

Annual Equality Report 2021

Orkney College UHI

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Introduction

Orkney College UHI is committed to ensuring that both equality and diversity are embedded across all services, disciplines and practice. It is our aim to support the development of an inclusive culture, to ensure fair access to all, to enhance the student experience and to develop a culture of continuous improvement within our service provision.

The following report is an update from the 2019 mainstreaming report to outline progress to date from the published Equality Outcomes of Orkney College UHI.

Orkney College understands that mainstreaming equality and diversity across the institution is a long-term and strategic approach and as such, a climate within the institution which promotes and supports a diverse community has to be created and sustained. Furthermore, Orkney College recognises that in doing so, resources, time and specialist staff are required to ensure that equality and diversity is embedded within both the culture and operations of the college.

Orkney Islands Council, as an employer, hold, monitor and report on all employment information of their staff and this information is not currently monitored within Orkney College. In addition, Orkney College is a partner organisation of the University of the Highlands and Islands.

Like all public bodies, Orkney College UHI has a general equality duty to eliminate discrimination, advance equality of opportunity and foster good relations and to also report on how equality is integrated in the institution. Orkney College is committed to promoting equality, which means recognising that everyone has different needs and taking positive action to celebrate diversity and broaden participation in college life.

For this mainstreaming report, all enrolments have been included for reporting which may impact on trend data from previous reports.

Vision and Values

Orkney College's provision is based upon the shared values of Orkney Islands Council (OIC) and UHI whose vision is described as *'This is our community, we want the very best for everyone'*. Orkney College's vision reflects the same inclusiveness *"Realising your potential"* which demonstrates a clear commitment to promoting equality which is contained within the College's strategic objectives:

Orkney College's Strategic Aim 1: *"to provide a diverse range of high quality education, training and research to meet market needs and encourage participation within an inclusiveness agenda"*.

Orkney College's Objective 4: *"to promote diversity and inclusion in all its contexts"*.

Equality, fairness and inclusion are at the heart of our organisation and in all that we do. Our commitment to promoting equality means that we recognise that we all have different needs and that we are taking steps to ensure that we are all able to achieve our potential. [Equality Outcomes 2018 - 2022 \(orkney.gov.uk\)](https://www.orkney.gov.uk/equality-outcomes-2018-2022)

Working together for a better Orkney Orkney Islands Council, Education Authority and Orkney Islands Area Licensing Board have revised their Equality Outcomes for the period 2018 – 2022. These outcomes aim to make a positive difference to the life chances of those who experience discrimination and disadvantage in Orkney. This is our second set of equality outcomes building on the set of outcomes published previously. Our equality outcomes link with our strategic priorities and plans to integrate the work we are already doing and to better focus our efforts in improving equality

The Orkney Community Plan 2019 - 2022 was produced by Orkney Islands Council and local partners as a commitment to the people of Orkney. The plan is a Single Outcome Agreement with the Scottish Government, and sets out what Orkney Islands Council plans to achieve as its contribution to Orkney's local priorities as well as to the ambitions of the Scottish Government.

The forum has lead responsibility for national outcome 7: **We have tackled the significant inequalities in Scottish society** with the following local priorities:

- Promote equal opportunities for all.
- Ensure that everyone is enabled to participate in society.
- Welcome and celebrate diversity.
- Place equality at the heart of policy and practice.
- Raise acceptance of rights and responsibilities.
- Secure access for all to national services.

Staff and Orkney College UHI:

All staff are aware of the general equality duty and their own responsibilities for embedding the same into their work to foster a culture of inclusiveness within the College. Working towards this aim, Orkney College continues to provide appropriate information and training in order to build and maintain awareness among all employees.

All new staff at Orkney College are required to undertake mandatory Equality and Diversity training as part of their induction programme and refresher training every 3 years. This is undertaken on Orkney Council's *ILearn* portal and is monitored by both Orkney College and Orkney Council. The training raises awareness on a number of equalities matters, including legal duties, and offers end of module questions to test understanding.

In addition, all newly qualified teaching staff undertake Equality and Diversity training as part of their teaching qualification and are required to demonstrate how equality and diversity is embedded into their lesson planning and teaching as part of on-going quality monitoring and review.

Furthermore, Orkney College encourages staff to develop their awareness and practice by supporting and arranging additional specialist training by College Development Network on Equality and Diversity. This is on an annual basis

Other supported training which has been undertaken since the last report update include:

- Mental health awareness training
- Mental health First Aid training
- Autism training
- Training for Disabled Students Allowances – DSA Development Day
- Safeguarding
- Assistive technology training and updates
- Who Cares Scotland? training
- SafeTalk training

All data related to the protected characteristics of staff is reported by Orkney Islands Council, as employers and can be found in the Annual Equalities Mainstreaming report 2018 – 2019. [Annual equality and mainstreaming report \(orkney.gov.uk\)](https://www.orkney.gov.uk/annual-equality-and-mainstreaming-report-2018-2019)

Within the College, the Access and Inclusion Group monitor all Equality and Diversity issues. This group meets four times per calendar year and comprises both teaching and professional staff and includes the Inclusive Practice Curriculum Leader. It is the Access and Inclusion group who consider, after enrolment, the protected characteristics for students and make any necessary arrangements and/or adjustments for students. Furthermore, this group lead on the Annual Equality report, write information for students regarding Equality and Diversity and analyse the results of the annual protected characteristics data.

The Access and Inclusion group discuss examples of equality in the curriculum from other Colleges in the partnership and as a result the Group recommended to add Equality and Diversity to Peer observations. The Group were responsible for developing information for students on Equality and Diversity which is distributed at induction. During the year, students have the opportunity to report back on their classes through unit evaluations and these are held within the curriculum areas; issues pertaining to equality and diversity raised in the unit and course evaluations are raised at the Access and Inclusion Group.

Four programmes at Orkney College also offer specific provision; Pathways to Independence is a programme for learners with complex needs and offers access level units with a high level of classroom support together with additional partnership working for personal care. The Future Tracks programme is a cross college course with classroom support, with National 3 and National 4 units, aimed at increasing independent learning skills and learner confidence. Stepping Stones is also a cross college course with National 4 and National 5 units with a strong focus on employability skills. In 2020, and in response to the Covid pandemic, Employability Workshop and Employability Fund Stages 1 and 2 were introduced to the portfolio to provide a tailored offer for school leavers who were at risk of not having a positive destination.

Protected characteristics: Students

The protected characteristics of students are captured upon enrolment; clearly students have the option not to answer any of the questions posed and therefore this is factored into any subsequent analysis. This information is held on the College database and UHI records with MIS officers based both at Orkney College and UHI who are responsible for Student Records.

Sex

Orkney Census (2011)		Further Education –Orkney College			Higher Education – Orkney College		
Male	Female	Male	Female	Other Gender	Male	Female	Other Gender
49.49%	50.51%	58.9%	40.2%	0%	28.6%	69.7%	0.4%
		(2020-21)	(2020-21)	(2020-21)	(2020-21)	(2020-21)	(2020-21)
		55.7%	43.7%	0.4%	29.5%	69.2%	0.7%
		(2019-20)	(2019-20)	(2019-20)	(2019-20)	(2019-20)	(2019-20)
		59.5%	39.9%	0%	32.1%	66.9%	0.5%
		(2018-19)	(2018-19)	(2018-19)	(2018-19)	(2018-19)	(2018/19)
		58.4%	40.98%		37.08%	62.40%	
		(2017-18)	(2017-18)		(2017-18)	(2017-18)	
		41.52%	58.48%		33.33%	66.67%	
		(2016-17)	(2016-17)		(2016-17)	(2016-17)	
		43.30%	56.70%		28.72%	71.28%	
		(2015-16)	(2015-16)		(2016-17)	(2016-17)	
		48.68%	51.32%		30.55%	69.45%	
		(2014-15)	(2014-15)		(2014-15)	(2014-15)	

Note :

Please note that from 2017-2018 all student enrolments have been included. In previous years short course enrolments were not included; this therefore may impact upon any trend analysis.

In 17/18 0.17% of FE enrolments and 0.51% of HE enrolments have not provided their gender. In 18/19 0.6% of FE and 0.51% of HE enrolments enrolments have not provided

their gender. In 19/20 0.6% of FE and 0.7% of HE enrolments have not provided their gender. In 20/21 0.1% of FE and 1.3% of HE enrolments have not provided their gender.

Hitherto short course enrolments were not included in reporting; this was discovered as an oversight and has created a significant shift from previous years for this protected characteristic. It highlights therefore that a significant proportion of students undertaking short courses are male to effect this shift.

In previous years, the figures indicated that for Further Education, there was a slight decrease in male students although the split was still broadly in line with the overall Orkney population – however for Higher Education this was not the case with a significantly higher proportion of females enrolled onto programmes. These figures when compared against the national average in Scotland revealed that the national average is 52% of all enrolments as female. (Source: Scottish Funding Council). Currently Orkney College does not have a definitive position for the differential other than an informed judgment that their HE curriculum reflects broadly the gender split by subject area as identified by the Scottish Funding Council.

Marriage and Civil Partnership

Currently Orkney College and University of the Highlands and Islands do not collate information on this protected characteristic at enrolment.

Age

Orkney College collates information related to student Age on all programmes at enrolment; age is banded into the following categories. The following tables demonstrate the division between Higher Education and Further Education enrolments. In 2016 a decision was made to omit short course enrolments from the overall figures as it was thought that it was skewing the overall results; in 2019 this decision was reversed. For Higher Education the profile suggests that there is a slight shift to an older age demographic although there is an going decline in the 19 – 24 age band which deserves further investigation.

Orkney Census (2011)	Further Education –Orkney College		Higher Education – Orkney College	
Average (median) age of the total population: 34	0 -18	30.0%	0 -18	4.24%
Average Age of the total population: 35.5		<i>(2020/21)</i>		<i>(2020/21)</i>
		25.5%		5.68%
		<i>(2019/20)</i>		<i>(2019/20)</i>
		20.3%		4.55%
		<i>(2018/19)</i>		<i>(2018/19)</i>
		20.04%		8.44%
	<i>(2017/18)</i>	<i>(2017/18)</i>		
	34.62%	2.76%		
	<i>(2016/17)</i>	<i>(2016/17)</i>		
	36.87%	7.09%		
	<i>(2015/16)</i>	<i>(2015/16)</i>		
	16.01%	7.72%		
	<i>(2014 -2015)</i>	<i>(2014-2015)</i>		
	19 – 24	14.9%	19 -24	13.5%
		<i>(2020/21)</i>		<i>(2020/21)</i>
		11.8%		16.6%
		<i>(2019/20)</i>		<i>(2019/20)</i>
		9.6%		19.2%
		<i>(2018/19)</i>		<i>(2018/19)</i>

		12.15% (2017/18)		24.30% (2017/18)
		16.55% (2016/17)		25.16% (2016/17)
		19.03% (2015/16)		31.91% (2015/16)
		13.6% (2014-15)		35.05% (2014-15)
	25 – 34	14.8% (2020/21)	25 - 34	20.5% (2020/21)
		16.35% (2019/20)		21.4% (2019/20)
		17.1% (2018/19)		19.7% (2018/19)
		18.14% (2017/18)		20.72% (2017/18)
		14.34% (2016/17)		19.81% (2016/17)
		14.01% (2015/16)		18.44% (2015/16)
		15.88% (2014-15)		16.72% (2014-15)

This indicates that given the vast majority of enrolments are for short courses and are attributed to the working age population, this is reflected in the overall statistics. If short course enrolments are removed, this would demonstrate a different profile.

Orkney Census (2011)	Further Education –Orkney College		Higher Education – Orkney College	
	35 – 44	11.1% <i>(2020/21)</i> 14% <i>(2019/20)</i> 14.9% <i>(2018/19)</i> 15.92% <i>(2017/18)</i> 11.03% <i>(2016/17)</i> 9.14% <i>(2016/17)</i> 15.95% <i>(2014-15)</i>	35 - 44	20.5% <i>(2020/21)</i> 17% <i>(2019/20)</i> 19.7% <i>(2018/19)</i> 18.67% <i>(2017/18)</i> 19.81% <i>(2016/17)</i> 16.31% <i>(2015/16)</i> 15.76% <i>(2014-15)</i>
	45 – 54	14.9% <i>(2020/21)</i> 17.2% <i>(2019/20)</i> 18.8% <i>(2018/19)</i> 20.66% <i>(2017/18)</i> 11.03% <i>(2016/17)</i> 9.00% <i>(2016/17)</i>	45 - 54	19.7% <i>(2020/21)</i> 19% <i>(2019/20)</i> 19.4% <i>(2018/19)</i> 14.32% <i>(2017/18)</i> 15.41% <i>(2016/17)</i> 14.89% <i>(2016/17)</i>

		22.19% (2014-15)		13.5% (2014-15)
	55 – 64	10.9% (2020/21) 12.3% (2019/20) 15.6% (2018/19) 11.21% (2017/18) 8.14% (2016/17) 7.52% (2015/16) 12.77% (2014-15)	55 - 64	15.7% (2020/21) 12.9% (2019/20) 11.6% (2018/19) 10.74% (2017/18) 10.69% (2016/17) 7.45% (2015/16) 8.04% (2014-15)
	65+	1.5% (2020/21) 2.6% (2019/20) 3% (2018/19) 1.87% (2017/18) 4.28% (2016/17) 4.42% (2015/16) 3.6% (2014-	65+	5.95% (2020/21) 7.4% (2019/20) 5.8% (2018/19) 2.81% (2017/18) 2.83% (2016/17) 3.90% (2015/15) 3.22% (2014-

		15)		15)
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This factor will be discussed at Senior Management level and the Access and Inclusion group as to whether separate reporting would assist in informing future decision making and analysis.

Disability

The enrolment form at Orkney College asks students a range of questions as to whether they have a disability. A disability may be either in terms of a physical disability, learning disability, mental disability or a combination thereof. This information directs where support and resources are needed in order that College staff are able to support the student well throughout their study and ensure that the student stays safe while studying. For example a student who is a wheel chair user would also require an individual evacuation plan and a dyslexic student would also require additional support not only in the classroom but also in terms of their assessments.

Orkney College has a fulltime Curriculum Leader for Inclusive Practice who co-ordinates the support needs of students who have declared a disability upon enrolment. A student centred Personal Learning Support Plan (PLSP) is negotiated with students with a disclosed disability to ensure that student needs are supported appropriately.

For HE, students can apply for a Disabled Students Allowance (DSA) and the DSA assessment is undertaken by student support services. The Inclusive Practice Curriculum Leader not only liaises with students but also is available to provide specialist support and guidance to the academic staff in order that they are supported in the classroom.

The Curriculum Leader for Inclusive Practice is a member of the Disability Practitioner Group and the DSA Assessors Group within UHI and networks with support staff in other colleges within UHI. These groups reflect upon current practice, standardise approaches, promote quality provision and provide a supportive network for staff who are responsible for student support services in colleges across UHI.

As Orkney College's widening participation agenda has expanded together with the number of specialist programmes available for students with disabilities, the number of students has also increased in recent years. Thus, this has meant that all staff have a requirement and responsibility to train further in specific disabilities and this is on-going. Orkney College also works with other agencies and organisations in Orkney and Orkney Islands Council who support and work with young people and adults with disabilities. Recent years has seen a broad consistency in students (both HE and FE) who declared a mental health issue at enrolment; however this does not reflect the issue more broadly across the College and specific focus is being given to mental health support. It was agreed that mental health should comprise a specific equality outcome going forward. Furthermore there has been a significant increase in FE students citing a learning disability at enrolment which has led to

further staff development in this area, including the appointment of a student mental health counsellor.

Disability	Orkney Census 2011	FE students Orkney College	HE students Orkney College
No known disability	N/A	75.7% (2020/21) 79.2% (2019/20) 83.1% (2018/19) 83.8 % (2017/18) 79.31% (2016/17) 79.91% (2015/16) 87.23% (2014-15)	70.1% (2020/21) 70.3% (2019/20) 72.2% (2018/19) 74.6% (2017/18) 83.65% (2016/17) 81.56% (2015/16) 86.82% (2014-15)
People with a limiting long term illness	18.87%	0.88% (2020/21) 0.49% (2019/20) 0.84% (2018/19) 1.32% (2017/18)	2.95% (2020/21) 2.4% (2019/20) 2.78% (2018/19) 4.16% (2017/18)
Learning	N/A	6.74% (2020/21) 4.68% (2019/20) 5.57% (2018/19) 9.54% (2017/18) 8.41% (2016/17) 9.52% (2015/16) 5.72% (2014-15)	1.29% (2020/21) 2.18% (2019/20) 2.53% (2018/19) 6.93% (2017/18) 2.83% (2016/17) 3.55% (2015/16) 3.22% (2014-15)
Physical	N/A	0.88% (2020/21) 1.34%(2019/20)	0.92% (2020/21) 0.66% (2019/20)

		0.73% (2018/19) 1.42% (2017/18) 1.52% (2016/17) 1.34% (2015/16) 1.22% (2014-15)	2.02% (2018/19) 4.16% (2017/18) 1.57% (2016/17) 2.48% (2015/16) 1.92% (2014-15)
Mental Health	N/A	3.81% (2020/21) 3.52% (2019/20) 2.38% (2018/19) 2.5% (2017/18) 2.48% (2016/17) 3.72% (2015/16) 1.09% (2014-15)	10.7% (2020/21) 9.83% (2019/20) 8.33% (2018/19) 6.93% (2017/18) 5.66% (2016/17) 5.67% (2015/16) 2.57% (2014-15)
Other	N/A	11.06% (2020/21) 9.04% (2019/20) 5.69% (2018/19) 1.42% (2017/18) 8.28% (2016/17) 5.51% (2015/16) 4.09% (2014-15)	14.02% (2020/21) 14.41% (2019/20) 12.12% (2018/19) 3.23% (2017/18) 6.29% (2016/17) 6.74% (2015/16) 5.47% (2014-15)

From the data above it is not possible to make a confident comparison with the local population regarding specific disabilities since the census cites illness rather than disability and it is not known if there are any disabilities associated with the illness. With regards to the data collated at enrolment by Orkney College, these categories have been consolidated into the headings above due to the small numbers involved and the potential risk of identification of individuals. The headings where information is collated include:

- No known disability
- Specific learning difficulty e.g dyslexia
- Long standing health condition

- Deaf/serious hearing impairment
- Multiple disabilities
- Blind/serious visual impairment
- Physical impairment/mobility issues
- Autism spectrum
- Mental health issues e.g anxiety disorder, depression etc

Mental Health also comprise Equality Outcome 4 and has therefore a particular focus across the College. There is a year on year increase with students disclosing mental health at enrolment which is consistent with sector increases

Care Leavers/Looked After Children

Care Leavers/Looked After Children became a protected characteristic in year 2016-2017. As a Corporate Parent, Orkney College collates at enrolment details of both Looked After Children and Care Leavers. Orkney Islands Council have outlined a clear commitment to Corporate Parenting and staff at Orkney College Senior Management Team received training from ‘Who Cares Scotland?’ about their responsibilities for this group of students. There are currently 14 students who are Care Leavers enrolled at Orkney College (27 in 2020/21), (21 in 2019/20), (38 in 2018/19), (9 in 2014-15)(13 in 2015/16), (5 in 16/17).

Corporate Parenting is a standard agenda item on the Access and Inclusion committee. The College’s Corporate Parenting Plan has recently been updated and published. An Assistant Principal has overall oversight of all the Colleges Care Experienced students and there is a named person in each department who has oversight of care experienced students on their courses.

The Assistant Principal with responsibility for Access and Inclusion, through the Curriculum Leaders, monitors progress for care experienced learners through regular updates. Curriculum Leaders also attend through care meetings and the college has a good working relationship with Social Work department at Orkney Islands Council. The Curriculum Leader for Inclusive Practice had input into Orkney Islands Council’s recently published Post 16 guidance which includes specific reference to Care Experienced school leavers.

Religion and belief

Information for Religion and Belief is collated at enrolment from students and is held centrally. Compared to 2011 Census information it is difficult to form any judgments regarding how this protected characteristic relates, especially given the high number of non-responses by FE students although there is a slight increase in students stating “other religions” however the detail of this is not captured.

Religion	Census information 2011 - Orkney	Orkney College UHI FE Students	Orkney College UHI HE students

Church of Scotland	40.37%	9.60% (2020/21) 6.15% (2019/20) 9.49% (2018/19) 10.42% (2017/18) 15.59% (2106/17) 13.11% (2015/16) 4.8% (2014-2015)	10.33% (2020/21) 9.61% (2019/20) 11.87% (2018/19) 13.55% (2017/18) 13.84% (2016/17) 14.89% (2015/16) 16.08% (2014 -2015)
Roman Catholic/Christian	10.42%	2.49% (2020/21) 2.00% (2019/20) 1.62% (2018/19) 1.11% (2017/18) 3.17% (2016/17) 2.50% (2015/16) 2.31% (2014 -2015)	8.12% (2020/21) 5.9% (2019/20) 6.06% (2018/19) 4.09% (2017/18) 5.03% (2016/17) 5.32% (2015/16) 15.11% (2014- 2015)
Other religions	1.01%	10.04% (2020/21) 6.33% (2019/20) 6.56% (2018/19) 6.30% (2017/18) 6.90% (2016/17) 5.15% (2015/16) 1.12% (2014 -2015)	15.13% (2020/21) 16.81% (2019/20) 15.04% (2018/19) 18.41% (2017/18) 14.15% (2016/17) 16.31% (2015/16) 4.81% (2014 -2015)
No religion	39.17%	67.4% (2020/21) 57.73% (2019/20) 60.49% (2018/19) 50.9% (2017/18)	55.35% (2020/21) 56.77 (2019/20) 54.04% (2018/19) 54.22% (2017/18)

		63.59% (2016/17) 62.74% (2015/16) 21.93% (2014 – 2015)	56.92% (2016/17) 54.96% (2015/16) 54.98% (2014 – 2015)
No answer	9.03%	10.48% (2020/21) 27.8%(2019/20) 21.85% (2018/19) 32.09% (2017/18) 10.76% (2016/17) 16.49% (2015/16) 69.77% (2014 – 2015)	11.07% (2020/21) 10.92% (2019/20) 12.63% (2018/19) 9.72% (2017/18) 10.06% (2016/17) 8.51% (2015/16) 9% (2014 – 2015)

Pregnancy/given birth within the past 26 weeks

The Orkney College UHI enrolment form asks the question about pregnancy and if students are currently pregnant or have given birth within the past 26 weeks. From 20/21 enrolments there were eight FE and 3 HE students who disclosed that they were currently pregnant. There was also one FE student who disclosed that they had given birth within the past 26 weeks. These students would be counselled by their Course Tutor and/or Curriculum Leader for Inclusive Practice with regards to any special requirements or support needed.

Sexual orientation

Statistics published by the UK Government estimate that 6% of the population is gay, lesbian or bisexual. The size of the LGBT community in Orkney is not known. Earlier this year, Nancy Kelley, Chief Executive, Stonewall (she/her) said: 'The 2021 Census will be a historic moment for LGBT+ communities. For the first time, the Census includes two new voluntary questions on sexual orientation and trans status, as well as clear and inclusive guidance on how to answer the Census sex question. This will give us an accurate picture of the size and make-up of the LGBT+ population in Britain.'

YEAR	Sexual Orientation	FE		HE		Total ENRs	Total ENRs %
		ENRs	ENRs %	ENRs	ENRs %		
2020/21	Heterosexual	1101	80.66%	432	79.70%	1533	80.39%
	Gay Man	4	0.29%	12	2.21%	16	0.84%
	Gay Woman/Lesbian	7	0.51%	7	1.29%	14	0.73%
	Bisexual	56	4.10%	24	4.43%	80	4.20%
	Other	4	0.29%	4	0.74%	8	0.42%
	Info Refused	193	14.14%	63	11.62%	256	13.42%
	2020/21 Total		1365	100.00%	542	100.00%	1907
2019/20	Heterosexual	1451	64.63%	349	76.20%	1800	66.59%
	Gay Man	14	0.62%	7	1.53%	21	0.78%
	Gay Woman/Lesbian	3	0.13%	10	2.18%	13	0.48%
	Bisexual	46	2.05%	22	4.80%	68	2.52%
	Other	2	0.09%	6	1.31%	8	0.30%
	Info Refused	729	32.47%	64	13.97%	793	29.34%
	2019/20 Total		2245	100.00%	458	100.00%	2703
2018/19	Heterosexual	2081	60.37%	301	76.01%	2382	61.98%
	Gay Man	14	0.41%	5	1.26%	19	0.49%
	Gay Woman/Lesbian	22	0.64%	7	1.77%	29	0.75%
	Bisexual	67	1.94%	19	4.80%	86	2.24%
	Other	8	0.23%	3	0.76%	11	0.29%
	Info Refused	1255	36.41%	61	15.40%	1316	34.24%
	2018/19 Total		3447	100.00%	396	100.00%	3843
2017/18	Heterosexual	1799	62.27%	315	80.56%	2114	64.45%
	Gay Man	19	0.66%	7	1.79%	26	0.79
	Gay Woman/Lesbian	17	0.59%	7	1.79%	24	0.73
	Bisexual	41	1.42%	15	3.84%	56	1.71
	Other	6	0.21%	3	0.77%	9	0.27

	Info Refused	1007	34.86%	44	11.25%	1051	32.04
2017/18							
Total		2889	100.01%	391	100.00%	3280	3618.45%

Gender reassignment

There is no reliable information on the numbers of people in Scotland who have transitioned from one sex to another. Student data in respect of gender reassignment.

AC_YEAR	GENDER MATCHES BIRTH	FE		HE		Total ENRs	Total ENRs %
		ENRs	ENRs %	ENRs	ENRs %		
2020/21	YES	1218	89.23%	513	94.65%	1731	90.77%
	NO	15	1.10%	3	0.55%	18	0.94%
	PREFER NOT TO SAY	100	7.33%	26	4.80%	126	6.61%
	NOT GIVEN	32	2.34%		0.00%	32	1.68%
2020/21	Total	1365	100.00%	542	100.00%	1907	100.00%
2019/20	YES	1605	71.49%	434	94.76%	2039	75.43%
	NO	14	0.62%	5	1.09%	19	0.70%
	PREFER NOT TO SAY	160	7.13%	17	3.71%	177	6.55%
	NOT GIVEN	466	20.76%	2	0.44%	468	17.31%
2019/20	Total	2245	100.00%	458	100.00%	2703	100.00%
2018/19	YES	2377	68.96%	368	92.93%	2745	71.43%
	NO	19	0.55%	4	1.01%	23	0.60%
	PREFER NOT TO SAY	299	8.67%	21	5.30%	320	8.33%
	NOT GIVEN	752	21.82%	3	0.76%	755	19.65%
2018/19	Total	3447	100.00%	396	100.00%	3843	100.00%
	YES	2004	69.37%	367	0.00%	688	20.98%
	NO	24	0.83%	8	2.05%	32	0.98%
	PREFER NOT TO SAY	173	5.99%	16	4.09%	189	5.76%
	NOT GIVEN	688	23.81%	0	93.86%	2371	72.29%
2017/18	Total	2889	100.00%	391	100.00%	3280	100.01%

Have you ever identified as a Trans person?

AC_YEAR	IDENTIFIED AS TRANS PERSON?	FE		HE		Total ENRs	Total ENRs %
		ENRs	ENRs %	ENRs	ENRs %		
2020/21	NOT GIVEN	1361	99.71%	542	100.00%	1903	99.79%
	NO	3	0.22%		0.00%	3	0.16%
	PREFER NOT TO SAY	1	0.07%		0.00%	1	0.05%
2020/21 Total		1365	100.00%	542	100.00%	1907	100.00%
2019/20	NOT GIVEN	2235	99.55%	458	100.00%	2693	99.63%
	NO	9	0.40%		0.00%	9	0.33%
	PREFER NOT TO SAY	1	0.04%		0.00%	1	0.04%
2019/20 Total		2245	100.00%	458	100.00%	2703	100.00%
2018/19	NOT GIVEN	3436	99.68%	396	100.00%	3832	99.71%
	NO	9	0.26%		0.00%	9	0.23%
	PREFER NOT TO SAY	2	0.06%		0.00%	2	0.05%
2018/19 Total		3447	100.00%	396	100.00%	3843	100.00%
2017/18	NOT GIVEN	2874	99.48%	391	100.00%	3265	99.54%
	NO	14	0.48%	0	0.00%	14	0.43%
	PREFER NOT TO SAY	1	0.03%	0	0.00%	1	0.03%
2017/18 Total		2889	99.99%	391	100.00%	3280	100.00%

Race/Ethnicity

Race	Orkney Census 2011	Orkney College UHI (FE Students)	Orkney College UHI (HE students)
White Scottish	79.44%	71.79% (2020/21) 69.44% (2019/20) 67.33% (2018-19) 67.44% (2017 – 18) 68% (2016-17) 67.16% (2015-16) 69.45% (2014-2015)	53.87% (2020/21) 55.24% (2019/20) 56.31% (2018-19) 60.36% (2017 -18) 59.43% (2016-17) 62.14% (2015/16) 66.24% (2014-2015)
Other white: British / Irish / Other	19.83%	25.71% (2020/21) 27.53% (2019/20) 30.37% (2018-19) 30.32% (2017 – 18) 30.34% (2016 – 17) 30.19% (2015-16) 27.5% (2014-2015)	41.70% (2020/21) 39.74% (2019/20) 39.14% (2018-19) 36.32% (2017 – 18) 37.11% (2016 – 17) 33.69% (2015-16) 29.9% (2014-2015)
All other (non-white) groups	0.73%	2.12% (2020/21) 2.23% (2019/20) 1.97% (2018-19) 1.21% (2017-18) 1.10% (2016 – 17) 1.62% (2015-16) 0.7% (2014-2015)	1.29% (2020/21) 1.97% (2019/20) 1.77% (2018-19) 1.02% (2017-18) 0.94% (2016 – 17) 2.13% (2015-16) 1.3% (2014-2015)
Not given	N/A	0.37% (2020/21)	3.14% (2020/21)

		0.8% (2019/20)	3.06% (2019/20)
		0.32% (2018-19)	2.78% (2018-19)
		0.83% (2017 – 18)	2.30%% (2017 – 18)
		0.55% (2016 – 17)	2.52% (2016 -17)
		1.03% (2015-16)	1.77% (2015-16)
		0.3% (2014-2015)	2.57% (2014-2015)

The figures above illustrate that the population in both Orkney and Orkney College is not diverse and the non-white groups correlate to the local population for FE, and although HE is almost double this figure, since numbers are small it is difficult to draw any meaningful conclusions. There has not been any significant shift in enrolments in any of the race categories identified.

In Scotland, recent figures indicate that student enrolments in Scottish Colleges from minority ethnic backgrounds comprise of 5.4% of total enrolments with the majority of these being from Pakistani and African background; this is not reflected either within the local population or within Orkney College UHI. (Source: SFC Statistical Publication Reference: SFC/ST/01/2015 15th January 2015)

Equality Outcomes

Equality outcomes are the objectives which Orkney College aim to achieve and are defined as “result that a public authority aims to achieve in order to further one or more of the three parts of the general duty”.

In 2013 Orkney College UHI developed a total of four outcomes. These outcomes illustrate which protected characteristics each outcome applies and which aspect of the general duty it will help meet. Since outcomes should be based on proportionality and relevance, most have been set in respect of all protected characteristics, rather than being limited to the specific characteristics to which the evidence relates.

The Equality Outcomes were carried from the Disability Equality Scheme and Gender Equality Scheme. These schemes were developed from a range of evidence including the Orkney College Student Equality Questionnaire, student evaluation of the application and induction process, unit evaluation, course evaluation, evaluation of support services including learning support and exam support, student representative meetings and course and support service evaluations.

Orkney College undertakes an annual Student Equality Questionnaire to assess students’ understanding of equality and to identify if there are any issues which have not been expressed via other information gathering mechanisms; this questionnaire also offers the opportunity for students to make suggestions as to how to progress equality within the College.

Orkney College has an Access and Inclusion Group which considers issues around equality and monitors information received from the range of evaluations across the academic year. This Group comprises of both academic and support staff together with student representation and is chaired by an Assistant Principal. The Assistant Principal works closely with the Equalities officer at Orkney Islands Council and both the Assistant Principal and Curriculum Leader for Inclusive Practice also sit on UHI committees related to Access and Inclusion, Student Welfare, Disability, Care Leavers and Carer groups.

Equality Outcome 1

Equality Outcome 1	
Students understand their responsibility regarding anti-discriminatory practices and have a broad appreciation of other cultures and religions. Students to achieve this within a curriculum that is inclusive and ensures a non-discriminatory experience.	
Protected Characteristics	<ul style="list-style-type: none"> • Age • Disability • Gender reassignment • Marriage and civil partnership • Pregnancy and Maternity • Religion and Belief • Race • Sex • Sexual Orientation
General Duty	<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by</p> <ul style="list-style-type: none"> • Removing or minimising disadvantage • Meeting the needs of particular groups that are different from the needs of others • Encouraging participation in public life <p>Foster good relations</p>

Output

1. To promote anti-discriminatory practices to students during induction –information leaflet on equality and diversity will be prepared and go out to all students during induction and be included on the web site
2. Information on cultures and religions, for example different celebration days will regularly go into the student newsletter, web site and on flat screen in foyer
3. New ways to be identified by the Access and Inclusion group and then implemented to increase our students awareness, appreciation and knowledge of other cultures and religions and the protected characteristics
4. Ensure that curriculum materials reflect people with protected characteristics in a positive manner by reminding staff that all new materials and existing materials that have not already been checked by QELTM have to undertake the QELTM audit. Use College quality systems to ensure this takes place.

Progress

1. An information leaflet was produced for students as outlined and is distributed to students during induction. Copies of the same are also available in the study room. There is a link on the Orkney College website within 'equalities' linking to the information on Orkney Islands Council website.
2. Details and information regarding culture and different religious celebrations and festivals are included in the student newsletter which is circulated fortnightly and on the College's social media platforms. In addition, further displays to support national campaigns are held in spaces where there is high foot-fall to maximise exposure to students and staff.
3. There is still ongoing progress to this output, especially in relation to other cultures and religions. Students in some curriculum areas have focused on projects which included protected characteristics although hitherto there was not a mechanism for co-ordinating this kind of activity across the curriculum teams; the recently formed Senior Staff team meeting as a response to the recent Covid pandemic and comprising largely of Curriculum Leads now offers the opportunity to focus on Diversity within the next planning period. The Hospitality team for instance have a different themed menu from different countries when they are providing a lunch time menu; this could be further expanded to consider if this could be further integrated into other programmes to consider culture more broadly into programmes such as Pathways to Independence, Future Tracks, Stepping Stones and the Employability Workshops.
4. All curriculum materials are screened before they are taught using the *Unit Module Audit Tool for Equalities*; this is now standard practice and is overseen by the Learning and Teaching Quality committee and the Quality Manager through the review process. New staff have training in this at induction.

Equality Outcome 2

Equality Outcome 2	
Improved ability of staff to support students in developing greater awareness of all of the protected characteristics but particularly cultural and ethnic diversity where the small population size of the islands is a factor.	
Protected Characteristics	<ul style="list-style-type: none"> • Age • Disability • Gender reassignment • Marriage and civil partnership • Pregnancy and Maternity • Religion and Belief • Race • Sex <p>Sexual Orientation</p>
General Duty	<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by</p> <ul style="list-style-type: none"> • Removing or minimising disadvantage • Meeting the needs of particular groups that are different from the needs of others • Encouraging participation in public life <p>Foster good relations</p>

Output

1. All staff to undertake online equality module on iLearn.
2. Ensure refresher training is undertaken every three years.
3. Record kept of when staff have undertaken training and staff reminded when refresher training is required. To be monitored by senior management and implemented by Curriculum Leader.
4. More accurate statistics regarding the protected characteristics. Equality statistics to be introduced into Course reports for Curriculum Leaders to discuss at Course Review time with other staff. Information to be fed back to Quality Manager and Access and Inclusion Group.

Progress

1. All staff to undertake an on line equality module from Orkney Islands Council ilearn portal. Staff who join Orkney College in subsequent years are expected to undertake this training during their induction. Staff are encouraged to undertake the UHI Corporate Parenting module, although this is not currently mandatory.
2. All staff training is monitored by the management of Orkney College UHI to ensure that staff have completed the base line training required by Orkney Islands Council and that refresher will be taken every three years. The date of training is recorded which alerts to when refresher training is required. Curriculum Leaders have responsibility for ensuring their teams are compliant.
3. This information is held on the centralised database at OIC and is regularly monitored by OIC HR team with regular alerts to managers for those staff who are outstanding mandatory refresher training. Mandatory training is also considered within staff's annual review with completion dates.
4. Statistics for staff training, by protected characteristic, are reported by Orkney Islands Council, as employer. The most recent information can be found in the Annual Equality and Mainstreaming Report 2018 – 2019.

Data for the protected characteristics of students is collated from the student enrolment form which currently includes questions for all characteristics with the exception of Marital Status. From 2016-17 Care Leavers/Looked After Children was included as a protected characteristic on the UHI enrolment form.

Equality Outcome 3

Equality Outcome 3	
Gender balance challenged on courses where statistics suggest that they are male or female dominated	
Protected Characteristics	<ul style="list-style-type: none"> • Age • Disability • Gender reassignment • Marriage and civil partnership • Pregnancy and Maternity • Religion and Belief • Race • Sex • Sexual Orientation
General Duty	<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by</p> <ul style="list-style-type: none"> • Removing or minimising disadvantage • Meeting the needs of particular groups that are different from the needs of others • Encouraging participation in public life <p>Foster good relations</p>

Progress

1. This Equality Outcome has been superseded by the College's Gender Action Plan, which was first published in 2017 and has been updated in 2021.

Orkney College is a member of the UHI Equality Group where a range of issues regarding Equality and Diversity are discussed twice per academic year. The partnership also consider a range of equality and diversity issues however initiatives to consider gender imbalance on certain programmes has, hitherto been at a local level to date. This is a development opportunity to take further within the partnership. Orkney Council has their own objectives around Education and Learning since they also are responsible for all schools across Orkney and Community Learning; thus gender issues are also progressed within the Council and this can be reflected in Orkney Islands Council mainstreaming report.

The gender profile of all courses is monitored by the Access and Inclusion Group. This group consider fresh initiatives to address noted areas for improvement. There is still much work to do in the area of gender imbalance on certain courses, which is also a national priority, and work is currently underway to look at developing new communication strategies across all curriculum areas in this respect through the Marketing Communications Group. This is encompassed in the Gender Action Plan.

Equality Outcome 4

Equality Outcome 4	
<p>Work to develop an ethos where mental health is not a barrier to study, and ensure that staff have the resources and knowledge to support students.</p>	
Protected Characteristics	<ul style="list-style-type: none"> • Age • Disability • Gender reassignment • Marriage and civil partnership • Pregnancy and Maternity • Religion and Belief • Race • Sex <p>Sexual Orientation</p>
General Duty	<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by</p> <ul style="list-style-type: none"> • Removing or minimising disadvantage • Meeting the needs of particular groups that are different from the needs of others • Encouraging participation in public life <p>Foster good relations</p>

Output

1. The college will continue to develop its student support provision and stronger networks and partnerships to support students
2. The college create opportunities through staff development for both academic and support staff to better support students
3. Mental Health and Wellbeing remains a particular focus for the college. A specific review is currently underway to consider existing and future provisions. The outcomes from the review will begin to be implemented in the next academic year.

Progress

- 1 Mental Health remains a particular focus for the College especially in view of the ongoing Covid pandemic. Particular focus has been placed on supporting the well being of students and staff and the College has benefited that during the past four years, more than 35 academic and professional support staff, including two HISA Deputes, the Principal and Assistant Principal have been trained. This in effect means that 20% of the staff have undertaken mental health training and further development sessions are planned to extend reach in the next academic year.
- 2 Ten professional support and academic staff have undertaken SafeTalk training and two staff were due to be trained on the Assist training programme however unfortunately the Covid pandemic has stalled this development. Orkney College was to host this event to include other local agencies who are also interested in Assist training.
- 3 A Mental Health Counsellor was appointed in 2020 and works two days per week at the College
- 4 The College subscribes to TogetherAll (formerly Big White Wall) a 24/7 mental health and well-being platform for both staff and students
- 5 The college works closely with external agencies and also refers to YTalk who work closely with the College and will start a special well-being project in August around the impact of isolation on students.
- 6 UHI also have extensive online materials which can be accessed through the Mental Health Tool Kit and all students have access to through UHI MyDay. Other printed materials are available in the Student Study Room.
- 7 Happy Healthy You, a UHI initiative, is an annual event at the College and brings together a variety of college led initiatives based around wellbeing.
- 8 Before the pandemic, work had started to investigate a Snoezelen room and this will be kept on the agenda to progress in 21/22 especially as there has been a significant increase in the number of learners on Progression courses in the past two years.

- 9 The College contributed to and attended the UHI Mental Health Review in 2018. The Mental Health Lead now works closely with both the Mental Health Counsellor and Curriculum Leader to provide supervision and support.
- 10 An Assistant Principal was recently on the interview panel for a UHI on-line Mental Health Counsellor to provide additional counselling resource to students across the partnership
- 11 An Assistant Principal is one of two accredited Mentally Healthy Workplace Trainers and trains managers across Orkney Islands Council

Other references:

- Access and Inclusion Group minutes
- SITs database of student enrolments