UHI | MORAY MOIREIBH

Equality, Diversity and Inclusion

Set of Equality Outcomes

including the National Equality Outcomes

2025 - 2029

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Introduction

Under the Equality Act (2010) Scottish Specific Duties, UHI Moray is required to produce a set of Equality Outcomes. These outcomes are developed through informed engagement with external stakeholders and internal equality groups, focusing on persistent national inequalities. The college has devised its 2025-2029 Equality Outcomes, inclusive of the National Equality Outcomes (NEOs), to achieve its vision and general equality duty: eliminating discrimination and harassment, promoting good relations, and ensuring equality of opportunity. This commitment enables UHI Moray to tackle persistent inequalities, making a difference through societal, individual, and community change, and working to reduce or eradicate the greatest inequalities experienced by specific groups.

In September 2022, the college introduced its 5-year Strategic Plan, outlining its vision and aspirations. This plan builds upon the values and framework of UHI's 2030 Strategic Plan and vision. The UHI Moray plan is developed around five strategic pillars:

- **Tertiary Education**: Our curriculum and the various ways we build teaching and support around it.
- **Research Impact**: Growing our research and its impact on our community.
- **Engagement**: With our students, staff, and all external stakeholders.
- **Enterprise**: Being enterprising ourselves and supporting enterprise in others.
- **Sustainability**: Of our college, our community, and the planet we live on.

Aligned with the Scottish Funding Council's National Priorities, UHI Moray is committed to responding to the educational and skills needs of the Moray area. We have produced strategic equality outcomes to complement the strategic plan and embed its objectives into the college's equality outcomes. By intertwining the National Equality Outcomes into our Equality Outcomes, we aim to generate a positive impact and reduce persistent inequalities.

Our strategic Equality Outcomes are:

- **Equality Outcome One**: Our Board and Senior Management are fully committed to equality duties and to ensuring decisions are in line with the Public Sector Equality Duty (PSED) and the National Equalities (NEOs).
- **Equality Outcome Two**: We provide a supportive, inclusive, and accessible environment for our students, aligning with the National Equality Outcomes (NEOs).
- **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, aligning with the National Equality Outcomes (NEOs).

Setting specific operational equality outcomes from the strategic equality outcomes will assist in progressing towards our strategic goals. These operational equality outcomes will be reviewed and adapted quarterly to reflect our progress and changing demands and needs. The reviewed equality outcomes will be published in April 2027 to reflect on the progress achieved to date.

This review will measure the impact of the National Equality Outcomes defined as relevant for UHI Moray within sessions 2025-2029.

1. Equality Outcome: One- Governance and Executive Management

Strategic Equality Outcome (aspirational and long term):

1. Our Board and Senior Management are fully committed to equality duties and to ensuring decisions are in line with the Public Sector Equality Duty (PSED) and the National Equalities (NEOs).

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 the Board of Management and Senior Management (Level 1-3) are knowledgeable and confident about equality, diversity and the national equality outcome matters and appropriately placed to provide governance and strategic direction of the college.

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

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

General PSED Duty Addressed (1,2,3)	**Activities/Actions** (To support achieving the specific outcome)	**Progress Update due April 2027** (The 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)
1.Eliminate unlawful discrimination, harassment, and victimisation 2.Advance equality of opportunity 3.Foster good relations	Introduce an Equality, Diversity and National Equality Outcomes induction for BOM and SM (levels 1-3) new appointments		Company Secretary/Clerk to the Board	April 2027
	Ensure continual appropriate training to the BOM to support and enhance their engagement with equality, diversity and national equality outcomes from an executive and governance aspect		Company Secretary/Clerk to the Board	April 2027

	Ensure membership of the BOM and SM on the Equality and Diversity Mainstreaming Working Group		Principal/Clerk to the Board/EDI Lead	April 2027
Specific Equality Outcome (operational short and mid-term results required to achieve strategic equality outcome) **1.2** UHI Moray will ensure alignment with the Code of Good Governance, Public Sector Equality Duty (PSED) General Duty and the National Equality Outcomes				
General PSED Duty Addressed (1,2,3)	**Activities/Actions** (To support achieving the specific outcome)	**Progress Update as of April 2027** (The 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)
1.Eliminate unlawful discrimination, harassment, and victimisation **2.Advance equality of opportunity** **3.Foster good relations**	'Positive action' on ensuring a gender balance of BoM membership		Clerk to the Board/Chair	April 2027
	Ensure succession planning is set in place to increase diversity of the BoM, to look at and accommodate the protected characteristics and national equality outcomes to set in place a diverse group		Clerk to the Board/Chair	April 2027

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, aligning with the National Equality Outcomes (NEOs).

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

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

2.1 People with any of the protected characteristics can access UHI Moray 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 as of April 2027** (The 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)
1. Eliminate unlawful discrimination, harassment, and victimisation	Establish and deliver a consistent staff development programme for equality and diversity and national equality outcomes awareness into the curriculum		Director of Human Resource and Organisational Development	April 2027
	Embed equality, diversity and adherence to the national equality outcomes into the curriculum		Head of Curriculum Deputy Head of Curriculum	August 2027

2. Advance equality of opportunity **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 and awareness of the national equality outcomes is pursued		Heads of Curriculum	January 2027
	Continue work in partnership with the Moray Community Partnership to provide ESOL provision in schools to support pupil achievement and transition to college.		Head of Academic Partnerships	January 2027
	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 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		Head of Marketing and External Relations	December 2027

3. Equality Outcome: Three – Support for Staff

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 UHI Moray. To feel confident in their ability to access the services offered within the college from enquiry to completion.

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

3.1 UHI Moray is supportive and respectful as an employer

General PSED Duty Addressed (1,2,3)	**Activities/Actions** (To support achieving the specific outcome)	**Progress Update as of April 2027** (The outputs-effects of the actions to support the achievement of the specific equality outcomes)	**Responsibility** (Staff or college function tasked with implementing action)	**Timescale** (month/ year)
1.Eliminate unlawful discrimination, harassment, and victimisation **2.Advance equality of opportunity** **3.Foster good relations**	Establish behaviours supportive of the college values, EDI and the national equality outcomes		Principal/Director of Human Resource and Organisational Development	October 2027
	Establish and deliver a staff development programme consistent with the values of the college, EDI and the national equality outcomes		Director of Human Resource and Organisational Development	December 2027
	Ensure comprehensive and reliable data in relation to staff protected characteristics and the national equality outcomes to support the impact assessment process		Director of Human Resource and Organisational Development	April 2027

4. Equality Outcome: Four- Stakeholder and Partnership

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 understand 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, diversity, inclusion and the national equality outcomes

General PSED Duty Addressed (1,2,3)	**Activities/Actions** (To support achieving the specific outcome)	**Progress Update as of April 2027** (The 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)
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 needs, using plain, clear language.		Head of Marketing and External Relations	December 2027
2.Advance equality of opportunity	Review and embed equality accreditation standards to support prospective and existing staff		Director of Human Resource	December 2029
3.Foster good relations	Develop a cross-college approach to further engage with stakeholders and partners representing across a range of protected characteristics and national equality outcomes.		Head of Marketing and External Relations/Heads	June 2028
	Introduce a student EDI and NEOs event to engage in work of the college to embed equality, address and engage with the national equality outcomes		Equality and Diversity practitioner	December 2027

5. Equality Outcome: Five- Improving Data

Strategic Equality Outcome (aspirational and long term):

5. The college reviews and evaluates itself against the protected characteristics of staff and student populations, aligning with the National Equality Outcomes.

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 consider equality, and diversity matters and addresses the national equality outcomes.

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

General PSED Duty Addressed (1,2,3)	**Activities/Actions** (To support achieving the specific outcome)	**Progress Update as of April 2027** (The 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)
1.Eliminate unlawful discrimination, harassment, and victimisation 2.Advance equality of opportunity 3.Foster good relations	Improve the analyses of our student data to better evaluate our services across the range of protected characteristics and the national equality outcomes. Enhancing the student data of all protected characteristics, aligning with the NEOs		Director of Information, Planning and Student Support/ EDI Practitioner/MIS Manager	December 2027
	Improve the analyses of our staff data to better evaluate our services across the range of protected characteristics and the national equality outcomes		Director of Human Resource and Organisational Development	June 2027
	Collect relevant data to monitor complaints by protected characteristics and the national equality outcomes to inform appropriate process change		Company Secretary/Head of Admin Services	December 2028

6. The National Equality Outcomes (NEOs)

The Equality and Human Right Commission (EHRC) and The Scottish Funding Council (SFC) have been working together to define the persistent inequalities and NEOs aligned with these inequalities. Throughout the next four years, UHI Moray will focus on these NEOs as noted in the timeline below. These timelines are aspirational, however, the ones highlighted in the timeline **dark blue boxes** are the NEOs we have agreed to focus and bring forward over the next four-year period 2025-2029.

Our assurance is to work with our students and student association HISA to take positive action to address inequalities. Over the four-year period, we are committed to work on the achievement of our aspirations set out below. Through our collaboration with staff and students, we will strive to keep these outcomes under continuous review, and determine through update, the impact achieved.

The National Equality Outcomes (NEOs) have been aligned with seven of the nine Protected Characteristics, relating to persistent inequalities. UHI Moray have included the NEOs, within our Set of Equality Outcomes devised for completion within sessions 2025-2029. Alongside these, below are the activity, action and role responsibility to enable the work to be undertaken to develop a positive impact over the next four years.

Protected Characteristic	Persistent Inequality	National Equality Outcome	UHI Moray's Activity and Action	Responsibility	Timeline
Age	The outcomes of students, as evidenced by SFC and HESA data, by age group shows consistent under-achievement for students aged 25 and over in the university sector and for students under 19 in the college sector.	**The retention outcomes for university students aged 25 and over will improve.**	Devise and implement a stringent approach to retention and achievement. Focussing strongly on the UHI Moray MORAGAA reporting. Aligning with the four stages 'Keeping Warm Campaign'. Transitioning the campaign throughout the student's enrolment within their programme of study	Heads of Curriculum/Head of Academic Partnerships Senior Curriculum Team Head of Student Support Services	June 2028
		The success rates for college students aged under 19 will improve.			June 2028
Disability	The outcomes of students, as evidenced by SFC and HESA data, shows consistent underachievement for students who declared a mental health condition.	**The success and retention rates of college and university students who declare a mental health condition will improve.**	Development of a triage approach to the support of the student disclosing a mental health condition. 1. Student Support 2. Curriculum 3. Inclusive Learning	Heads of Curriculum/Head of Academic Partnerships Senior Curriculum Team	June 2028

	The numbers of students disclosing this information is also increasing.			Head of Student Support Services	
	Feedback from students to Lead Scotland, input from students into the SG/SAAS Disability Related Student Support Review and input into the Disabled Students Employment Action Plan all outline issues from disabled students in relation to the access and implementation of reasonable adjustments.	**Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course.**		Heads of Curriculum/Head of Academic Partnerships Senior Curriculum Team	January 2029
	Scottish hate crime statistics evidence increased harassment to people with a disability.	**Disabled staff and students report feeling safe in the tertiary system.**	Addition of relative questions within the UHI and UHI Moray Student and Staff Surveys, to capture the specific data. Implementation of a support and time out room(s) dedicated to students and staff who are experiencing harassment.	Head of Student Support Services Director of HR and Organisational Development/Human Resource Manager	December 2028
	Disabled people are underrepresented in College Boards and Courts.	**Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards and university Courts.**	Work with UHI Court and UHI Moray Board of Management Chair to ensure that the recruitment process can generate opportunity and recruitment of disabled personnel into the Board.	UHI Court UHI Moray Board Chair Clerk to the Board	December 2028

	The proportion of disabled staff are not always in line with the local travel to work population (outlined in the 2022 Census) and are not in line with the national census.	No NEO noted			
Gender Re-Assignment	There is limited quantitative data about the outcomes for trans staff and students. Research from Stonewall and Trans Edu suggests that Trans people face harassment on account of their trans status.	**Trans staff and students report feeling safe to be themselves in the tertiary system**	Addition of relative questions within the UHI and UHI Moray Student and Staff Surveys, to capture the specific data. Implementation of a support and time out room(s) dedicated to students and staff who are experiencing harassment.	Director of HR and Organisational Development/Human Resource Manager Head of Student Services Senior Curriculum Team	December 2029
Marriage & Civil Partnership	PSED only relates to employment and no evidence of inequalities	**N/A**			
Pregnancy & Maternity	No evidence of inequalities	**N/A**			
Race	As outlined in the EHRC Racial Harassment Inquiry	**Staff & students feel supported & safe & are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose & offer effective redress.**	Addition of relative questions within the UHI and UHI Moray Student and Staff Surveys, to capture the specific data. Increase alignment with the Red Button to develop the capturing of data to support the impact of the complaint's procedure for the benefit of staff and students of the organisation.	Director of Information Planning and Student Support Director of HR and Organisational Development/Human Resource Manager Head of Student Services	December 2028

			Implementation of a support and time out room(s) dedicated to students and staff who are experiencing harassment.	Senior Curriculum Team UHI Moray Complaints	
		Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.			December 2029
	Staff data and student data from both sectors and data on representation at Court level outlines under-representation issues.	**Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards.**			December 2029
		Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector.			December 2028
Religion or Belief	There is limited quantitative data about outcomes based on religion and belief. We have used research presented by the Jewish Union of Students, and the	**Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose.**	Addition of relative questions within the UHI and UHI Moray Student and Staff Surveys, to capture specific data in relation to religion and belief, enabling a smoother and more open process.	Director of Information Planning and Student Support Director of HR and Organisational	December 2028

	lived experiences of people of faith in the development of the race equality project.			Development/Human Resource Manager Head of Student Services Senior Curriculum Team Quality Officer	
Sex	Evidenced from the Scottish Government's Equally Safe strategy including issues, predominately from women, relating to accessing support and reporting issues.	**Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose.**	Addition of relative questions within the UHI and UHI Moray Student and Staff Surveys, to capture the specific data. Implementation of a support and time out room(s) dedicated to students and staff who are experiencing violence, harassment or abuse. Formation of a support group to allow these staff and students to share their experiences in a supportive and confidential environment.	Director of Information Planning and Student Support Director of HR and Organisational Development/Human Resource Manager Head of Student Services Senior Curriculum Team	June 2027
		Institutions can evidence approaches that prevent and respond to violence, harassment and abuse.			June 2027
	Statistical data outlines that men in society are three times more likely than women to die by	**Men (staff and students) know how to access mental health support (recognising**	Activate a men's discussion group and implement a dedicated room for a male only environment and safe place for discussion.	Director of HR and Organisational Development/Human Resource Manager	June 2026

	suicide. Men are less likely to access mental health support.	**intersectionality within that group).**		Head of Student Services	
	Statistical data shows that course choice and sex imbalance on courses remain an issue. However, the specific targets of the past have not had the required impact. Institutions have asked for flexibility to focus on key subjects where they could make an impact.	**Institutions will have regard to significant imbalances on courses and take action to address it.**			December 2028
Sexual Orientation	Stonewall Research suggests some LGB students hide their identities in universities and that staff experience barriers that prevent them from being out at work.	**Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.**	Enable an opportunity for an openness of lesbian, gay and bisexual staff to disclose and feel supported and protected by the college and university environment.	Director of HR and Organisational Development/Human Resource Manager Head of Student Services	December 2029

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