

UHI | ARGYLL

Mainstreaming Progress Report 2025 and Equality Outcomes Progress Report 2021–2025 including Gender Pay Gap analysis 2024-25.



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Mainstreaming Equality

Introduction

This report sets out the ways in which UHI Argyll continues to embed equality into its day-to-day functions and operations. It includes:

- Board diversity information, including gender breakdown.
- Employee equality information
- 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

UHI Argyll continues to drive forward its commitment to equality, diversity and inclusion, as demonstrated in Argyll Ahead, 2022-2025 our [Strategic Plan](#), our [Access and Inclusion Strategy](#) and our [Equality, Diversity and Inclusion Policy](#).

The Access and Inclusion strategy continues to influence the approach the college takes to widening access to learning for students.

The Equality and Diversity Policy has been updated in 2024 and sets out our overall commitment and approach to equality, diversity and inclusion as follows:

“UHI Argyll is part of a progressive and unique tertiary partnership which seeks to cultivate a more inclusive working, learning, teaching and research environment for all members of its community. This policy sets out our vision and expectation that all individuals in the universities community are treated with dignity, fairness and respect. All individuals have a legal right (Equality Act 2010) and freedom to bring their true authentic selves to work and study at UHI Argyll in a supportive and inclusive environment. UHI Argyll aims to enrich experiences through collaborating with our communities, staff and students to support, promote and celebrate equality, diversity and inclusion. We believe that every individual has the right to feel valued, respected and supported.”

These policies and strategy statement are now also supported by a Dignity at Work Policy introduced in October 2024 as part of work to ensure that UHI Argyll meets its new legal obligations to protect staff from sexual harassment in the workplace.

Our [College Values](#) 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. These 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

Embedding Equality into our Functions

The Board:

	Non – Executive Members (independent)		Executive Members (Staff)		Staff Members		Student Members		Totals	
	M	F	M	F	M	F	M	F	M	F
Jan 2025	1	6	1	0	1	0	0	1	3	7
Jan 2024	2	6	1	0	2	0	1	0	6	6
Jan 2023	4	5	1	0	2	0	1	0	8	5
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 we had a 36/64% split between female and male board members. This has now reversed to give 70% female representation with a smaller Board due to a resignation and a member who came to the end of their tenure. This membership is representative of our staff and student community gender split. Both the Chair and Vice Chair of the Board are female. There are plans

to increase the size of the Board moving forward and recruitment activities will be directed to ensure that we attract a diverse range of applicants.

Staff Learning and Development

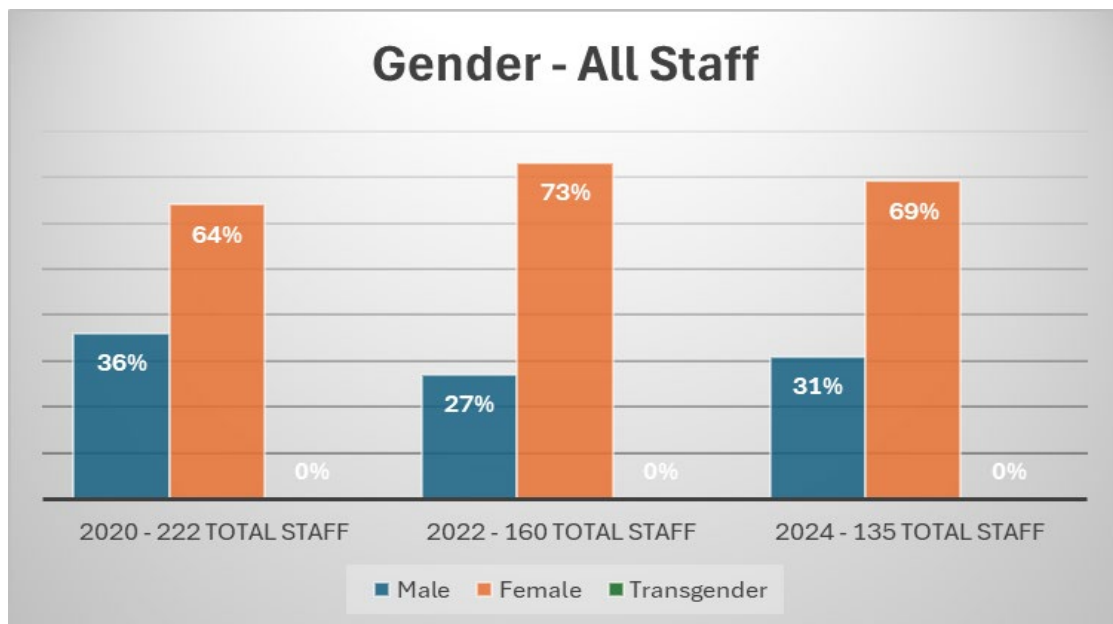
In order to facilitate staff learning, two development weeks are held every year during periods when teaching staff have no class contact time. This maximises the opportunity for everyone to participate and includes time for mandatory training.

All staff are enrolled on both CiPHR and BrightSpace VLE training platforms, which include all mandatory e-modules and recommended emodules for completion. As part of our Equality Outcomes, we have agreed the e-module Diversity in the Workplace would be mandatory for all staff. In the last reporting cycle, we had an increase of 15% of all staff completing lifting our total to 50% and this trend has continued with 88% of all staff now completing this training. The actions we have taken to increase compliance have therefore clearly been successful, but we will continue to identify what else can be done to raise awareness of the importance of this training and create opportunities for staff to engage.

The mandatory training also includes Safeguarding training for all staff and Student Carer and Corporate Parenting for those who have contact with students, all of which have completion rates of over 86% of staff, an increase of 9% over those last reported.

Staffing Profile

Gender and Contracts:



Our staff numbers continue to reduce due to planned curriculum changes and student number reductions with a total of 135 staff on permanent or fixed term contracts. There is close to a 50-50 split of staff employed in teaching and support staff roles in the overall workforce.

The current gender breakdown is as follows:

- 42 Male (31%) 93 female (69%) 0 Transgender (0%) 135 staff

This compares to the last mainstreaming update gender breakdowns in 2022 and 2020:

- 43 Male (27%), 117 Female (73%), 0 Transgender (0%) 160 staff
- 80 Male (36%), 142 Female, (64%), 0 Transgender (0%) 222 staff

The percentages of male and female staff over the past 5 years have therefore remained within a small range around one third male and two thirds female. This level of variation is consistent with the overall small staff numbers which means changes in one or two individuals can lead to a percentage change. There is no evidence from this data that women are being disproportionately negatively impacted as staff numbers reduce, but we will continue to monitor this going forward.

UHI Argyll is committed to fair employment practices and as part of this commitment, 90% of staff are employed on a permanent basis. Women benefit from this job security to a greater extent than men with the gender split of permanent staff being 68% female, 32% male and 0% transgender. There is a link here to the clear gender split of teaching and support roles: Almost 75% of all support staff are female, whereas 60% of male staff are employed in a teaching role. Teaching roles are more frequently offered on a fixed term basis to meet fluctuating learner demand.

64% (86) of the total workforce are employed on part time contracts and 73% (63) of that number are female. 68% of women are on a part time contract and 55% of male staff are on part time contracts. This is a relatively small gap given the societal norm that most part time workers are female.

Age Profile

The staff age profile has slightly increased from the last reporting period and now ranges from 22 to 76 years. This suggests that the college is succeeding in reducing age discrimination in its recruitment and retention practices. The average age of male staff is 53 with the female age slightly younger at 49. However with only 19% of all staff aged under 40 and 42% over 55, the college faces future challenges if staffing levels need to be maintained. The age distribution of the college staff broadly reflects the wider challenges in our community with Argyll and Bute experiencing an aging population.

Other Protected Characteristics

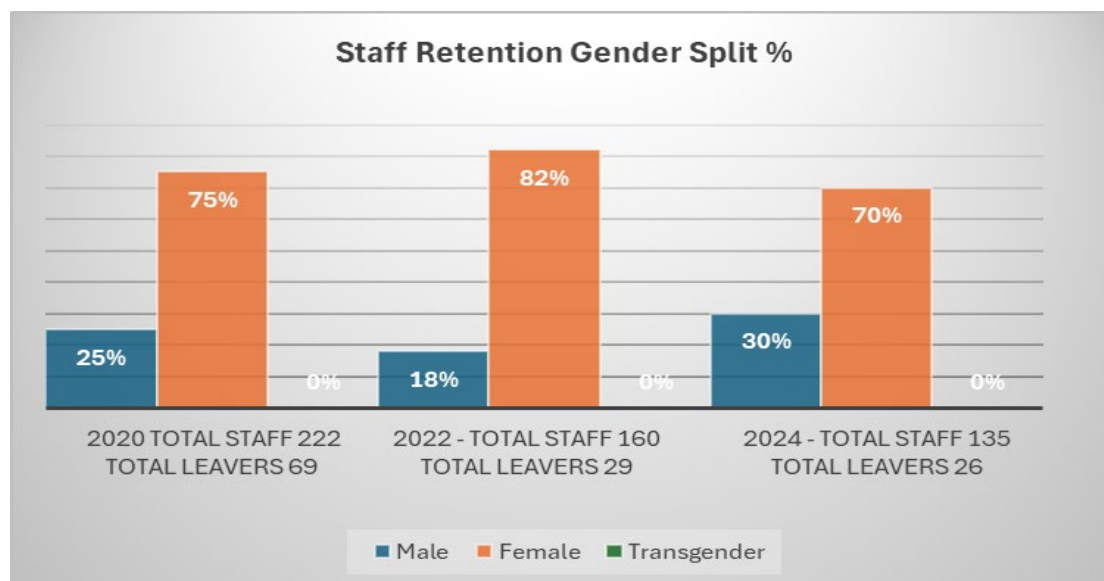
11% of all staff have a declared disability, with an additional 12% for whom we do not have data. The considerable number of staff who have chosen not to make a declaration makes it challenging to determine what actions might support our workforce and disability will form one of our foci for future work.

88% of all staff have recorded their ethnicity as white, with 58% as white Scottish. 1% of staff record their ethnicity as mixed with 11% of all staff who have chosen not to disclose or for whom ethnicity is unknown. The percentage of staff who declare themselves to be white is lower than the most recent census data for Argyll (2022 97.7% white) but with the relatively considerable number of staff choosing not to disclose, it is difficult to draw any conclusions from this. The reasons why some staff chose not to disclose and whether or not the college needs to try to increase representation in non-white staff groups form part of our planned actions for 2025 – 2029.

47% of staff have chosen to not disclose their religion or beliefs, or have recorded having no religion or beliefs, and 42% of staff who have disclosed record their religion or belief as Christian. The remaining 10% recorded they were atheist.

18% of staff have either chosen not to disclose their sexual orientation or it is unknown with 82% of staff recorded as heterosexual. 59% of staff have stated their marital status as married and no-one is recorded as being in a civil partnership although 17% of staff describe their marital status as 'Other'.

Staff Retention



Staff retention figures reflect all forms of contract terminations.

During 2024 UHI Argyll had 26 leavers, split 70% female, 30% male and 0% transgender. This is in line with the gender split of the workforce.

42% of leavers had come to the end of their fixed term contract, 31% resigned, 19% were made redundant or signed a settlement agreement for some other reason and 8% retired.

Of those staff who left employment 88% of leavers were white, in line with our overall staff population. 8% had a declared disability which is slightly lower than the proportion of staff with a declared disability.

During the same reporting period in 2020 and 2022 the college had 69 and 29 employees leaving employment respectively. The chart above demonstrates the %'s for each year by gender.

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 has significantly improved, allowing us to provide data for all applicants and further analysis for both applicants and interviewees. The number of vacancies advertised in the reporting period has significantly reduced as college staffing contracts.

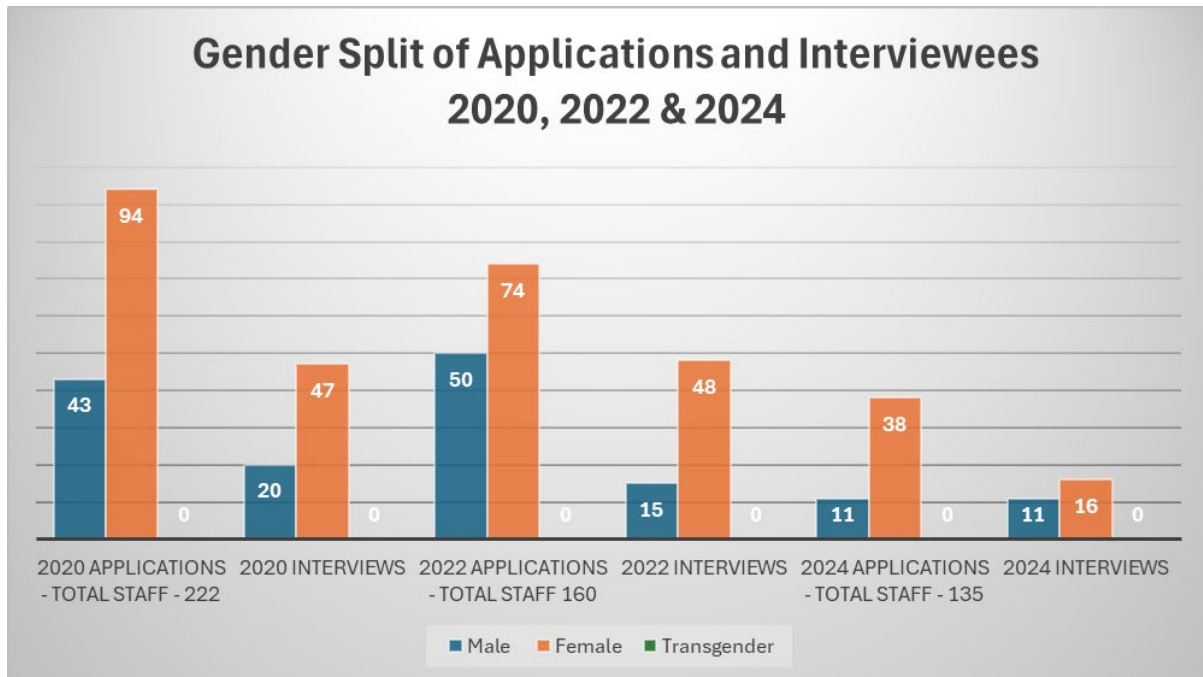
During the reporting period 1st January 2024 to 31st December 2024 the college had just 17 vacancies, 35% in teaching and 65% in non-teaching.

Gender

The total number of applicants in the year was 49, with 78% of those females, 22% males and 0% transgender. This is an overall reduction from 124 applicants for the last reporting period (1st January 2022 – 31st December 2022), which had a 60% female/40% male gender split demonstrating an even greater reduction in the proportion of male applicants from that period to the current one.

From the total applications 27 individuals were invited to interview, with 60% of female applicants progressed to interview and 55% of male applicants. In 2024 males were therefore proportionately more successful at progressing to interview stage in the recruitment process. The chart below provides a comparison between applications received and interviews over 3 reporting periods to try to identify if this is

a trend. The data does not support that and instead shows considerable variation in percentage of male and female progression from application to interview.



Sexual Orientation

89% of the applications received during 2024 declared their sexual orientation as heterosexual (2022 81%), with 10% (2022 17%) choosing not to disclose or no data and one individual stating they were bisexual. 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

53% (2022 57%) of applications received have recorded no religion or belief, and 10% (2022 23%) choose not to disclose a religion or religious belief or did not record an answer. The remainder of applicants recorded their religion as Christian (35%), (2022 20%) or Hindu (2%) (2022 0%). 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 (92%) (2022 83%), whilst 10% (2022 17%) of applicants chose not to disclose their ethnicity or gave no data. One applicant recorded their identity as Indian. Given the small numbers involved, this outcome is not statistically significant but selection decisions will continue to be monitored for any evidence of racial bias in decision making and action taken as part of our agreed equality outcomes.

Disability

Only 4 applicants declared that they had a disability and of these 50% were invited to interview. This compares to 2022 when 8% of applicants declared a disability and only 10% of these were invited to interview.

The Disability Confident status which the college gained in 2022 therefore does seem to have had an impact on recruitment practice. The college will continue to take positive action to encourage all applicants to fully complete the revised application form and capture all monitoring information, and to ensure that recruitment takes full account of our commitments under the Disability Confident scheme. This will be a focus for one of our agreed equality outcomes.

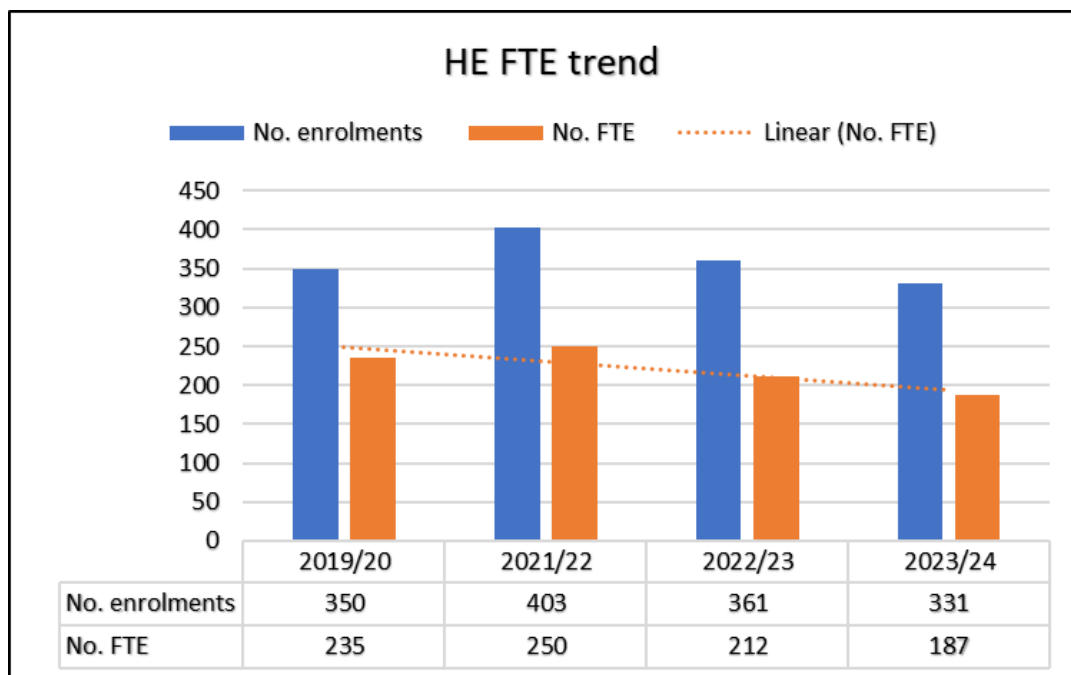
Age

The age range of applicants has increased slightly in the last reporting period, from 20 – 70 years of age, to 21 – 76 years but the majority of applications are still within the 30 – 60 year age bracket (73%, down from 83% last time). Applications received from those over 60 was up to 13% (6% previously), with the same percentage for those in the 20 – 30 year age bracket (10% last reporting period). The figures for those invited to interview show both older and younger people were disproportionately successful in obtaining interviews with 25% of interviewees being over 60 and 17% of them under 30. The data therefore does not show any indication of age discriminatory practices in respect of the groups usually impacted.

Student Profile

Overview

At the time of the previous mainstreaming report UHI Argyll, as one of the smaller partners within UHI, was responsible for delivering approximately 6% of the region's credits and 3% of the HE full time equivalent student numbers. The credit and full-time equivalent percentages remain the same but falling recruitment along with an increase in part time rather than full time students at HE level means that UHI Argyll now support 160 full time equivalent at HE rather than 212 as it was previously in 2022/23.



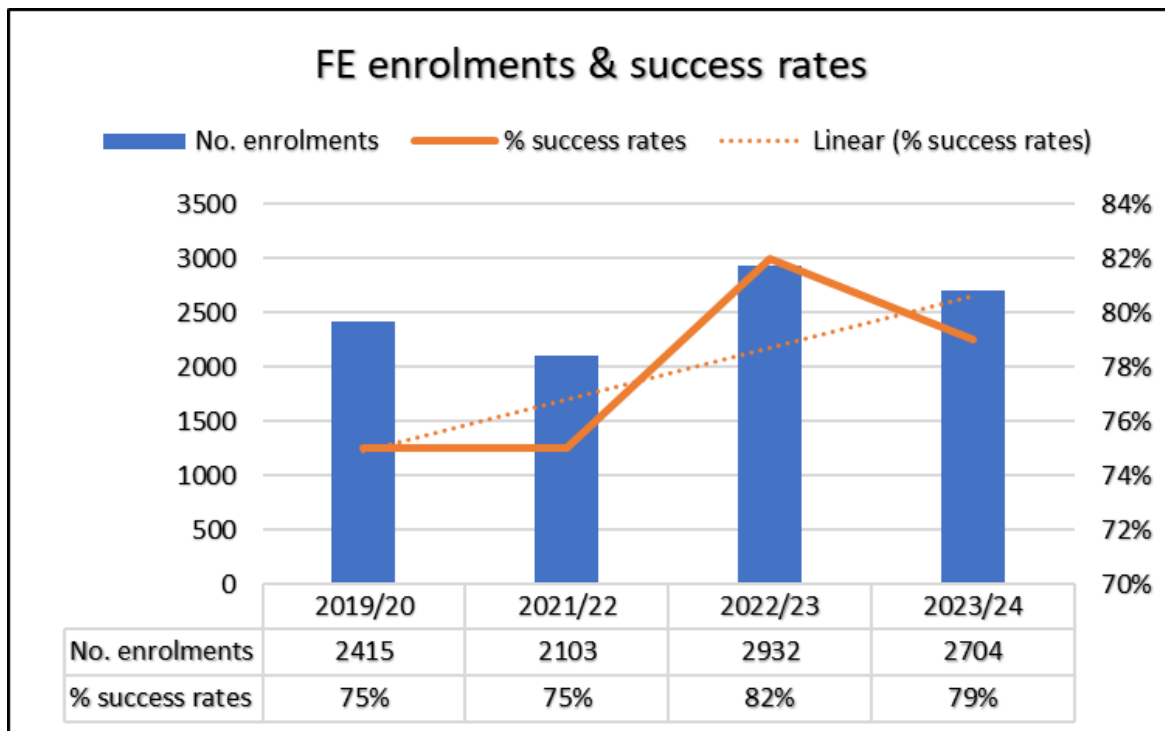
The college comprises nine learning centres across Argyll and the islands, including Arran, and course levels range from SCQF level 3 right up to degree and postgraduate courses at SCQF level 11. This does provide the opportunity for most students to attend college from a centre that is comparatively local to them, without the need to move away to access further or higher education. Four of the learning centres cover areas that are in the top 10% most deprived areas in Scotland (SIMD10) SIMD (Scottish Index of Multiple Deprivation). Most of the courses are delivered via a blended learning of contemporaneous networked classes taught over TEAMS, and online materials accessed via the college virtual learning environment, Brightspace. Students are encouraged to join in to their taught classes from their nearest learning centre although some students do access their course remotely from home for a variety of reasons.

Changing profile of the learner

Since the previous mainstreaming report there has been a marked increase in learners presenting with more complex mental health and anxiety related conditions. For this reason, all the charts relating to student data includes the academic year to allow some comparison with pre-covid and recovery rates.

The change observed This is likely to have been exacerbated by the unusual circumstances that had been imposed by COVID19 restrictions resulting in social isolation and disrupted schooling. Lecturing staff find that more time needs to be spent in helping students to learn how to learn, and an inclusive classroom and teaching style is essential to enable learners to succeed. The college is working to develop and embed a trauma informed approach to make college life and learning more accessible to all students.

There is also a greater reliance on digital technology to access learning. This can create a barrier to learning as many students initially do not have the IT skills needed to make best use of the technology. The college provides long term loan laptops to many students to ensure that they are not disadvantaged with lack of access to reasonable specification technology, but support staff often need to provide significant support to ensure the learner develops the IT skills required to be an effective learner.



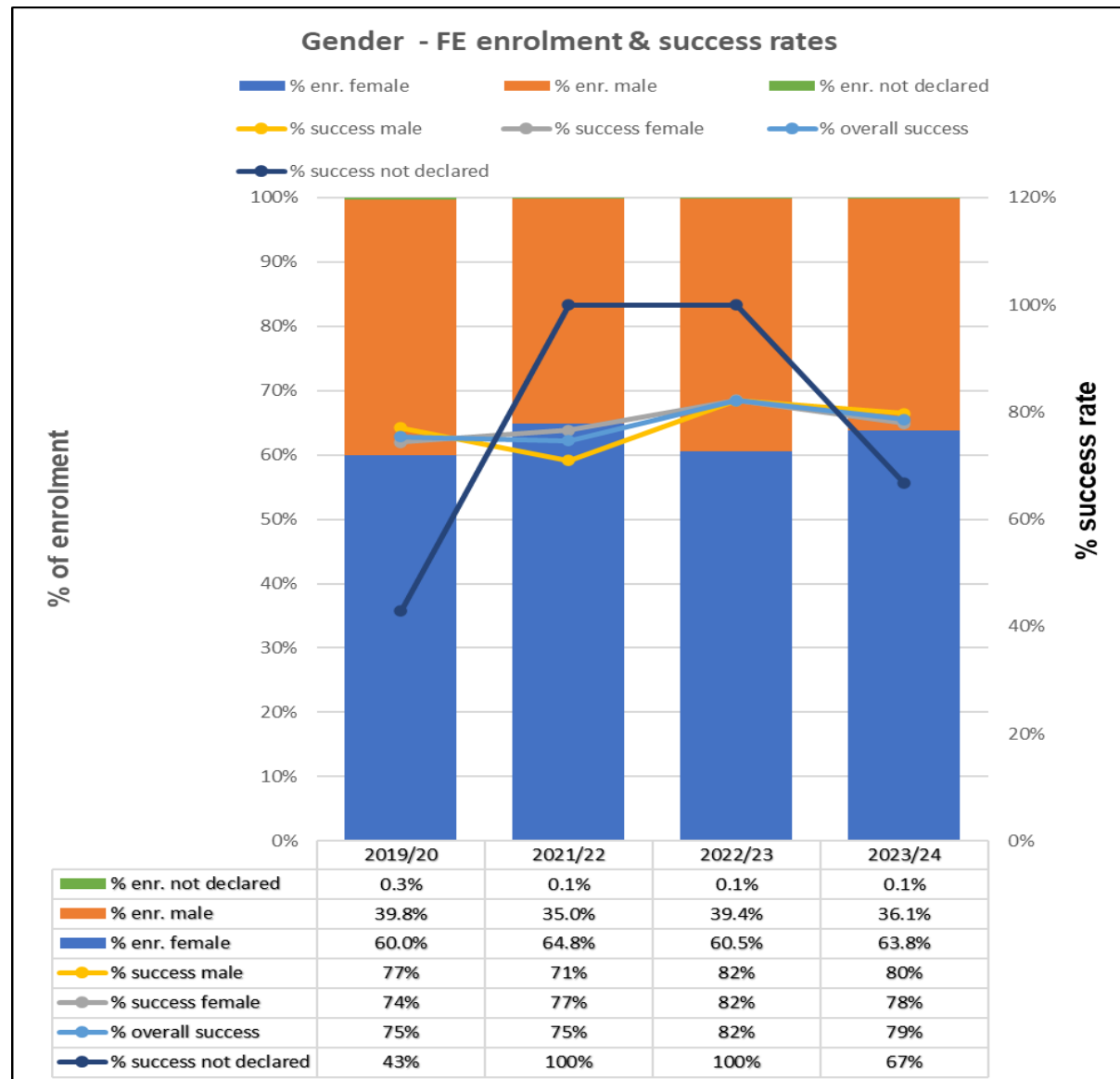
Some students have benefitted from the more flexible aspects of blended learning and the ability to remotely access some classes, for example, some neurodiverse students have preferred being able to study from home in a quieter, more familiar environment. It can also be easier in some cases to provide one-to-one learning

support over a TEAMS platform rather than having to find time and space for face-to-face appointments.

The following chart shows the overall success rate against enrolment for FE students in a reporting period from 2021/22 to 2023/24. Data from 2019/20 is also used as a pre COVID19 benchmark. HE success rates against enrolments cannot be displayed in a similar manner as the data is not managed in the same way.

Gender

FE enrolments



The gap between male and female enrolments has remained reasonably consistent with a gap of 20 to 25%. In 2022/23 the national gender gap was only around 3% with male enrolments making up just over 48% of the enrolment numbers. For UHI Argyll the gap was 20%, showing that there is still much work to be done to attract more male students. The college is small with a limited number of practical courses

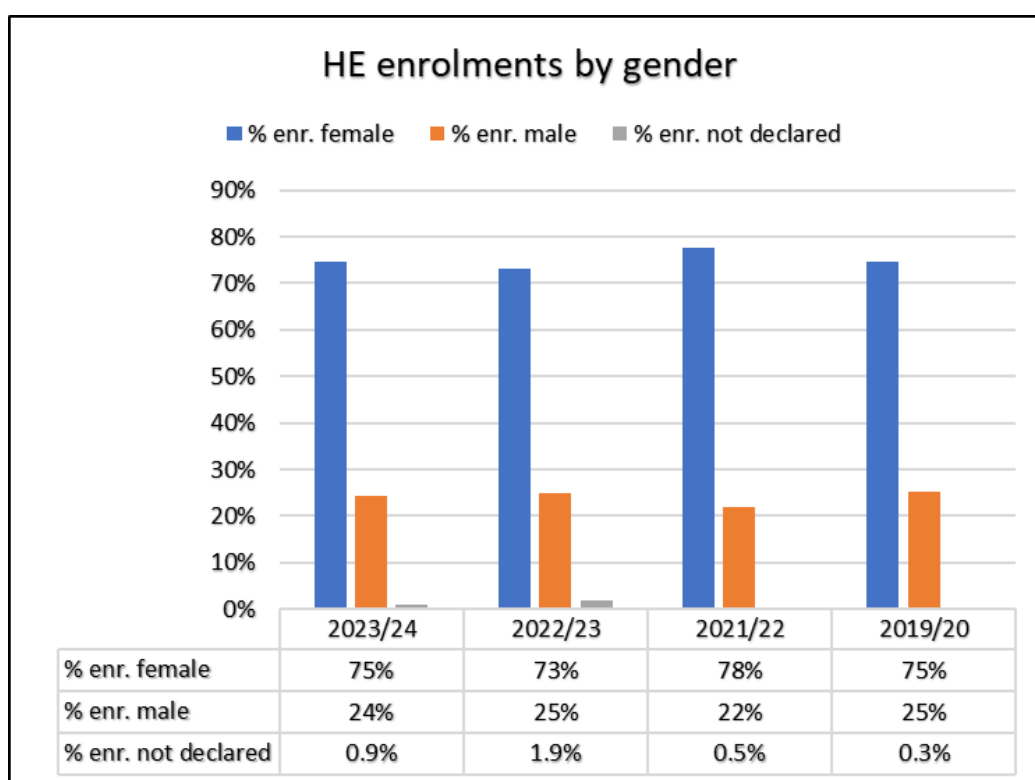
that would be likely to attract more male students however staff recruitment in key areas such as construction and engineering may help to reduce the gender gap.

Work continues to ensure that marketing and recruitment to courses is not gender biased but as yet this does not appear to have had much impact. The numbers of students choosing to not declare a gender or to “declare in another way” has also remained extremely low making any analysis unreliable.

Success rates both male and female show no real differentiation with both genders achieving success at a similar rate.

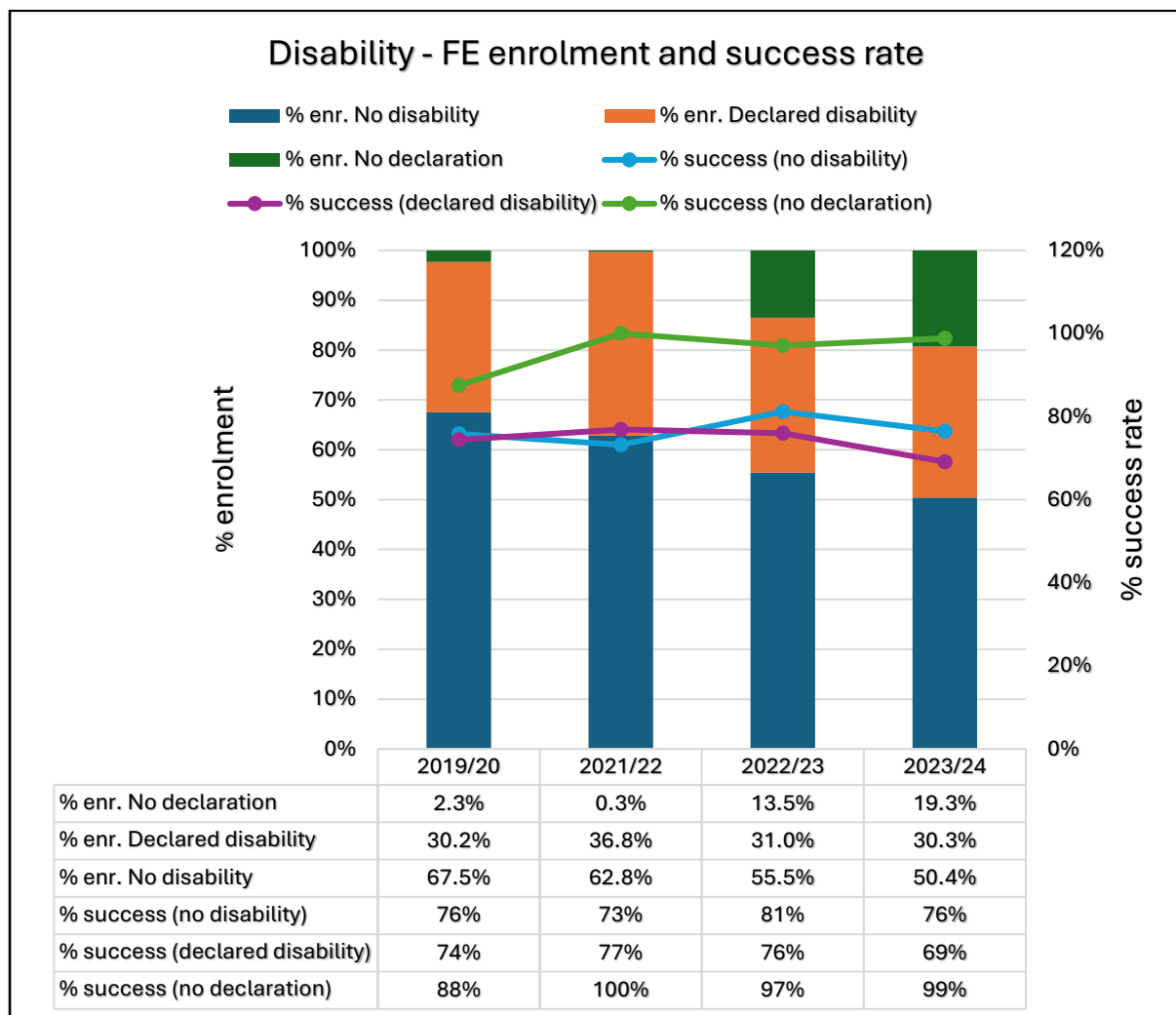
HE enrolments

The HE enrolment gender gap has also remained consistent over the period of reporting, with approximately 75% of the student enrolments being female. This maybe in part driven by the online and part time options for many of the courses allowing women to study whilst also raising families or working part time. The college 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 was previously identified as an area for development and work is still ongoing to enable reporting on success rates.



Disability

The numbers of students declaring a disability at both FE and HE level has continued to increase in line with the trend noted in the previous mainstreaming report. Since 2021/22 the college has delivered many more face to face one day courses that are included in the enrolment figures but where students have not made a declaration of either having or not having a disability. This has skewed the data making the percentage of declared disabilities appear static but in reality, for our main full time and part time courses the rate of declaration of a disability has risen to 36% in 2022/23 and 38% in 2023/24. This trend is also clearly noticeable at HE level where the increase in the numbers of students declaring a disability has risen from 34% to 40%.

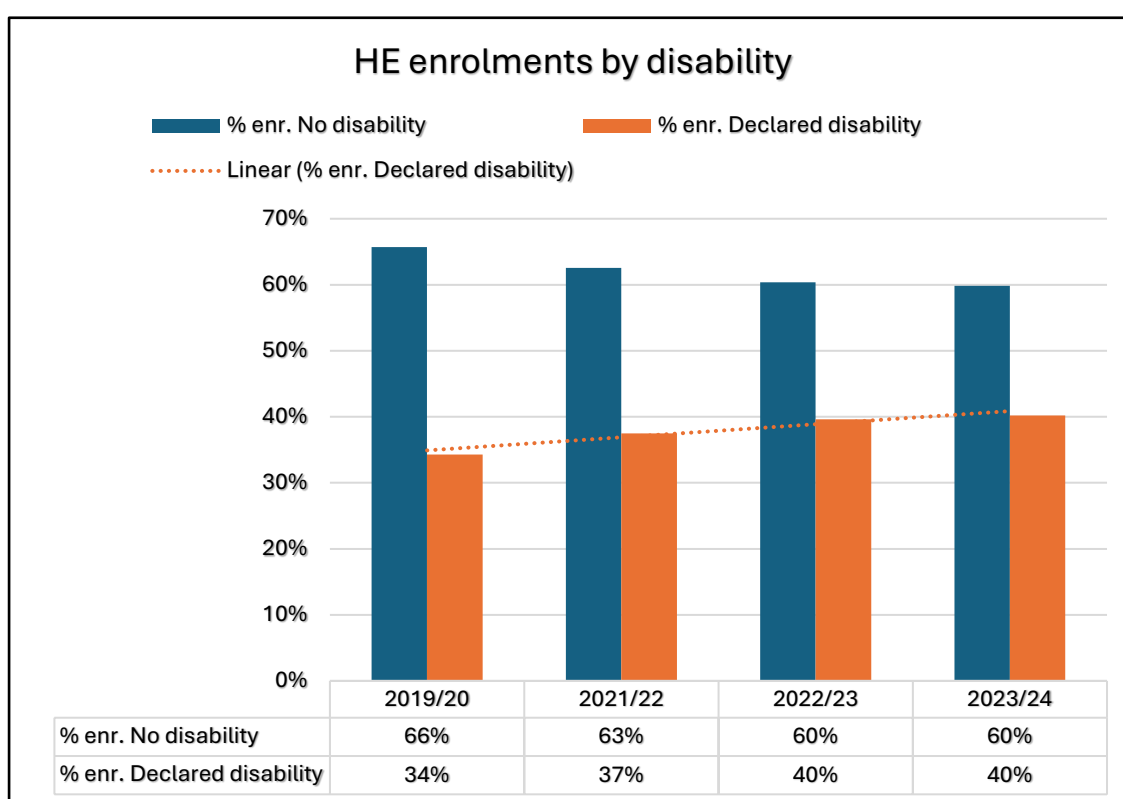


The success rate for students who have declared a disability has dropped from 2% lower than students with no declared disability, to 7% lower. This drop is disappointing, and further work needs to be done to examine the reasons behind this. It would appear that students are more comfortable in declaring a disability in the first instance, but it is not clear if the lower attainment rate is due to a much

higher incidence of mental health related issues and other complex support needs impacting the students or if there are other barriers that have not yet been identified. There is also work currently being undertaken to investigate links between the different declared disabilities and success rates. This should help to better inform appropriate interventions and support measures.

The college is working towards developing a trauma informed approach and environment to all aspects of learning and teaching. We would hope that this will enable more students to achieve a successful outcome.

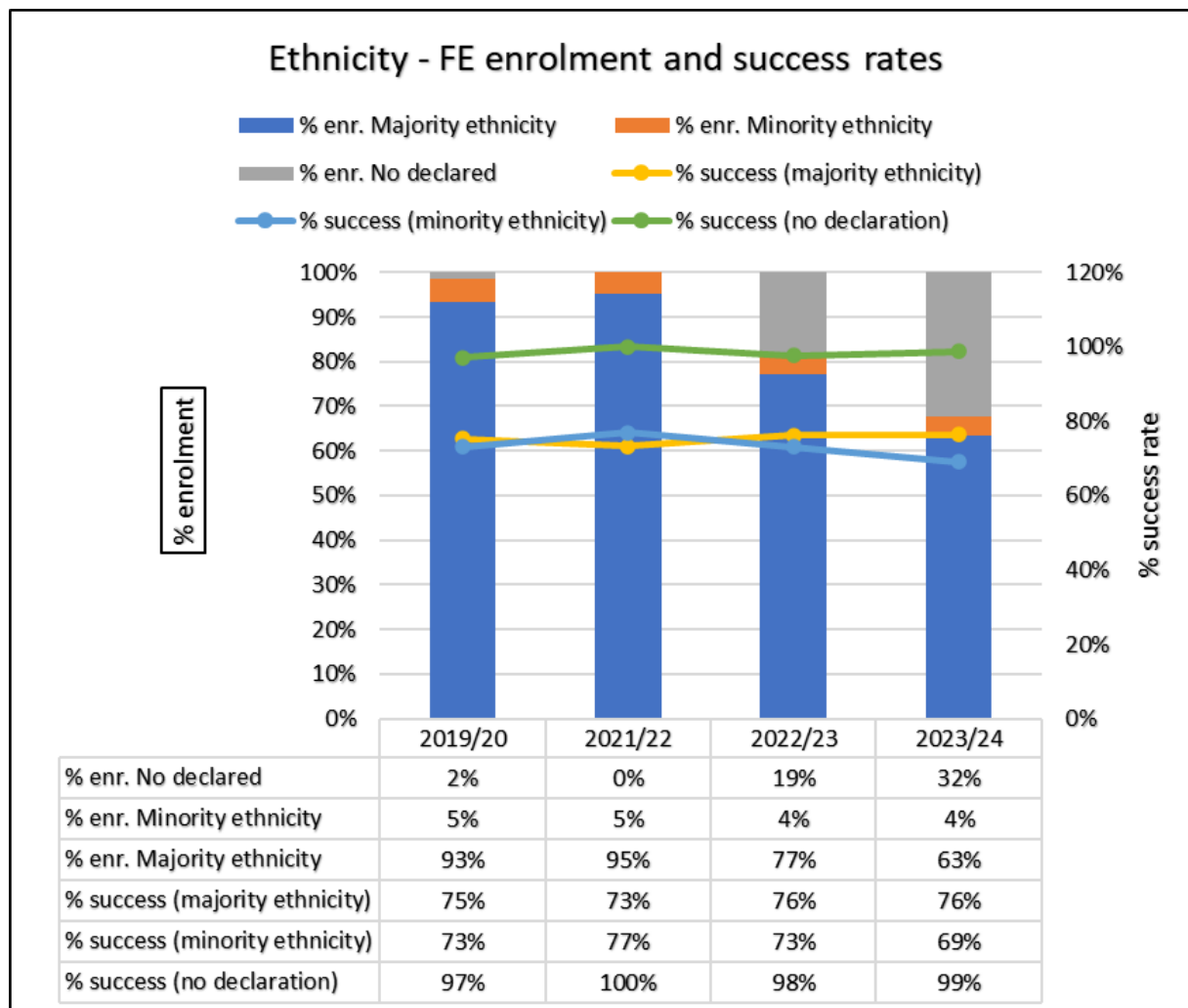
As has been stated in earlier sections, it is not yet possible to report on success rates for HE students who have declared a disability.

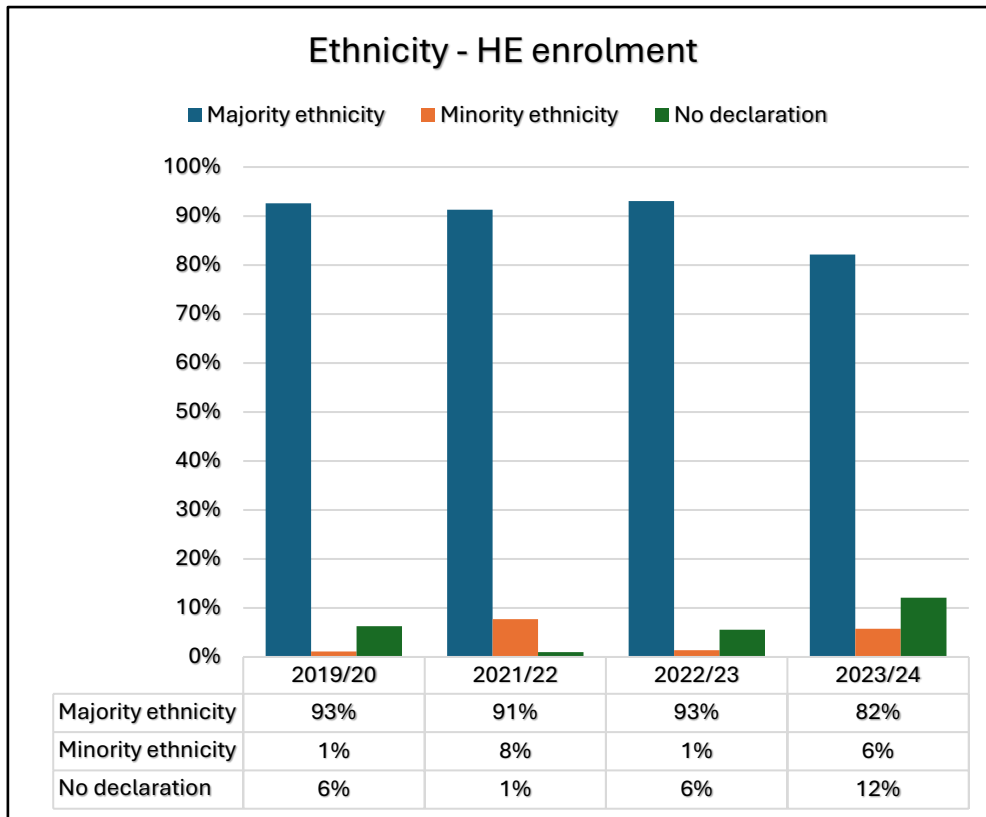


Ethnicity

Since the last mainstreaming report there has been very little change in the student ethnic profile. At FE level this remains around 4% declaring a minority ethnicity, with this figure rising to 6% at HE level. The 2022 census data indicated 12.9% of people in Scotland had a minority ethnic background (www.scotlandscensus.gov.uk) with the most recent census data for Argyll (2022) giving 97.7% white. The college data indicates that the numbers of students from a minority ethnic background are slightly above the norm for the local region but still below the national figure. This is to be expected given that there are no large urban areas within our region where a more

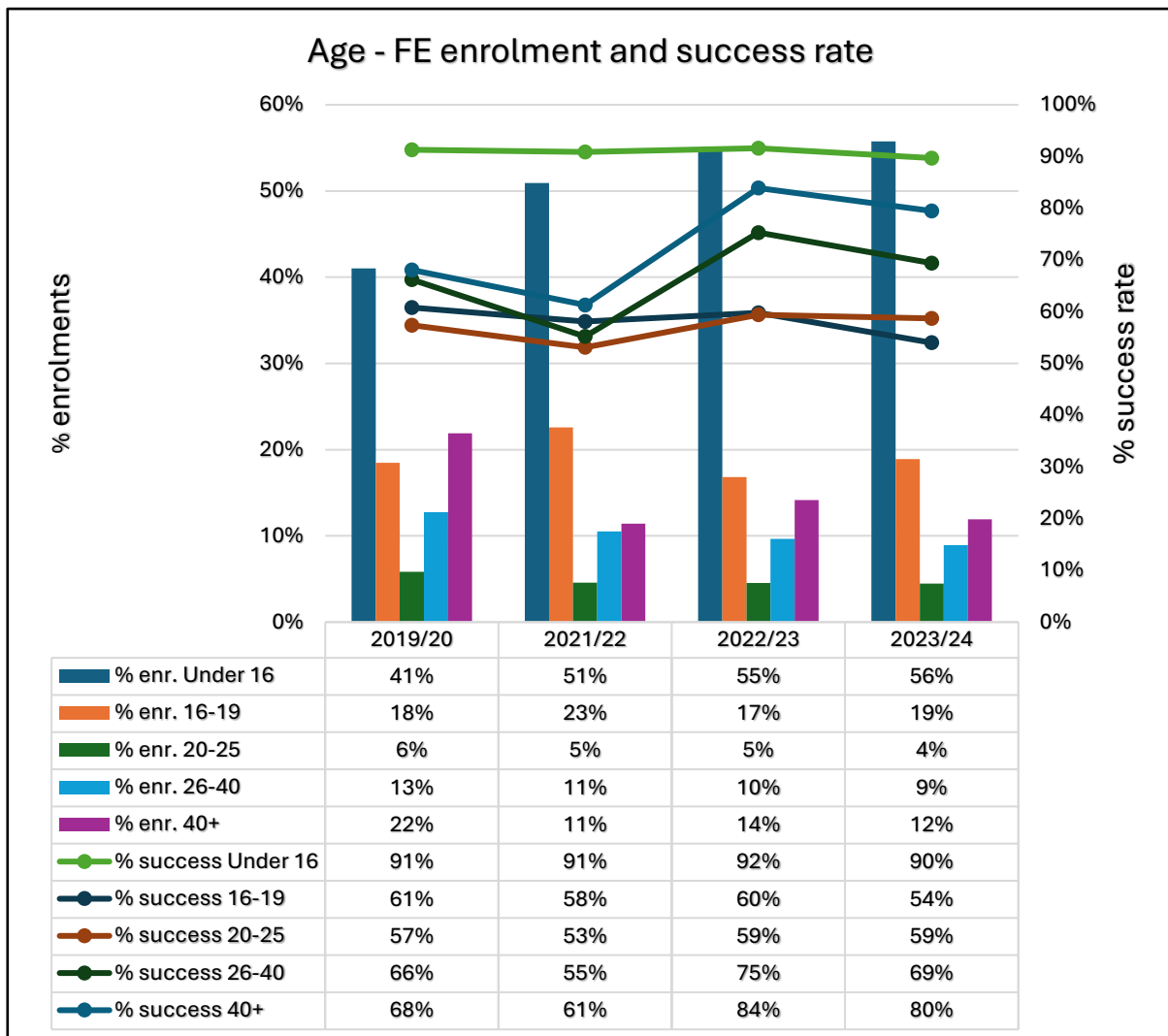
diverse population may be expected. However at FE level there is a 10% drop in success rates for students from an ethnic minority indicating that reasons for this should be examined and addressed. This will be one of our planned actions for 2025 – 2029.



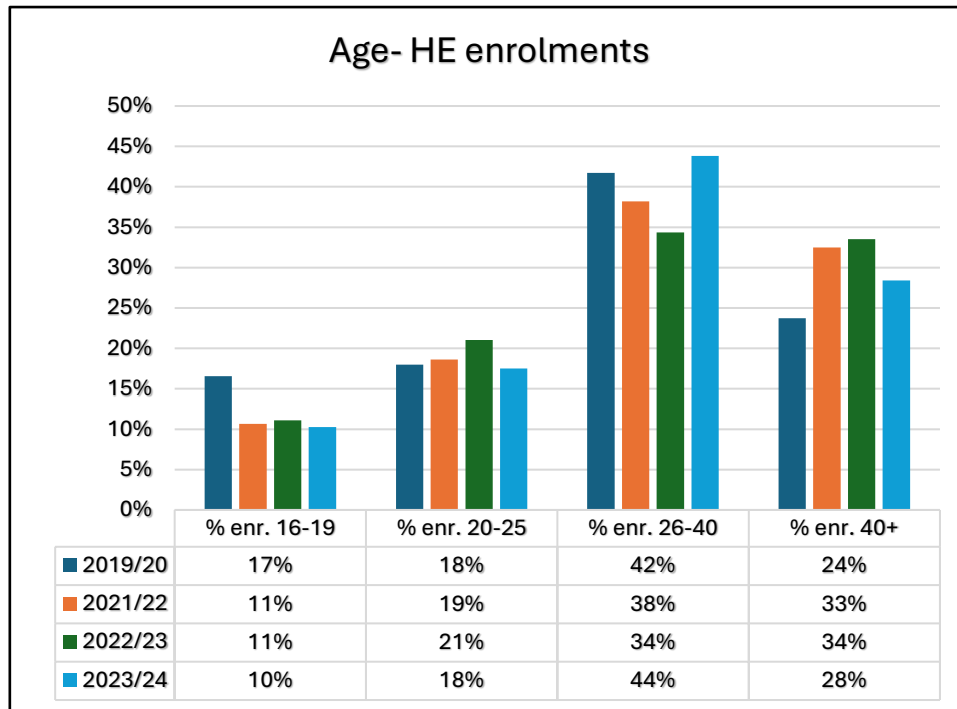


Age

UHI Argyll delivers a very high number of courses to school pupils across Argyll and Arran and in 2023/24 this accounted for 56% of FE enrolments. Success rate in this age group is also very high remaining around 91%. The proportion of enrolments in other age groups has fallen slightly as would be expected considering the growth in schools link activity. The success rate in the older age groups has also continued to fall slightly and the college have put in measures to address this – intervening with support at an earlier point in the student journey, upskilling staff in basic mental health awareness, moving to embed a trauma informed ethos within the college. The data also indicates that the 26-40 and the 40+ age groups are more successful than the 16-25 age groups, some of this may be a result of disrupted education during COVID.



Although HE enrolments have fallen overall in the last two years, the proportion of enrolments by age has remained fairly constant. Once the success rate data is available for HE it will be easier to identify issues that might be occurring on the basis of age.



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

The following themes and outcomes were agreed:

- Outcome 1 – Culture
- Outcome 2 – Staff journey
- Outcome 3 – Student Journey
- Outcome 4 – Data and evidence collection.

The following tables provide evidence on the progress we have made so far in meeting our previous equality outcomes and indicates any actions that will be taken forward into our new plan:

Outcome 1 Culture	Culture of Equality in the Organisation
What we have 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 • Senior staff complete an Equality Impact Assessment for operational decisions. • All staff are enrolled on the Diversity in the Workplace Learn Upon module. • New Board members complete Mandatory training as part of induction process – both Equality Impact Assessment and Diversity in the Workplace training modules. • Updated reporting structures to give line managers updates on their teams twice per year. • Staff development weeks held twice a year (February and October) when mandatory training is encouraged and promoted.
Actions to be carried forward	<ul style="list-style-type: none"> • Continue to monitor and develop ways to ensure all staff have completed the mandatory online e-modules. • Meta skills embedded in all full time FE courses with students encouraged to examine and reflect on equality issues concerning all protected characteristics.

Outcome 2 Staff Journey	Staff journey through recruitment and beyond
What we have done	<ul style="list-style-type: none"> • The recruitment policy and procedure has been updated and equalities embedded. • The application form has been updated to ensure all protected characteristics are captured at the point of application. • Argyll UHI is Disability Confident committed. • New Probation Policy and procedure which allows for structured progress meetings, co-ordinated by line manager. 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. Updated to include absence "other" data for analysis. • Exit interview process in place
Actions to be carried forward	<ul style="list-style-type: none"> • Policy review schedule to continue to ensure all HR Policies incorporate and consider all protected characteristics. Policy EIA's include data and evidence to support the findings. • Continue to support staff to complete all mandatory e learning modules, providing regular data for line managers to encourage completion. • Work needs to continue to ensure all leavers receive an exit interview to carry out analysis work.

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. • Marketing and Curriculum teams work together to deliver workshops at open day events to ensure that there is no gender bias or stereotyping. • Teaching staff attend various CPD events to encourage development of diverse curricula. • Enrolment forms have been streamlined to allow easier completion by the students. This has led to better collection and reporting on protected characteristics. • Application and enrolment activities gather equalities information to help to guide and inform college decisions and activity to allow active promotion and increase in diversity. • Success data by age is now better tracked so early interventions and other strategies can be implemented sooner to improve retention. • Student Support services have upskilled to be able to put individual support plans in place more timeously for students with disabilities. Students have regular meetings with support staff to ensure their support plans are still relevant and appropriate. • The college has ensured an increased awareness to both staff and students concerning gender-based violence with clear posters and information being easily seen by everyone on where to turn to for help and support or to report such issues. • 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. • An online GBV reporting tool is now available to all students and staff. • All staff are encouraged to complete the gender-based violence training although it is not mandatory. • The college works with the HR department and Student Associations to promote a wider acceptance and understanding of LGBTQ.

	<ul style="list-style-type: none"> • The college has initiated steps to create a trauma informed environment. • The role of Student Advisor is embedded across the college for all full time and many part time classes. This implementation is hoped to increase the success rate particularly for younger students. • All staff are aware of the Mental Health Counselling service for students and how to refer them to it. Posters and banners in online platforms highlight the services and resources available.
Actions to be carried forward	<ul style="list-style-type: none"> • Continue to reinforce the importance of equality and diversity issues within class teaching via 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. • Examine correlation between differing disabilities and success rates. • Develop reporting of staff uptake on GBV training • Increase awareness of the GBV reporting tool among staff and students. • Complete, then implement an action plan for developing a trauma informed environment across all areas of the college. • Evaluate the impact of the Student Advisor role.

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 we have 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. • An online GBV reporting tool is now available to all students and staff which is enabling us to collect data on this aspect of staff/student support needs.
Actions to be carried forward	<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. • Work is being done to enable better reporting on HE success rates.

UHI Argyll New Equality Outcomes 2025 - 2029

Examination of the latest census data for Argyll and Bute tells us that neither our workforce nor our student population fully benefits from the diversity seen in our region. This qualitative evidence tells us that we have more to do if UHI Argyll is to successfully reflect our community.

Following the introduction by the Scottish Funding Council (SFC), in partnership with the Equality and Human Rights Commission (EHRC), of new national equality outcomes (NEO) UHI Argyll has therefore selected a number of Equality Outcomes to focus upon over the next four years. Each outcome on which the organisation will work is intended to address those persistent inequalities within the Scottish tertiary system which are most relevant to the challenges which we face as a college. These equality outcomes relate to our activities as an employer and as a provider of tertiary education across the Highlands and Islands region and form a subset of the nationally agreed equality outcomes. In setting these priorities, we have considered our workforce and student profile data in the context of our location.

The choice of NEOs has been completed in conjunction with our Academic Partners across UHI, endeavouring as far as possible to have common outcomes on which we can share progress and support our staff and student communities. Actions, progress and best practice will be shared and discussed at the university EDI Committee meetings whilst data remains specific to each partner reflecting our separate legal entities.

This supports our organisational priority of thinking and acting as one as we transform into 'One UHI'.

The underpinning theme to the NEOs selected is that of Safety/Belonging for both staff and students. The aim is to ensure staff and students feel safe bringing their authentic selves to UHI through a period of organisational change.

Across UHI we will focus on:

1. **Disability:**

Disabled staff and students report feeling **safe** in the tertiary system. Disabled students report feeling satisfied with overall support and reasonable adjustments received, including from teaching staff, while on their course.

2. **Gender Reassignment:**

Trans staff and students report feeling **safe** to be themselves in tertiary systems.

3. **Race:**

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.

4. **Sexual Orientation:**

LGBTQ+ staff and students report that they feel **safe** being 'out' at university and college.

5. **Sex:**

Institutions can evidence approaches that prevent and respond to violence, harassment and abuse – **GBV reporting tool has been developed within UHI and will share evidence.** .Staff and students know how to access **mental health support** (recognising intersectionality within that group)

In order to ensure meaningful work can be done, UHI Argyll will focus its limited resources as a small institution on a subset of these outcomes for the next four years as follows:

Outcome 1 Disability	Disabled staff and students report feeling safe in UHI Argyll as they see activities and policies which evidence that the college culture supports their needs
What we will do	<ul style="list-style-type: none"> • Senior staff complete an Equality Impact Assessment for operational decisions and ensure that known or reasonably foreseeable disability needs are taken into account in decision making processes. • Encourage and support all staff to complete Equality and Diversity data screen on HR system to allow full monitoring and analysis of disability issues. • Analyse disability data collected via student application and enrolment forms to identify whether conversion rates for those declaring a disability are comparable with non-disabled students. • Continue to analyse success rates to identify where there may be any barriers faced particularly by students with disabilities. • Examine ways to report on the numbers of different disabilities managed within support plans. • Continue to work towards creating a trauma informed environment. • All staff and Board members continue to be enrolled on the Diversity in the Workplace CiPHR module. • Maintain and build on our Disability Confident commitment. • Provide additional learning opportunities to increase disability awareness and confidence of staff

	<ul style="list-style-type: none"> • Student Support services continue to put individual support plans in place timeously for students with disabilities, and review them regularly to keep them fit for purpose. • All full time FE courses continue to have timetabled metaskills and guidance classes led by their curriculum teams, customised to take account of the student demographic and needs. As part of these skills developments, students are encouraged to examine and reflect on equality issues concerning all protected characteristics. • Evaluate and refresh the role of Student Advisor to meet the needs to current learners.
Measuring Progress	<ul style="list-style-type: none"> • Annual review of all data relating to recruitment and retention of staff declaring disabilities. • Utilise all available tools to ensure key documentation is as accessible as possible for staff and students. • Ongoing candidate and staff feedback that provides qualitative data about lived experiences of our policies and processes. We will report progress every two years. • Continue to monitor and develop ways to ensure all staff have completed the mandatory online e-modules. • Review diversity data collected via student application and enrolment forms to identify trends in recruitment of disabled students. • Annual review of all data relating to success and retention of students declaring disabilities. • Student support plans are reviewed annually to identify trends or other data which can be used to enhance the student experience or inform teaching.

Outcome 2 Gender Re-assignment	Trans staff and students report feeling safe to be themselves in tertiary systems as they see activities and policies which evidence that the college culture supports their needs
What we will do	<ul style="list-style-type: none"> • Senior staff complete an Equality Impact Assessment for operational decisions and ensure that known or reasonably foreseeable implications for trans individuals are taken into account in decision making processes. • Encourage and support all staff to complete Equality and Diversity data screen on HR system to allow full monitoring and analysis of disability issues. • Analyse gender reassignment data collected via student application and enrolment forms to identify whether conversion rates for those declaring they are transgender are comparable with cis gendered students. • Analyse retention and success rate data to ensure that transgender students are achieving at a comparable rate to cis gendered students. • All staff and Board members continue to be enrolled on the Diversity in the Workplace CiPHR module. • Provide additional learning opportunities to increase gender reassignment awareness and confidence of staff. • All full time FE courses continue to have timetabled metaskills and guidance classes led by their curriculum teams, customised to take account of the student demographic and needs. As part of these skills developments, students are encouraged to examine and reflect on equality issues concerning all protected characteristics.
Measuring Progress	<ul style="list-style-type: none"> • Annual review of all data relating to recruitment and retention of staff who have changed gender. • Ensure key documentation is as worded in as accessible a way as possible for staff and students. • Ongoing candidate and staff feedback that provides qualitative data about lived experiences of our policies and processes. We will report progress every two years. • Continue to monitor and develop ways to ensure all staff have completed the mandatory online e-modules. • Review diversity data collected via student application and enrolment forms to identify any trends in recruitment of transgender students.

	<ul style="list-style-type: none">• Annual review of all data relating to success and retention of transgender students.• Student support plans are reviewed annually to identify trends or other data which can be used to enhance the student experience or inform teaching.
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Outcome 3 Race	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.
What we will do	<ul style="list-style-type: none"> • Encourage and support all staff to complete Equality and Diversity data screen on HR system to allow full monitoring and analysis of any race related issues. • Continue to include complaints processes and procedures as part of student inductions. • Review staff probation and induction processes to ensure that staff are confident in accessing relevant policies and support where they have concerns about their treatment at work. • Review complaints processes and procedures for both staff and students to ensure they remain fit for purpose. • Provide training for staff on handling and investigating complaints of harassment. • Conduct exit interviews and utilise information gathered to support any required process/culture changes. • Actively research options for increasing representation of non-white staff and students such that they are proportionate to the population of Argyll and Bute. (Census data 2022 shows 2.3% total non-white population comprised of 0.9% Asian heritage, 0.8% mixed heritage, 0.2 % African heritage and 0.3% Other non-white) • Review diversity data collected via student application and enrolment forms to identify trends in recruitment and enrolment of students from diverse ethnic backgrounds. • Annual review of all data relating to success and retention of students from diverse ethnic backgrounds.
Measuring Progress	<ul style="list-style-type: none"> • Monitor and review of all data relating to recruitment and retention of staff from minority ethnic backgrounds on an annual basis. • Cohort of trained investigative staff established. • Review diversity data collected via student application and enrolment forms to identify trends in recruitment and enrolment of students from diverse ethnic backgrounds.

	<ul style="list-style-type: none">• Annual review of all data relating to success and retention of students from diverse ethnic backgrounds
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Outcome 5 Sex	Institutions can evidence approaches that prevent and respond to violence, harassment and abuse
What we will do	<ul style="list-style-type: none"> • Conduct an evaluation of the steps that have already been taken to protect staff from sexual harassment and consider what other steps may be appropriate. • Maintain highly visible posters and other sources of information in all college premises on where to turn to for help and support for gender-based violence issues. • Develop reporting tool to identify staff completion rates for gender-based violence training. • Continue to work towards creating a trauma informed environment. • Continue to roll out tailored training for staff on gender based violence. • Review complaints processes and procedures for both staff and students to ensure they remain fit for purpose. • Provide training for staff on handling and investigating complaints of harassment. • Highlight gender-based violence awareness online courses available to students. • Promote the existence of the UHI GBV disclosure tool. • Publicise information in a variety of ways (posters, online, student portals) informing students what resources are available and how we can support them in cases of GBV. • Further strengthen our links with relevant external agencies. • Ensure front line staff are trained and confident in handling disclosure of GBV incidents.

Measuring Progress	<ul style="list-style-type: none"> • Annually review data from the UHI wide GBV disclosure tool to consider levels of local reporting and identify any follow up actions in conjunction with UHI colleagues. • Measure the uptake of GBV training by staff. • Completion and implementation of Trauma informed action plan.
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