

UHI | ARGYLL

Mainstreaming Progress Report 2022 and Equality Outcomes Progress Report 2021 - 2023

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Mainstreaming Equality

Introduction:

This document will set out the ways in which UHI Argyll is and continues to embed equality into the day-to-day functions and operations. It will also include:

- Board diversity information
 - Gender breakdown of the Board
- Employee equality information
- A breakdown of information on the number and relevant protected characteristics of employees including data on recruitment and retention
- A breakdown of the recruitment and key performance indicators profiles for the student body

[Strategic Plan](#) - UHI Argyll continues to drive forward its commitment to equality, diversity and inclusion, as demonstrated in our [Strategic Plan](#), our [College Values](#), our [Access and Inclusion Strategy](#) and our [Equality and Diversity Policy](#). The Strategic Plan -Argyll Ahead, 2022-2025 – has recently been refreshed and this has further strengthened the college’s commitment to driving forward activity to promote equality and diversity.

[College Values](#) - These are fundamental to guiding the college in developing a more inclusive environment, helping to focus on identifying areas where equality and diversity matters may need further action. The key values are:

- To be inclusive - education for all
- Of our Community – be engaged and responsive
- To Provide individualised learning – be innovative
- To be student centred – respect for the whole student (nurturing, supporting, personalisation)
- To be a valued contributor to education and economic development in Argyll and the Isles
- To be good partners – to widen opportunities

[Access and Inclusion Strategy](#) - This strategy continues to influence the approach the college takes to widening access to learning for students.

[Equality and Diversity Policy](#) sets out the commitment and approach to equality, diversity and inclusion.

“Argyll College UHI (College) is an equal opportunities organisation and will treat all individuals and groups in an inclusive, positive, and non-discriminatory way. The College welcomes the positive ethos and culture created by the involvement of different social, ethnic, racial, cultural, and other groups within college life, and actively promotes the value of diversity amongst student and staff groups”.

Embedding Equality into our Functions

The Board:

	Non – Executive Members (independent)		Executive Members (Staff)		Staff Members		Student Members		Totals	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Jan 2022	5	5	1	0	2	0	1	0	9	5
Jan 2020	5	2	1	0	0	1	1	0	7	3
Jan 2019	6	4	1	0	0	1	0	1	7	6

At the time of the last mainstreaming update (2021) we had a good gender balance and 53/47% split between female and male board members. The balance has switched slightly in this reporting period, with a 36/64% split between female and male board members. Of the female non-Executive board members both the Chair and Vice Chair are female.

Staff Learning and Development:

All staff are enrolled on both Marshalls Learn Upon and BrightSpace VLE mandatory training platforms, which include all mandatory e-modules and recommended e-modules for completion. As part of our Equality Outcomes, we agreed the e-module Diversity in the Workplace would be mandatory for all staff, and at the last reporting cycle we had an increase of 15% of all staff completing lifting our total to 50%.

The training also includes, Safeguarding, Student Carer and Corporate Parenting, all of which have completions rates of over 75% of staff.

Staffing Profile:

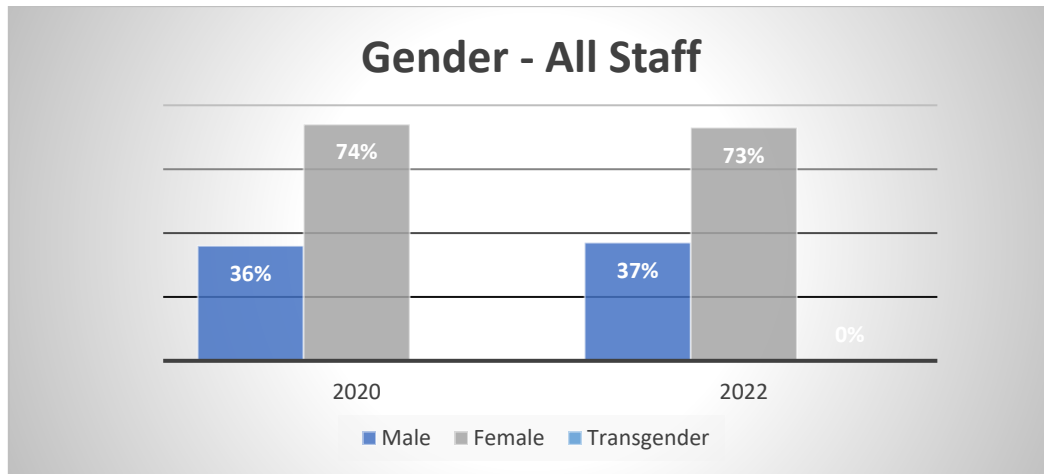
Gender and Contracts:

Data source – 1st January 2022- 31st December 2022

160 staff employed on permanent or fixed term contracts:

- 43 Male (27%) 117 female (73%) 0 Transgender (0%)

- Comparable to last mainstreaming update in which 222 staff were employed and 36% Male, 74% female and 0% identified as transgender.



82% of staff are employed on a permanent basis, and the gender split of permanent staff is 75% female, 25% male and 0% transgender. Of the staff on permanent contracts, it is a 50-50 split of staff employed in teaching and support staff roles.

69% of the workforce are employed on part time contracts and 75% of part time staff are female. Almost 80% of all support staff are female, with 46% of support staff employed on a full time, permanent contract, compared to 18% of male support staff.

32% of male staff are employed in a teaching role compared to 68% of female staff.

Age Profile:

The college staff age profile ranges from 23 to 70 years and over, with over 70% of all staff aged between 20 and 60 years old, and 77% of this age profile are female, 23% are male and 0% transgender.

Other Protected Characteristics:

12% of all staff have a declared disability, with only 3% where the status is unknown.

93% of all staff have recorded their ethnicity as white, with 64% as white Scottish, there is 5% of all staff where the status is unknown or who have chosen not to disclose.

55% of staff have chosen to not disclose their religion or beliefs, or have recorded having no religion or beliefs, and 28% of staff who have disclosed recording their religion or belief as Christian.

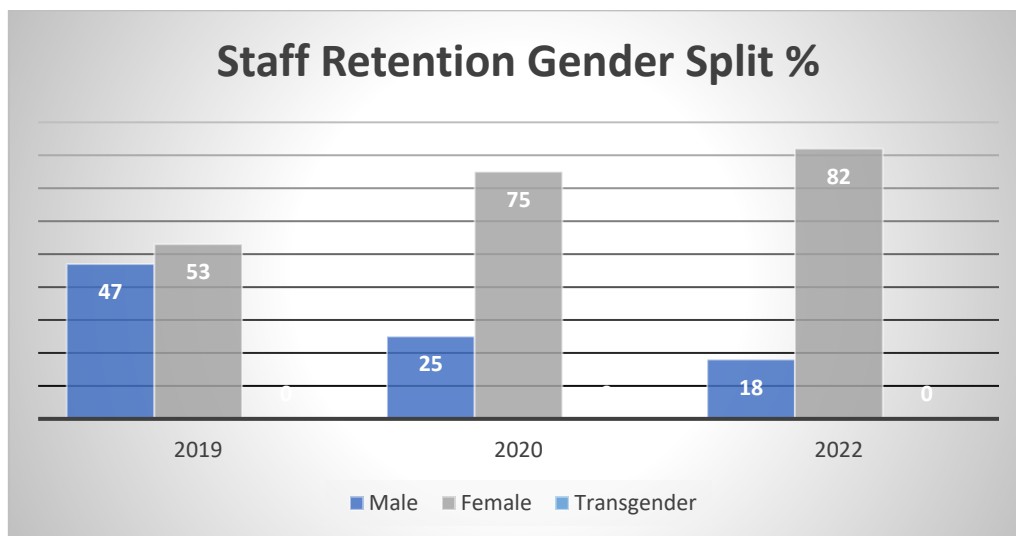
Only 11% of staff have either chosen not to disclose their sexual orientation and this includes data on status unknown, and 87% of staff are recorded as heterosexual.

53% of staff have stated their marital status as married and no-one is recorded as being in a civil partnership.

Staff Retention:

During 2022 UHI Argyll had 29 leavers, the split of leaver is 82% female, 18% male and 0% transgender.

During the same reporting period in 2019 and 2020 the college had 85 and 69 employees leaving employment. The chart below demonstrates the %'s for each year by gender.



Of those staff who left employment 1% had a declared disability, and over 50% had not declared any religion or religious beliefs.

97% of leavers were white and only 3% had not disclosed ethnic origin.

Staff retention figures reflect both fixed term contracts along with resignations.

Recruitment:

At the point of our last mainstreaming report the college did not collate monitoring data as part of the application form and therefore we were only able to provide data on gender of applicants.

However, as part of our equality outcomes we have changed our application form to include monitoring data and therefore this area of reporting will be significantly improved and demonstrate data for all applicants and further analysis for both applicants and interviewees.

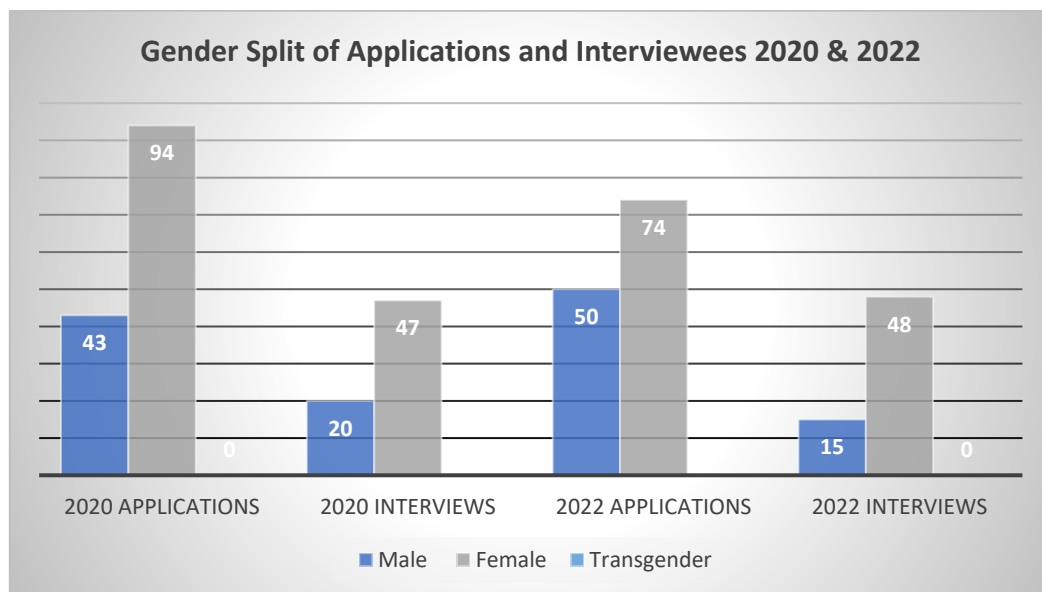
During the reporting period 1st January 2022 to 31st December 2022 the college had 26 vacancies which across both teaching and non-teaching.

Gender:

The total number of applicants was 124, and the gender split was 74 female (60%), 50 male (40%) and 0 transgender (0%). The split shows a slight shift in applicants for the last reporting period (1st January 2020 – 31st December 2020), which was 137 applicants in total, and a 69% female/31% male gender split.

From the applications 63 were invited to interview, 48 female (76%), 15 male (23%) and 0 transgender (0%), again comparing the data from the previous reporting period there is a slight shift.

The chart below provides a comparison between applications and interviews received over 2 reporting periods.

**Sexual Orientation:**

Most of the applications received during 2022 declared their sexual orientation as heterosexual (81%), with 17% choosing not to disclose. This is mirrored in the next stage of recruitment with very similar figures seen in those invited to interview, 84% declaring sexual orientation as heterosexual and 14% choosing not to disclose.

Religion/Belief:

57% of applications received have recorded no religion or belief, and 23% choose not to disclose a religion or religious belief, with the remainder of applicants recording their religion as Christian (20%). The figures for those interviewed are 82% have no religion or belief and 18% of those interviewed choosing not to disclose.

Ethnic Origin:

Almost all those who applied have recorded their ethnic origin as white (83%), 17% of applicants chose not to disclose their ethnicity. 47% recording White Scottish, 23% as White British and 13% as Other White. Of those invited to interview 100% had recorded their ethnic origin as White.

Disability:

The data for both applicants and those invited to interview who have declared a disability shows a similar trend. With 92% of applicants either declaring no disability or not declaring it, and 8% of applicants declaring a disability, compared to 10% if those invited to interview with a declared disability.

During 2022 the college gained Disability Confident status and continues to take positive action to encourage all applicants to fully complete the revised application form and capture all monitoring information.

Age:

The age of applicants ranges from 20 – 70 years of age, with the majority of applications within the 30 – 60 year age bracket (83%). Only 6% of applications received were from applicants over 60 years, and 10% were in the 20 – 30 year age bracket. As then expected, the figures for those invited to interview follow a similar pattern 83% in the 30 – 60 years, 12% between 20- 30 years, and only 4% aged over 60.

Student Profile**Overview**

UHI Argyll is one of the smaller partners within UHI. At FE level the college is responsible for delivering approximately 6% of the region's credits and at HE UHI Argyll supports over 360 HE students, which equates to around 210 full time equivalent or about 3% of UHI's HE offer. Access and inclusion is fundamental to our college core values, providing access to study from access SCQF level 2 right up to degree and postgraduate learning. The structure of UHI Argyll also helps - the college comprises 9 Learning Centres across Argyll and the Islands including Arran. Some of these centres (Dunoon, Oban, Helensburgh and Rothesay) cover areas in the top 10% most deprived areas in Scotland (SIMD10). [SIMD \(Scottish Index of Multiple Deprivation\)](#). Thus an opportunity for learning is provided within a student's local area,

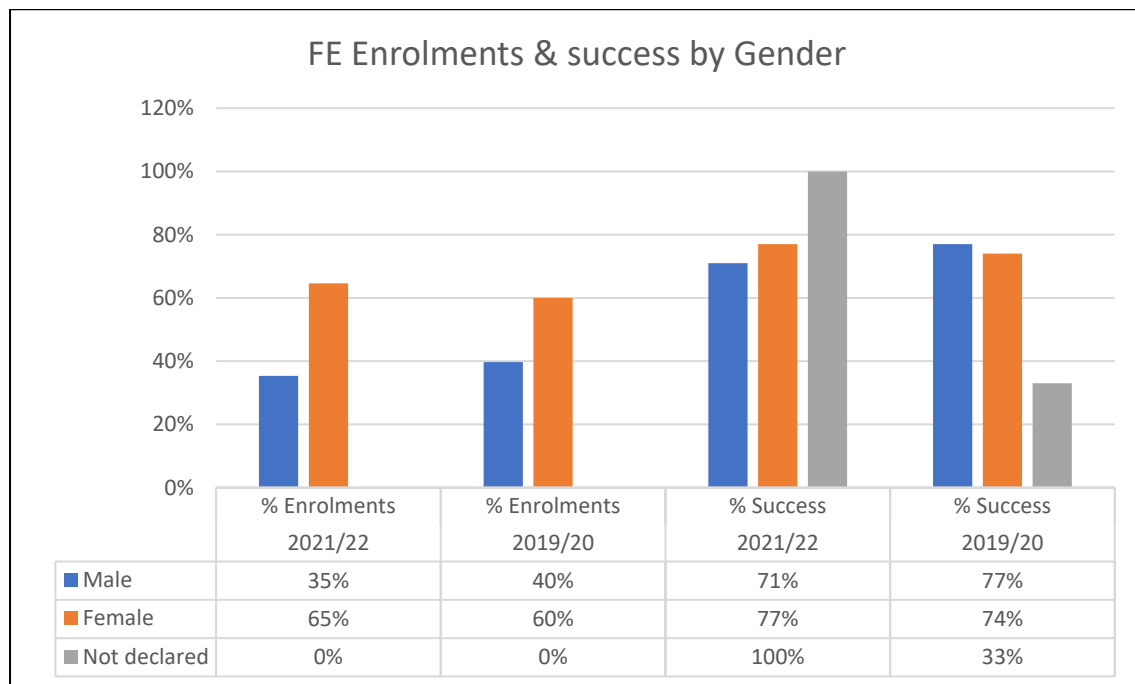
The last two years have been heavily impacted by the COVID 19 pandemic. The unusual environment in which students have had to access their learning may mean that some of the data for this period yields results that would not otherwise have been typical but as the college moves forward in the post COVID phase this data still provides information to build on towards improving equality of access and achievement for all.

With so much emphasis on remote learning, students with access to better internet and digital devices have generally had greater opportunity to engage with their learning. The college supported many students via the loan of suitable laptops of the standard required to facilitate learning but even so the lack of direct face to face support meant that they were not always skilled enough to make best use of the technology available to them.

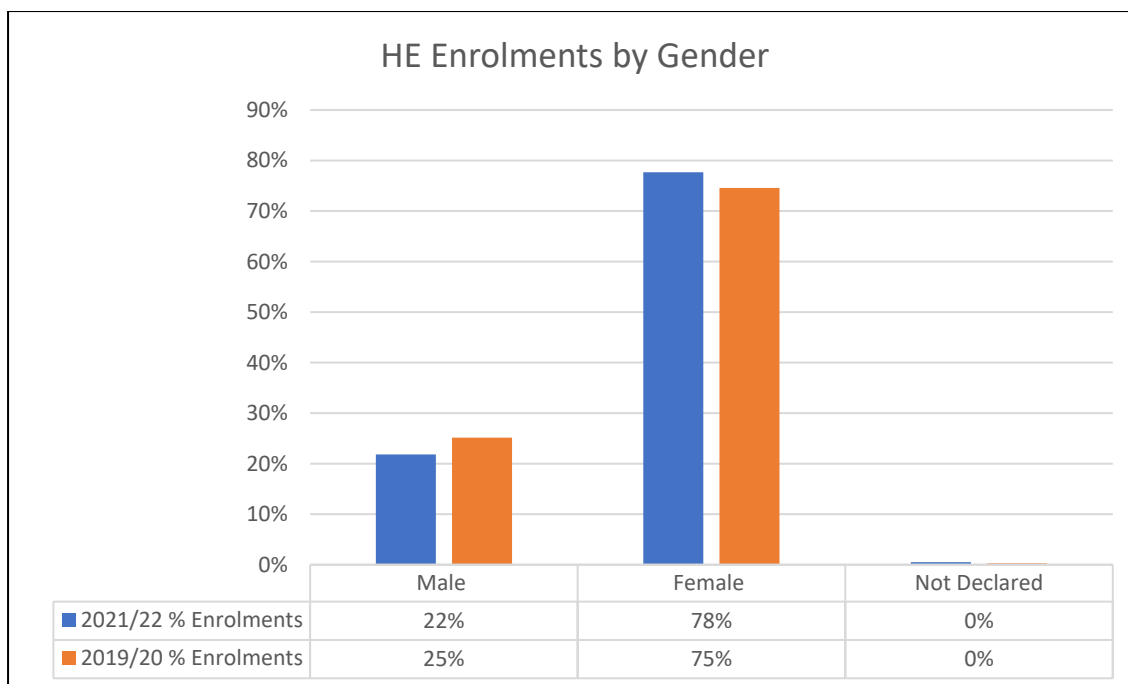
Students with mental health issues or learning support needs have had to cope within the remote environment with less face-to-face support than would have

traditionally been available. However, for many students the increased use and subsequent development of skills in using online platforms have provided other means of support that have in some cases been better. For example, some neurodiverse students have preferred being able to study from home in a quieter, more familiar environment. Overall though, students are now showing signs of fatigue with studying in remote ways.

Gender



At FE level the enrolment figures for academic year 2021-22 show an increased gap between male and female enrolments. This is disappointing but an anticipated consequence of the COVID 19 pandemic which resulted in the college being unable to deliver as many practical courses requiring face to face delivery such as Access to Construction and Engineering. These courses traditionally recruit a higher percentage of males although there is active marketing to try to attract more females to these male dominated occupations. The numbers of enrolment where gender was not declared were very low – less than 0.5%. In 2019/20 there were just 3 enrolments where gender was not declared but it is noted that only one student had a successful outcome. In 2021/22 there were 2 enrolments where gender was not declared but both had successful outcomes. With such low numbers it is not possible to extract meaningful information.

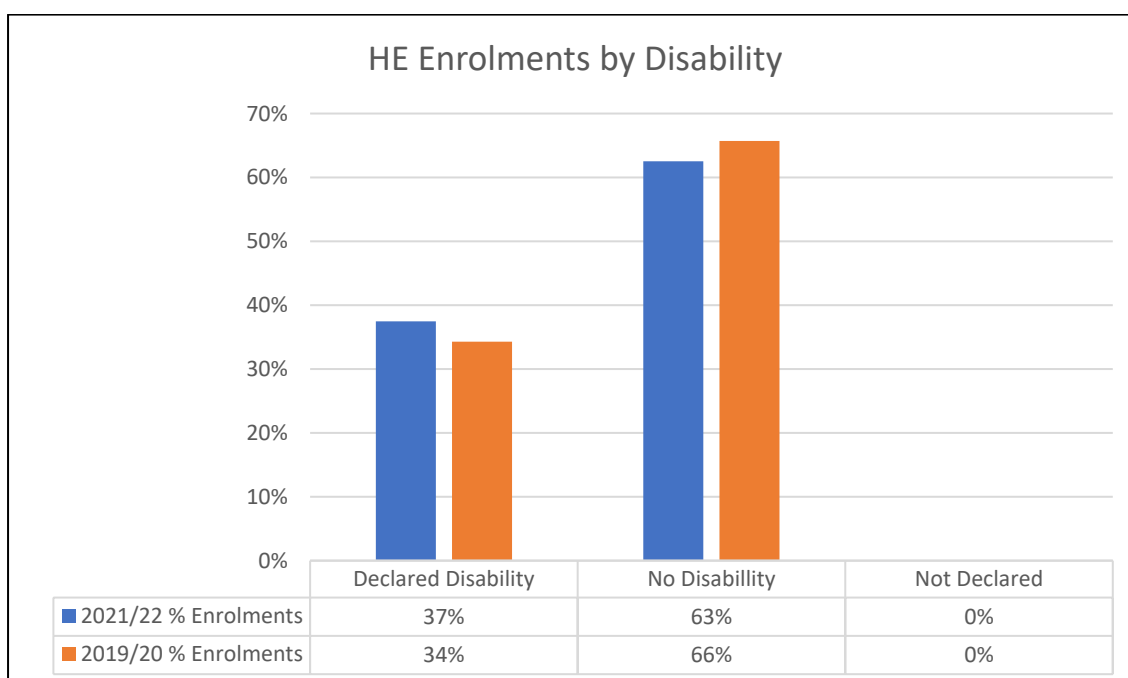
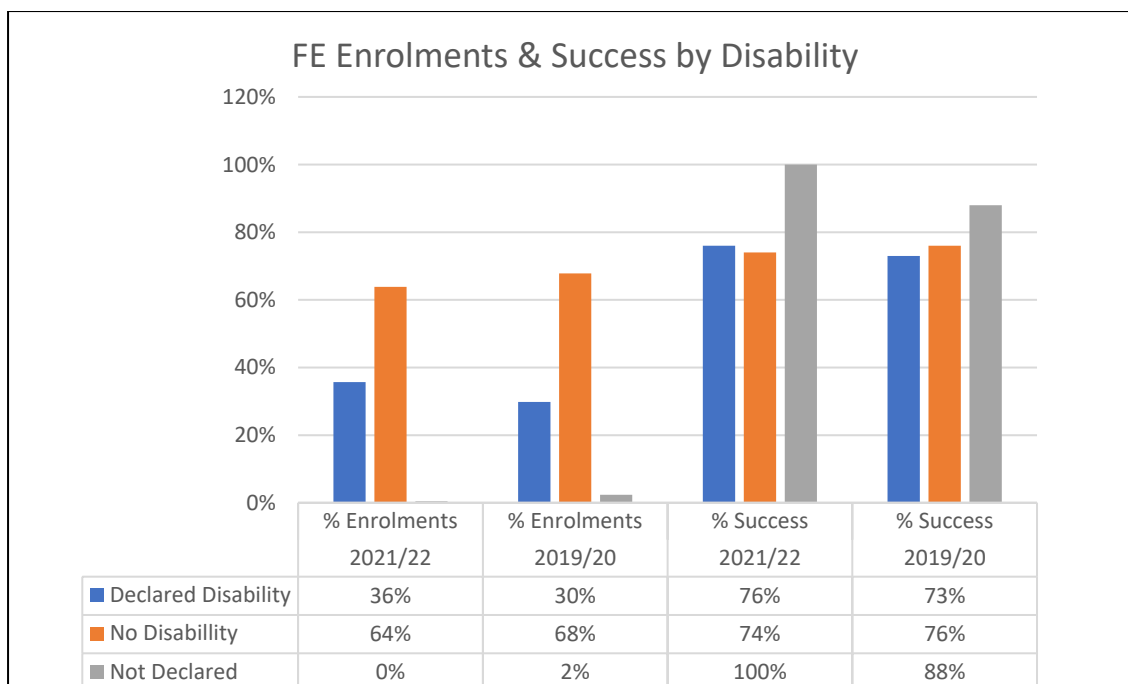


The gender gap has increased at HE levels as well although not to such a large extent. UHI Argyll does not deliver any practical HE courses such as Engineering or Construction but does facilitate access to a number of childcare and education courses which is still a more female dominated industry. The success rate for HE students is not data that it is currently straightforward to report on. This has been identified as an area for development.

Disability

The numbers of FE students declaring a disability has increased from 2019-20, with less than 0.5% not wishing to declare any disability information. Work will continue around trying to provide an environment where students feel confident in declaring a disability or support need. This will help support services to reduce barriers to learning in a more timeous and effective manner. This trend in improving declaration rates has continued at HE level as well, although again the associated success rate is not currently available.

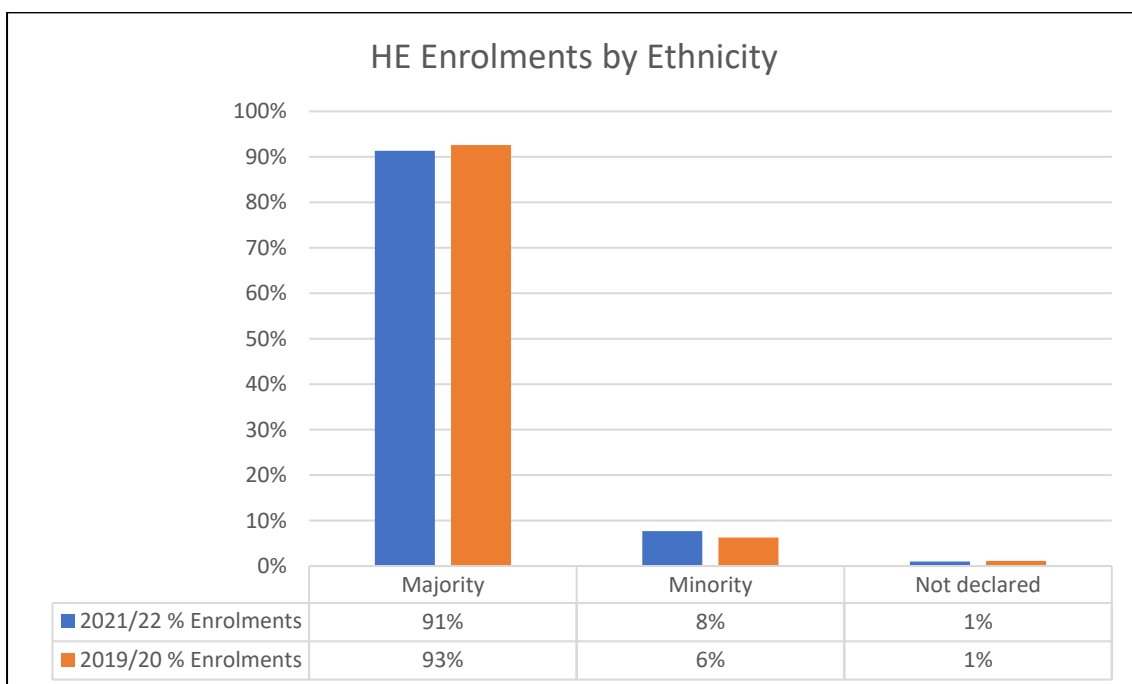
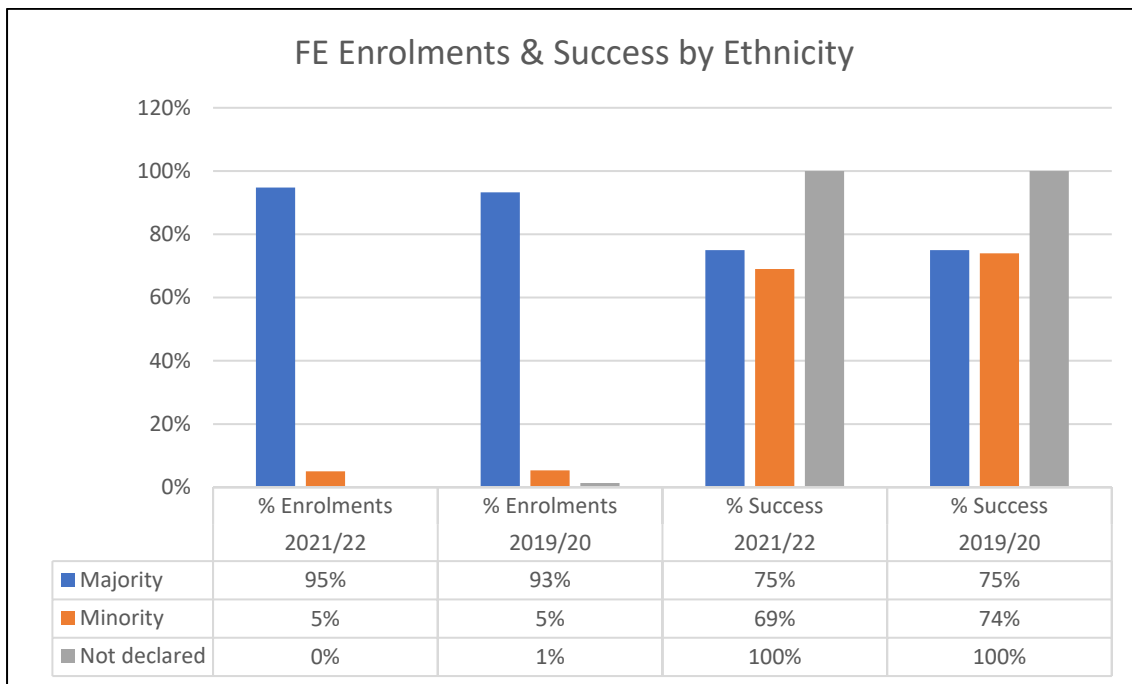
The success rate for students who have declared a disability has improved slightly. This would indicate that support interventions and increased awareness of the need for accessible materials and methods of teaching delivery are being more effective.



Ethnicity

There has been no significant change in the ethnicity. According to population data, 95.4 per cent of the Scottish population report their ethnicity as 'White'. Approximately 4.5 percent of the population are from ethnic minorities. (Audit Scotland, 2022). Enrolment figures at FE level reflect a similar balance within the college. HE enrolment figures showed a higher percentage of students reporting an ethnic minority background. It is not clear why this is and in future reporting it would

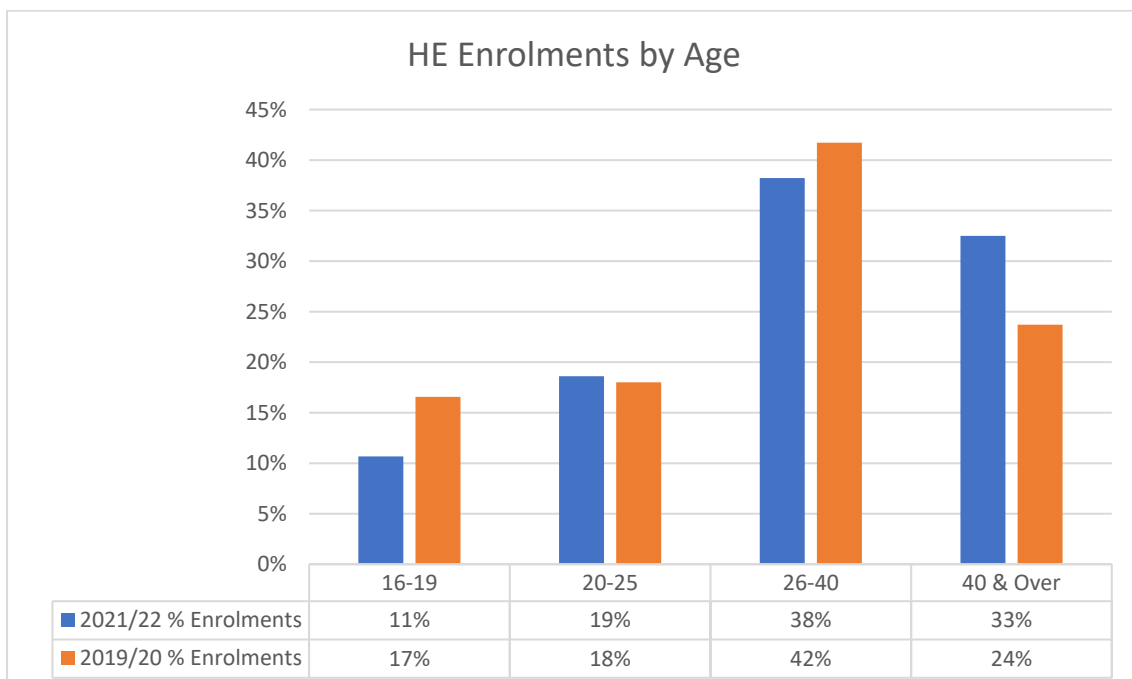
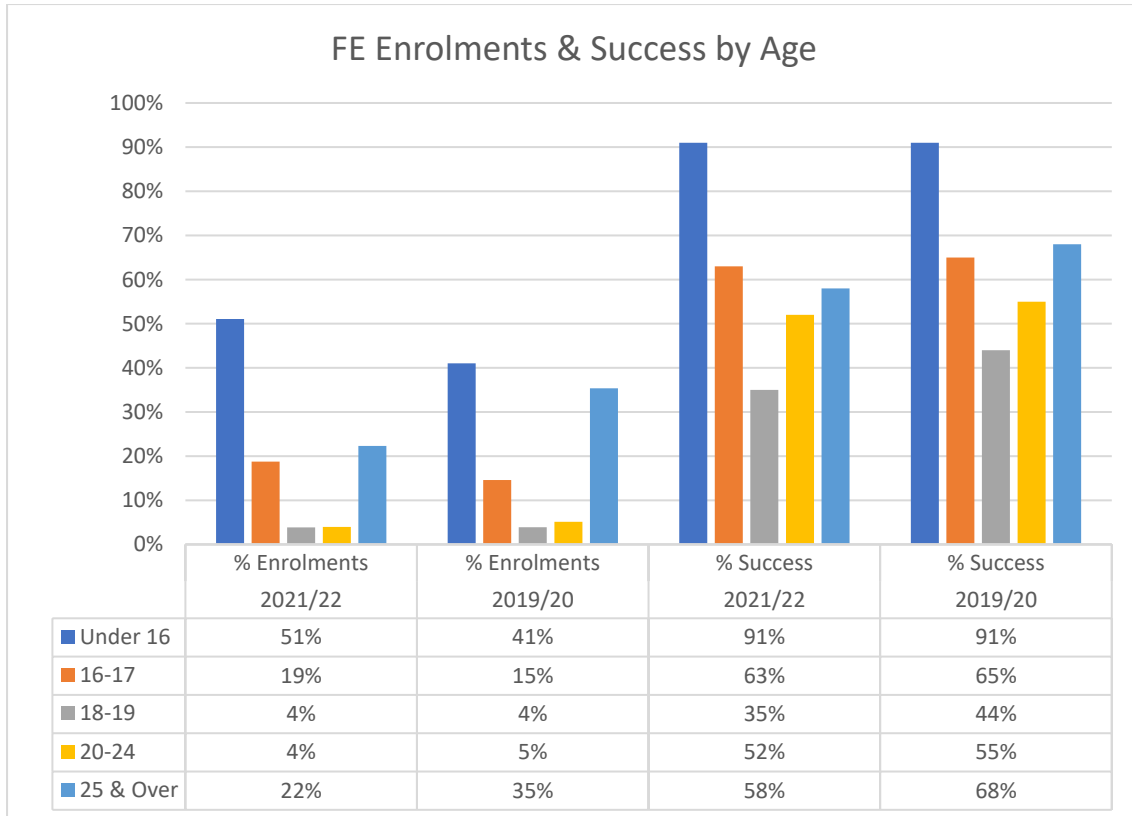
be useful to further break down the categories to gain a clearer view of any ethnic inequalities or areas of positive activity.



Age

The highest number of enrolments is in the Under 16 group – accounting for 51% of the college FE enrolments in 2021/22. This is because of the highly successful Schools Link programmes that the college provide for the Secondary schools across Argyll and Bute and Arran. Success rate was also very high for this group, being 91%. The success rates for the older age groups showed a disappointing fall, particularly in the 18-19 age group. This is likely to have been one of the

consequences of COVID, these students had their school education severely disrupted by COVID and this continued in the year 2021/22 when most of their studying still needed to be done remotely. The younger students normally require more face to face support as they develop their ability to study independently post school, but this was not so easily provided during the covid years.



UHI Argyll progress and planned activity on Equality Outcomes 2021-2025

This document sets out the progress to date that UHI Argyll has made with the equality outcomes that were set for the period 2021 – 2025. It also indicates the further actions that are being undertaken to help to achieve the equality outcomes.

It will also include information that relates to the recent publication: “Tackling Persistent Inequalities Together” by the Scottish Funding Council which sets out new National Equality Outcomes (NEO) which have been agreed in partnership with the Equality and Human Rights Commission (EHRC), the national equality regulator.

“The Equality Outcomes Action Plan will be revisited in AY 2022/23 to take into account the newly published EHRC & SFC National Outcomes Guidance”

The following themes and outcomes had been agreed:

Outcome 1 – Culture

Outcome 2 – Staff journey

Outcome 3 – Student Journey

Outcome 4 – Data and evidence collection.

Progress on Equality Outcomes 2021-2025

The following tables provide evidence on the progress we have made so far in meeting our previous equality outcomes and what we still need to do.

Outcome 1 – Culture	Culture of Equality in the Organisation
What have we done	<ul style="list-style-type: none"> • All senior staff and those with responsibility for writing policies have completed the Argyll College Mandatory Training online e-module – 86% have completed. • Senior staff complete an Equality Impact Assessment for operational decisions. • All staff are enrolled on the Diversity in the Workplace Learn Upon module – 50% completion.
Work to do	<ul style="list-style-type: none"> • New Board members to complete Mandatory training as part of induction process – both Equality Impact Assessment and Diversity in the Workplace training modules. Board secretary to work with HR department to ensure enrolment on the modules and to embed the training as part of the induction process for Board members, both new and old. • Continue to monitor and develop ways to ensure all staff have completed the mandatory online e-modules. • For students meta skills are now being embedded in all full time FE courses. As part of these skills developments students are encouraged to examine and reflect on equality issues concerning all protected characteristics.

Outcome 2 – Staff Journey	Staff journey through recruitment and beyond
What have we done	<p>Recruitment:</p> <ul style="list-style-type: none"> • The recruitment policy and procedure has been updated and equalities embedded. • Argyll UHI is Disability Confident committed. • The application form has been updated to ensure all protected characteristics are captured at the point of application.

	<p>During Employment:</p> <ul style="list-style-type: none"> • New Probation Policy and procedures written which allows for structured progress meetings, co-ordinated by line manager. EIA completed for policy. • HR Induction process firmly embedded into HR operations and processes. • All staff are encouraged and supported to complete Equality and Diversity data screen on HR system. • All staff are enrolled on Diversity in the Workplace e-module. • Biannual reporting on progress of all mandatory training by HR department, with data and progress provided to line managers to allow for review/progress meetings to be scheduled. • Quarterly reporting on staff turnover, absence and retention completed for further analysis if required.
Work to do	<ul style="list-style-type: none"> • To finalise exit interview process ensuring it captures all protected characteristics and record data on online HR system. • Policy review schedule to continue to ensure all HR Policies incorporate and consider all protected characteristics. • Continue to support staff to complete all mandatory e-modules, providing regular data for line managers to encourage completion.

Outcome 3 – Student Journey	Student journey throughout their engagement with UHI Argyll
What we have done	<ul style="list-style-type: none"> • Courses are marketed with due regard to demonstrating a mix of age, gender, disability and ethnicity. • Application and enrolment tasks gather equalities information to help to guide and inform college decisions and activity to allow active promotion and increase in diversity. • Student Support services have upskilled to be able to put individual support plans in place more timeously for students with disabilities.

Work to do	<ul style="list-style-type: none"> • The importance and regard for equality and diversity issues needs to be re-inforced within class teaching. This will be done by the inclusion of meta skills delivery in all our full time FE delivery. • Improve the reporting process particularly in HE delivery to allow proper reporting against success rates. • Develop reports to allow analysis of student enrolments and outcomes in areas of SIMD 10. • Provision of the role of Student Advisors for all FE full time students (already in place for HE students). It is hoped that this will further support students in their access to learning.
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Outcome 4 – Date and Evidence Collection	The collection and analysis of data is key to mainstreaming to improve our understanding of equality and diversity demographic of staff and students.
What have we done	<ul style="list-style-type: none"> • Application form has been updated to capture all monitoring data at the point of application. • HR routinely check the Equality and Diversity screen on internal HR system to ensure all staff have completed which allows for accurate monitoring data. • Student application and enrolment forms capture all monitoring data
Work to do	<ul style="list-style-type: none"> • Develop reporting systems that allow success data to be analysed more fully for HE students. • Develop reporting systems to more easily identify and reflect on students accessing learning from SIMD10 areas.

National Equality Outcomes Progress

National Equality Outcomes		
Outcome		Comments/Progress
Age	<ul style="list-style-type: none"> The retention outcomes for the students aged 25 and over will improve 	This data is now better tracked so early interventions and other strategies can be implemented sooner to improve retention.
	<ul style="list-style-type: none"> The success rates for college students under 19 will improve 	The implementation of the Student Advisor role is hoped to increase the success rate for this group of students.
Disability	<ul style="list-style-type: none"> The success and retention rates of college and university students who declare a mental health condition will improve 	Support Assistants now develop personal learning plans with students to help them access their learning more, and to provide key information to teaching staff to assist them in working with the students.
	<ul style="list-style-type: none"> Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including teaching staff, while on their course 	Students with personal learning plans in place will have interim and end of year meetings to discuss their satisfaction with support and adjustments provided.
	<ul style="list-style-type: none"> Disabled staff and students report feeling safe in the tertiary environment 	This will be discussed in the catch up meetings with students so that any issues can be addressed.
	<ul style="list-style-type: none"> Where representation is not proportionate to the relevant population, increase the representation of disabled students in the workforce and on college Boards and university courts 	To be examined.
Gender Re-Assignment	<ul style="list-style-type: none"> Trans staff and students report feeling safe to be themselves in the tertiary system 	The college will work with HR department and Student Associations to promote a wider acceptance and

		understanding of gender reassignment.
Race	<ul style="list-style-type: none"> Staff and students feel supported and safe and 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 and offer effective redress 	Complaints processes and procedures are included in student inductions.
	<ul style="list-style-type: none"> Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist 	Work is being done to enable better reporting on HE success rates. Teaching staff attend various CPD events to encourage development of diverse curricula.
	<ul style="list-style-type: none"> 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 	To be examined.
	<ul style="list-style-type: none"> 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. 	To be examined.
Religion or Belief	<ul style="list-style-type: none"> Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose. 	To be examined.
Sex	<ul style="list-style-type: none"> 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. 	The college has a named GBV officer who will support staff and students to access relevant external services. GBV support is highlighted in staff newsletters and at student inductions.
	<ul style="list-style-type: none"> Institutions can evidence approaches that prevent and 	To be examined, in addition to the role of

	respond to violence, harassment, and abuse.	GBV Officer (widely advertised across the college)
	<ul style="list-style-type: none"> Men, (staff and students) know how to access mental health support (recognising intersectionality within that group). 	To be examined.
	<ul style="list-style-type: none"> Institutions will have regard to significant imbalances on courses and take action to address 	To be examined.
Sexual Orientation	<ul style="list-style-type: none"> Lesbian, Gay and Bisexual staff and students report that they feel safe being “out” at university and college. 	The college will work with HR department and Student Associations to promote a wider acceptance and understanding of LGBTQ.