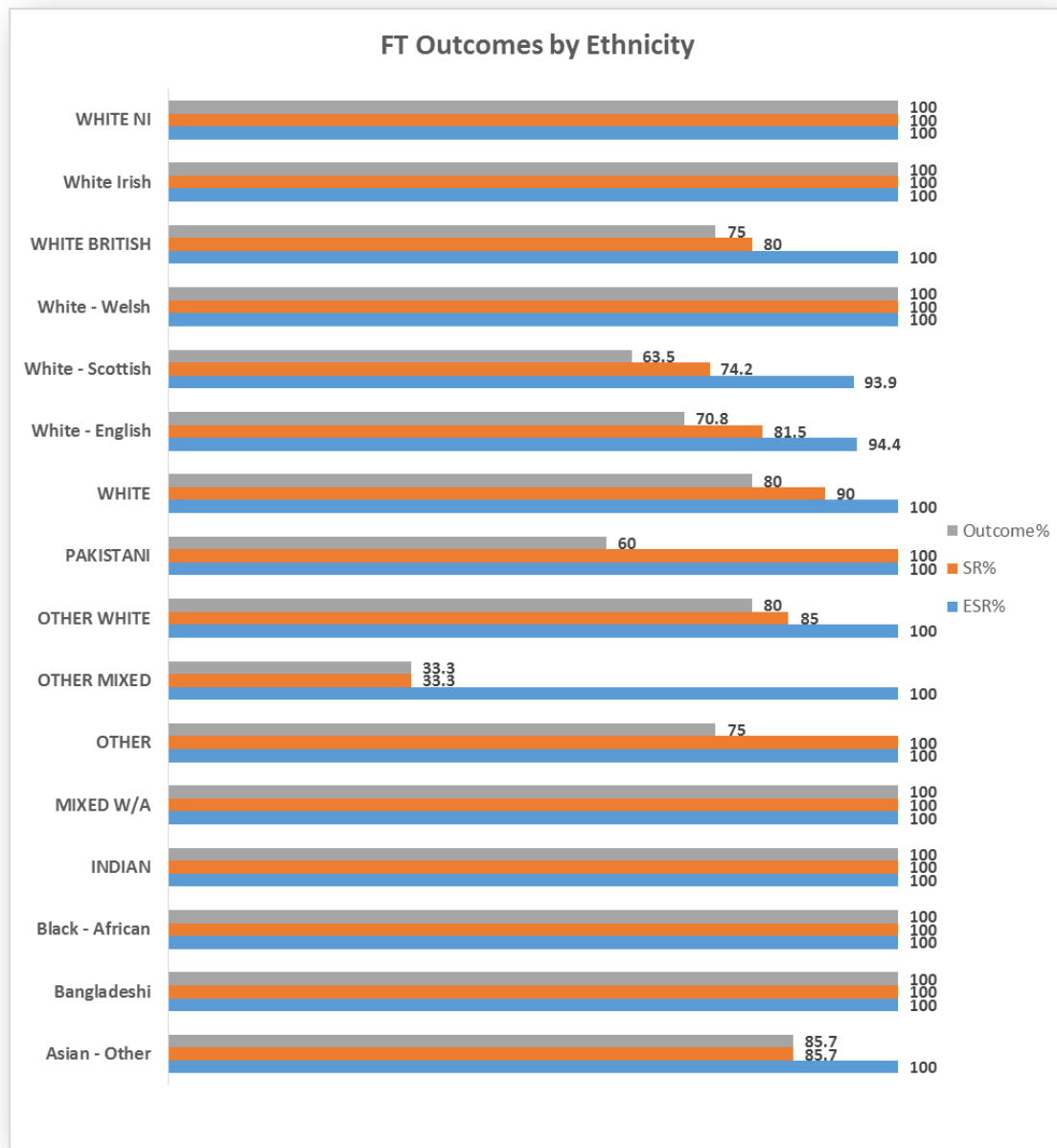
Are in a high percentage of either white, white Scottish, white English, white welsh and other white background. A small application of either Asian other, Asian Pakistan, black African or Pakistani was disclosed at application and enrolment completion.



## 13.7 Outcome % on some specific Protected Characteristics and Key Findings 2015-16

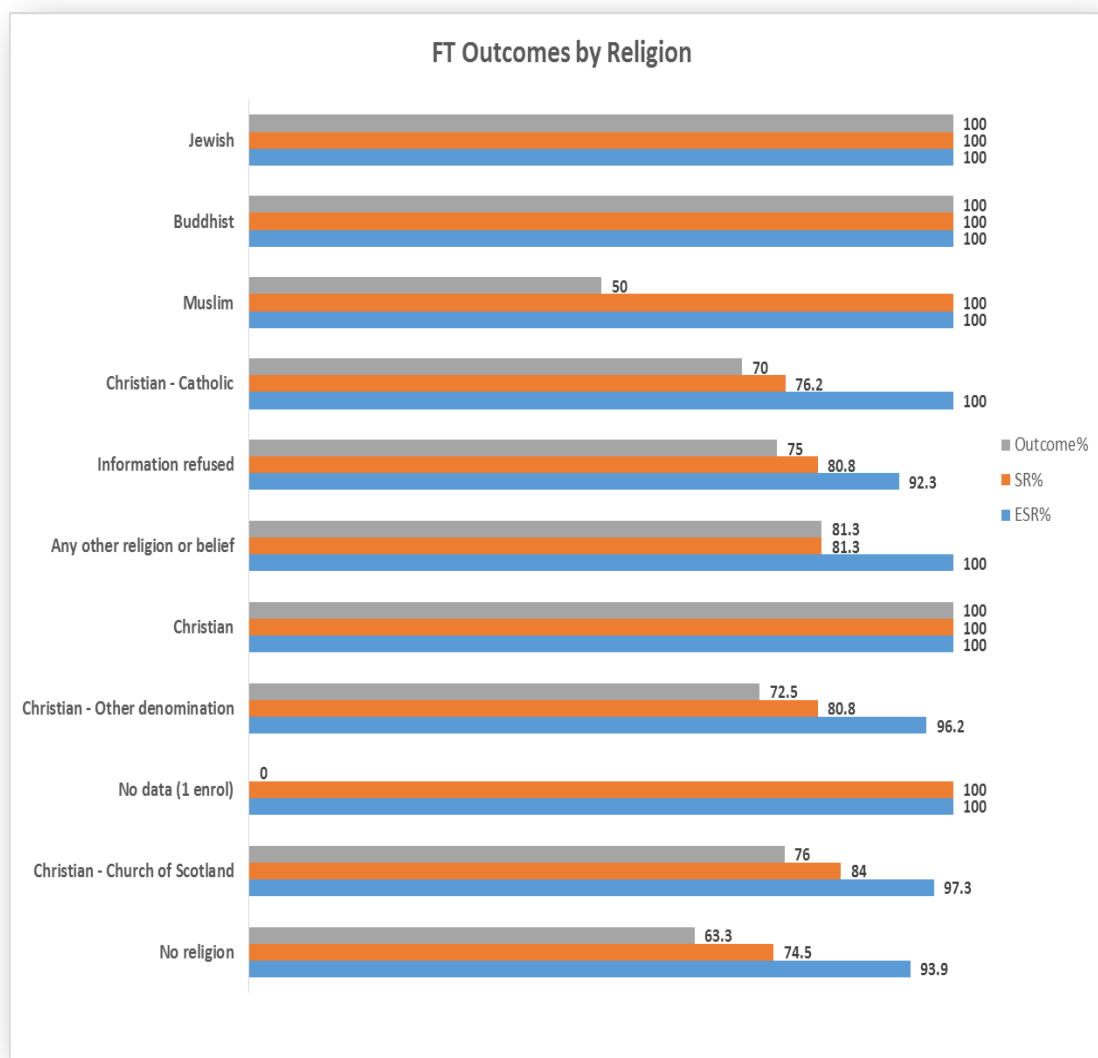
### Ethnicity

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



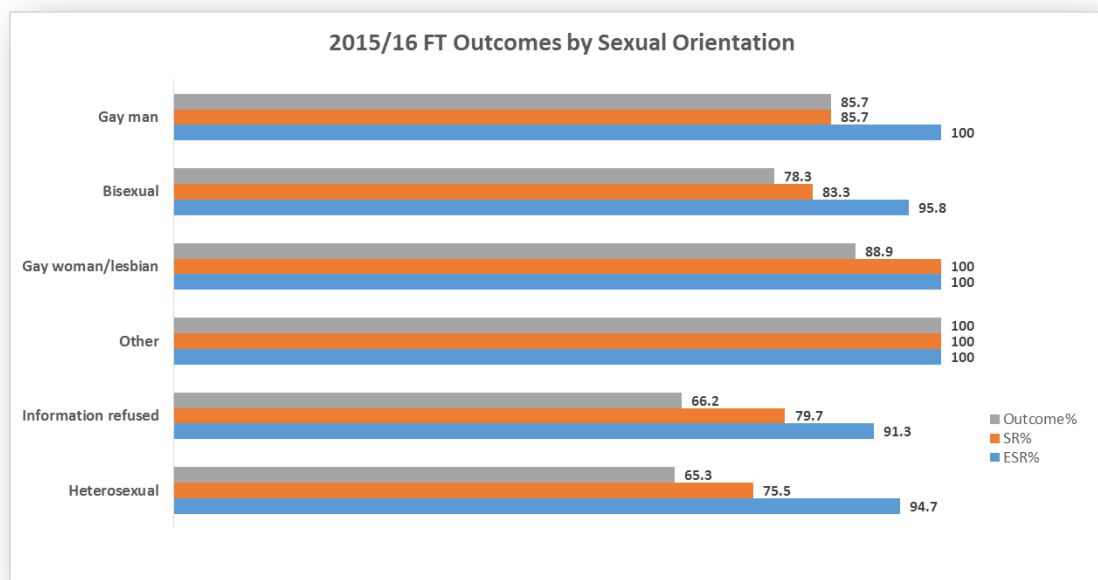
## Religion

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.



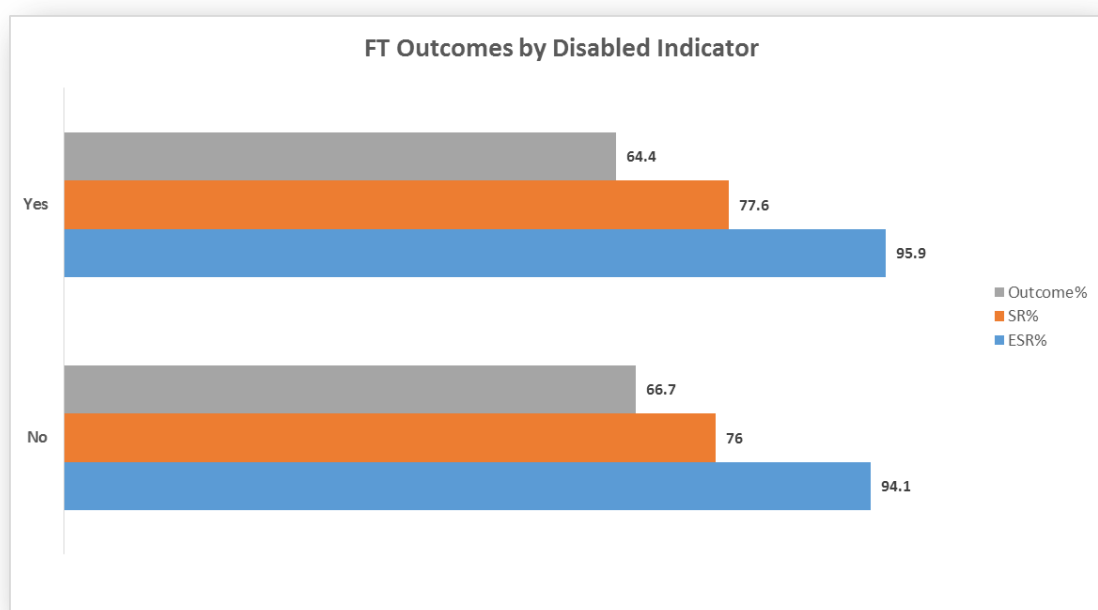
## Sexual Orientation

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



## 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



## 13.8 Application and Enrolment by Gender and Subject Area 2015-16

### Traditionally Recruit Females

Subject Area	Gender	App%	Enrol%
Childcare	F	95.76	95.38
Childcare	M	4.24	4.62
Healthcare	F	94.57	97.37
Healthcare	M	5.43	2.63
Social Care	F	88.74	88.75
Social Care	M	11.26	11.25
Social Science	F	72.19	70.97
Social Science	M	27.81	29.03
Admin	F	92.54	96.15
Admin	M	7.46	3.85
Art	F	78.72	92.31
Art	M	21.28	7.69
Beauty Therapy	F	100.00	100.00
Hairdressing	F	95.67	97.18
Hairdressing	M	4.33	2.82

There has been a continual trend towards specific female recruited courses within beauty therapy, hairdressing, admin, childcare and healthcare.

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

Subject Area	Gender	App%	Enrol%
Construction	F	4.95	3.49
Construction	M	95.05	96.51
Engineering	F	7.85	7.46
Engineering	M	92.15	92.54
Sport	F	23.88	17.39
Sport	M	76.12	82.61
Computing	F	12.31	13.21
Computing	M	87.69	86.79

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 UHI actively work together to promote a female gender opportunity, however, the uptake to this is still low.

### Traditionally Recruit a Balance of M/F

Subject Area	Gender	App%	Enrol%
Horticulture	F	34.92	51.52
Horticulture	M	65.08	48.48
Hospitality	F	56.69	65.96
Hospitality	M	43.31	34.04
Science	F	56.41	47.06
Science	M	43.59	52.94
Business	F	48.82	49.15
Business	M	51.18	50.85
Performing Arts	F	46.88	38.89
Performing Arts	M	53.13	61.11
Skills for Life	F	45.28	38.24
Skills for Life	M	54.72	61.76

The above 6 courses are the courses within Moray College UHI that receive a greater gender balance of application. Hospitality and horticulture have a greater enrolment of females, whilst science, business, performing arts and skills for life have a greater enrolment of males.

Over the past 3 sessions 2013-2016, the split and balance noted above is consistent.

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