University of the Highlands and Islands Moray College

Set of Equality Outcomes 2017 - 2021

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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.

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

Strategic Equality Outcome (aspirational and long term):

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).

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 and diversity matters and appropriately placed to provide 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** (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		Clerk to the Board/Professional Development Officer	August 2018	
	Ensure continual appropriate training to the BOM to support and enhance their engagement		Clerk to the Board	August 2019	

2.Advance equality of opportunity 3.Foster good relations	with equality and diversity from a governance aspect				
	Ensure membership of the BOM and SM on the Equality and Diversity Mainstreaming Working Group		Principal/Clerk to the Board	August 2017	
Specific Equality Outcome (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					
General PSED Duty Addressed (1,2,3)	**Activities/Actions** (to support achieving the specific outcome)	**Progress** (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 2.Advance equality of opportunity 3.Foster good relations	'Positive action' on ensuring a gender balance of BOM membership		Clerk to the Board/Chair	August 2018	
	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		Clerk to the Board/Chair	August 2020	

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
✔	✔	✔	✔	✔	✔	✔	✔	

Context (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.
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)

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** (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,	Establish and deliver a consistent staff development programme for equality and diversity into the curriculum		Professional Development Officer	August 2018	

harassment and victimisation 2.Advance equality of opportunity 3.Foster good relations	Embed equality and diversity into the curriculum		Assistant Directors	August 2018	
	Review the curriculum review process to ensure impact on disadvantaged and underrepresented groups is thoroughly assessed, and opportunities to advance equality pursued		Assistant Principal (LTQ)/Quality Officer	Dec 2017	
	Further advance College reporting systems to monitor application to enrolment conversion rates for key groups		Assistant Principal (Support)	Dec 2017	
	Complete Workplace Equality benchmarking exercise of campus facilities and identify areas for improvement		Head of Estates	Dec 2017	
	Work in partnership with the Moray Community Partnership to provide ESOL provision in schools to support pupil achievement and transition to college		Assistant Principal (LTQ)/	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 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	Dec 2020	

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 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

General PSED Duty Addressed (1,2,3)	**Activities/Actions** (to support achieving the specific outcome)	**Progress** (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		Principal	Oct 2017	
	Establish and deliver a staff development programme consistent with the values of the college		Professional Development Officer	Dec 2018	

2.Advance equality of opportunity 3.Foster good relations	Ensure comprehensive and reliable data in relation to staff protected characteristics to support the impact assessment process		Head of HR	April 2019	

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 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

General PSED Duty Addressed (1,2,3)	**Activities/Actions** (to support achieving the specific outcome)	**Progress** (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 2.Advance equality of opportunity	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		Head of Marketing and External Relations	December 2019	

3.Foster good relations	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				
	Work in partnership with the Moray Community Partnership to provide ESOL provision in schools to support pupil achievement and transition to college		Assistant Principal (LTQ)/	Sept 2020	
	Review and embed equality accreditation standards to support prospective and existing staff		Head of HR	Dec 2019	
	Develop a cross college approach to further engage with stakeholders and partners representing across a range of protected characteristics.		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)		Equality and Diversity practitioner	Dec 2017	

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

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

General PSED Duty Addressed (1,2,3)	**Activities/Actions** (to support achieving the specific outcome)	**Progress** (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	Assistant Principal (LTQ)	Dec 2017	
2.Advance equality of opportunity	Improve the analyses of our staff data to better evaluate our services across the range of protected characteristics		Head of HR	June 2019	
3.Foster good relations	Enhance the student data of all protected characteristics		Assistant Principal (Support)	June 2019	

	Collect relevant data to monitor complaints by protected characteristics to inform appropriate process change		Quality Officer	Dec 2017	

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
☐		☐				☐	☐	

Context (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** (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 1st July 2017. Inclusion and formation of the 5 themes set by the SFC.	Assign the development and writing of the GAP	Equality and Diversity Practitioner	July 2017	

harassment and victimisation 2.Advance equality of opportunity 3.Foster good relations	Build on the commitments of the college set out in the Regional Outcome Agreement for session 2016-2017.		Assistant principal/Equality and Diversity Practitioner	July 2017	
	Work in collaboration with schools, The Moray Council, and Moray Community Planning Partnership groups.		Assistant Principal (Support)/Equality and Diversity Practitioner	July 2017	
	Outline numerical targets for 2020 of the 'superclass' subject groups		Assistant Principal	July 2020	
	Collect and consider the data in particular, the needs of different groups of students by gender from application and enrolment through to completion and employment		Equality and Diversity Practitioner	July 2020	
	Engagement with schools to tackle gender imbalance earlier and to tackle gender stereotypes		Associate Director (schools)	July 2020	

7. 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

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/

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