



# Set of Equality Outcomes 2017 - 2021

(including Progress Update Report April 2019)



## Table of Contents

Introduction.....	4
<b>1. Equality Outcome: One - Governance and Management.....</b>	<b>6</b>
<b>Strategic Equality Outcome .....</b>	<b>6</b>
1. Our Board and Management are fully committed to equality duties and to ensuring decisions are in line with the Public Sector Equality Duty (PSED).....	6
<b>Specific Operational Equality Outcome.....</b>	<b>6</b>
1.1 We will promote awareness and inclusion within the mainstreaming of equality and diversity at the Board of Management (BOM) and Senior Management (SM) Level.....	6
1.2 Moray College UHI will ensure alignment with the Code of Good Governance and Public Sector Equality Duty (PSED) General Duty .....	7
<b>2. Equality Outcome: Two - Support for Students .....</b>	<b>8</b>
<b>Strategic Equality Outcome .....</b>	<b>8</b>
2. We provide a supportive, inclusive and accessible environment for our students.....	8
<b>Specific Operational Equality Outcome.....</b>	<b>8</b>
2.1 People with all protected characteristics are able to access Moray College UHI and its services free from architectural, environmental and geographical barriers. ....	8
<b>3. Equality Outcome: Three – Support for Staff.....</b>	<b>11</b>
<b>Strategic Equality Outcome .....</b>	<b>11</b>
3. We provide a supportive, inclusive and accessible environment for our staff .....	11
<b>Specific Operational Equality Outcome.....</b>	<b>11</b>
3.1 Moray College UHI is supportive and respectful as an employer.....	11
<b>4. Equality Outcome: Four - Stakeholder and Partnership.....</b>	<b>13</b>
<b>Strategic Equality Outcome .....</b>	<b>13</b>
4. We are recognised by our community and stakeholders as an organisation committed to providing and advancing equality of opportunity.....	13

<b>Specific Operational Equality Outcome</b> .....	13
4.1 Demonstrate our commitment to advancing equality and diversity.....	13
<b>5. Equality Outcome: Five - Improving Data</b> .....	16
<b>Strategic Equality Outcome</b> .....	16
5. The college reviews and evaluates itself against the protected characteristics of staff and student populations.....	16
<b>Specific Operational Equality Outcome</b> .....	16
5.1 The college has improved its data collection and presentation facilities.....	16
<b>6. Equality Outcome: Six – Gender Action Plan</b> .....	18
<b>Strategic Equality Outcome</b> .....	18
6. The college will develop and publish a Gender Action Plan (GAP) as set by the Scottish Funding Council .....	18
<b>Specific Operational Equality Outcome</b> .....	18
6.1 The college will implement a Gender Action Plan (GAP) that incorporates all actions set by the SFC for inclusion into their GAP .....	18
<b>References</b> .....	22

## Introduction

Under the Equality Act (2010) Scottish Specific Duties, Moray College UHI is required to produce a set of Equality outcomes. These outcomes are required to go through a process of informed engagement with external stakeholders and equality groups internally.

The college has devised its 2017-2019 Equality Outcomes to enable achievement of its vision and general equality duty; eliminate discrimination and harassment; promote good relations and promote equality of opportunity. This report now contains the updates as of April 30<sup>th</sup> 2019.

In January 2017 the college introduced its new 5 year Strategic Plan, setting out the colleges vision and aspirations. The plan has been developed taking cognisance of:

- The Post 16 Education Act
- Developing Young People in Scotland Act
- UHI Strategic Vision and Plan 2015-2020
- Highland and Islands Skills Investment Plan
- Moray Regional Skills Assessment
- Moray 2026
- Opportunities for other strategic developments, both local and nationally

Staff, students, external stakeholders and the Board of Management have been involved in the consultation and development of the Strategic Plan. Within the basis of the Strategic Plan of the college, we are committed to responding to the educational and skills needs of the Moray area, which is aligned with the Scottish Funding Councils National Priorities.

We have produced strategic equality outcomes to complement the strategic plan and to embed the strategic plan objectives into the equality outcomes for the college.

**Our strategic Equality outcomes are:**

- **Equality Outcome One:** Our Board and Management are fully committed to equality duties and to ensuring decisions are in line with the Public Sector Equality Duty (PSED)
- **Equality Outcome Two:** We provide a supportive, inclusive and accessible environment for our students
- **Equality Outcome Three:** We provide a supportive, inclusive and accessible environment for our staff
- **Equality Outcome Four:** We are recognised by our community and stakeholders as an organisation committed to providing and advancing equality of opportunity
- **Equality Outcome Five:** The college reviews and evaluates itself against the protected characteristics of staff and student populations
- **Equality Outcome Six:** The college will develop and publish a Gender Action Plan (GAP) as set by the Scottish Funding Council (SFC)

Setting the specific operational equality outcomes for the college from the strategic equality outcomes, will aim to assist in the progress towards the above strategic equality outcomes.

The specific operational equality outcomes will be reviewed and adapted on a quarterly basis to reflect our progress and changes to demands and needs. The reviewed equality outcomes will be published in 2019 to reflect on the progress achieved to date.

## 1. Equality Outcome: One - Governance and Management

General PSED Duty Addressed (1,2,3)						Activities/Actions (to support achieving the specific outcome)	Progress Update April 2019 (intended outputs-effects of the actions to support the achievement of the specific equality outcomes)	Responsibility (staff role or college function/s tasked with implementing the action)	Timescale (month/year)	Activity Status (RAG)
1. Eliminate unlawful discrimination, harassment and victimisation						Introduce a Equality and Diversity induction for BOM and SM (levels 1-3) new appointments	Members of the Board of Management and Senior Leadership Team, have undertaken E+D training.	Clerk to the Board	August 2018	
						Ensure continual appropriate training to the BOM to support and enhance their engagement	Continued training is introduced and delivered to the Board of Management, some of this training has been via face to face delivery and on-line delivery.	Clerk to the Board	August 2019	

2.Advance equality of opportunity	with equality and diversity from a governance aspect	Further training has been arranged by the College Development Network on the 1 <sup>st</sup> May 2019. Two of the Boards members are attending this training.			
3.Foster good relations	Ensure membership of the BOM and SM on the Equality and Diversity Mainstreaming Working Group	This group is still in its infancy, thus to date there has not been a specific group meeting set. This has now been added to the college's quality calendar and will be introduced before the end of session 2018-19.	Principal/Clerk to the Board	December 2019	
<b>Specific Equality Outcome</b> (operational short and mid-term results required to achieve strategic equality outcome)					
1.2 Moray College UHI will ensure alignment with the Code of Good Governance and Public Sector Equality Duty (PSED) General Duty					
<b>General PSED Duty Addressed</b> (1,2,3)	<b>Activities/Actions</b> (to support achieving the specific outcome)	<b>Progress Update April 2019</b> (intended outputs-effects of the actions to support the achievement of the specific equality outcomes)	<b>Responsibility</b> (staff role or college function/s tasked with implementing the action)	<b>Timescale</b> (month/year)	<b>Activity Status</b> (RAG)
1.Eliminate unlawful discrimination, harassment and victimisation	'Positive action' on ensuring a gender balance of BOM membership	A variety of approaches have been used to encourage applications from as diverse a range of applicants as possible, some examples of this has been via advertisement in: Social media (Facebook, twitter, LinkedIn); Press (local and north east); E-mails to public, private and third sector organisations; Flyers to local businesses; Public Appointments website and College Development Network website	Clerk to the Board/Chair	August 2018	
2.Advance equality of opportunity	Ensure succession planning is set in place to increase diversity of the BOM, to look at and accommodate the protected characteristics to set in place a wide range of group	In place to increase diversity and relevant skill sets of the Board, accommodating the protected characteristics of a wide based group of members. Addressing succession planning is key and underway within the marketing and recruitment process within the Board.	Clerk to the Board/Chair	August 2020	
3.Foster good relations					

## 2. Equality Outcome: Two - Support for Students

Strategic Equality Outcome (aspirational and long term):								
2. We provide a supportive, inclusive and accessible environment for our students.								
Protected Characteristics Covered:								
Age	Disability	Gender Reassignment	Pregnancy	Race	Religion or belief	Sex	Sexual Orientation	Marriage/Civil Partnership
✓	✓	✓	✓	✓	✓	✓	✓	
<p><b>Context</b> (evidence of need): To ensure that all students have an equal opportunity to fulfil their potential and feel respected within Moray College UHI. To feel confident in their ability to access the services offered within the college from enquiry to completion.</p> <p>The college vision and values are a statement of aspiration and a challenge against which we can measure and improve our actual behaviours. The culture of the college is to <i>'create a culture in which both staff and students can excel'</i>. Our values for collaboration, openness, respect and excellence are embedded into the full working of the college and the importance for us to ensure equality and access.</p>								
Specific Operational Equality Outcome (operational short and mid-term results required to achieve strategic equality outcome)								
2.1 People with all protected characteristics are able to access Moray College UHI and its services free from architectural, environmental and geographical barriers.								
General PSED Duty Addressed (1,2,3)	Activities/Actions (to support achieving the specific outcome)	Progress Update April 2019 (intended outputs-effects of the actions to support the achievement of the specific equality outcomes)	Responsibility (staff role or college function/s tasked with implementing the action)	Timescale (month/year)	Activity Status (RAG)			
1. Eliminate unlawful discrimination, harassment	Establish and deliver a consistent staff development programme for equality and diversity into the curriculum	This has been included within the arranged and detailed staff development programme for session 2018-19.	Director of Human Resource and Organisational Development	April 2019				

and victimisation 2.Advance equality of opportunity	Embed equality and diversity into the curriculum	All current and new programmes are scrutinised to ensure they have embedded equality and diversity into the learning and teaching materials for the programme. This is sense checked by the use of the QELTM document when internal verification is completed for the programmes.	Head of Curriculum/Deputy Head of Curriculum/Curriculum Team Leaders	August 2018	
3.Foster good relations	Review the curriculum review process to ensure impact on disadvantaged and underrepresented groups is thoroughly assessed, and opportunities to advance equality pursued	The introduction of the Curriculum Strategy has enabled curriculum teams to undertake a curriculum audit of all programmes. In turn, this has enabled a deep analysis check of the disadvantaged and underrepresented groups.	Director of Curriculum & Academic Operations/Heads of Curriculum	Mar 2019	
	Further advance College reporting systems to monitor application to enrolment conversion rates for key groups	The updating and emerging of new M.I.S systems and DATA recording has enabled a greater emphasis on application to enrolment and attainment of all learners and specific key groups.	Director of Information, Planning and Student Support	December 2018	
	Work in partnership with the Moray Community Partnership to provide ESOL provision in schools to support pupil achievement and transition to college	ESOL provision in schools is well established and for academic year 2019/20 will be streamlined. Agreement has been reached for the EAL Service to support younger learners, allowing MC UHI to concentrate on supporting those ESOL learners to gain essential qualifications at SCQF5 and SCQF 6.	Head of Academic Partnerships	June 2020	
	Enhance the Marketing plan with clear guidelines and systems to ensure that all College marketing and other publications: are accessible, readable and available in a variety of	The college marketing plan outlines with marketing approach on an annual basis. The main marketing tool we use at the moment to communicate with students is via the student portal, email and social media. The UHI webteam advise us on best practise in relation to on line marketing messaging including use of visuals and wording to ensure that the messaging is clear and avoids any	Head of Marketing and External Relations	December 2020	

	<p>formats to meet the requirements of people with a range of additional learning needs; Use plain, clear language which maximises accessibility and which avoids offensive or derogatory connotations about people who may face discrimination; Use visual material which shows the appearance of people who may face discrimination in a realistic and positive way; Avoid stereotypical representations of people from ethnic minorities and groups who may face discrimination</p>	<p>discrimination against any student with a disability such as Dyslexia and meets with equalities legislation. As this legislation is updated continually the webteam ensure that all UHI partners are aware of acceptable practise. When using other forms of marketing including printed material we, where appropriate and relevant will avoid gender bias. When promoting courses where there is existing gender bias, we will attempt to alleviate this by using gender specific marketing particularly featuring case studies [eg: females in Engineering]. We use images from the protected characteristics groups where appropriate and relevant to promote opportunities to students and will do so in a positive manner. In line with Scottish Government policy all staff carry the Gender based violence cards.</p>			
--	--	--	--	--	--

### 3. Equality Outcome: Three – Support for Staff

General PSED Duty Addressed (1,2,3)						Activities/Actions (to support achieving the specific outcome)		Progress Update April 2019 (intended outputs-effects of the actions to support the achievement of the specific equality outcomes)		Responsibility (staff role or college function/s tasked with implementing the action)	Timescale (month/year)	Activity Status (RAG)
1. Eliminate unlawful discrimination, harassment and victimisation						Establish behaviours supportive of the college values		College values have been established through consultation with staff and many developments in furtherance of this (which are regularly reported to the Board of Management).		Principal/Director of Human Resource and Organisational Development	October 2017	Green
						Establish and deliver a staff development programme		The provision for staff development has been increased and the staff development policy and		Director of Human Resource and	December 2018	

**Strategic Equality Outcome** (aspirational and long term):

3. We provide a supportive, inclusive and accessible environment for our staff

**Protected Characteristics Covered:**

Age	Disability	Gender Reassignment	Pregnancy	Race	Religion or belief	Sex	Sexual Orientation	Marriage/Civil Partnership
✓	✓	✓	✓	✓	✓	✓	✓	✓

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

**Specific Operational Equality Outcome** (operational short and mid-term results required to achieve strategic equality outcome)

3.1 Moray College UHI is supportive and respectful as an employer

<p>2.Advance equality of opportunity</p> <p>3.Foster good relations</p>	<p>consistent with the values of the college</p>	<p>procedure has been reviewed. There are now a number of staff development days throughout the year and training has been offered to support the CORE values on coaching, professional behaviours at work and working relationships, conflict management, managing people. Further training is planned.</p>	<p>Organisational Development</p>																		
	<p>Ensure comprehensive and reliable data in relation to staff protected characteristics to support the impact assessment process</p>	<p>The Annual Employment Data Report demonstrates high levels of disclosure within the college as follows:</p> <table border="0"> <thead> <tr> <th><b>Protected Characteristic</b></th> <th><b>Disclosure</b></th> </tr> </thead> <tbody> <tr> <td>Sex</td> <td>100%</td> </tr> <tr> <td>Race</td> <td>99%</td> </tr> <tr> <td>Disability</td> <td>99%</td> </tr> <tr> <td>Sexual orientation</td> <td>98%</td> </tr> <tr> <td>Religion or belief</td> <td>84%</td> </tr> <tr> <td>Age</td> <td>100%</td> </tr> <tr> <td>Marriage and Civil Partnership</td> <td>94%</td> </tr> </tbody> </table>	<b>Protected Characteristic</b>	<b>Disclosure</b>	Sex	100%	Race	99%	Disability	99%	Sexual orientation	98%	Religion or belief	84%	Age	100%	Marriage and Civil Partnership	94%	<p>Director of Human Resource and Organisational Development</p>	<p>April 2019</p>	
<b>Protected Characteristic</b>	<b>Disclosure</b>																				
Sex	100%																				
Race	99%																				
Disability	99%																				
Sexual orientation	98%																				
Religion or belief	84%																				
Age	100%																				
Marriage and Civil Partnership	94%																				

## 4. Equality Outcome: Four - Stakeholder and Partnership

General PSED Duty Addressed (1,2,3)						Activities/Actions (to support achieving the specific outcome)	Progress Update April 2019 (intended outputs-effects of the actions to support the achievement of the specific equality outcomes)	Responsibility (staff role or college function/s tasked with implementing the action)	Timescale (month/year)	Activity Status (RAG)
1. Eliminate unlawful discrimination, harassment and victimisation						Enhance the Marketing plan with clear guidelines and systems to ensure that all College marketing and other publications: are accessible, readable and available in a variety of formats to meet the requirements of people with a range of additional learning	The college marketing plan outlines the marketing approach on an annual basis. We liaise with our external partners in relation to equalities approaches to ensure that the approach is consistent across the partnership [CPP]. We also seek advice from individual partners equalities officers [where relevant] on our printed materials to ensure that it meets with their accepted standard.	Head of Marketing and External Relations	December 2019	

**Strategic Equality Outcome** (aspirational and long term):

4. We are recognised by our community and stakeholders as an organisation committed to providing and advancing equality of opportunity

**Protected Characteristics Covered:**

Age	Disability	Gender Reassignment	Pregnancy	Race	Religion or belief	Sex	Sexual Orientation	Marriage/Civil Partnership
✓	✓	✓	✓	✓	✓	✓	✓	✓

**Context** (evidence of need): **Our stakeholders have an understanding of the respect, inclusiveness, fairness and opportunities we set as high within the college.**

**Specific Operational Equality Outcome** (operational short and mid-term results required to achieve strategic equality outcome)

4.1 Demonstrate our commitment to advancing equality and diversity

<p>2.Advance equality of opportunity</p> <p>3.Foster good relations</p>	<p>needs; Use plain, clear language which maximises accessibility and which avoids offensive or derogatory connotations about people who may face discrimination; Use visual material which shows the appearance of people who may face discrimination in a realistic and positive way; Avoid stereotypical representations of people from ethnic minorities and groups who may face discrimination</p>	<p>When developing our specific marketing messages for our website and social media we work with the UHI webteam to ensure that all information, including use of graphics and narrative meets with equalities legislation and accepted good practise. As this legislation is updated continually the webteam ensure that all partners are made aware of acceptable practise.</p> <p>When using other forms of marketing including printed material we, where appropriate and relevant will avoid gender bias. This is something we are required to do for much of our external contracted projects.</p> <p>When promoting courses which have a gender bias we will attempt to promote alternatives to this visually and in case study format.</p> <p>We use images of individuals from the protected characteristics groups to promote our offering and will always do showing them in a positive manner.</p> <p>We will develop, with our partners, specific short course provision within sectors of gender bias to remove barriers of participation based on gender.</p>			
	<p>Work in partnership with the Moray Community Partnership to provide ESOL provision in schools to support pupil achievement and transition to college</p>	<p>ESOL provision in schools is well established and for academic year 2019/20 will be streamlined. Agreement has been reached for the EAL Service to support younger learners, allowing MC UHI to concentrate on supporting those ESOL learners to gain essential qualifications at SCQF5 and SCQF 6.</p>	<p>Head of Academic Partnerships</p>	<p>September 2020</p>	
	<p>Review and embed equality accreditation standards to support prospective and existing staff</p>	<p>This is currently being investigated and will be included within session 2019-20.</p>	<p>Director of Human Resource and Organisational Development</p>	<p>December 2020</p>	

	Develop a cross college approach to further engage with stakeholders and partners representing across a range of protected characteristics.	<p>We are partners in the Community Planning Partnerships Locality Improvement Plans which seeks to improve outcomes for communities across Moray. The focus for the initial year is on 2 areas – Buckie Central East and New Elgin East. Many people from within these communities will fall into the protected characteristics.</p> <p>The support includes the future development of short course provision to be delivered within the communities.</p> <p>Work is currently being carried out by the Academic Partnership team on the CRM employer engagement system will enhance the cross college approach to working with external stakeholders.</p>	Head of Marketing and External Relations/Assistant Directors	June 2019	
	Introduce a student competition to highlight and engage them in the work of the college to embed equality and address the protected characteristics set within the Equality Act (2010)	This is currently being devised by the Equality and Diversity practitioner and will be included within the Diversity Awareness week in session 2019-20.	Equality and Diversity practitioner	December 2020	

## 5. Equality Outcome: Five - Improving Data

General PSED Duty Addressed (1,2,3)						Activities/Actions (to support achieving the specific outcome)	Progress Update April 2019 (intended outputs-effects of the actions to support the achievement of the specific equality outcomes)	Responsibility (staff role or college function/s tasked with implementing the action)	Timescale (month/year)	Activity Status (RAG)
1. Eliminate unlawful discrimination, harassment and victimisation						Improve the analyses of our student data to better evaluate our services across the range of protected characteristics	Review of Recruitment, Selection and Admissions Policy has been underway in session 2018-19. This has led to the policy being updated and implemented for session 2019-20. The DATA recording has been devised with additional emphasis being applied to the application through to attainment on specific characteristics. This has been demonstrated in the April 2019 Mainstreaming report.	Director of Information, Planning and Student Support/ Equality and Diversity Practitioner/MIS Officer	December 2018	

**Strategic Equality Outcome** (aspirational and long term):

5. The college reviews and evaluates itself against the protected characteristics of staff and student populations

**Protected Characteristics Covered:**

Age	Disability	Gender Reassignment	Pregnancy	Race	Religion or belief	Sex	Sexual Orientation	Marriage/Civil Partnership
✓	✓	✓	✓	✓	✓	✓	✓	✓

**Context** (evidence of need): we have comprehensive and robust data to ensure that all decisions and activities properly take into account equality and diversity matters.

**Specific Operational Equality Outcome** (operational short and mid-term results required to achieve strategic equality outcome)

5.1 The college has improved its data collection and presentation facilities

<p>2.Advance equality of opportunity</p> <p>3.Foster good relations</p>	<p>Improve the analyses of our staff data to better evaluate our services across the range of protected characteristics</p>	<p>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.</p>	<p>Director of Human Resource and Organisational Development</p>	<p>June 2019</p>	
	<p>Enhance the student data of all protected characteristics</p>	<p>There has been a continual change and updating of this DATA. This has aided the completion of a number of Equality and Diversity reporting and also the Gender Action Planning progress and implementation of the GAP.</p>	<p>Director of Information, Planning and Student Support/ MIS Officer/ Equality and Diversity Practitioner</p>	<p>June 2019</p>	
	<p>Collect relevant data to monitor complaints by protected characteristics to inform appropriate process change</p>	<p>This is still in its infancy. There has been a change of staffing to the Quality Officer post, in turn, this has delayed the collection of this data. However, there is now currently development underway by the Quality Officer to include this in the recording of complaints for session 2019-20.</p>	<p>Quality Officer</p>	<p>December 2019</p>	

## 6. Equality Outcome: Six – Gender Action Plan

Strategic Equality Outcome (aspirational and long term):								
6. The college will develop and publish a Gender Action Plan (GAP) as set by the Scottish Funding Council								
Protected Characteristics Covered:								
Age	Disability	Gender Reassignment	Pregnancy	Race	Religion or belief	Sex	Sexual Orientation	Marriage/Civil Partnership
✓		✓				✓	✓	
<b>Context</b> (evidence of need): We are required to develop and set in place a specific Gender Action Plan (GAP) to ensure we have a comprehensive and robust vision in place to meet the needs of the five themed areas set by the SFC. Infrastructure; Influencing the influencers; Raising awareness and aspiration, encouraging applications and Supporting success.								
Specific Operational Equality Outcome (operational short and mid-term results required to achieve strategic equality outcome)								
6.1 The college will implement a Gender Action Plan (GAP) that incorporates all actions set by the SFC for inclusion into their GAP								
General PSED Duty Addressed (1,2,3)	Activities/Actions (to support achieving the specific outcome)	Progress Update April 2019 (intended outputs-effects of the actions to support the achievement of the specific equality outcomes)	Responsibility (staff role or college function/s tasked with implementing the action)	Timescale (month/year)	Activity Status (RAG)			
1.Eliminate unlawful discrimination,	Ensure a stand-alone GAP is in place and published on the 1 <sup>st</sup> July 2017. Inclusion	Our Gender Action Plan (GAP), was written by the Equalities and Diversity Practitioner and published on our website in July 2017. The five specific themes set by the SFC were included in the GAP. All academic areas of the college were included in the information	Equality and Diversity Practitioner	July 2017				

<p>harassment and victimisation</p> <p>2.Advance equality of opportunity</p> <p>3.Foster good relations</p>	<p>and formation of the 5 themes set by the SFC.</p>	<p>gathering for the development, completion and through to publication of the GAP. As a college we are already analysing the data collected on these courses in relation to the gender imbalances. We are already work closely with 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 GAP sets out to undertake the requirements set out by the SFC: Agree and set the key ambitions of the college to tackle gender imbalances at subject levels, focusing specifically on the subjects with the greater gender imbalances; Identify where there is an imbalance between male and female students within completion in a particular subject area and outline outcomes; Outline how we are proactively promoting gender equality in relation to staff; Describe how we are addressing gender imbalances at senior academic level; Show evidence of how we are working towards eliminating the gender pay gap.</p>			
	<p>Build on the commitments of the college set out in the Regional Outcome Agreement for session 2016-2017 and detail within GAP and E+D Mainstreaming Reporting.</p>	<p>The college is building on its commitments set out in the Regional Outcome Agreement (ROA), for session 2017-18. The University of the Highlands and Islands (UHI) and partner colleges, which Moray College UHI is one of, are working collaboratively to produce evidence-based GAPs, in accordance with the Scottish Government’s ambitions for colleges and universities to address gender imbalances at subject level and as outlined in the Developing the Young Workforce Strategy. These plans will demonstrate the approaches and mechanisms, which the university and individual partner colleges need to continue to develop and implement to best address gender imbalance, including subject level identified through student data analysis.</p>	<p>Principal/Equality and Diversity Practitioner</p>	<p>July 2017</p>	

	Work in collaboration with schools, The Moray Council, and Moray Community Planning Partnership groups.	The college has created robust links with the schools in Moray. All education activity from 3-18 address GAP priorities. Staff members from college attend Parent Evenings and Careers Events. All literature is non-gender specific and all marketing materials for school and college links are non-gender specific. The DYW Implementation Group has ownership of an action plan, which addresses the GAP priorities for all 3-24 year olds.	Head of Academic Partnerships	July 2018	
	Outline numerical targets for 2020 of the 'superclass' subject groups	Specific emphasis were placed on the 'superclass' curriculum areas that have severe imbalances. These subjects for us are: Construction; Engineering; Vehicle maintenance; Child care; Healthcare; Beauty therapy; Hairdressing and Complementary Therapies  A planned action to address the requirement of the SFC between now and 2021 and then finally into 2030, has been completed. A starting point was for us to understand and be clear on where the data was at currently in session 2016-17. From there, we have factored in a 5% increase by 2021 and 2030; our milestone is to have no subject area with an extreme gender imbalance of more than 75:25.	Equality and Diversity Practitioner	July 2019	
	Collect and consider the data in particular, the needs of different groups of students by gender from application and enrolment through	The recruitment and selection process here within Moray College UHI is robust and accessible to all. 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	Director of Information, Planning and Student Support/ MIS Officer/ Equality and Diversity Practitioner	July 2020	

	to completion and employment	<p>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.</p> <p>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.</p>			
	Engagement with schools to tackle gender imbalance earlier and to tackle gender stereotypes	<p>To ensure engagement with schools to tackle gender imbalance earlier and to tackle gender stereotypes, the following action points have been built into the GAP: Improve links with SDS to better inform careers advisors of the superclass areas and opportunities within the sector; engagement with schools career advisors; Sharing of the GAP with partners regionally, inclusive of guidance and career teachers in schools, SDS to enable key stakeholder engagement, to address gender imbalances in application and recruitment; Development of a Focus Group at all open evenings to engage with parents and carers to discuss and gauge stereotyping in course choices; Promotion of modern and foundation apprenticeships specific to super class areas; Engagement with parents at open parents events at school to raise awareness of gender imbalances on specific programmes; Specific gender equality and enhancement marketing materials on the college website to highlight opportunities for the senior phase; Have an online presence for subject areas such as computing and digital media, with links to the many women/girls in computing websites such as The Ada Project – which offer guidance and funding; include a link to gender equality resources on course information pages;</p>	Head of Academic Partnerships	July 2020	

## References

CIPD (2015) Diversity in the Workplace

<https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/factsheet>

ECU: Advancing Equality and Diversity in Universities and Colleges: Experience of Lesbian, Gay, Bisexual and Trans staff and Students in Higher Education: Research report 2009

<http://www.ecu.ac.uk/publications/lgbt-staff-and-students-in-he/>

ECU: Equality in Scotland: statistical report 2014

<http://www.ecu.ac.uk/publications/equality-in-colleges-in-scotland-statistical-report-2014/>

ECU: Governing Bodies, Equality and Diversity

<http://www.ecu.ac.uk/publications/governing-bodies-equality-and-diversity/>

ECU: Scotland specific duties: 2017 reporting requirements

[http://www.ecu.ac.uk/wp-content/uploads/2017/02/ECU\\_PSED-reporting-requirements-Scotland-checklist\\_2017.pdf](http://www.ecu.ac.uk/wp-content/uploads/2017/02/ECU_PSED-reporting-requirements-Scotland-checklist_2017.pdf)

ECU: Scottish Colleges: the equality challenges

<http://www.ecu.ac.uk/about-us/scottish-colleges-equality-challenges/>

ECU: Setting Equality Outcomes: Guidance for Scottish Institutions

<http://www.ecu.ac.uk/publications/setting-equality-outcomes-guidance-for-scottish-institutions/>

ECU: The Public Sector Equality Duty: Specific Duties for Scotland (Revised)

<http://www.ecu.ac.uk/publications/the-public-sector-equality-duty-specific-duties-for-scotland-revised/>



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

Tel: 01343 576000  
[www.moray.uhi.ac.uk](http://www.moray.uhi.ac.uk)

