



University of the  
Highlands and Islands  
Moray College

# Set of Equality Outcomes 2021 - 2025



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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 2021-2025 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 2017-2021
- Highland and Islands Skills Investment Plan
- Moray Regional Skills Assessment
- Moray 2026
- Opportunities for other strategic developments, both local and nationally

The colleges new 2022-2026 Strategic Plan and framework is currently at its beginning stages and will be published by the summer of 2022. The 2017-2021 was extended for an additional year, due to COVID-19.

Staff, students, external stakeholders, and the Board of Management have been involved in the consultation and development of the 2017-2021 Strategic Plan and are currently active in the 2022-2026 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 due April 2023 (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 an 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 2022											
						Ensure continual appropriate training to the BOM to support and enhance their engagement						Continued training will be introduced and delivered to the Board of Management, the training by a blended learning methodology.						Clerk to the Board						August 2022											

2.Advance equality of opportunity	with equality and diversity from a governance aspect				
3.Foster good relations	Ensure membership of the BOM and SM on the Equality and Diversity Mainstreaming Working Group	This group has still to be compiled. This has been planned to be activated in session 2021-2022.	Principal/Clerk to the Board	December 2022	
<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 due April 2023</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	To date, 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 northeast); 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 2022	
2.Advance equality of opportunity					
3.Foster good relations	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 2022	

## 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 can 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 due April 2023 (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 and deliver a consistent staff development programme for equality and diversity into the curriculum	Continual roll out of staff development includes the requirement for equality and diversity.	Director of Human Resource and Organisational Development	April 2022				
	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.	Head of Curriculum/Deputy Head of	August 2022				



2.Advance equality of opportunity		This is sense checked using the QELTM document when internal verification is completed for the programmes.	Curriculum/Curriculum Team Leaders		
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	During the development and approval of new programmes, the impact is assessed and addressed positively. 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 2022	
	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. 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 2022	
	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	The college marketing plan outlines with marketing approach on an annual basis. The UHI web team advise us on best practise in relation to online marketing messaging including use of visuals and wording to ensure that the messaging is clear and avoids any discrimination against any student with a disability such as Dyslexia and meets with equalities legislation. As this legislation is updated continually the web team 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 [e.g.: females in Engineering].	Head of Marketing and External Relations	December 2022	

	<p>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>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>			
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### 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
✓	✓	✓	✓	✓	✓	✓	✓	✓
<p><b>Context</b> (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.</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)								
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 Update due April 2023 (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 2022				
	Establish and deliver a staff development programme	The provision for staff development has been increased and the staff development policy and procedure has been reviewed. There are now	Director of Human Resource and	December 2022				

2.Advance equality of opportunity	consistent with the values of the college	several 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.	Organisational Development		
3.Foster good relations	Ensure comprehensive and reliable data in relation to staff protected characteristics to support the impact assessment process	The Annual Employment Data Report demonstrates high levels of disclosure within the college.	Director of Human Resource and Organisational Development	April 2022	

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

<b>Strategic Equality Outcome</b> (aspirational and long term):								
4. We are recognised by our community and stakeholders as an organisation committed to providing and advancing equality of opportunity								
<b>Protected Characteristics Covered:</b>								
<b>Age</b>	<b>Disability</b>	<b>Gender Reassignment</b>	<b>Pregnancy</b>	<b>Race</b>	<b>Religion or belief</b>	<b>Sex</b>	<b>Sexual Orientation</b>	<b>Marriage/Civil Partnership</b>
✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Context</b> (evidence of need): <b>Our stakeholders understand the respect, inclusiveness, fairness, and opportunities we set as high within the college.</b>								
<b>Specific Operational Equality Outcome</b> (operational short and mid-term results required to achieve strategic equality outcome)								
4.1 Demonstrate our commitment to advancing equality and diversity								
<b>General PSED Duty Addressed</b> (1,2,3)	<b>Activities/Actions</b> (To support achieving the specific outcome)	<b>Progress Update due April 2023</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  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 with a range of additional learning needs; Use plain, clear language which maximises accessibility	The college marketing plan outlines the marketing approach on an annual basis. We liaise with our external partners in relation to equalities approaches to ensure that the approach is consistent across the partnership. We also seek advice from individual partners equalities officers [where relevant] on our printed materials to ensure that it meets with their accepted standard. When developing our specific marketing messages for our website and social media we work with the UHI web team to ensure that all information, including use	Head of Marketing and External Relations	December 2022				

3.Foster good relations	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	of graphics and narrative meets with equalities legislation and accepted good practise. As this legislation is updated continually the web team ensure that all partners are made aware of acceptable practise. When using other forms of marketing including printed material, we, where appropriate and relevant will avoid gender bias. This is something we are required to do for much of our external contracted projects. When promoting courses which have a gender bias, we will attempt to promote alternatives to this visually and in case study format. We use images of individuals from the protected characteristics groups to promote our offering and will always do showing them in a positive manner. We will develop, with our partners, specific short course provision within sectors of gender bias to remove barriers of participation based on gender.			
	Review and embed equality accreditation standards to support prospective and existing staff	This is currently being investigated and will be included within session 2021-22.	Director of Human Resource and Organisational Development	December 2022	
	Develop a cross college approach to further engage with stakeholders and partners representing across a range of protected characteristics.	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. The support includes the future development of short course provision to be delivered within the communities.	Head of Marketing and External Relations/Assistant Directors	June 2022	

		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.			
	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 2021-22.	Equality and Diversity practitioner	December 2022	

## 5. Equality Outcome: Five - Improving Data

General PSED Duty Addressed (1,2,3)						Activities/Actions (To support achieving the specific outcome)	Progress Update due April 2023 (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 updated and enhanced. This has led to the policy being updated and implemented. The DATA recording has been devised with additional emphasis being applied to the application through to attainment on specific characteristics.	Director of Information, Planning and Student Support/ Equality and Diversity Practitioner/MIS Officer	December 2022	
2. Advance equality of opportunity						Improve the analyses of our staff data to better evaluate our services across the range of protected characteristics	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,	Director of Human Resource and Organisational Development	June 2022	



3.Foster good relations		“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.			
	Enhance the student data of all protected characteristics	There has been a continual change and updating of this DATA. This has aided the completion of several Equality and Diversity reporting and the Gender Action Planning progress and implementation of the GAP.	Director of Information, Planning and Student Support/ MIS Officer/ Equality and Diversity Practitioner	June 2022	
	Collect relevant data to monitor complaints by protected characteristics to inform appropriate process change	Continual improvement and implementation of this data recording is active.	Head of Admin Services	December 2022	

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

<b>Strategic Equality Outcome</b> (aspirational and long term):								
6. The college will develop and publish a Gender Action Plan (GAP) as set by the Scottish Funding Council								
<b>Protected Characteristics Covered:</b>								
<b>Age</b>	<b>Disability</b>	<b>Gender Reassignment</b>	<b>Pregnancy</b>	<b>Race</b>	<b>Religion or belief</b>	<b>Sex</b>	<b>Sexual Orientation</b>	<b>Marriage/Civil Partnership</b>
✓		✓				✓	✓	
<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.								
<b>Specific Operational Equality Outcome</b> (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								
<b>General PSED Duty Addressed</b> (1,2,3)	<b>Activities/Actions</b> (To support achieving the specific outcome)	<b>Progress Update due April 2023</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,	Ensure a stand-alone GAP is in place and published. Inclusion and	Our Gender Action Plan (GAP) was written and published in 2017. A further update and revised plan are currently on hold.				Equality and Diversity Practitioner	July 2022	

harassment, and victimisation	formation of the 5 themes set by the SFC.				
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 2021-22 and detail within GAP and E+D Mainstreaming Reporting.	The college is building on its commitments set out in the Regional Outcome Agreement (ROA), for session 2021-22.	Principal/Equality and Diversity Practitioner	July 2022	
	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.	Head of Academic Partnerships	July 2022	
	Outline numerical targets of the 'superclass' subject groups	Specific emphasis has been placed on the 'superclass' curriculum areas that have severe imbalances. These subjects for us are Construction; Engineering; Vehicle maintenance; Childcare; Healthcare; Beauty therapy; Hairdressing and Complementary Therapies	Equality and Diversity Practitioner	July 2022	

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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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