

Mainstreaming Equality,  
Equality Outcomes, and  
Workforce and Student Profile

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# Integrated Progress Report 2023

UHI Perth

**UHI | PERTH**

# UHI Perth

## Mainstreaming Equality, Equality Outcomes and Workforce and Student Profile Integrated Progress Report 2023

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## 1 MESSAGE FROM THE PRINCIPAL

I am proud to share our Mainstreaming Equality, Equality Outcomes and Workforce and Student Profile Integrated Progress Report 2023. UHI Perth is committed to equality of opportunity and non-discrimination in all aspects of work and study. We recognise that individually we all have differences of some sort, which we can share and learn from.

As a provider of education and employment, UHI Perth values diversity and is committed to encouraging everyone to realise their full potential. To this end, UHI Perth continues to work with students, staff, trade unions, external agencies and the wider community to develop a positive and enabling culture of work and study.

The broader a range of people we employ, the wider a perspective we can adopt; a diverse workforce not only ensures that we are legally compliant but makes good business sense. Our vision is to empower our learners to achieve their full potential through a transformational student experience through Excellence in Learning and the Learners Experience; College Growth and Ambition; Partnerships and Collaboration; and Sustainability.

As a publicly funded organisation UHI Perth has a statutory duty to fulfil both General and Specific Public Sector Equality Duties under the Equality Act (2010) and this report details how we continue to work towards fulfilling those duties, but we also have a moral duty to ensure our organisation reflects our values of acting with integrity in everything we do; being student centred; innovative; ambitious; respectful; inclusive and collaborative.

We are very proud of the work we do here at UHI Perth, and the progress made, but there is always more we can do to ensure equality and diversity is at the very heart of our organisation. I therefore welcome any feedback on the contents of this report and suggestions for other work we can undertake moving forwards.



A handwritten signature in black ink, which appears to read 'Margaret Cook'. The signature is stylized and fluid.

Dr Margaret Cook, Principal and Chief Executive

## 2 INTRODUCTION AND LEGISLATIVE CONTEXT

UHI Perth has a duty to ensure we pay due regards to, and act in line with, the Equality Act 2010 and meet the General Duties as a service provider and employer associated with the Equality Act 2010 and all other relevant legislation.

The following General Duties codified in the Equality Act 2010 have formed the basis for our corporate and mainstreaming work to date.

- 1 Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act.
- 2 Advance equality of opportunity between people who share a protected characteristic and those who do not.
- 3 Foster good relations between those who share a protected characteristic and those who do not.

This report outlines our current position with meeting the General Duties as a service provider and employer associated with the Equality Act 2010 and other relevant legislation. Moreover, this integrated report comprises a designated section on Workforce and Student Profiles as well as a section detailing our progress in relation to our Equality Outcomes 2021-2025.

This report comprises the following sections:

- Mainstreaming across the organisation.
- Student and Workforce Profiles.
- Progress on our Equality Outcomes.

## 3 MAINSTREAMING ACROSS THE ORGANISATION

At UHI Perth we have a passion for achieving more and have an ambition to become the most inclusive college in Scotland. Crucial to achieving this ambition is our leadership alongside our corporate policies, systems and processes impacting on the whole UHI Perth community.

Mainstreaming Equality simply means integrating equality into the day-to-day working of our college – taking equality into account in the way we exercise our functions ie, equality is a crucial component of everything we do.

We continue to mainstream equality and diversity into all aspects of our operations and in doing so provide a learning and working environment which is founded on our vision and values.

### 3.1 Values

Our Equality, Diversity and Inclusion vision is inextricably linked to the college's Vision and Values:

**Vision:** To empower our learners to achieve their full potential through a transformational student experience.

**Values:** We will act with integrity in everything we do

- Student Centred
- Innovative
- Ambitious
- Respectful
- Inclusive
- Collaborative



### 3.2 Strategy, Planning and Performance

UHI Perth is committed to mainstreaming equality, diversity and inclusion throughout our strategies, plans and performance framework. Additionally, specific Equality, Diversity and Inclusion reports and action plans are developed as and when a specific focus is required.

The following Strategic Aims outlined in our [UHI Perth Strategy 2022-2027](#) are linked to our equalities duties and goals:

## College Vision

To empower our learners to achieve their full potential through a transformational student experience

**Excellence in Learning and the Learner Experience**

**College Growth and Ambition**

**Partnerships and Collaboration**

**Sustainability**



## Values

We will act with integrity in everything we do

**Student Centred**

**Innovative**

**Ambitious**

**Respectful**

**Inclusive**

**Collaborative**

## College Growth and Ambition



*"We will cultivate an empowered team, agile, and creative, responsive to our local and national educational priorities and challenges."*

## Sustainability



*"We will set aside a proportion of income each year for development projects that enhance the learner experience."*

## Excellence in Learning and the Learner Experience



*"Our learners will be empowered, supported and inspired to positively shape and influence their learning experiences to prepare them for the world of tomorrow."*



*"Our curricula will be innovative, delivering effective learner journeys which promote skills for learning, life and work."*



*"We will maximise the benefits of our commercial, international and research opportunities to enable investment in projects that improve the learner experience."*

## Partnerships and Collaboration

In addition to mainstreaming equalities, we committed ourselves to setting and meeting five Equality Outcomes, and in 2021 we published the following set of Equality Outcomes to be met by 2025:

- 1 More learners than before are disclosing they are Care Experienced. These learners tend to have additional barriers which negatively impact attainment scores compared to their peers. We will work with the learners and other agencies to deliver interventions and support to narrow the attainment gap.
- 2 There is an increase in the number of learners disclosing mental ill health. These learners tend to have additional barriers impacting their attainment scores compared to their peers. We will work with the learners and other agencies to deliver interventions and support to narrow the attainment gap.
- 3 We recognise that there are gender imbalances across some areas of our curriculum, we will take active steps to promote accessibility of these programmes and challenge gender stereotyping.
- 4 We are committed to being an anti-racist organisation and will seek to eliminate racism in all its forms throughout all parts of the College.
- 5 The College has a declining proportion of staff disclosing a disability in comparison to the local population. We will look to ensure that our policies, processes and practices are supportive of recruiting and retaining disabled staff. We will focus on hidden disabilities and wellbeing at work.

### 3.3 Leadership

The Senior Management Team (SMT) plays a key role in ensuring the fulfilment of the three General Duties and provides the key leadership function. The Senior Management Team through their delegated responsibility from the Board of Management ensures that the corporate ambitions are largely met via corporate policies and procedures, functions and structures, structured engagement activities, staff training and the feedback and complaints mechanisms are in place for both staff and students. We recognise the importance of Equality Impact Assessments, and equality monitoring has with respect to meeting our legal and ethical obligations. Further sections below detail the policies, training, engagement systems and the core functions and support services provided to staff and students.

Our current workforce data analysis concluded that:

- The gender representation objective codified in the Gender Representation on Public Boards (Scotland) Act 2018 as being 50% of non-executive members being women was met as at 2022 (March 2023 (50%).
- In UHI Perth women are more represented among non-executive board members comparing to Scotland Colleges<sup>1</sup> (50% v 47%) which is a 3% over-performance, compared to the 3% underperformance reported in the 2021 Mainstreaming Report.
- The gender composition of Staff Board Members is 67% men and 33% women as of March 2023.
- The gender composition of the Senior Management Team (SMT) in March 2023 is 60% female, which has reduced from 75% female in March 2021 and 67% female in March 2020.

<sup>1</sup> [Colleges Scotland Key Facts Report - Our Colleges](#)

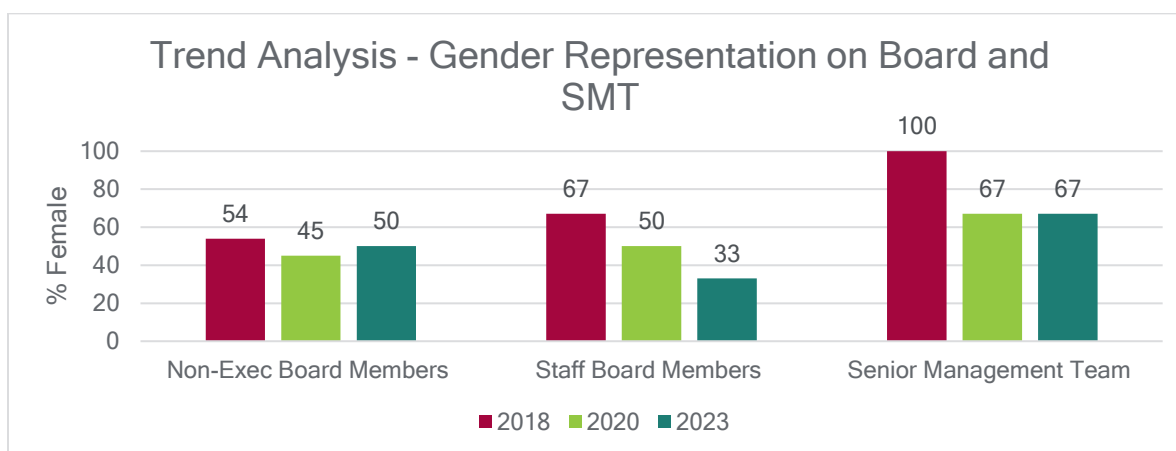
## Gender Composition on UHI Perth Board of Management and Senior Management Team (March 2023)

Board of Management*				Senior Management Team**	
Non-Executive Members		Staff Board Members**		Male	Female
Male	Female	Male	Female		
50%	50%	67%	33%	40%	60%

\* Student Board Members were excluded as being subject to different selection processes (democratic voting processes) and different legislative requirements.

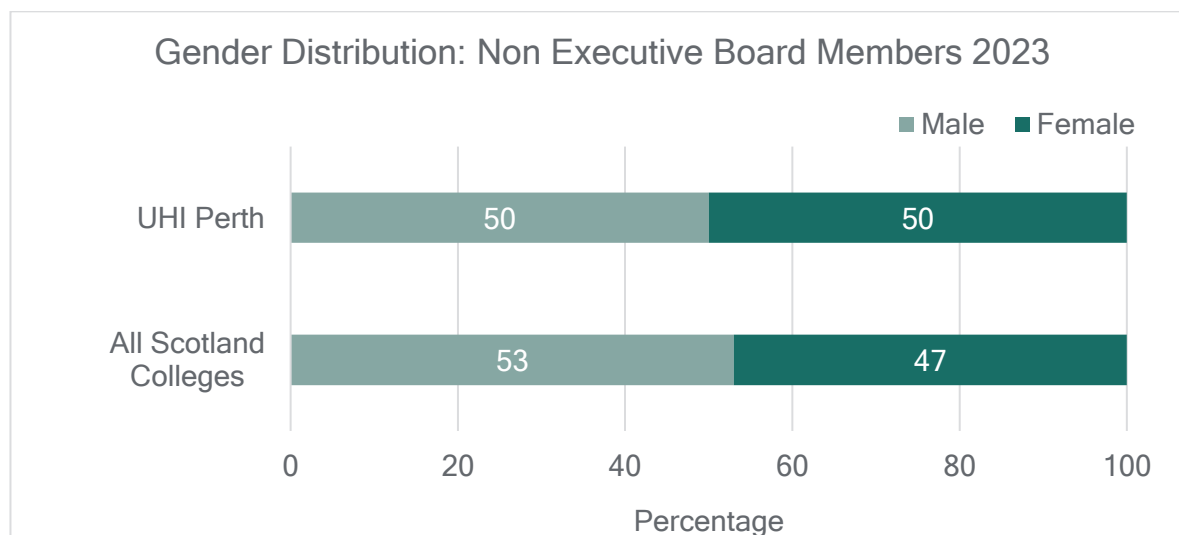
\*\* Our Principal and Chief Executive sits on the Board and is on the Senior Management Team and is therefore counted twice within the data above.

**Note:** Please note that the percentages calculated were from small numbers.



\* Student Board Members were excluded as being subject to different selection processes (democratic voting processes) and different legislative requirements.

\*\* Our Principal and Chief Executive sits on the Board and is on the Senior Management Team and is therefore counted twice within the data above.



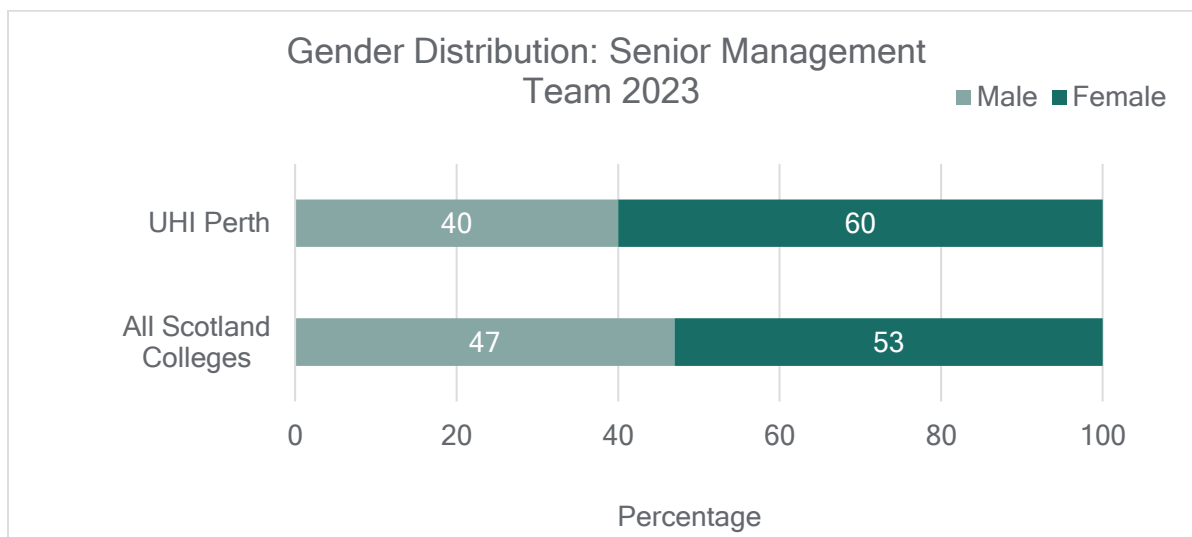
Sources:

UHI Perth data – March 2023

Colleges Scotland: Key Facts Report 2022



It should also be noted that at the time of publication UHI Perth had a vacant Non-Executive Board position which was due to be advertised.



**Sources:**

UHI Perth data – March 2023

Colleges Scotland: Key Facts Report 2022

UHI Perth has a higher representation of women (60%) within the Senior Management Team in comparison to the wider college sector within Scotland (53%), but it matches our own wider workforce profile (60% female).

The most recent Board recruitment process took place in autumn 2022, and vacancies were advertised with specialist organisations including ‘Changing the Chemistry’ and ‘Black Leaders’ with a view to widening the diversity of candidates, as well as mandatory advertising via Scottish Government agencies. This was an action agreed by our Short Life Working Group as part of our Anti-Racism Action Plan. It is anticipated that future recruitment processes will also follow this format and UHI Perth will continue to look at ways to encourage and increase diversity within its leadership and board roles.

### 3.4 Governance

Our strategic governance structure for equality, diversity and inclusion is comprised of our oversight Committee, Equality, Diversity and Inclusions Team (EDIT). This is currently Chaired by our Head of HR and Organisational Development, with Senior Management Team membership and representation from across the College with curriculum Sector Development Directors; Student Services; Health, Safety and Wellbeing; Estates; our Organisational Development and Equality, Diversity and Inclusion (OD and EDI) Adviser, Highlands and Islands Student Association (HISA) Perth and Trade Unions in attendance. Our cross-college EDI Champions also feed into EDIT via our OD and EDI Adviser. These meetings are focused on our Equality Outcomes and any other relevant business to ensure successful mainstreaming. Where appropriate items will then be raised with the Senior Management Team and Board for further information or discussion, with minutes of the EDIT meetings going to the Finance Resources Committee of the Board. We also report into the wider

partnership of the University of Highlands and Islands (UHI) EDI Committee, which allows for areas of good practice and commonality to be identified and driven forward throughout the UHI partnership.

The means of communicating and reporting ongoing EDI activities, progress on Equality Outcomes and good practice throughout UHI Perth into EDIT is an area that we have identified needs improvement and work is currently underway to establish the best way of embedding equality, diversity and inclusion updates into existing reporting mechanisms.

### 3.5 Mainstreaming Equality and Equality Outcomes 2021-25 across Core Functions and Teams

By taking strategic corporate view of progress towards meeting the general equality duty and equality outcomes we recognise that the contributions of individual departments and services do not work in isolation and that cumulative impact and progress across the whole authority is being considered.

<b>Management Teams</b>	<b>Mainstreaming Equality Initiative(s)</b>
Board of Management	The Board of Management Finance and Resources Committee take responsibility for Equality and Diversity having included it in their Terms of Reference.
Senior Management Team	The Depute Principal continues to act as an advocate for staff in terms of embedding equality and diversity into all aspects of our work, as well as ensuring that both the Senior Management Team and Board of Management members remain up to date on equality and diversity matters.

<b>Cross-College Teams</b>	<b>Mainstreaming Equality Initiative(s)</b>
Business Development	<p>Helping a diverse range of students and staff take the spark of an idea and turn it into a real business success.</p> <p>Providing access to accessible training and support through funding opportunities.</p> <p>Engaging with the local business community.</p> <p>Helping our former students regardless of background to keep in touch and grow socially and professionally.</p>
College Management Team	Ensuring that an Equality Impact Assessment has been carried out where strategy, policy, and/or procedure

	<p>documents are presented for approval/endorsement.</p> <p>The Head of HR and OD chairs the Equality, Diversity and Inclusion Team (EDIT).</p>
Curriculum Administration Team	Provide an inclusive administration service to managers, staff and students.
Development Trust	<p>Providing essential financial support to help ensure students regardless of background have the most stimulating learning environment and facilities available through fundraising and investment activities and individual scholarships.</p> <p>Enhancing relations with our alumni, friends, and benefactors of the College to help increase all opportunities for our students both on campus and in the workplace.</p>
Estates	Ensuring an accessible and inclusive campus for a range of diverse users.
Executive Support Team	Offering support and advice in the annual operational planning process so that teams identify priority objectives that will help to achieve the College's Strategic Plan, plan for access, inclusion and diversity, and the resources required to deliver our aims.
Finance	<p>Providing an inclusive, non-biased service to clients both internally and externally in relation to budget distribution, purchase orders, processing, expenses, and salary payments.</p> <p>Ensuring that we are meeting our internal and external targets for procurement – both in terms of efficiencies and legislative compliance eg Scottish Specific Duty to consider award criteria and conditions in relation to public procurement.</p>
Human Resources and Organisational Development	<p>Attracting, retaining and developing a diverse range of high-quality and creative staff to meet the students constantly changing educational needs and aims, and to create a culture of excellence.</p> <p>Providing an accessible training and development programme, formal training and management and leadership</p>

	<p>programme. Providing specific EDI training to enhance staff knowledge.</p> <p>Service improvement.</p> <p>Strategic and operational support and guidance on equality matters pertinent to both staff and students.</p> <p>Strategic and operational support and guidance on matters concerning health, safety and wellbeing.</p>
International Centre	<p>Developing international collaboration and extending the reach of UHI Perth.</p> <p>Providing advice and support for a diverse range of international students covering everything from finding accommodation to questions about health or money.</p>
Learning and Teaching Enhancement	Driving forward the high standards and inspirational teaching.
Marketing and Communications	Promoting the College as effectively as possible, through inclusive and accessible design, press, events and digital media.
Quality	<p>Guiding and supporting individuals and staff teams to report on the mainstreaming equality through the Course Annual Reporting/Team Evaluation process.</p> <p>Providing inclusive and accessible training and development in relation to quality issues.</p> <p>Handle students' complaints and the disciplinary process in an objective, impartial and fair way.</p> <p>Manage an accessible and inclusive student survey/engagement process.</p> <p>Ensure all policies have a complete Equality Impact Assessment prior to publication and are reviewed at the specified review date.</p>
<p>Student Experience encompassing:</p> <ul style="list-style-type: none"> <li>~ Admissions</li> <li>~ Customer Services</li> <li>~ Nursery</li> <li>~ Residences</li> </ul>	Implementing inclusive approaches, offering accessible, inclusive and impartial information, supporting a diverse range of students accessing these services.

<ul style="list-style-type: none"> <li>~ Student Funding</li> <li>~ Student Records</li> <li>~ Student Services</li> </ul>	<p>Producing and reporting on key performance indicators including student protected characteristics, from application to retention and achievement.</p>
<p>Library and Careers</p>	<p>Providing access to accessible careers information and advice through our professional Careers Advisors. Supporting a diverse range of students into employment through support with CV writing, job applications and interview techniques as well as maintaining an up-to-date student vacancies web page.</p> <p>Providing accessible digital and physical resources in the library from the start of the student journey through to graduation and beyond as alumni.</p> <p>Supporting our former students to engage with the library and careers service as they progress within their career.</p> <p>Implementing inclusive approaches, offering accessible, inclusive and impartial library, research and careers information, supporting a diverse range of students accessing these services.</p>

### 3.6 Corporate Policy and Procedures

UHI Perth has a range of policies and procedures which help us meet all our General Duties and Equality Outcomes 2021-25 associated with our employer and service provider functions. The discrimination prevention, equal opportunities and inclusion aspects are either the core focus of these policies or are mainstreamed within with the impact of the policies being routinely monitored via mandatory Equality Impact Assessments and an ongoing impact monitoring. These include policies and procedures for students and staff, particularly:

- Access and Inclusion Strategy 2017-2022
- BRAG Attendance and Performance Monitoring Procedure
- Complaints Handling Procedure
- Corporate Parenting Plan
- Curriculum Strategy
- Dignity in the College – Anti-Bullying and Harassment Policy and Procedure
- Discretionary and Childcare Funds Policy
- Equality, Diversity and Inclusivity Policy
- Flexible Working Guidelines
- Guidance for College Managers – Time Off for Dependents

- Mitigating Circumstances Procedure
- National Menopause Policy
- Organisational Change Procedure
- Paternity Leave Policy
- Procedure to Approve College Policy, Strategy and Procedure
- Procurement Policy
- Procurement Strategy
- Procurement Terms and Conditions
- Promoting a Positive Learning Environment Policy
- Protecting Vulnerable Groups (PVG) Scheme Membership for Students
- Protecting Vulnerable Groups Scheme Policy
- Recruitment of Ex-Offenders Policy
- Redundancy Procedure
- Risk Management Policy
- Safeguarding Policy
- Shared Parental Leave Policy and Procedure
- Sickness Absence Procedure
- Staff Complaints and Grievances Procedures
- Strategy 2022-2027
- Stress Management Policy
- Student Charter
- Student Conduct Policy
- Student Code of Conduct
- Student Conduct Procedure
- Student Mental Health, Well-being and Counselling Policy
- Student Mental Health, Well-being and Counselling Procedure
- Student Partnership Agreement
- Student Pregnancy, Maternity, Paternity and Adoption Procedure
- Support for Study Procedure and a Student Criminal Offence Data Policy
- Tertiary Learner Support Policy
- The Staff Disciplinary Procedure
- Volunteer Policy and Procedure
- Whistleblowing Policy and Procedure
- Work Placement Procedure

These policies undergo routine scrutiny for their potential impact on equality with their impact monitored on an ongoing basis. We have been conducting a review of quality assurance policies and processes (including Equality Impact Assessment and equality monitoring) generally and specifically in relation to mainstreaming equalities. In the near future, we will be reviewing and updating some of the existing policies and developing new policies. We will continue to develop new policies/guides where deemed necessary, based on our current and future evidence of need along with guidance documents on matters such as reasonable adjustments. These will be accompanied by staff training where required.

The Quality Department is responsible for policy governance and holds a registry of all approved policies as well as ones due for review/development in the forthcoming year. The College's "Approval Process for Cross College Strategy, Policy and Procedure 2020" details a mandatory requirement for the EQIA completion on all policies, strategies, reviews, etc and is complemented by a mandatory form prompting to an EQIA at a stage when policy is being submitted for approval to its relevant committee. To support this we have, in 2022, introduced further training and guidance on conducting Equality Impact Assessments. This also evidences our progress towards ensuring that staff are trained to understand about people from different backgrounds and groups and the support they might need.

This report is aligned with the following equalities reports:

- Equal Pay Statement 2021 and 2023 (found within their respective Mainstreaming Reports)
- Annual Pay Gap Reports (2023 Pay Gap Reports found within this Mainstreaming Report)
- UHI BSL Plan 2018-2024
- Anti-Racism Action Plan 2021
- SFC National Equality Outcomes Report 2023

As multiple equality actions are currently dispersed across various documents, we have and will once again conduct a mapping of these and their relationship with one another and wider policies and strategic targets.

### 3.7 Procurement

We procure and contract external organisations to provide services on our behalf, and we continue to ensure that equality monitoring and Equality Impact Assessments are integral to our procurement and commissioning processes. Our Procurement Department ensures that we are meeting our internal and external targets for procurement – both in terms of efficiencies and legislative compliance eg the Scottish Specific Duty to consider award criteria and conditions in relation to public procurement.

### 3.8 Equality Impact Assessment (EQIA)

EQIA is an evidence-based assessment that ensures potential impact on those protected under the Equality Act 2010 are identified and acted upon as an integral part of the decision-making process. EQIA's are about considering how our activities, functions, strategies, programmes, services, or processes may impact on different sectors of the population in different ways. We cannot know whether a policy is having a disproportionate effect on some groups unless we consider the evidence and compare the outcomes.

A significant number of the College's policies, practices, strategies, procedures, decisions, and systems of work, whether written or unwritten, impact on people – our staff, students, visitors, or other service users. An analysis of that impact or the consequence on people needs to be undertaken to ensure that we are not disproportionately disadvantaging individuals based on one the protected characteristics included within the Equality Act 2010 namely:

Age  
 Disability  
 Gender Reassignment  
 Marriage and Civil Partnership  
 Pregnancy and Maternity  
 Race  
 Religion or Belief  
 Sex  
 Sexual Orientation

The primary purpose of an Equality Impact Assessment (EQIA) is to determine:

- The extent of differential impact upon different groups.
- Whether any differential impact is adverse.
- Identification and implementation of appropriate alternative processes/measures to remove or minimise the adverse impact.

We aim to continuously improve our EQIA practices and tools to ensure we are evolving our organisational approach to EQIA. We are focused on ensuring organisation wide use of proportionate and effective EQIA's to support mainstreaming.

While EQIA's are routinely used to support the development of more inclusive policies and practices, we recognise that this is an area we could improve upon and have identified gaps in the completion of EQIA's, particularly in decisions made out with written policy, and whilst many staff are approaching decisions and policy design with an EQIA mindset the recording of this through an adequate EQIA needs improvement. In direct response to this we designed and launched EQIA Guidance and EQIA Training in October 2022. We also continue to conduct a review of several corporate-level policies, procedures and monitoring systems to improve the evidence base to better inform our policies and actions, to monitor and to evaluate the impact of these on protected characteristics.

### 3.9 Staff Training

During the 21/22 Academic year, the period 31/07/21-31/07/22, a total of 1694.94 staff hours or 283.08 staff days were committed to attending EDI Training Programmes. This equates to a total of 2.49 days, per FTE staff member, committed to attending EDI related training or conferences relating mainly to matters of EDI.

Below is a list of EDI related personal and professional development courses/events/conferences undertaken by staff during the 21-22 Academic Year:

A gap between intention and action? Understanding and addressing gender and ethnicity pay disparities  
 A Hidden Communication Impairment – Developmental Language Disorder  
 Accessibility Support  
 Accessible Colours and Contrast  
 Autism Awareness



Bullying and Harassment  
 Deaf Awareness Training  
 Disability Inclusion in the Workplace  
 EDI Champions Training  
 EDI in the workplace  
 Equality Impact Assessment Training  
 Gaming, Gambling and Autism  
 Gender and Sexualisation  
 Gender Based Violence  
 Gender Pronouns  
 Let's Talk About Race in the Workplace  
 Let's Talk About the M Word – Menopause Awareness  
 LGBT+ in the Workplace Digital Conference  
 Neurodiversity in tech toolkit  
 Neurodiversity Awareness  
 Practical Understanding of Autism  
 Realising Autism  
 Reasonable Adjustments and Disability  
 Tackling Racial Harassment in Universities and Colleges  
 TALIS training Diversifying and Decolonising the Curriculum with Reading Lists  
 Trans Awareness  
 UHI Inclusive Practice Toolkit – Disability Processes  
 Women Mean Business in Scotland Digital Conference

Of note was the introduction of two new mandatory trainings:

- Gender Based Violence, introduced within the UHI Academic Partnership and
- Let's Talk About Race in the Workplace, introduced by UHI Perth in February 2022 as a direct result of the recommendations within the Anti-Racism Action Plan.

This is in addition to the existing mandatory training completed by all staff:

- Bullying and Harassment (Part 1 and 2)
- Safeguarding at FE Colleges
- Stress Management for All Staff
- Equality, Diversity and Inclusion in the Workplace

In February 2022 one of our Staff Conference Days, which take place four times a year, was dedicated to the College's Anti-Racism Action Plan, which was the result of a short life working group commissioned by the UHI Perth Board of Management in July 2020. In the morning staff had the opportunity to hear updates from the SMT, had an introduction to the newly appointed Organisational Development and Equality, Diversity and Inclusion Adviser who described the EDI priorities moving forwards and finally from guest speaker Khadija Mohammed, University of the West of Scotland on 'Tackling Racial Harassment in Universities and Colleges'. There were then a series of workshop sessions available to staff

surrounding the theme. When surveyed 72.5% of staff stated that overall, they were either satisfied or very satisfied with the event.

Recognising that we have an increase in the number of learners disclosing Neurodiversity several Neurodiversity Awareness training sessions were held for staff during 2021-2022. These were provided by Perth Autism Support (PAS), as subject experts, and feedback from staff was very positive. The number of students disclosing Neurodiversity has once again risen in the 22/23 Academic Year and so we are again planning on inviting PAS in to provide further sessions and make this part of our annual Start of Academic Year Staff Training Programme from August 2023 onwards. Discussions are currently underway to ensure these sessions will be designed so that they are appropriate for differing staff groups – for example a Personal Academic Tutor (PAT) may need a different level of awareness to a member of Reception Staff.

During the 2022-23 Academic Year we have introduced further Equality Impact Assessment training, recognising there is a gap in completion rates and the quality of evidence provided could be improved. There are also plans to introduce Trans Awareness and Pronoun Awareness Training during the 22/23 Academic Year, pilots of which took place in November 2022, further adding to the suite of EDI training available to our staff.

Within UHI Perth staff are given the opportunity to expand their knowledge and skills of mental health through the Scotland's Mental Health First Aid (SMHFA) course and we have a number of in-house trainers available to deliver this.

Since the introduction of the Mental Health Coordinator role within UHI Perth in May 2022, a fixed term role funded by additional monies dedicated to improving mental health in college, six cohorts of the SMHFA course have been provided to a total of 66 participants. SMHFA is a full 2-day course and lasts approximately 12 hours. This course does not train UHI Perth staff to be mental health workers, it offers basic general information about mental health problems. The knowledge presented and understanding developed through the course helps to remove stigma and fear and gives staff the confidence in approaching a person in distress or experiencing poor mental health. There are two more SMHFA sessions booked for early 2023 and further sessions will be arranged for the end of the 2023 academic year.

There is also the potential for the Mental Health Coordinator to deliver the SMHFA course to interested Student Voice Reps and this is something which is currently being considered. This would start to create a culture within the institution where mental health truly is everyone's responsibility. This course would also give those student voice reps the skills to identify those classmates who may be struggling with poor mental health, and the knowledge of what they can do to help and most importantly signposting them to appropriate professional support. We know from research that most students don't go straight to professional wellbeing services, they normally first confide in someone that they are close with, and this can often be a lecturer or classmate. Therefore, it makes a lot of sense that the people who are most likely to have those first conversations with someone about their poor mental health or wanting to make a serious disclosure know how to have these conversations and know who to refer these students on to.

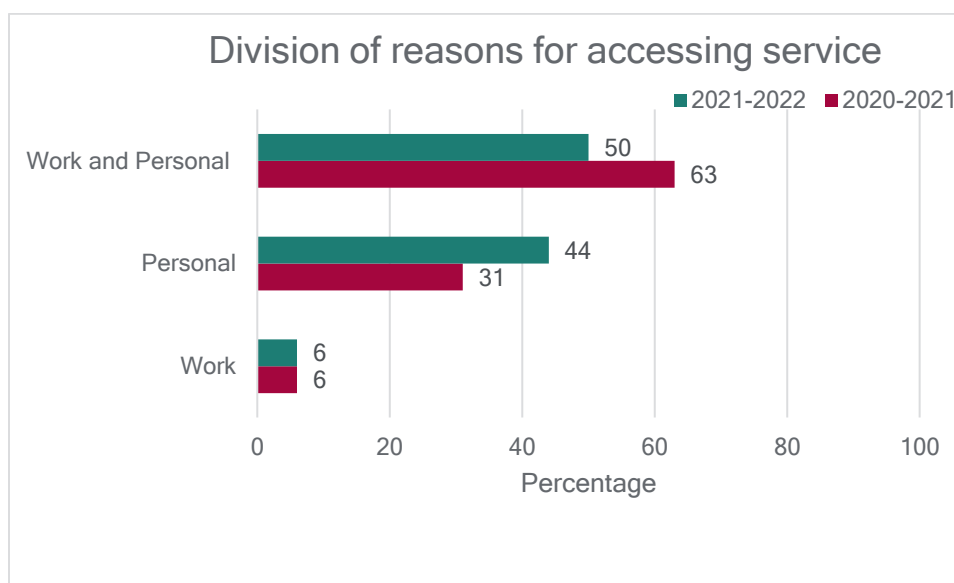
### 3.10 Staff and Student Benefits

In addition to internal staff and students benefits, we procure and contract external organisations to provide services on our behalf, with equality monitoring and Equality Impact Assessments integral to our procurement and commissioning processes. These include:

- **Rowan Consultancy**

Provides a range of services for the staff of UHI Perth which include employee Counselling Service, critical incidents support and in exceptional cases mediation and training on people skills and management.

In the 2021-2022 academic year 3.8% of staff used Rowan Counselling Services which was a decrease from the 2020-2021 figure of 7.1% and the 2019-2020 figure of 7.4%. 44% of services were provided for personal reasons, 6% for work and 50% for work and personal reasons. This is a decrease of 13% for work and personal reasons with an increase of 13% for personal reasons, work related reasons has remained steady at 6%.



The most emerging needs related to (from most to least common): personal stress; work stress; personal relationships; trauma; anxiety/panic attacks; depression; addictions; ill health. This means that the number of staff accessing support for work related stress has decreased from years 2018-2020 where it was the most common reason for accessing Rowan Consultancy.

- **MediGold**

Medigold provides our staff with Occupational Health Screening as well as a general Occupational Health provision which helps us to make informed decisions about reasonable adjustments and other support in place based on individual staff needs and circumstances. During the Covid-19 pandemic MediGold provided Covid-19 specific support and advice to the College on the risk levels for staff to be able to return to campus when we started to be able to reopen for essential teaching and support services.

- **Aramark**

Provides catering services to staff, students and visitors in Brahan, Goodlyburn and Webster buildings. They provide services via two Food Courts, Costa, Starbucks and a shop. Aramark and UHI Perth has a unique, sector-leading partnership, our Food Studies and Hospitality students work alongside Aramark staff in the College's Food Court in the Brahan Building as a practical aspect of the nationally set curriculum during lunch times (term-time only) and this collaboration has been previously recognised with the Perthshire Chamber of Commerce Business Star Award for Developing Young Workforce – Perth & Kinross. In terms of service delivery, the company secures a range of options reflective of the diversity of demand for different foods and diets, from vegetarian, vegan, halal, and special diets related to health status, such as gluten free options. Aramark promotes the right to an informed choice by labelling the foods according to the diverse dietary requirements, ie vegetarian, vegan, gluten free, halal, kosher, etc. It also uses a diversity calendar and organises special menu for different festivals or special days. Aramark has robust routine equality monitoring systems in place and policies and procedures on securing equal opportunities for its staff and clients and enabling a life-work balance. This is reflected in the availability of part time positions often preferred by those with caring responsibilities. Moreover, they proactively seek feedback from the college's staff and students on their services and reports back on actions that it has taken in response to prior feedback.

- **HISA**

We have a service level agreement with the Highlands and Islands Student Association (HISA) via a Student Partnership Agreement. HISA Perth works closely with the Student Support Team members and there is a review of their activities on an annual basis; they are striving to be more reflective of the needs and expectations of all sections of the student population. Two student association (HISA) members sit on the Board of Management. The students' association is further represented on the Staff and Student Engagement Committees, our EDIT and Learner Experience Committee. The student association (HISA) representatives also attend Staff Conferences, frequently delivering inputs and workshops and Board/SMT strategy days and development evenings, contributing fully to the discussions and informing the decision-making process.

To view the work of the HISA, please visit: <https://twitter.com/HISAPerth> ; <https://en-gb.facebook.com/pg/HISAPerth/posts/> or contact HISA directly using details provided on the following webpages: <https://www.perth.uhi.ac.uk/student-life/hisa-perth---students-association/> or <https://www.perth.uhi.ac.uk/student-life/hisa-perth---students-association/our-officers/>

All above mentioned organisations follow their own policies and procedures with respect to compliance with the Equality Act 2010 and are compatible with the policies of UHI Perth. Furthermore, they are working together with the college on progressing their equality monitoring and impact assessments on their services.

In addition, staff and students enjoy the benefits of:

- National Living Wage guarantee.
- In-house nursery provision alongside staff and student discounts.
- Disabled parking spaces and a scheme for allocated parking space for those requiring this reasonable adjustment on a temporary or permanent basis.
- A range of special leave options, including carers leave.
- Above statutory annual leave, maternity pay and sickness entitlement.
- A range of discounts on in-house sports and wellbeing services.
- Quiet Rooms for prayer/meditation/contemplation and purposes associated with reasonable adjustments.
- First Aid Room with fridge facilities also designed for breastfeeding mothers.
- Careers Course and Progression Advisory Service.
- A childcare voucher scheme for employees who started using them prior to government changes.
- A cycle to work scheme for staff.
- A rewards platform for staff.

### 3.11 Student and Staff Engagement

The engagement activities are vital to meeting our General Duty No 3 on "fostering good relations". Our Access and Inclusion Strategy 2017-2022, UHI Perth Strategy 2022-2027, and Equality Outcomes 2021-25 have and continue to be integral in embedding our General Duties. We recognise the importance of monitoring of the impact of policies and further developments are projected following review. We also recognise that staff and student engagement is a crucial component of the EQIA process and further improvements have and will be made in this regard as already discussed under 3.6 Equality Impact Assessment.

#### 3.11.1 Student Engagement

UHI Perth recognises the importance and value of embedding student engagement into operating practices and systems within the institution and is committed to maintaining a focus on this area of work. UHI Perth has been successful in developing its' approaches to Student Engagement through the implementation of effective structures, such as our Student Engagement Committee, and in hearing, listening to and acting upon the student voice through a variety of engagement activities. We remain eager to maintain a focus on Student Engagement that is both strategic and operational in nature.

There are various means of tangible student engagement that the college supports, but just as important is the informal engagement we have with students on a day-to-day basis. For students, most engagement activities take place as part of service provision and from the corporate teams: Student Experience which encompasses the Student Support Team and HISA (student association). In addition, feedback is routinely captured via surveys, including our internal Additional Support needs survey, which include equality related aspects alongside equality monitoring and will be discussed in further detail under section 3.15.2. The following are the tangible approaches:

- Student Voice Reps

Student Voice Reps (previously 'Class Rep') are the link between staff and students. They play an important role in enhancing student satisfaction in learning and teaching, as well as the overall student experience through facilitating communication and working in partnership with staff to make a positive change. They are also the link between students and Highlands and Islands Student Association (HISA)/HISA Perth and represent their class at the Student Representation Committee (SRC) hosted by HISA Perth. Any matters raised are then brought forward to the appropriate governance groups or teams, including our Student Engagement Committee. These meetings will regularly address equality and diversity matters which have been identified through student engagement or raised by the Student Voice Reps.

- Student Surveys

Student Surveys are a useful way of collecting anonymous responses from a large number of students. There are several formal surveys that are used by the College and UHI to gather the student voice on satisfaction. These are National Student Survey (NSS), for HE undergraduate students finishing their awards, and Postgraduate Taught Survey (UHI)/ Postgraduate Research Survey (UHI) for HE postgraduate students.

The College has previously surveyed FE and HE students twice during the year to ascertain their satisfaction of their early experience (ESES) and their satisfaction of their complete experience (SSES). These surveys will now be facilitated in a different way through the Student Forums. Student Forums are a way for staff to meet with a group of students to collect their comments on specific items or themes. For 2022-23 the college is using an interactive survey tool, SLIDO, during student forums. The facilitator will use a PowerPoint to introduce the students to the question set first to ensure there is understanding of what is being asked of them. The students will then be asked to answer questions in SLIDO as the facilitator works through each section of the PowerPoint. This new methodology introduced this Academic Year (22/23) will enable the facilitator to have overall response to questions once the question is completed by students. This may then lead to further discussion during the forum on the question and issues raised. Actions will be captured by the facilitator and fed into course teams action planning. By conducting student surveys in this way, we hope to have a more responsive and engaging process.

There are to be two student forums held over the 22/23 Academic Year:

- **ESES** will capture the students' initial experiences of the college from application, induction and first few weeks – whether that student is new or returning.
- **SSES** will capture the students experience over the full academic year and ensure that the service provided, and student experience has been met to a satisfactory level. The Question set incorporates 13 questions determined by the Scottish Funding Council (SFC) and the College returns results for these to them.

Moving forwards our aim is to have three student forums, ESES in November/December, a further one in February which will capture students experience of the learning, teaching and assessment to that point, and SSES as above in April/May.

## 2022 Early Student Survey (ESES) Overview:

59% of students responded overall, this was an 11% increase from the 38% response in 2021 and a vast improvement compared to previous years. The overall student satisfaction rate was 97%, an increase by 4% on 2021 (93%). Other key satisfaction questions are that 92% of students feel that their course delivery is meeting their needs and expectations, 81% of students were aware of support available for mental health and wellbeing, and 91% felt induction was a useful preparation for starting their course.

“The staff were very approachable, helpful and welcoming. Being given an opportunity to build upon my skills and experience has been great and I'm grateful for the patience been given to me.” *NPA Construction – Multiskills (FE)*

### Satisfaction Results by Protected Characteristics:

Age Categories	ESES 2022/23 Satisfaction %	ESES 2021/22 Satisfaction %	ESES 2019/20 Satisfaction %
Under 16	98%	91%	100%
16-17	98%	97%	86%
18-19	97%	94%	81%
20-24	96%	93%	79%
25 and Over	97%	93%	86%

Gender Categories	ESES 2022/23 Satisfaction %	ESES 2021/22 Satisfaction %	ESES 2019/20 Satisfaction %
Female including Trans Woman	98%	93%	95%
I describe myself in another way	98%	89%	83%
Male including Trans Man	97%	94%	94%
Prefer not to say	99%	87%	88%

Disability Categories	ESES 2022/23 Satisfaction %	ESES 2021/22 Satisfaction %	ESES 2019/20 Satisfaction %
I have a disability, impairment, or medical condition	98%	92%	93%
I have a physical impairment or mobility issue	100%	100%	91%
I have a specific learning difficulty such as dyslexia	99%	93%	94%
No disability	97%	94%	95%

### Care Experienced

(Q Have you been or are you currently in care or from a looked after background at any time in your life?)

Categories	ESES 2022/23 Satisfaction %	ESES 2021/22 Satisfaction %	ESES 2019/20 Satisfaction %
No	98%	94%	95%
Yes	97%	94%	91%

### Caring Responsibilities

(Q Do you have unpaid caring responsibilities for a family member or friend who is ill, frail, disabled or has a mental health or addiction problems?)

Categories	ESES 2022/23 Satisfaction %	ESES 2021/22 Satisfaction %	ESES 2019/20 Satisfaction %
No	98%	93%	83%
Yes	97%	94%	85%

Satisfaction for students in care has further improved by 3% to 98% and students with a caring responsibility are 3% more satisfied with their college experience this year at 97%. All age and gender groups have improved satisfaction this year. As shown in the above tables there appears to be no significant difference between the student early satisfaction rates based on the characteristics measured in the survey.

### Additional Support Service Survey:

In addition to generic student surveys, our Additional Support Team routinely seek feedback from their primary stakeholders – students accessing support via the Additional Support Team. All students who had a Personal Learning Support Plan (PLSP) via the Additional Support Team are sent a questionnaire annually which is made available in various accessible formats. Feedback received from students allows the shaping and delivery of the services that they access, allowing the Service to see what can be improved each year for future students.

From the questionnaires that were sent out for the 21/22 Academic Year 43 responses were received, a slight decrease from the 46 completed in 20/21, however this still represents an increase in responses from 19/20 of 36. Respondents were asked a series of questions relating to the rating of the various elements of Additional Support Team Activity.



Question	% of 'good' or 'very good' responses
Availability of Appointments	72%
Options for Meetings	72%
PLSP Effectiveness	84%
AAA (Alternative Assessment Arrangements) Effectiveness	84%
SpLD Assessor – Rate	100%
DSA Timescales – Rate	64%
DSA Funding – Effectiveness	96%
Internal Study Skills – Effectiveness	76%
External Agencies – Rate	81%
Additional Support Team – Overall	79%

For the fifth year in a row the responses were, overall, positive. A common theme in responses related to the difficulty in online working, and difficulties with Student Awards Agency Scotland (SAAS) Disabled Student Allowance (DSA) and the process changes.

Students were also encouraged to provide comments concerning their experience, a selection of which are included below:

“Huge backlogs at SAAS for DSA and student loans”.

Fantastic team, very caring and quick, understanding and patient, backed up with a lot of knowledge”.

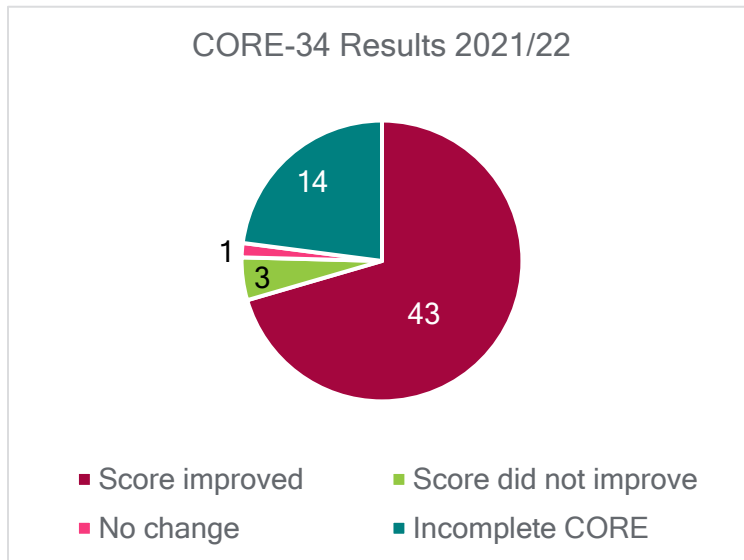
“When I had to come into the University for a meeting it was all well organised, and the staff were extremely nice and caring. They helped with everything efficiently and always stayed in touch.”

### Counselling Service Survey

This service offers free confidential face to face or online counselling to all students at UHI Perth. Students can self-refer by emailing the counselling inbox or specific counsellor, be referred by academic or support staff or via other members of Student Services. Counselling is offered by a blended approach of face to face and online sessions. The college offers each student a block of six sessions.

We collect feedback on counselling using a variety of methods. The CORE Outcome Measure (CORE-OM) is a client self-report questionnaire designed to be administered before and after counselling. The student is asked to respond to 34 questions that measure four dimensions:

- Subjective well-being.
- Problems/symptoms.
- Life functioning.
- Risk/harm.



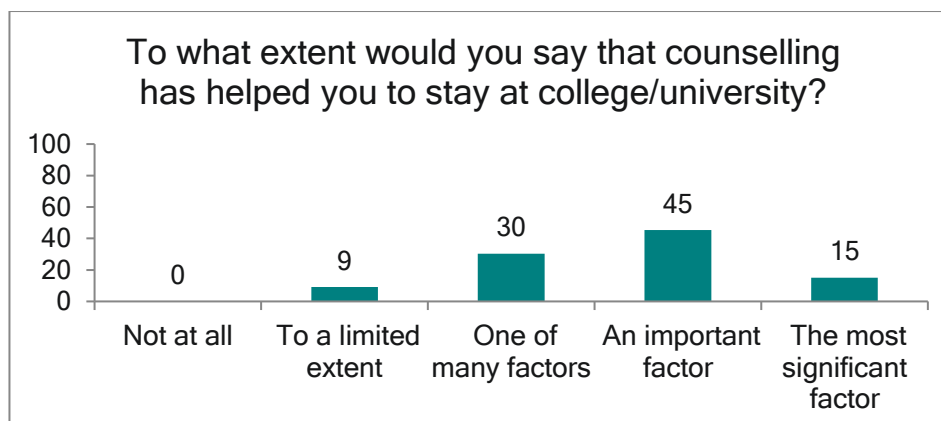
The responses are designed to be averaged by the practitioner to produce a mean score to indicate the level of current psychological global distress (from 'healthy' to 'severe').

The questionnaire is repeated after the last counselling session; comparison of the pre-and post-counselling scores offers a measure of 'outcome' (ie whether the student's level of distress has changed, and by how much).

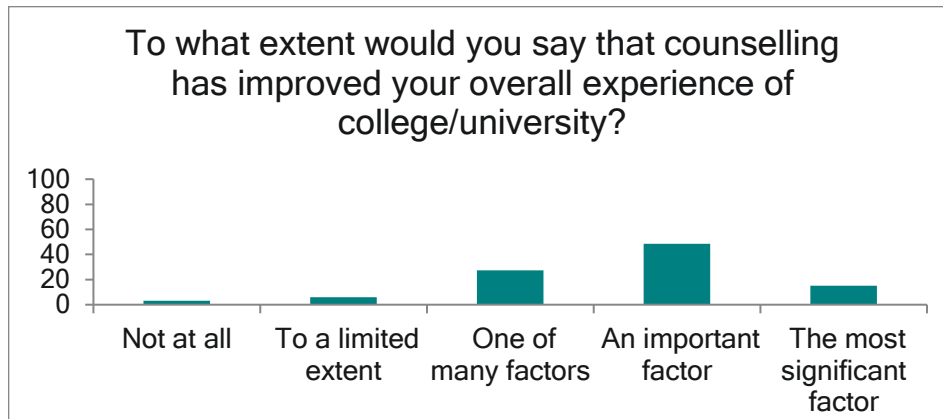
The table to the left shows the percentage in each CORE-34 result category.

The Counselling Impact on Academic Outcomes (CIAO) tool results show that for many of the students who accessed counselling it had a positive impact on their ability to stay at college, contributed towards an improved overall college experience and has helped with feelings of positivity for the future for our students, as can be seen in the table below (all numbers are percentages):

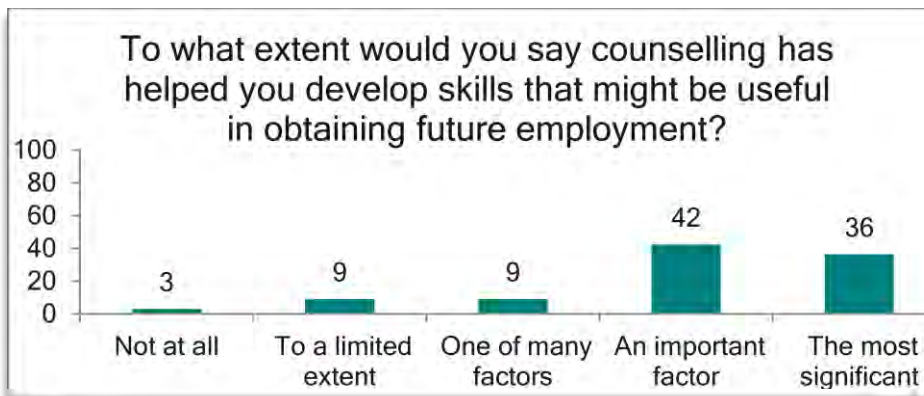
### Retention



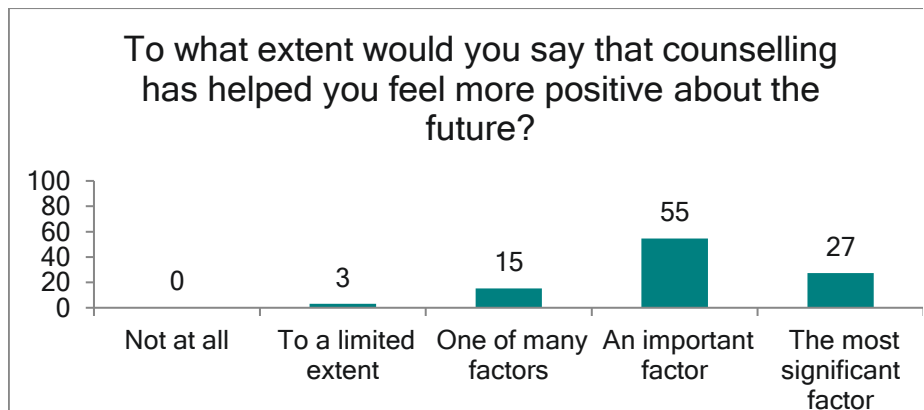
### Student Experience



### Obtaining Employment



### Outlook on Future



As well as collecting feedback in the form of CORE-34 and CIAO, we also send students an end of counselling form (SS304c) which asks them to describe ways in which counselling helped them and ways in which they found counselling or any aspects of the service unhelpful. This type of feedback allows us to shape the service for our students.

Some quotes from feedback form from 2021/22 included:

“I found counselling really helped me as I bottled up my emotions and problems and it was the best feeling to have that safe space to talk about them and not feel overwhelmed”.

“I’ve been able to talk to someone in a judgemental free environment, where I can ask questions and challenge thoughts I’ve had”.

“It has helped me realise it is ok to talk about things on your mind and helped me realise that talking can help you to feel better”.

“Counselling helped me to find better ways to cope with anxious feelings and how to gain new outlooks on past experiences.”

Furthermore, our Additional Support Team continuously engages with our utmost vulnerable students on a day-to-day basis and have provided an ever-growing number of in-house Needs Assessments. UHI Perth completes more Needs Assessments in house for students than any other institution in the UHI partnership.

UHI Perth's Student Support Team, part of which is the above-mentioned Additional Support Team, regularly engage with students and provide a wide range of support services related to:

- Transition into college.
- Providing a confidential space to talk.
- Signposting to support within the college and to external agencies.
- Mental Health and Wellbeing support and advice.
- Wellbeing Workshops.
- Student Counselling Service.
- 1-2-1 support.
- Workshops.
- Drop-in.

In terms of the additional support, pre-entry transitions additional support is available for potential students with an enhanced support need. The criteria for accessing transitions support is meeting any of the following conditions/criteria:

- A physical or learning disability.
- A diagnosis of profound and complex need.
- Autistic spectrum disorder (ASD).
- Severe and enduring mental health condition.
- ADHD and associated impact on learning/behaviour.
- Anyone in receipt of a coordinated Support Plan (CSP) or Young Person's Plan (YPP).

Enhanced Support is also available for young people with:

- Significant school attendance issues.
- Gaps in education.
- Social, emotional and behavioural difficulties (SEBD).
- Drug, alcohol or substance misuse.
- Social work involvement/Youth justice.
- Young carer responsibilities.
- Those accessing a specialist provision – e.g. residential school for their support requirements or looked-after and accommodated.

Anyone who meets the above criteria is entitled to pre-entry transitions support from the Transitions Officer through a referral process.

- **Online Platforms**

Moreover, we engage with students using online platforms such as Facebook and Twitter, via our website and course learning platforms and other interactive events taking place throughout each academic year.

- **HISA**

Highlands and Islands Student Association (**HISA**) is an independent organisation that sits out with the University, although based on Campus. They employ elected Student Officers on a sabbatical basis each year, as well as permanent support staff. Partnership working with HISA is a key element of how we support our student body. Each year the Senior Management Team and HISA Perth Officers agree three key initiatives to take forward together, these are noted in the Partnership Agreement. These initiatives are decided upon by the student body through the Student Representation Council (SRC) which all Student Voice Reps attend.

### 3.11.2 **Staff Engagement**

In terms of our staff, the main engagement mechanisms are provided via our Staff Engagement Group, our Joint Negotiating Committee with our Trade Unions, and via suggestion boxes, feedback forms and our engage.perth email address. We are also working closely with our recognised Trade Unions to review and improve our performance as an employer.

UHI Perth engagement also takes place via corporate Committees such as EDIT, Staff and Student Engagement Groups, Safeguarding Group, Staff Conference Days and through other routes. Moreover, during 2022 we recruited Equality Champions from across our core teams to strengthen the ongoing links and both horizontal and vertical engagement. There is also an update on student and staff engagement taken from operational teams through to the Engagement Committee of the Board.

Our latest Staff Survey took place in April-May 2021, on the cusp of planning for the new Strategic Direction and found that:

- There was understanding and engagement with objectives but less so for new joiners. 61% of staff said they agreed/strongly agreed that they felt aligned to the strategic objectives at that time.
- 72% of staff said they agreed/strongly agreed that they had a clear understanding of the College' values with 76% stating they agreed/strongly agreed that the values were linked to their role.
- There was high confidence in capability and clarity of roles and responsibilities, but concern over job security and workload.
- There was a positive experience with managers, but more meaningful feedback and recognition was required. The line manager experience varied widely across the organisation.
- Team was found to be incredibly important to staff, and a strongly held value. While this is a positive, it is also important to build a broader sense of team across the organisation. 85% of staff said they agreed/strongly agreed that their colleagues and them work together to find ways to improve the services we provide. 78% said they agreed/strongly agreed that there is a feeling of respect for each other.
- There was a high degree of loyalty with 74% of staff agreeing/strongly agreeing that they felt proud to work for the College and 85% wanting to still be working for UHI Perth in 12 months' time.
- The survey however showed it has been a challenging period for wellbeing and work-life balance with 53% agreeing/strongly agreeing that their workload was manageable and 54% feeling the College supports the mental health and wellbeing of staff.
- 73% of staff stated they strongly agreed/agreed that the College promoted equality and diversity and 66% felt they were treated equitably at the College.
- Staff had a high confidence in their skills and access to support but lacked clarity in opportunities to grow or progress.
- 2020/2021 brought significant change and there was a strong desire for future direction, a path to recovery and more exposure to the leadership.

The results of the staff survey were integral when designing the new UHI Perth Strategy 2022-2027, they have also been addressed as part of activities such as the Staff Conferences, which now take one of the UHI Perth Values as the theme for each event.

In January 2022 the College undertook its second Stress Survey using the Health and Safety Executive (HSE) Stress survey tool. The survey followed the HSE Stress management guidelines and the output from the survey results were discussed at length in the Health and Safety Committee of the College. The Senior Management Team is committed to taking actions to reduce the levels of negative stress that is seen by some employees within the College.

To date the College has taken the following actions.

- Created a new Stress Management Group.
- Created and is actively delivering Stress Awareness training which is available to all staff.

- Created and is actively delivering Stress Management for Managers training which is designed to allow managers to support their teams more and to undertake stress risk assessments with team members.

The first meeting of the Stress Management Group took place in March 2022 and continues to meet on a bi-monthly basis. The Group decided and acted upon the following actions:

- Focus groups took place in May and June 2022 to look to understand why staff are feeling stressed and to allow staff to offer suggestions of what the College can do to reduce stress levels across the College.
- In April 2022 for Stress Awareness Month, we also held several activities and awareness raising sessions and activities that focused on stress.
- Work to 'reset' the College position so that Staff feel more able to talk to their managers and have supportive conversations to mitigate feelings of stress.
- Ensure that managers receive more training to support them to undertake their roles which in turn will impact on their ability to support their teams.

### 3.12 Complaints, Disciplinary and Grievances

Staff Complaints and Grievance Procedures and UHI Perth Complaints Handling Procedure 2021 regulate the complaints procedures for the organisation. We have a routine system in place for a quarterly review and reporting on complaints relating to Higher and Further Education and our internal monitoring systems review the relevance of these to the equality and inclusion agenda and incorporate equality monitoring. Further review of the policies, systems, processes and tools will affect future developments in this area.

The Quality Department holds the responsibility for complaints whilst the HR and Organisational Development Department holds responsibility for staff grievances.

#### 3.12.1 Complaints

UHI Perth is committed to providing an excellent education and high-quality services to our students from enrolment to graduation, as well as for providing an excellent experience for all other members of the public using the college services or visiting the campus. Our complaints handling procedure consists of five parts and is based on the Scottish Public Services Ombudsman (SPSO) complaints handling model. It was implemented on 1 April 2021. We publish Quarterly and Annual Reports on the number of complaints we have investigated to help inform stakeholders of how we are performing. We are also committed to ensuring that we learn from complaints and that they are used to help us improve our services and the quality of college experience.

During the 2021/22 Academic year three complaints were made which were determined to have an equality and diversity element. This equated to only 6% of all complaints received. Of those complaints received one investigation was stopped at the request of the complainant to halt communication, one was deemed to be an unfounded claim of discrimination and the final complaint related to discriminatory comments made between students whereby both parties received guidance on acceptable behaviour within UHI Perth.

### 3.12.2 Grievances

Of the nine cases relating to staff conduct/grievance during the 21-22 Academic year, there were two cases where the staff involved were deemed by our Occupational Health Advisers to be likely to fall under Equality Act. Whilst this determination does not prevent an employer from taking action against an individual, it does add another dimension that needs to be considered, particularly around whether the alleged misconduct was directly attributed to a long-standing medical condition. We remain committed to managing our colleagues fairly, consistently and in accordance with the employment legal framework.

### 3.13 Student Conduct

We aim to offer all our students an excellent experience of learning and college life. The main principles we apply are that students should be respectful to staff, other students and college property in order that all College users can enjoy and benefit from their experience. We expect our students to:

- Actively engage with their studies, by attending all classes and where you they are unable to attend a class notifying the college in advance.
- Participate in class, eg in discussions and group work.
- Treat all other students and members of the College staff with respect and courtesy.
- Studying outside of class in their own time, as directed by their tutor and as self-study.
- Actively engage with assessments, including exams, and that the presented work is their own.

The [Student Code of Conduct](#) details, in full, what students can expect while studying with us, and what their responsibilities are as a member of our College community. If students breach the standard of expected behaviour or academic conduct, then they may find themselves going through a disciplinary process. This process is governed by the [Student Disciplinary Procedure](#). The disciplinary process is also a support mechanism for students, in investigating the reasons for the breach of conduct they are given the opportunity to put forward the reasons why they breached the standards, for example is there an underlying issue that they need support with.

During the 2021/22 Academic year five students faced disciplinary action due to conduct which was deemed to have an equality and diversity element, including students acting in a discriminatory manner. This equated to 28% of all disciplinary procedures. Of these cases four were upheld, with various sanctions imposed including a student being withdrawn due to abusive, aggressive and racist language. One process was closed due to student under investigation withdrawing from their course, and the complainant not wishing to report the incident to Police Scotland.

### 3.14 External Engagement

We continue to collaborate with our external partners in relation to mainstreaming equality, and our protected characteristics as well as local multi-agency activities. We have been an active member of structured engagement platforms which provides us with an opportunity to promote and influence the mainstreaming of General Duties; examples of these include:



- UHI's EDI Committee, a partnership equality forum called comprising of the UHI and its partner Colleges and Institutions.
- Perth and Kinross Council's Equalities Strategic Forum incorporating local public, 3rd and private sector organisations.
- UHI's Disability Practitioners Group (DPG).
- UHI's Student Health Group.
- UHI's PLSP Quality Assurance Group (PQAG).
- UHI's International Development Group.
- Scotland's Skilled Workforce (Subgroup of College Principals Group).
- UHI Perth and Aramark Partnership Group.
- Perth Community Planning Partnership (CPP) Executive Officers Group.
- Perth and Kinross Council's Community Planning Partnership (CPP) – Economy and Lifelong Learning Group.
- Perth and Kinross Employability Network Governance Group.
- Perth and Kinross European Social Fund Employability/Poverty Board.
- Perth and Kinross Council's ESOL Funding Group.
- Perth and Kinross Council's Adult Protection Committee.
- Perth and Kinross Council's Corporate Parenting Strategic Group.
- CDN Safeguarding Network.
- Perth and Kinross Adult Literacy Partnership Managers Group.
- Perth and Kinross Council's Culture and Sports Advisory Group.
- UHI Perth Joint Negotiating Committee – UNISON.
- UHI Perth Joint Negotiating Committee – EIS-FELA.
- JISC – Assistive Technology Interest Group.
- Community Development Network (CDN) – Access and Inclusion Network.
- Community Development Network (CDN) – Essential Skills and Volunteering.
- British Dyslexia Association – Member.
- Caledonia Housing Association Board (voluntary position).
- Mindspace Board.
- The Keys to Life Strategy Group.
- CDN Complaints Handling Advisory Group.
- Police Scotland.
- Hate Incidents Reporting.
- Perth and Kinross Council Social Work Department.
- Reasonable adjustments.
- Tayside Region Multi Agency Public Protection Arrangements (MAPPA).

In addition, we have continued to engage with various 3rd sector organisations which either specifically represent the vulnerable groups holding protected characteristics or play a crucial role in protecting people from harm and securing equal opportunities; examples of these are:

- Highlands and Islands Student Association (HISA).

- Perth and Kinross Association of Voluntary Services.
- Ethnic Minority Hub.
- Carers Services.
- Voluntary Action Perthshire.

- Perth Citizens Advice Bureau.
- Perth and Kinross Foodbanks.
- Perth and Kinross Job Centre
- Skills Development Scotland.
- Perth Autism Support.
- Terrance Higgins Trust (Scotland).
- Craigowl Communities.
- Women's Aid.
- Scottish Domestic Violence Helpline.
- RASAC PK.
- Rape Crisis.
- Tayside Council on Alcohol.
- Insight Counselling.
- Mindspace Counselling.
- Well Connected Perth and Kinross.
- Perth & Kinross Disability Sport.

### 3.15 Key Performance Indicators (KPI's) and Quality Improvement

The General Duties related to preventing discrimination, advancing equal opportunities and promoting good relations are also mainstreamed within our targets (KPIs) and quality improvement reporting and planning.

The Scottish Funding Council (SFC) publish College Key Performance Indicators (KPIs) annually. For UHI Perth, these KPIs predominantly include qualifications categorised as Further Education and up to SCQF Level 6, with some exceptions in Scottish Vocational Qualifications (SVQs). This section, therefore, only contains information in accordance with the Further Education College Sector.

Our Evaluative Report and Enhancement Plan 2019-21 evidenced performance trends and outlined areas of good practice as well as improvements required to secure quality of provision of services for all our learners. It also developed our existing equalities evidence base by offering a performance analysis for the protected characteristics of age, gender, socio-economic status, disability status, ethnicity and for other vulnerable groups protected via other legislation (ie care experienced people).

With the ongoing coronavirus pandemic, the sector as a whole continued to face significant disruption to both our staff and students. At the start of the academic year, we re-opened our campus to some cohorts of students, meaning that we could start to deliver face to face teaching. However, between December up to February 2021 our campus, due to the pandemic, was closed where we had to move completely to online teaching. The Scottish Government then permitted only a small percentage (5%) of our student population to be on campus, this number being permitted to increase from April 2021 onwards.

The College continued to adapt, taking swift action to support our students learning and protecting their wellbeing, however, as with all other people in society, there were numerous

issues that may have impacted our student's ability to complete their qualifications, these included:

- Students may have been medically affected either directly or via family members/dependents.
- Students may have struggled juggling childcare or other caring responsibilities alongside their studies.
- Students may have been impacted more where there are practical elements or work placements in subjects such as engineering; construction; health and social care; and childcare.
- Students may have been affected by not having the same experience as they would have if there was face to face support (eg peer to peer support, in-person support).

To ensure all our students were able to engage and be supported effectively with their learning at home, the College introduced a digital support scheme, where we invested and loaned up to 800 laptops. Students who did not have access to the internet were also supported by the loan of a dongle. All costs were met by the College.

Therefore, full consideration should be given to these exceptional circumstances and direct comparisons between earlier years should not be made without due consideration of the context.

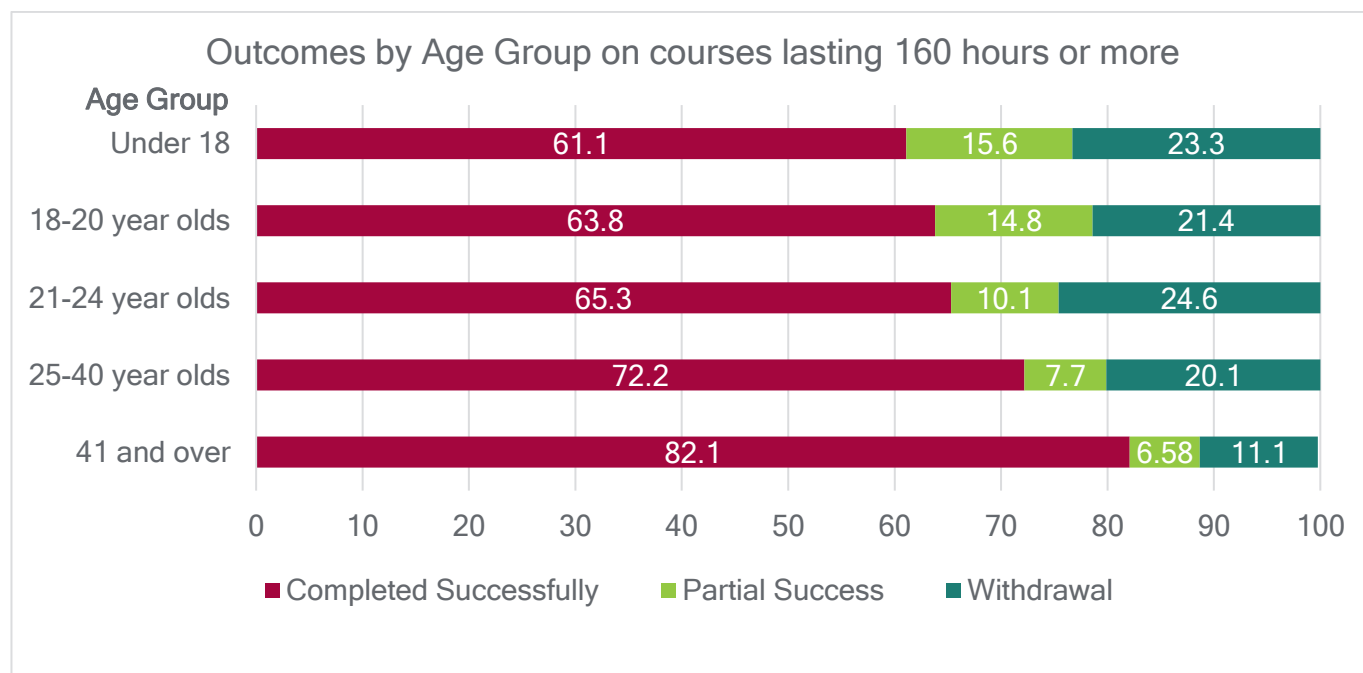
Overall, when we have analysed all our success rates, it may be suggested that committing to full-time studies during and throughout the pandemic has been more challenging for our students than committing to part-time study.

The following Key Performance Indicators is reflective of Academic Year 2021-22, inclusive of the latest data available for the sector.

### 3.15.1 Successful Outcomes

#### Successful Outcomes by Age Group

The table below illustrates, by age group, the percentage of students who successfully completed their further education programmes with us.



Trend information informs us that full-time students in most age categories tend to perform less favourable than part-time students, with one exception. Those aged 41+, success rates for full-time are higher.

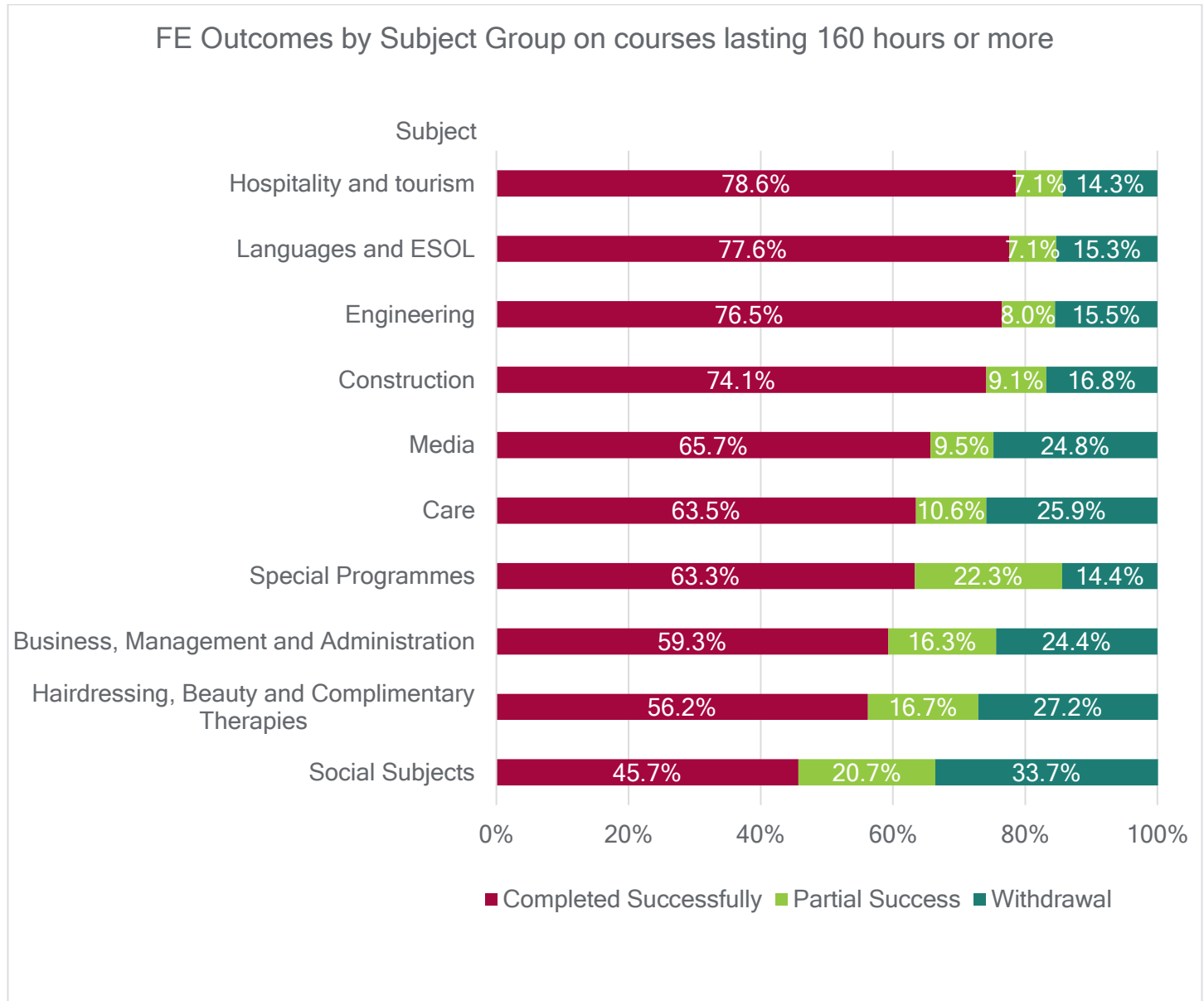
In comparison to the sector, our withdrawal rates are higher in most age categories, with one exception. Those aged 41+, completion rates have exceeded the sector by 3.8% with an overall success rate exceeding the sector by 6.1%.

It is worthwhile noting that the report published by the Scottish Funding Council (SFC) for the entire college sector indicated that there appears to be reluctance to:

- Withdraw school pupils that have poor attendance and attainment.
- Students left on course who were not in attendance and therefore should have been formally withdrawn.

## Successful Outcomes by Subject Areas

Our curriculum offers covers a variety of subject areas, as illustrated in the Table below.



Social subjects is predominantly an area that delivers Highers and National 5's.

The above chart does not represent every subject area covered by the college. Those that are excluded is where our numbers are not substantial enough to be included in this publication (ie Art and Design; Computing and ICT; Science; and Sport and Leisure).

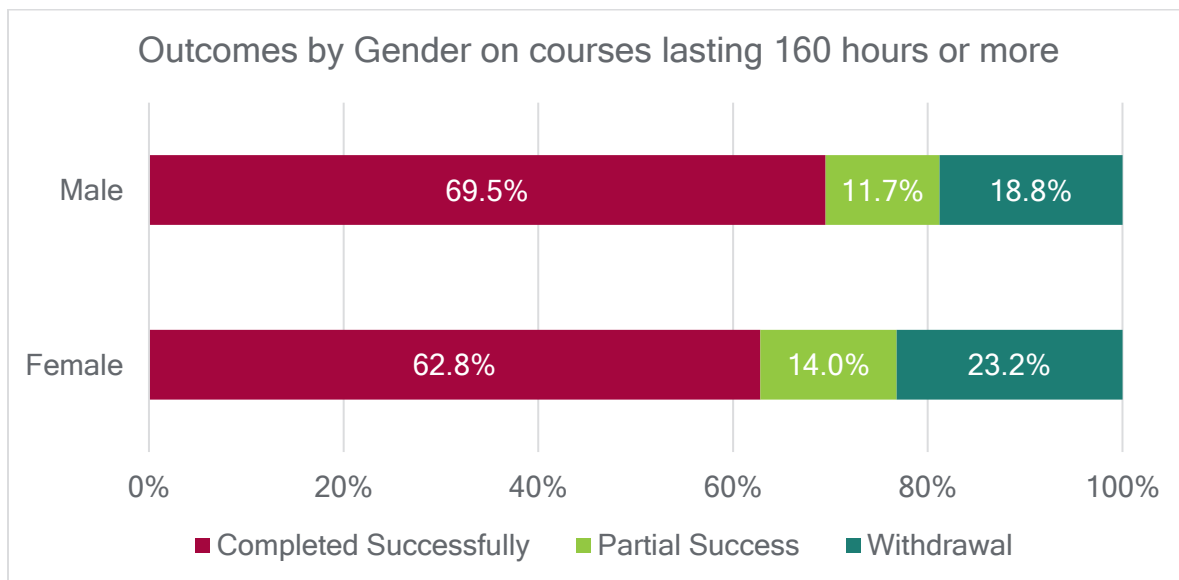
It is good to note that, in comparison to the sector and regardless of the practical nature and challenges faced throughout COVID, Hospitality and Tourism have performed better by 16.1%; Engineering have performed better by 4.8%; and Construction have performed better by 3.1%.

Mostly all other areas are on par with the sector. However, one area does have a higher withdrawal rate than the sector by 6%, Social Sciences.

Our own internal subject areas that deliver the programmes have access to a dashboard where they can drill down further into the data (eg disability, age, gender, ethnicity, SIMD, care experienced) where they will, by exception, produce a report and action plan. This is overseen by the Curriculum and Student Experience Group, membership including the Vice Principal – Academic; Sector Development Directors; Head of Learning and Teaching, and Head of Student Experience.

### Successful Outcomes by Gender

The table below illustrates successful completion of courses.

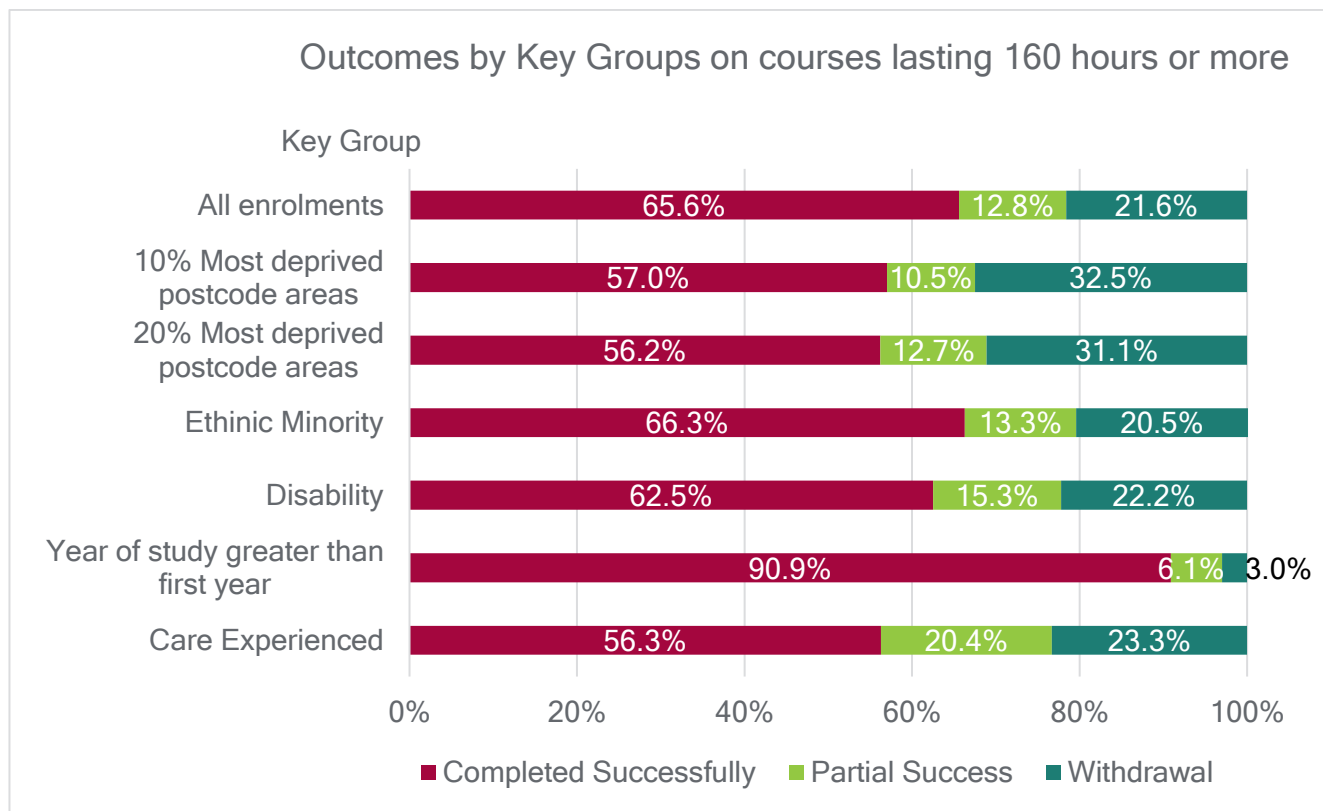


Overall, males tend to be more successful than females (69.5% v 62.8%). However, when this is broken down into mode of attendance, females have been more successful where they study full-time. Males tend to be more successful where they study part-time and more so in the area of modern apprenticeships, where there is an aim to secure employment.

Sector data informs us that there is only a 0.5% difference between males and females, males performing only slightly better. The percentage being successful for males very much aligns with our male success, where we have seen fewer withdrawals for males. We have seen a higher withdrawal rate for females in comparison to the sector by 1.8%.

## Successful Outcomes by Key Groups

Table below illustrates successful outcomes by key groups.



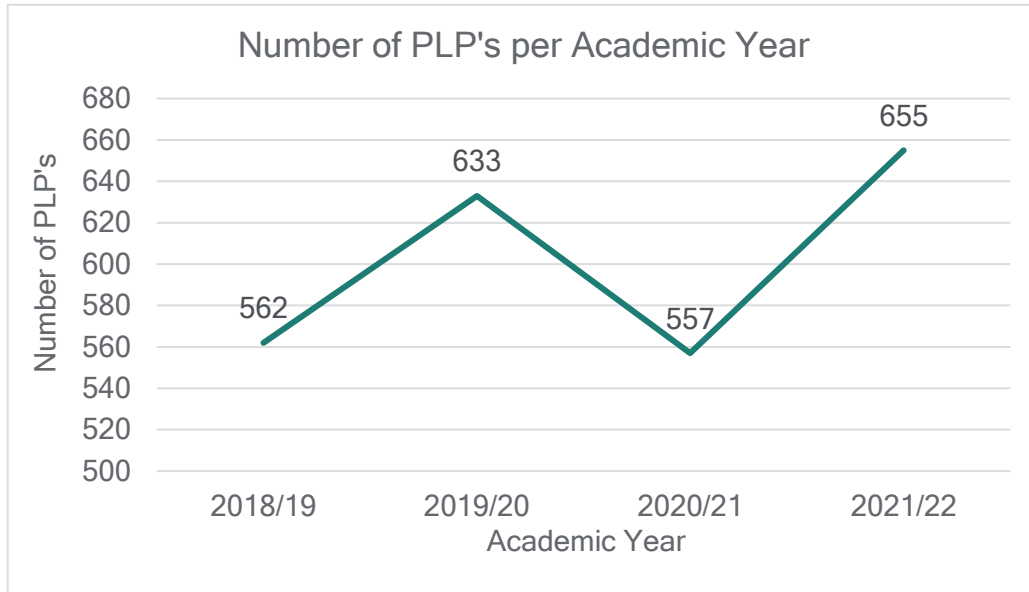
Further analysis in disability informs us that those who disclosed a mental health illness or those who disclosed more than one disability were less successful in comparison to other disabilities disclosed, 60.8% and 61.7% respectively. We encourage all learners who disclose a disability to meet with our Student Services Team, and to disclose at an early stage, this guarantees that where support is required, it is put in place as soon as possible, this ensures fairness and equity for all our learners.

It is good to note that more students are disclosing to us that they are care experienced, this allows us to compare success at a sector level where it is worth noting that we are on par with the sector. There may also be correlation between care experienced and the most deprived postcode areas; as reported in The Independent Care Review (2020), 'Children living in the 10% most deprived areas of Scotland are 20 times more likely to become care experienced than those in the least deprived areas'.

The actions we are taking to address the above, students who are care experienced and those who have disclosed a disability, are discussed further under Section 6 Equality Outcomes.

### 3.15.2 Additional Support

Our Student Services Annual Report includes details of the Personal Learning Support Plans (PLSP's) arranged for our students. The graph below shows the number of PLSPs that have been completed over the last few academic years:



2021/22 saw a large increase in the number of completed PLSPs at 12.1% from the previous Academic Year. The 21/22 Academic Year saw a rise in the number of students who came back on to campus for a blended learning approach to their courses, which increased the number of assessments and examinations being completed. As courses slowly returned to how they were prior to the pandemic, it was expected that the number of PLSP's completed would have increased, as more students required access to Alternative Assessment Arrangements.

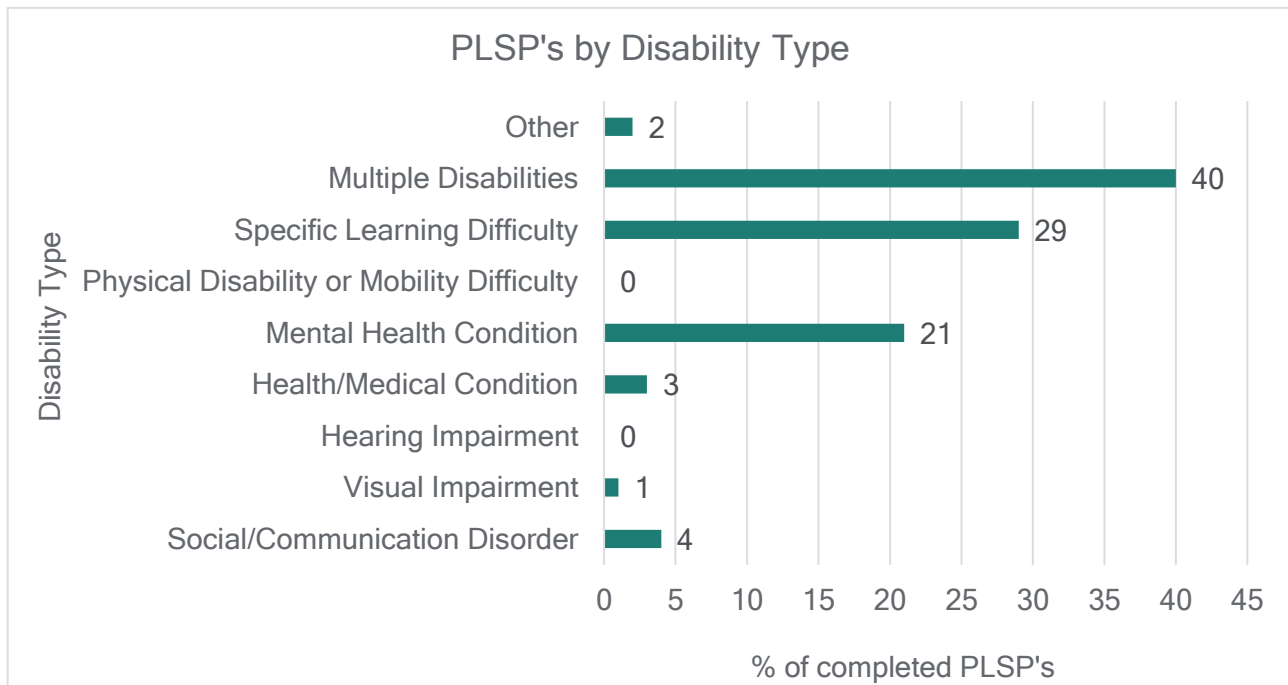
It was further noted that more students applied for courses than in the previous academic year, as we moved away from the online nature of courses in 2020/21 and continued uncertainty around the pandemic and resulting lockdowns. This higher rate of application/enrolment saw a natural increase in the number of students indicating that they required support.

Lastly, an additional Wellbeing and Support Officer was hired between August and December 2021. This saw an increase in the number of appointments available for students and an increase in the PLSPs completed for students. While this is not reflected in the PLSPs for Mental Health Difficulties only, a marked increase can be seen to reflect this in the Multiple Disabilities PLSPs.



## PLSP by Disability

A further breakdown of the PLSP's which were put in place during the 21/22 Academic Year can be shown in the table below. This is a breakdown of supported conditions, and the percentage of students who presented with each condition. Multiple Disabilities encompasses all students with two or more impairments and includes all students who were supported by both the Additional Support Service and the Wellbeing and Support Service simultaneously.



There was a large increase in students presenting with Multiple Disabilities, categorised as those who have two or more conditions. An increase of 88 students on the 2020/21 figures fell into this category. It could be suggested that this was owing to the number of students who had their mental health impacted by the ongoing pandemic.

Our Student Services Annual Report 2021/22 also showed that 63.7% of completed PLSP's were for female students, 35.7% for male students and 0.31% for transgender students. This is however not representative of the Student Profile (FE Starters 48% Male, 52% Female and HE Starters 43% Male and 57% Female) therefore this shows us that male students are less likely to seek additional support through a PLSP. A broad range of ethnicities sought additional support through a PLSP, which was representative of the wider Student Profile detailed further under section 4.

The Additional Support Team has sought feedback from their primary stakeholder, students, accessing support via the Additional Support Team each year, as already discussed in Section 3.11.1.

Reflection is pivotal to academic practice. Further, it is more important than ever for students to be involved in the shaping and delivery of the services that they access, within the parameters of external factors that shape the support. All students who had a PLSP via the Additional Support Team were sent a questionnaire. This was made available in various accessible formats. For the fifth year in a row, responses were overall, positive. Responses that considered the overall service poor or very poor represents a very small minority, 97% Poor and 2% Very Poor.

The Table below details a summary of the questions asked and the responses received. The questionnaire also gives the opportunity for learners to provide comments, all comments received are welcome and taken forward by the Additional Support Team accordingly.

Question	Very Good	Good	Average	Poor	Very Poor	N/A
Availability of Appointments	37%	35%	21%	9%	0%	0%
Options for Meetings	42%	30%	23%	5%	7%	0%
PLSP Effectiveness	47%	37%	5%	5%	7%	0%
AAA Effectiveness	16%	21%	5%	2%	2%	1%
SpLD Assessor – Rate	28%	21%	0%	0%	0%	51%
DSA Timescales – Rate	21%	21%	9%	5%	9%	35%
DSA Funding – Effectiveness	37%	21%	0%	0%	2%	40%
Internal Study Skills – Effectiveness	19%	12%	7%	0%	2%	60%
External Agencies – Rate	28%	12%	9%	0%	0%	51%
Additional Support Team – Overall	56%	42%	12%	7%	2%	0%

Counselling saw a slight reduction in referrals during the 2021/22 Academic Year (3.37%). Of those referrals 67% were male, 31% female and 2% non-binary. 49.3% of students counselled were aged 21 or under. There was a wide variety of presenting issues, with Anxiety at 28%, Depression and Mood Change or Disorder at 17% and Relationships at 14% being the most common.

### 3.16 Performance Assessment on Quality Indicators

We previously published an Evaluative Report and Enhancement Plan 2019-21 which summarised areas of good practice and ones requiring further development on a range of quality indicators of which Quality Indicator 3.1 and 3.2 were particularly pertinent to the fulfilment of the General Duties and Equality Outcomes under the Equality Act 2010 and other equalities legislation.

#### We identified:

- That our systems need to be better developed to auto-trigger information to support services to support learners who are experiencing challenging life circumstances or are from disadvantaged backgrounds.
- Whilst there was an upward trend for care experienced learners at UHI Perth completing their studies, it is still below sector level.
- Whilst the college celebrates events and opportunities to identify particular learner's cohorts, it does not always acknowledge these groups.

#### We also identified:

- Those who disclosed a mental health illness, attainment is lower than other disabilities disclosed.

- Those who disclosed multiple disabilities, attainment is lower than other disabilities disclosed.
- Males studying non-stereotype programmes is low, in the areas of Hairdressing; Childcare; and Health and Social Care.
- Retention is poor for school/college partnership learners where their qualification is studied over 2 years, they tend not to continue after first year.
- Attainment for school/college partnership learners tend to not be as successful as other part-time learners.

### Update:

Through further restructuring and collaboration between teams, we are now starting to see the positive results of enhanced systems and business processes that have been developed and implemented. We have made accessibility more intuitive for our students with regards to uploading documentation, and made it easier for staff to monitor, track and chase outstanding documentation. We continue to review our business processes making further developments and enhancements.

We did identify key staff as named contacts to work and support key groups and individuals for care experienced, carers, estranged and veterans. Evidence suggests that we do have more students than before disclosing to us that they are care experienced and whilst 76.7% complete their studies with us, those who achieve their qualification does not align with our overall achievement rate. However, it is good to note that those who do achieve their qualification is on par with the sector.

We continue to produce our Diversity Calendar, and pre-COVID we also raised awareness through monthly displays on noticeboards topics such as the Holocaust, Black History Month, Autism. When the campus was closed due to the pandemic, we raised awareness through electronic media and our Student Engagement Team ran various awareness sessions to class groups. Post-COVID and a return to campus means we can start to pursue and display on noticeboards once again and this is something that the Student Services Team are currently working on. In addition to this we have also established more groups for our students, working with HISA Perth, we support a LGBTQIA+ Group and a Neurodiversity Group. Other groups include the recently established Man Cave and a Podcast group.

Attainment for those who disclose a mental health illness, or multiple disabilities, is still lower than other disabilities disclosed. From the period between and including 2018-19 to 2022-23, we have seen a 9% increase in those who disclose these disabilities increasing from 53% to 62% out of the total who disclose a disability. It is also worth noting that disabilities such as mental health issues are impactful, severe, enduring or episodic. They can involve high levels of psychological distress, exposure to trauma, and/or conditions such as schizophrenia, personality disorders, and bipolar disorder. We also acknowledge that those with multiple disabilities are also much more complex than ever before.

Whilst the recruitment of the number of males entering non-stereotypical programmes has always been low, in comparison to previous years this number is in further decline, therefore the numbers are not substantial enough to do any comparisons. Actions taken to address this are further discussed under Section 6 Equality Outcomes.

With regards to our School/College Partnership, we have worked more collaboratively with the schools to ensure the offer meets demands and expectations. We have also reviewed two-year programmes and where practical and possible, reduced the programme to one year. The latest available key performance indicators inform us that there is good improvement in both retention and attainment. We have also recruited a number of STEM Education Officers, so we can engage with schools earlier which we hope may, in time, assist in addressing the gender imbalance in these areas. Again, the actions we have taken to address this are discussed further under Section 6. Equality Outcomes Progress.

### 3.17 Equalities Intelligence – Students and Staff

Central to fulfilling and evidencing the General Duty 1, 2 and 3 as well as the Equality Outcomes 2021-25 is gathering, reviewing and utilisation of relevant evidence as well as securing robust monitoring and governance systems and processes. As this section provides current staff information, it thus constitutes also our current basic Workforce Profile 2022 and a Student Profile 2022. Further equality evidence was mainstreamed across the document as its core.

We have previously reviewed our evidence base and equality monitoring tools crucial to advancing our ability to identify and meet the needs of students and staff and evaluate impact of all actions we take to meet our general equality duties and to develop new equality outcomes 2021-25. We have also reviewed our monitoring systems, tools (ie Equality Monitoring Form, Equality Impact Assessment tool) and have developed and revised equalities intelligence which informed development of our equality outcomes 2021-25, as well as to inform corporate and day-to-day decisions and Equality Impact Assessments. Our Policy on Policies outlines standard operating procedures for policy approval and Equality Impact Assessments compliance and approval routes. We have made progress with ensuring that all our equality impact assessments are published online for the mainstream access however, as noted under the EQIA section, we recognise we must continue to improve in this area.

We understand that staff's and student's cooperation in securing data completeness is crucial, we routinely inform and remind our staff and students of the rationale for capturing the quality information, their rights to disclose sensitive personal demographic information and of their right to opt out, what will be done with the information we gather and how it will benefit them and the whole College community. Again, we recognise that the completion rate for any equality monitoring within the College is poor. We continue to routinely distribute an email containing a leaflet on equality monitoring. This action means that we are also compliant with the requirements of data protection legislation. However, we have acknowledged that this has not, to date, resulted in a substantial increase in completion rates so we will look to follow this up staff side by identifying the areas/departments who have low completion rates and concentrating additional effort in those areas.

We are also a 3rd party hate incidents reporting organisation and have been reviewing our marketing and monitoring processes relating to this function. It is recognised that we potentially lack capacity in this area, with only one staff member trained to take reports so we are looking to potentially extend our reporting capacity.

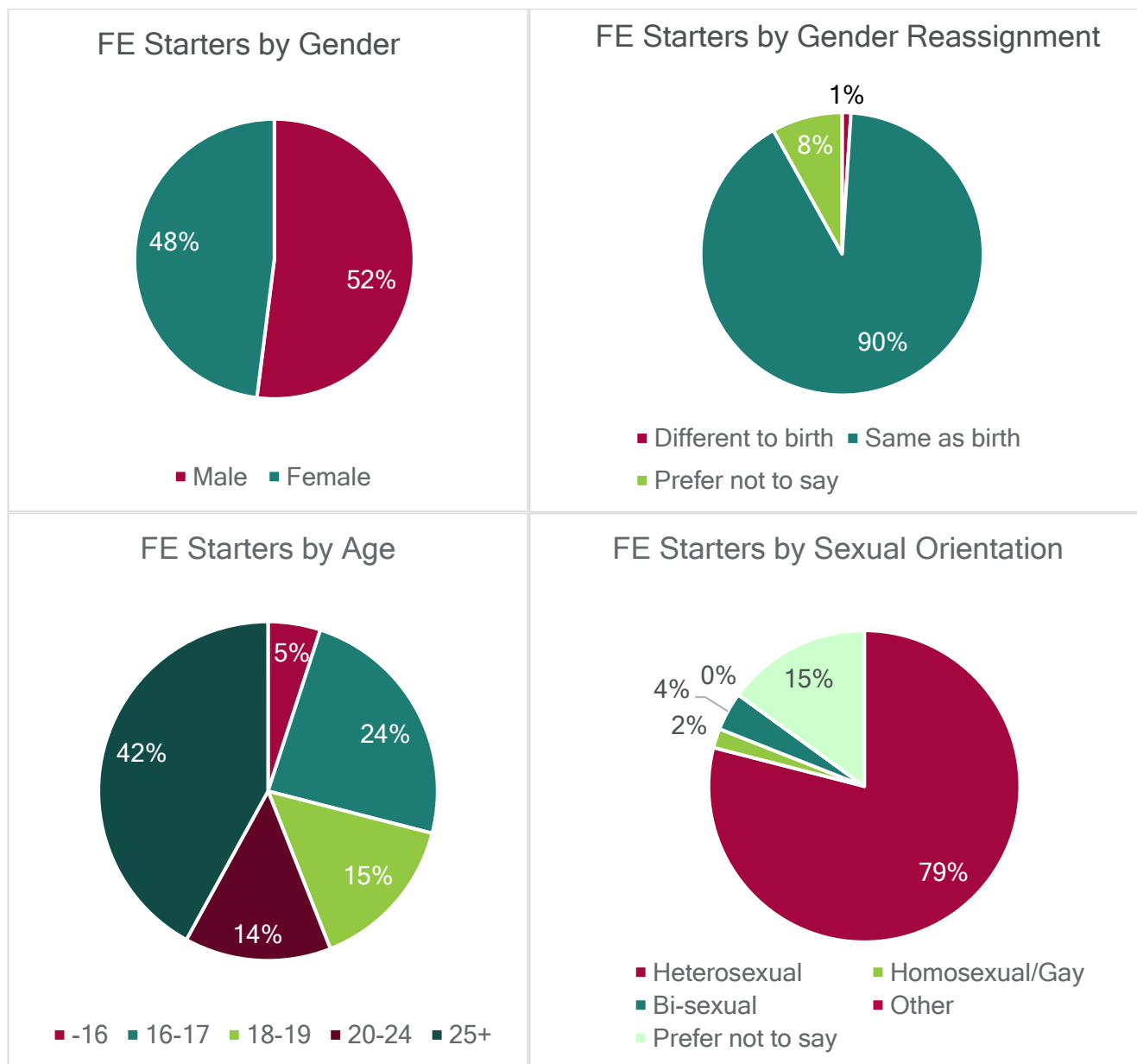
In addition to national staff and student surveys and routine reporting to external bodies such as the Scottish Funding Council which incorporate reporting on equalities evidence, we have been mainstreaming the equalities agenda within our internal staff and student surveys. We do this by embedding equality monitoring into surveys and by asking questions pertinent to the public sector equality duties. These are themselves informed by a robust review of national and local evidence. Moreover, we take proactive steps to routinely survey our students who have additional support needs and/or a disability via our internal survey, overseen by our Quality Department. This is to help us identify the type of needs and reasonable adjustments to be put in place to secure an equal opportunity to access and successfully complete their education and have equally positive student experience.

We will shortly be again undertaking a robust mapping of all corporate strategic and equality specific actions alongside a data availability, quality and completeness rates. We strive to integrate reporting on equalities actions into routine reporting arrangements across our departments, again an area we recognise needs improvement. Our aim is to ensure mainstreaming, and a better monitoring of an ongoing progress on the equality agenda, at an operational level.

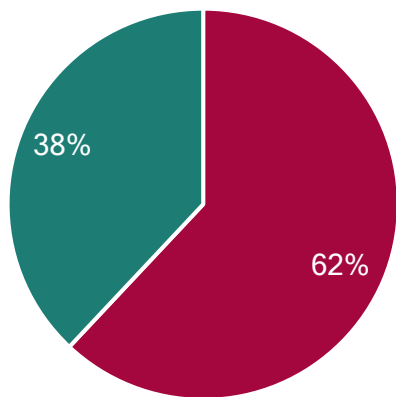
## 4 STUDENT PROFILE

The student profiles below are an update to the previous student profile contained in the Integrated Mainstreaming, Equality Outcomes and Student and Workforce Profile Report of 2021. We have continued to implement equality monitoring using existing equality monitoring systems and processes. Please find below our 2021/2022 data:

### 4.1 Further Education (FE) Student Starter

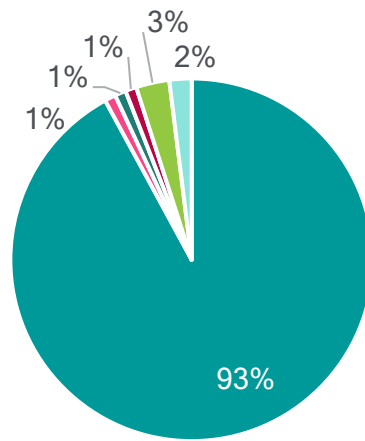


FE Starters by Disability



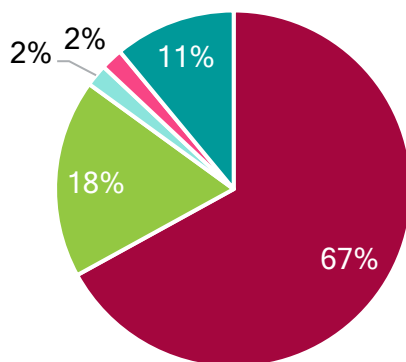
■ Not declared ■ Declared

FE Starters by Ethnicity



■ White ■ Asian ■ Black  
■ Mixed ■ Other ■ Not known

FE Starters by Religion/Belief Category



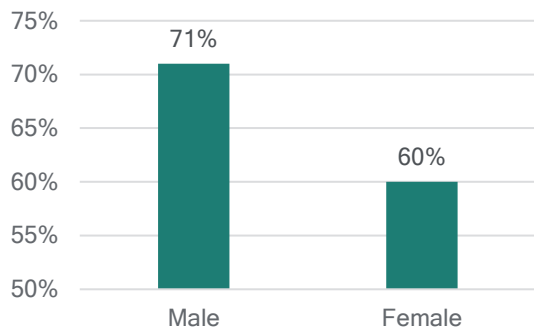
■ No Religion ■ Christian  
■ Muslim ■ Other  
■ Prefer not to say

**Note:** Other (eg Buddhist, Hindu, Jewish and Sikh) these numbers are too small to report individually.

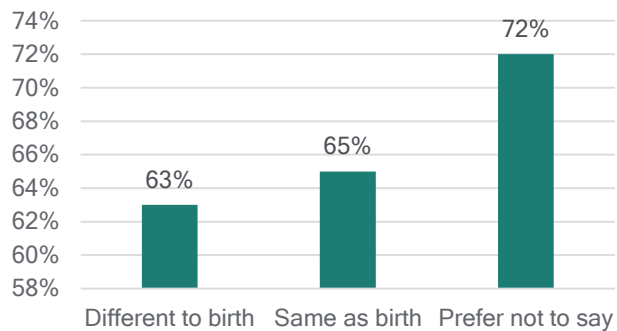
Pregnancy/maternity and marriage/civil partnership characteristics do not apply to duty as a service provider therefore are not provided information on here.

## Learning Outcomes

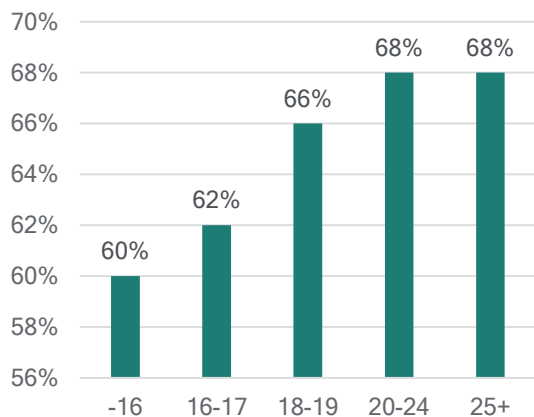
### FE Successful Outcomes by Gender



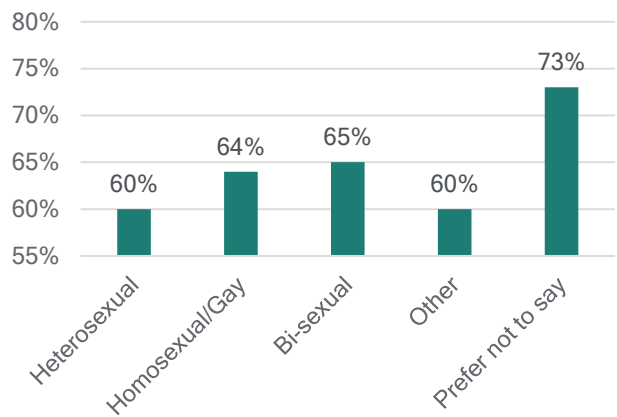
### FE Successful Outcomes by Gender Reassignment



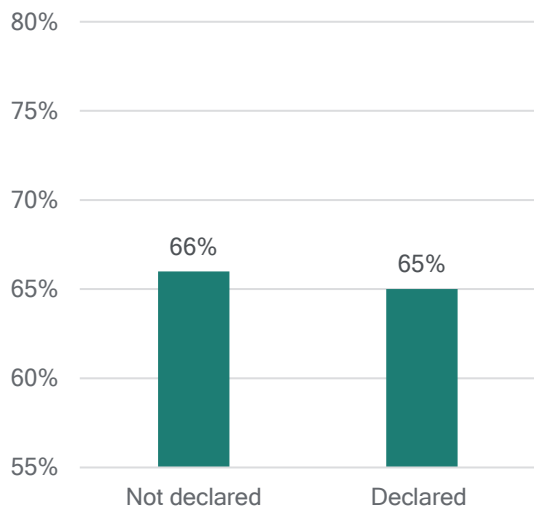
### FE Successful Outcomes by Age



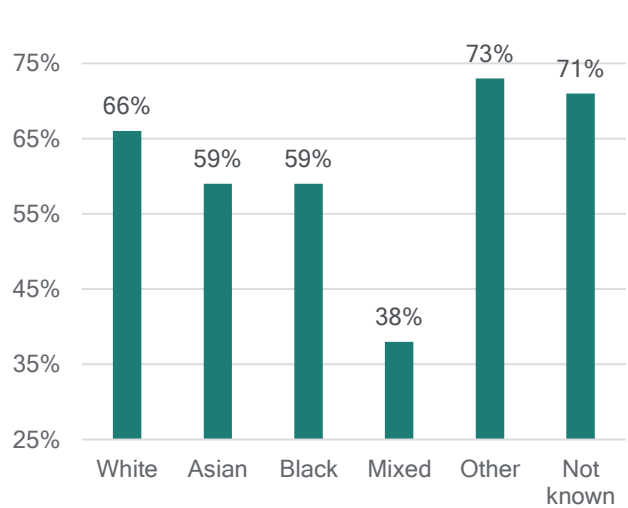
### FE Successful Outcomes by Sexual Orientation



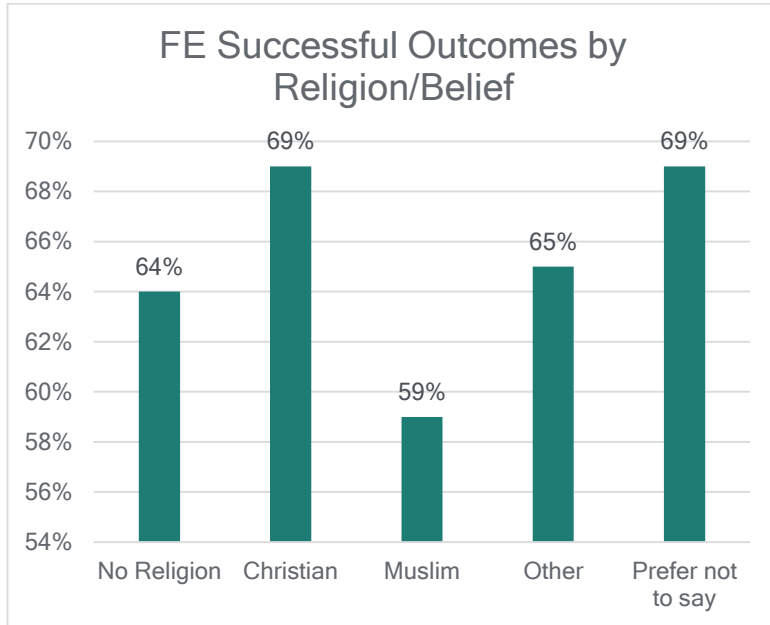
### FE Successful Outcomes by Disability



### FE Successful Outcomes by Ethnicity





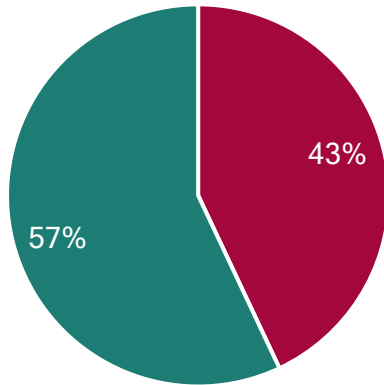


Of our further education students, the following protected groups from among the protected characteristics have had the lowest rate of successful educational outcomes in the academic year 2021/22:

- Mixed Race/Ethnicity Students – 38%
- Muslim Students – 59%
- Black Students – 59%
- Asian Students – 59%
- Female Students – 60%
- Students aged -16years – 60%
- Students with a sexual orientation heterosexual/other – 60%

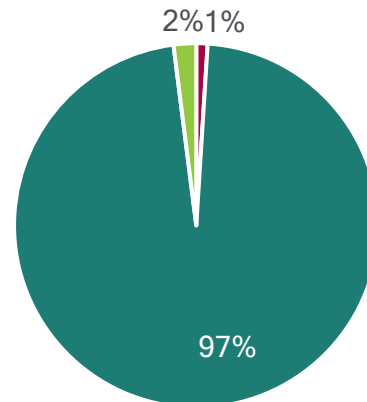
## 4.2 Higher Education (HE) Students Starters

HE Starters by Gender



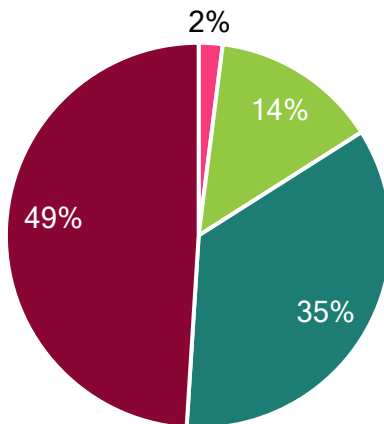
■ Male ■ Female

HE Starters by Gender Reassignment



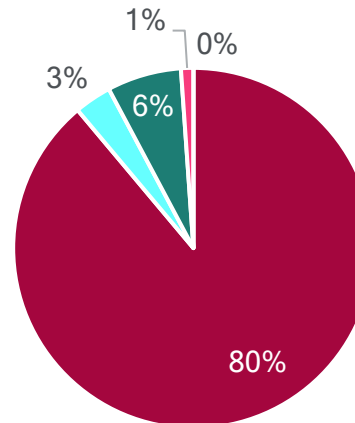
■ Different to birth  
■ Same as birth  
■ Prefer not to say

HE Starters by Age



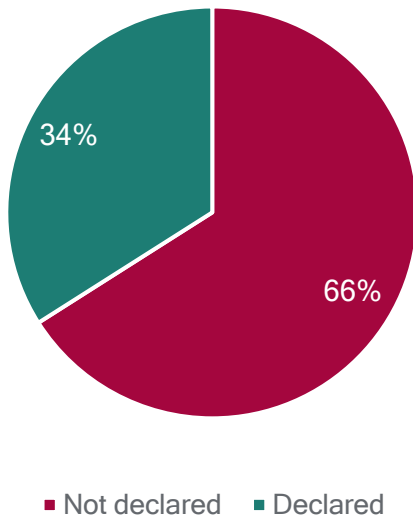
■ 16-17 ■ 18-19 ■ 20-24 ■ 25+

HE Starters by Sexual Orientation

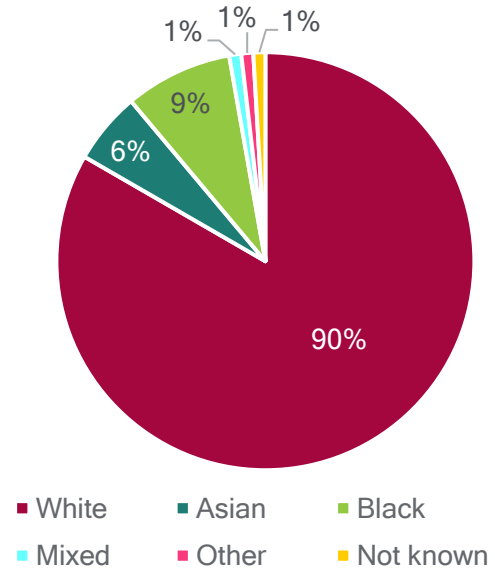


■ Heterosexual ■ Homosexual/Gay  
■ Bi-sexual ■ Other  
■ Prefer not to say

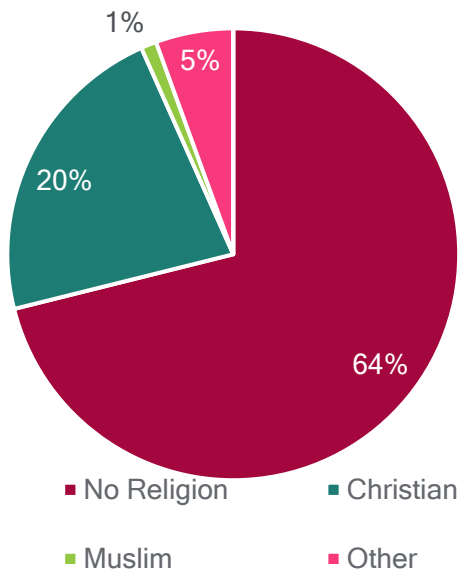
HE Starters by Disability



HE Starters by Ethnicity



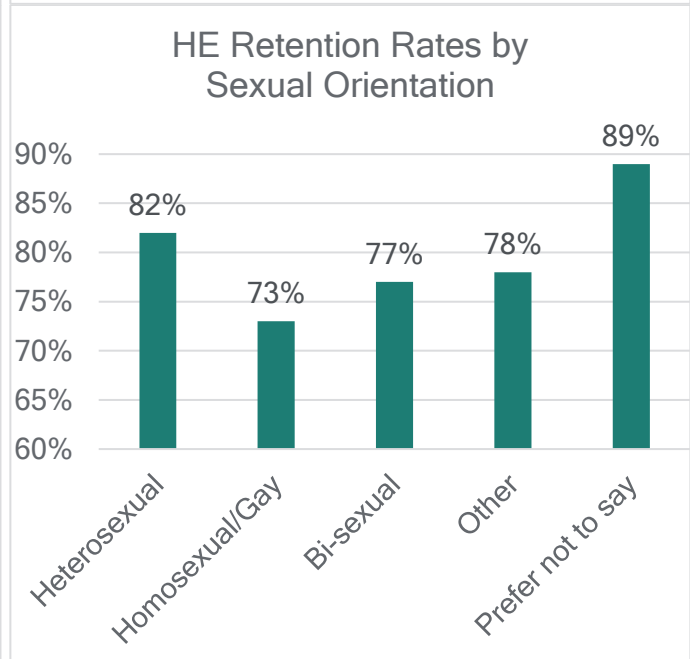
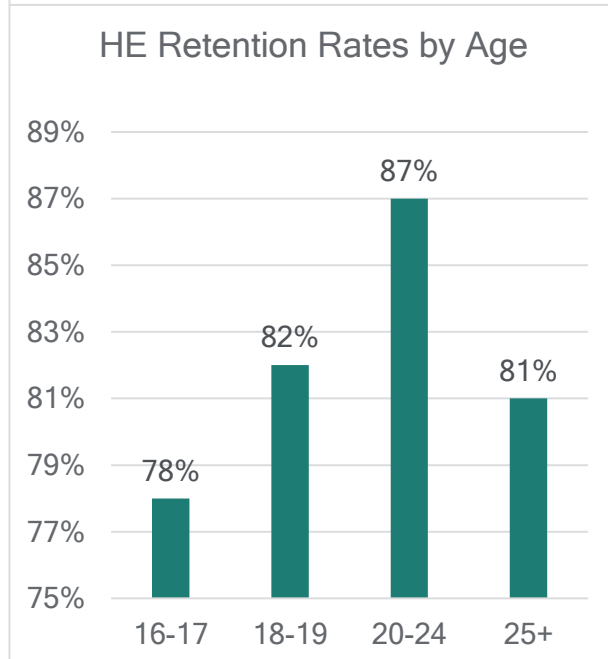
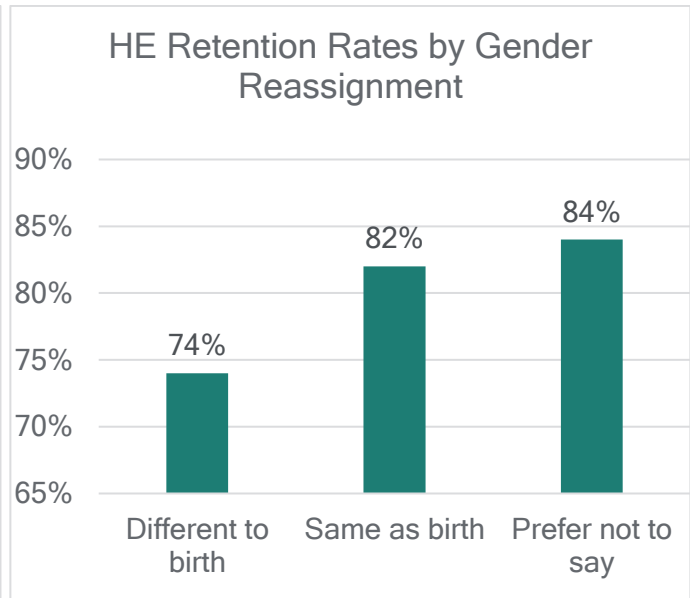
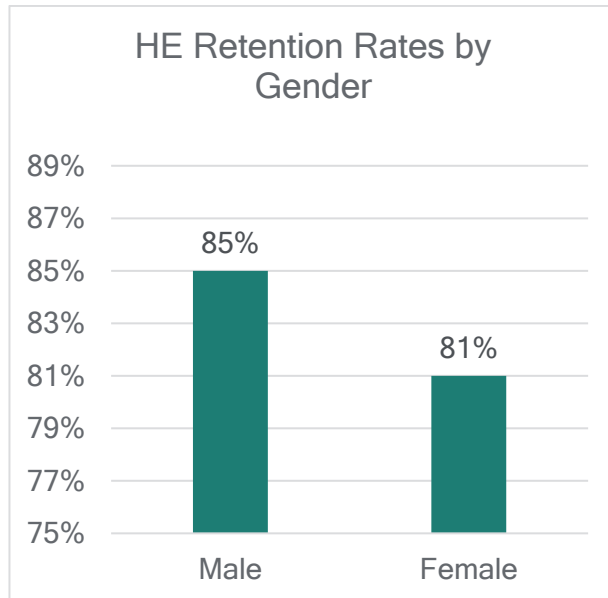
HE Starters by Religion/Belief



**Note:** Other (eg Buddhist, Hindu, Jewish and Sikh) these numbers are too small to report individually.

Pregnancy/maternity and marriage/civil partnership characteristics do not apply to duty as a service provider therefore are not provided information on here.

## Retention Rates





Of our higher education students, the following protected groups from among the protected characteristics have had the lowest retention rates in the academic year 2021/2022:

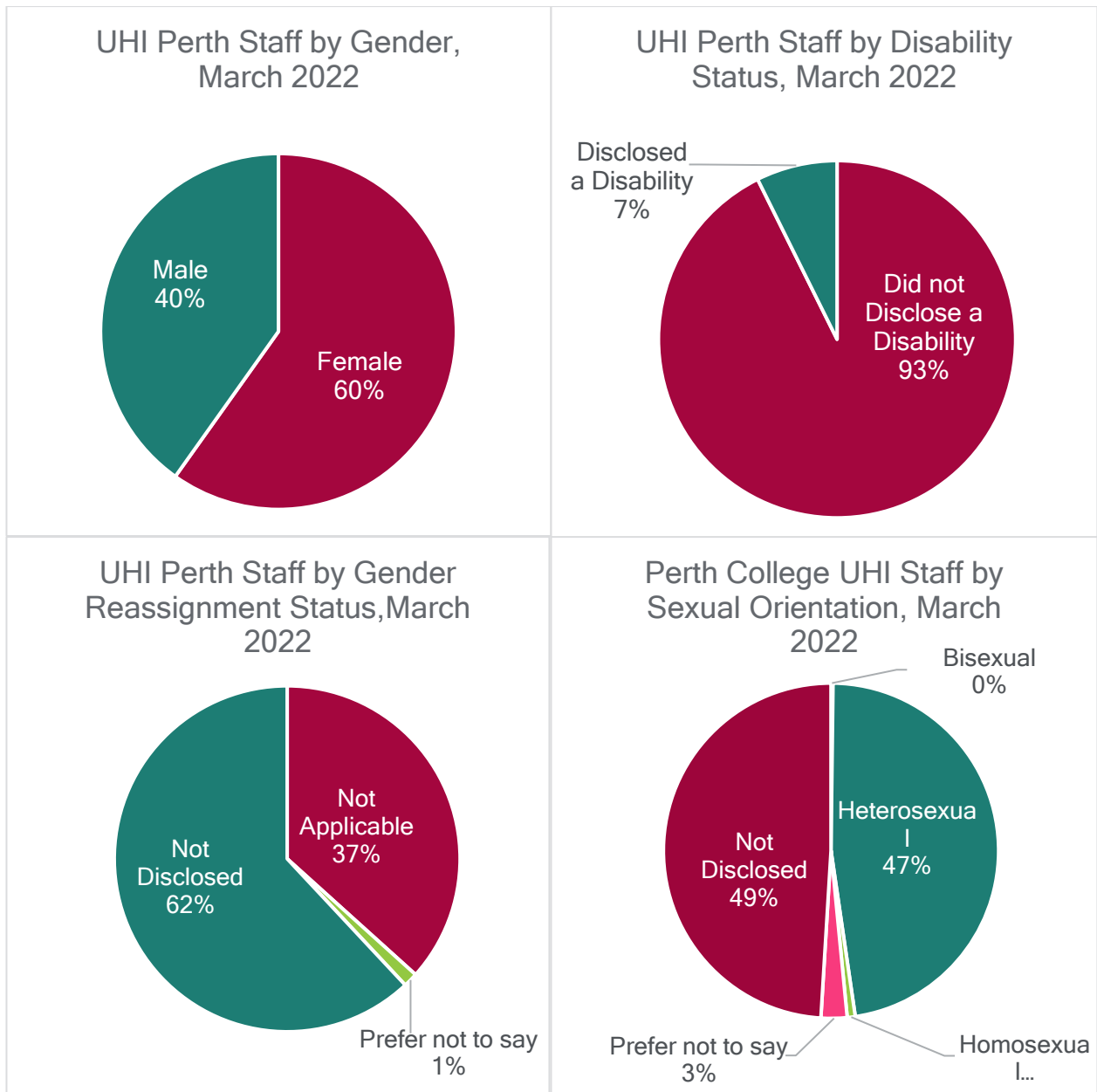
- Students with mixed ethnicity/race – 71%
- Students with gay/homosexual sexual orientation – 73%
- Students with other religion – 74%
- Students with gender recognition different from birth – 74%

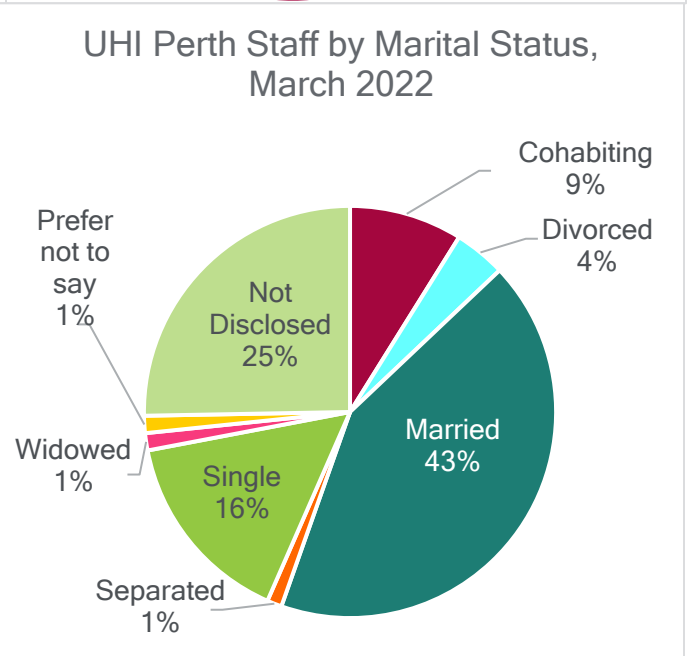
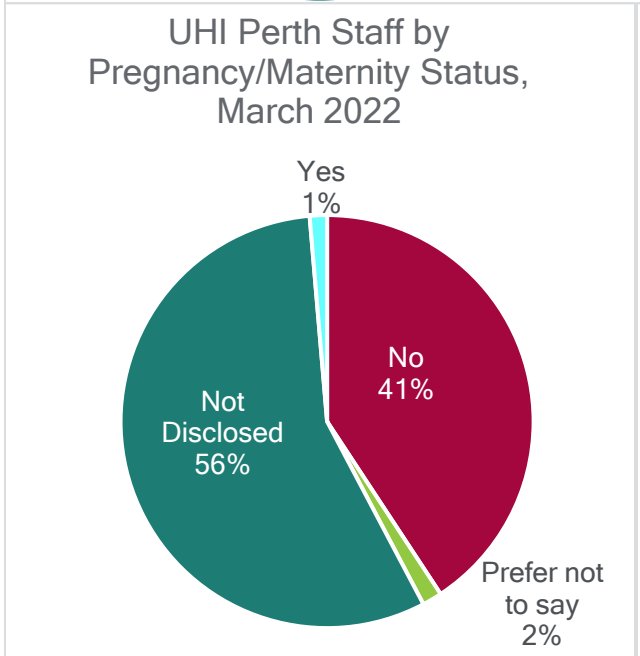
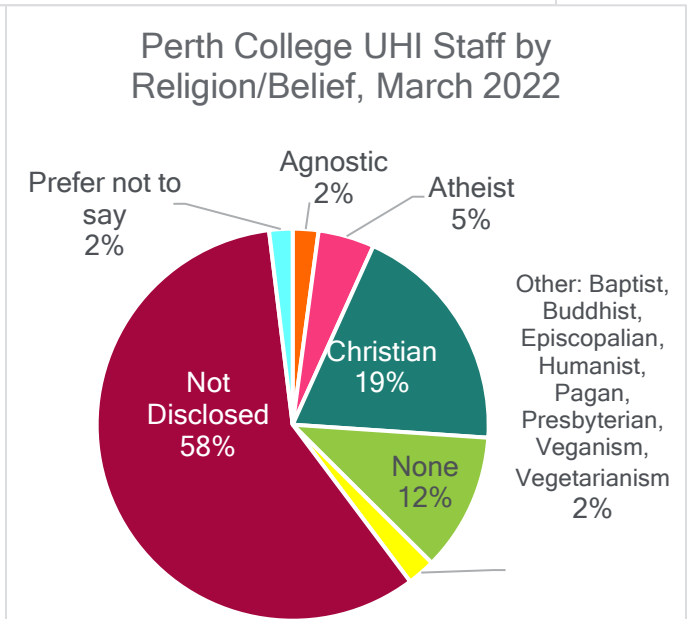
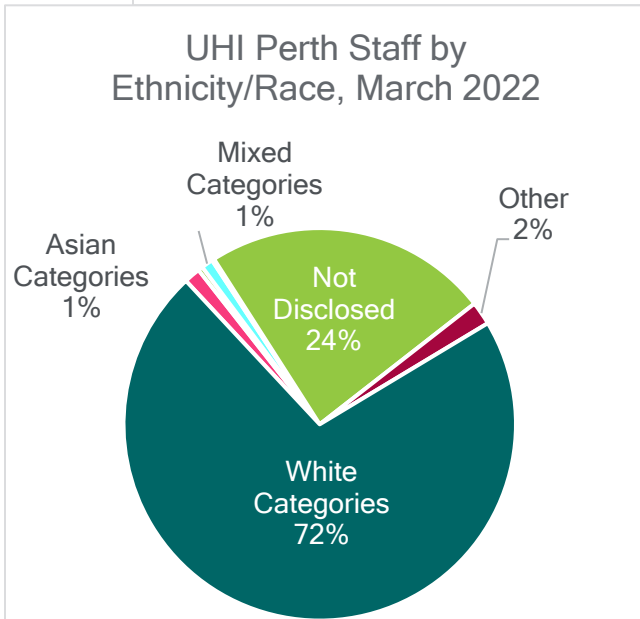
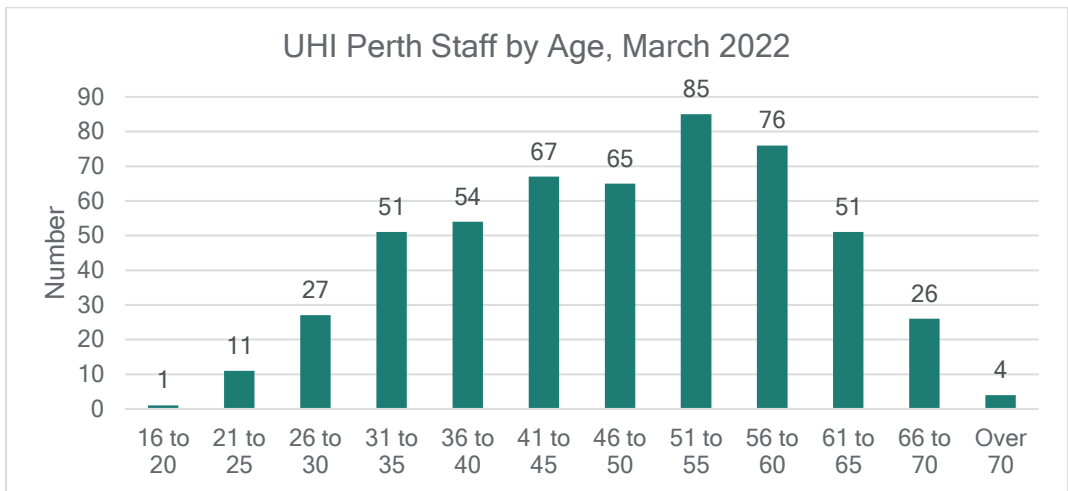
## 5 STAFF PROFILE

The workforce profiles below are an update to the previous workforce profile contained in the Integrated Mainstreaming, Equality Outcomes and Student and Workforce Profile Report of 2021.

UHI Perth is dedicated to ensuring its workforce is representative of the population and community that we serve.

The demographic data was based on a total of 518 staff on the 31st of March 2022.





## 5.1 A Commentary on Workforce Profile

Under the Equality Act 2010 there is a non-discriminatory duty placed on organisations as employers and service providers which applies to the following types of discrimination:

- Direct
- Indirect
- Harassment
- Victimisation

Organisations are also required to prevent discrimination by perception and by association with someone holding the protected characteristic(s) both of which could be considered under direct discrimination, noting the discrimination by association does not apply to all protected characteristics. Public Sector Equality Duties apply to both the employment and service provision functions of the organisation subjected to the particulars of the equality legislation.

### What we said we would do:

- 1 Our staff database called CIPHR currently does not capture all types of carer status. As carers of older and disabled people are protected from discrimination by association with an older and disabled cared for person, we are currently adjusting the database to ensure we capture this characteristic. In addition, we will advance our equality monitoring further by also capturing a carer status associated with parenthood.
- 2 Encourage staff to update their CIPHR records for equality monitoring purposes to improve completion rates.
- 3 Review classifications, inclusion of all protected characteristics, and amend equality monitoring tools accordingly to ensure these are compatible with national classifications used for official statistics.
- 4 Review staff and student information on the Data Protection relevance to the equality monitoring and their rights.

### What we did:

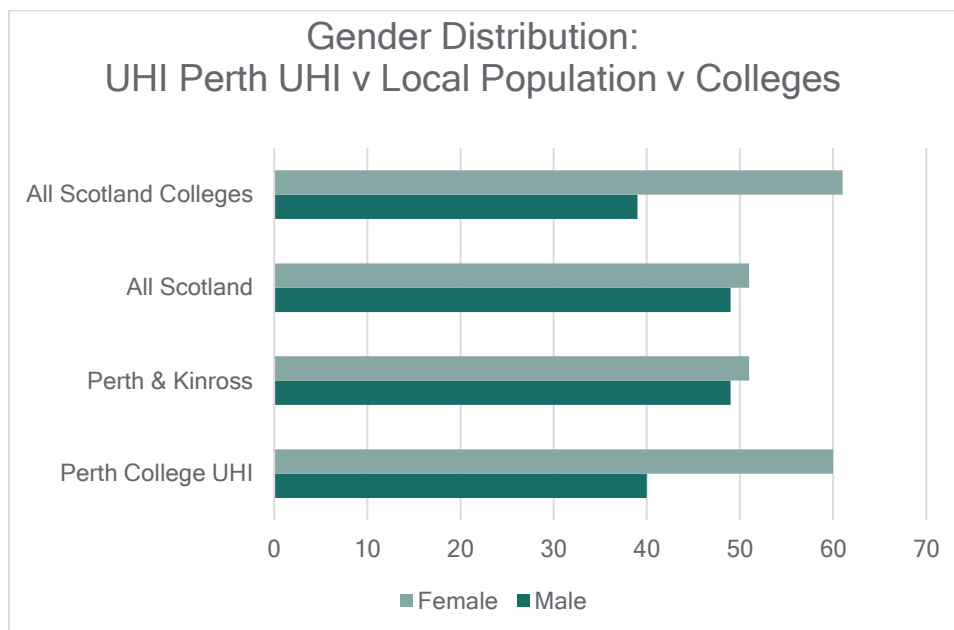
A new HR database will be introduced in 2023/24, running parallel for a period with our current system CIPHR. All current amendments to CIPHR have therefore been postponed and we will instead concentrate on ensuring our new system captures all the data required.

Meanwhile there continues to be effort made to encourage staff to update the staff HR database CIPHR, however completion rates remain low.



### 5.1.2 Gender

There is an overrepresentation of women in UHI Perth (60%) in comparison with Scotland and P&K population (51%).



Sources:

UHI Perth: end March 2022 data (2019 data: 59% female and 41% male. 2020 data: 58% female and 42% male)

Scotland and P&K: NRS: Mid-2022 Population Estimates

Scotland Colleges – Colleges Scotland: Keyfacts 2022 report

The gender distribution at UHI Perth has remained consistently higher than the population average for both Scotland and Perth and Kinross, replicating the occupational segregation in the wider FE & HE sector. UHI Perth is performing slightly better than across the sector in Scotland (60% women v 61% women) noting that each college is obviously located in a different population, with a different demographic make-up.

### 5.1.3 Disability

In 2022, 7% of UHI Perth staff disclosed they have a disability. This is consistent with the Scotland Colleges' 2020 rate of 7%<sup>2</sup> and is an increase of 1% from 2020. However, this is not representative of the wider population trend of 22% (Scotland 2015-2016<sup>3</sup>). In 2018, pooled Scottish Survey Core Quality (SSCQ) data showed that 25% of Scotland's adult population has a disability which meets legal definition of the Equality Act 2010. SSCQ of 2019 shows that 10% of Perth and Kinross population described their general health as "bad" or "very bad"<sup>4</sup>.

<sup>2</sup> Scotland Colleges - Colleges Scotland Keyfacts Report 2022

<sup>3</sup> EHRC - Housing and disabled people: Scotland statistics [Housing and disabled people: Scotland statistics | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/housing-and-disabled-people/scotland-statistics)

<sup>4</sup> General Health - Scottish Survey Core Questions 2019 [statistics.gov.scot](https://www.statistics.gov.scot)

What this data continues to show is that, although there has been a small increase in disclosure of 1% since 2020, UHI Perth continues to have low rates of disclosure relating to disability and is far below the national and local population demographic. The work undertaken so far to address this has had limited impact and it is unclear from the data if the low rates of disclosure are due to an under-representation of staff with disabilities or an under-reporting of existing disabilities within the workforce. Unfortunately, our current HR system does not allow us to distinguish between those who have not completed this section/not disclosed and those who have selected 'prefer not to say' when it comes to disability. This is something that will be rectified upon the introduction of a new HR system. Further work will also be undertaken to not only encourage staff to disclose any disabilities and record them on the HR system, but to ensure we create an environment that ensures there are no barriers and sufficient support provided to the recruitment and retention of disabled staff. This will be discussed further under Section 6 – Progress on Equality Outcomes.

#### 5.1.4 Sexual Orientation

UHI Perth once again has a high proportion of staff who have not completed this section within our HR System. With such a high percentage of staff not declaring (49%) it is hard to provide much commentary around this protected characteristic however the homosexual and bisexual data would appear to be slightly below the national population<sup>5</sup>.

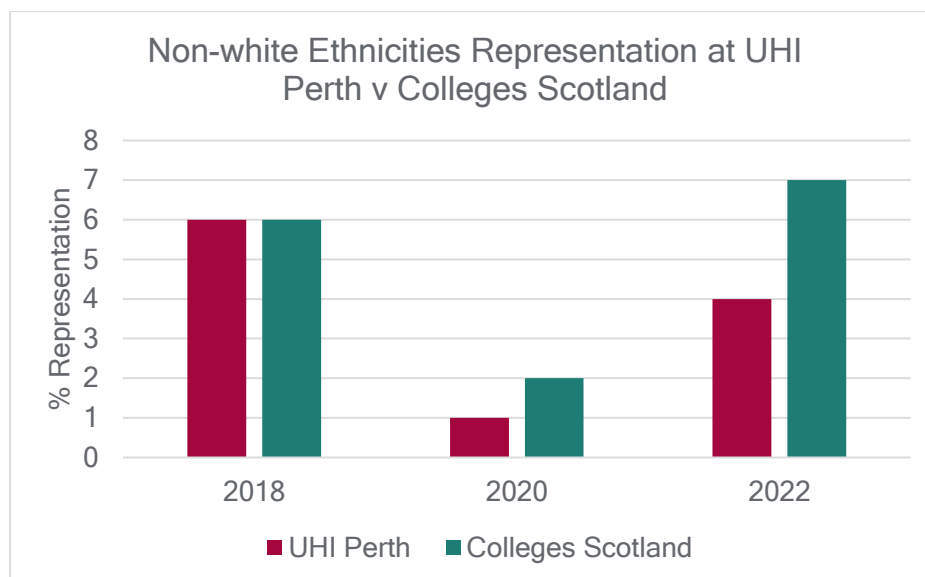
Sexual Orientation at UHI Perth v National Population

Sexual Orientation	UHI Perth	Scotland
Bisexual	0%	1%
Heterosexual	47%	95%
Homosexual	1%	2%
Prefer not to say	3%	2%
Did not disclose	49%	-

<sup>5</sup> Office for National Statistics - Sexual Orientation UK [Sexual orientation, UK - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk/peoplepopulationandcommunity/sexualorientationandgender/articles/sexualorientationintheuk/2019)

### 5.1.5 Race/Ethnic Origin

As at March 2022, UHI Perth had a lower representation of non-white ethnic categories (4%) than Colleges across Scotland (7%)<sup>6</sup> but slightly higher than that of the local P&K population (3%)<sup>7</sup>.



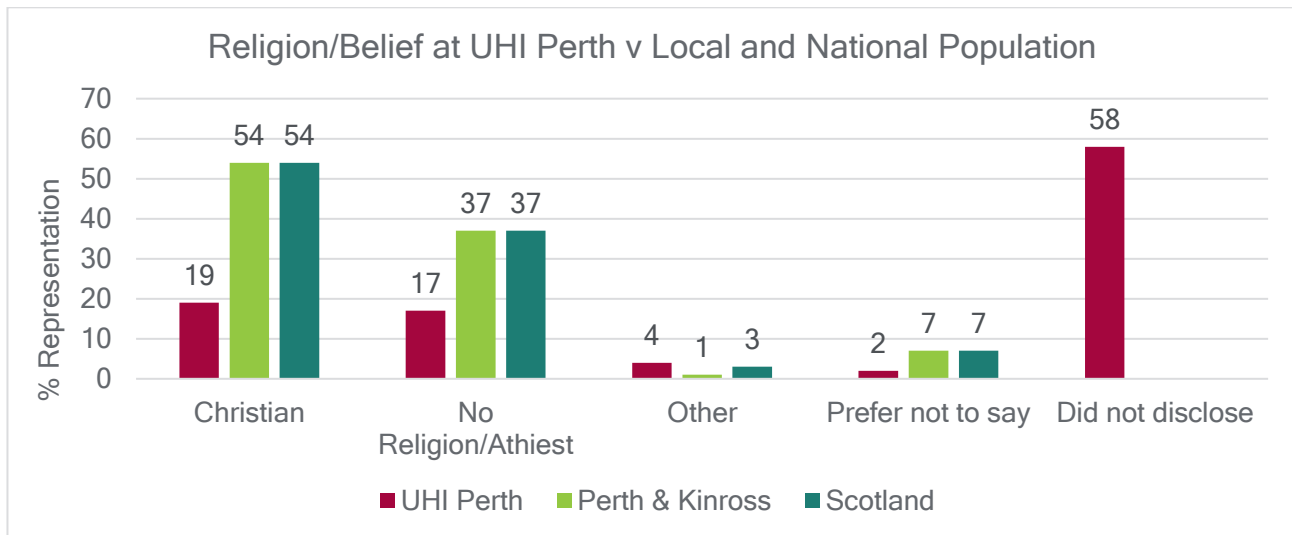
Between 2018 and 2022, the representation of non-white ethnicities declined from 6% in 2018 to 1% in 2020 and has now increased to 4% in 2022. Again, the percentage of staff who have not disclosed has remained high at 24% (21% in 2020). As stated already, further work is required to encourage staff to complete the Equal Opportunities section within their HR records.

### 5.1.6 Religion/Belief

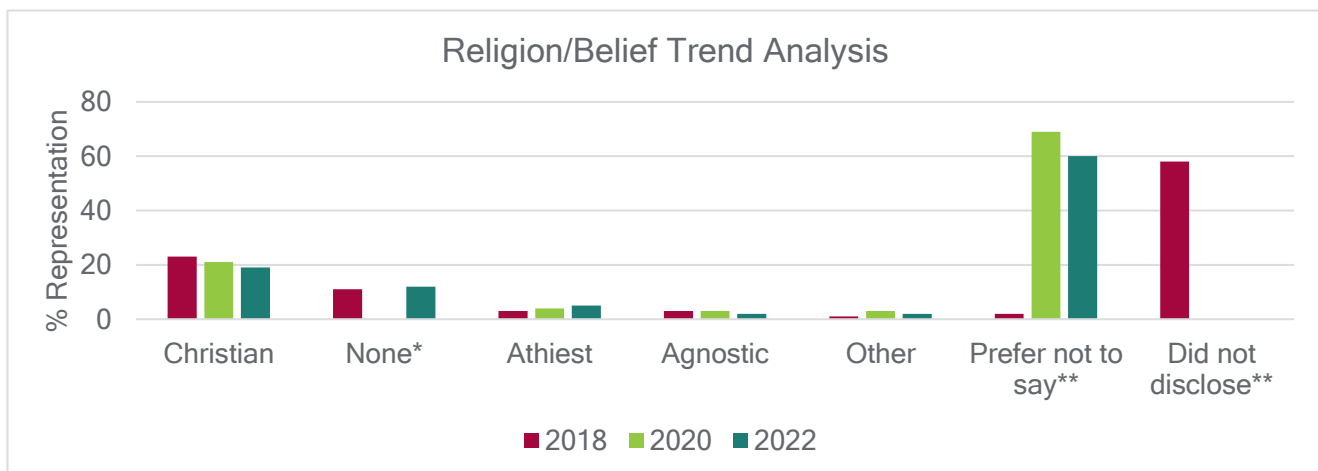
UHI Perth has a high percentage of staff who have not disclosed their religion/belief (58%), this once again can likely be attributed to the volume of staff not completing the Equal Opportunities monitoring section within the HR System. When removing those staff who have not completed the percentage representation is more closely representative of the local and national demographic (46% Christian, 44% No Religion/Atheist, 6% Other, Prefer not to say 5%).

<sup>6</sup> Colleges Scotland Keyfacts Report 2022

<sup>7</sup> 2011 Census



The trend analysis shows us that the representation of religion/belief has broadly remained consistent.

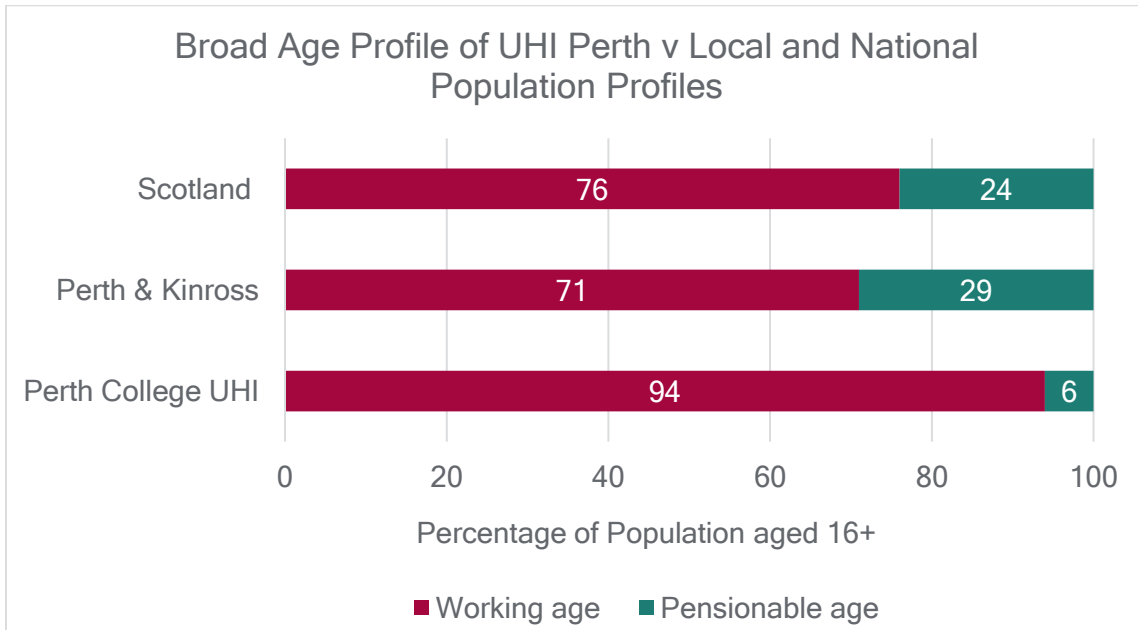


\*Data for 2020 in this category is not known

\*\*Prior to 2022 we were unable to distinguish between staff who selected 'Prefer not to say' and those who had not completed the equality monitoring and left it blank, therefore they were both reported under 'Prefer not to say' in these years. We have, this year, managed to separate these out for Religion/Belief giving us a clearer understanding of our Staff Profile.

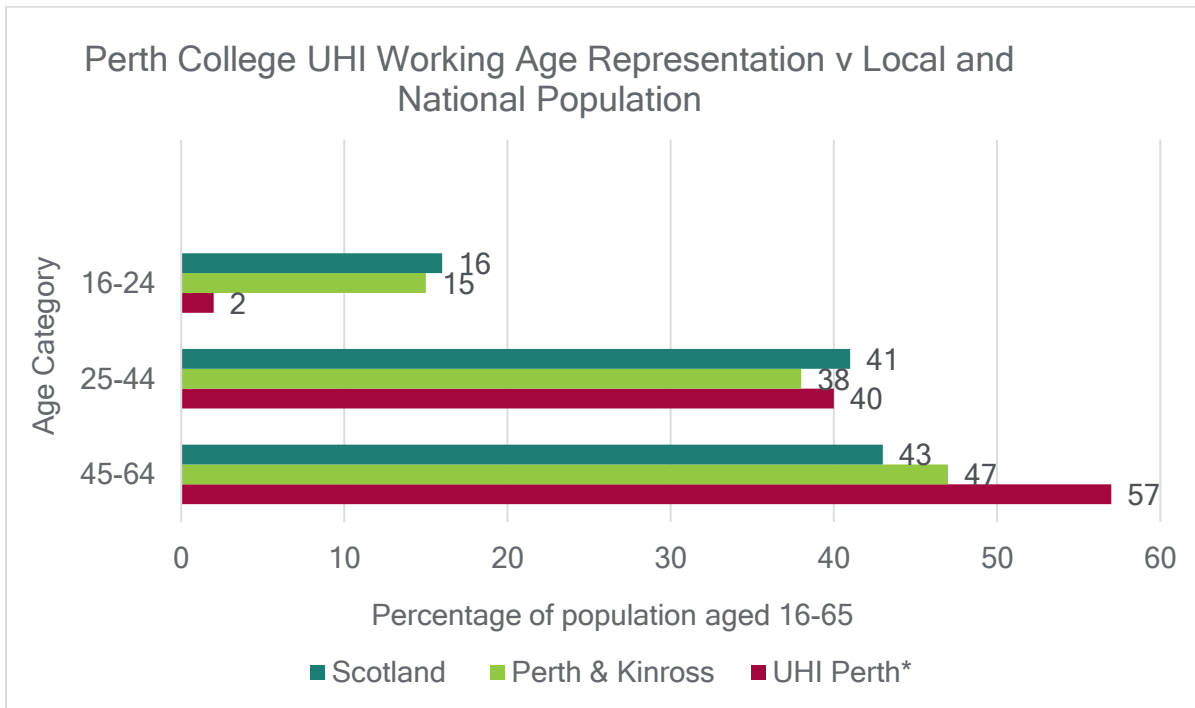
### 5.1.7 Age

In comparison with Scotland and P&K population, UHI Perth has a reasonably expected overrepresentation of people of working age (94% vs 76% and 71%) and underrepresentation of those of pensionable age (6% v 24% and 29%) in its workforce.



Sources – National Records of Scotland – Population Estimates of Scotland 2021  
 National Records of Scotland – Perth & Kinross Council Area Profile 2021

Among “working age” staff, at 2022, those aged 46-64 formed a majority (57%) staff group and are overrepresented compared to the local and national population (47% and 43%). Those aged 16-24 are significantly underrepresented in the UHI Perth workforce (2%) in comparison to their representation in the Perth & Kinross and Scotland population (15% and 16% respectively).



\*UHI Perth data is based on the following categories – 16-25, 26-45, 46-65, 66+  
 Sources – National Records of Scotland – Population Estimates of Scotland 2021  
 National Records of Scotland – Perth & Kinross Council Area Profile 2021

### 5.1.8 Gender Reassignment

The disclosed gender reassignment in UHI Perth remained consistent between 2018 – 2020, represented by 1% of staff, however this has dropped to 0% in 2022. The Gender Identity Research and Education Society (GIRES) estimate that between 0.6% and 1.0% of the population were trans however the most commonly used data for trans people is 0.5% of the population in Scotland<sup>8</sup>. UHI Perth therefore had workforce that was fairly representative of the wider population until 2022, where we have dropped beneath the national average. When dealing with such small numbers, and such high levels of non-completion of our equality monitoring systems in this category (62%) it is hard to determine whether this reduction should be an area of concern, however we will continue to monitor this in the forthcoming cycle.

### 5.1.9 Marital Status

Again, the high rate of staff who have chosen not to disclose this information (25%) by not completing the Equal Opportunities section in the HR system remains high. There is underrepresentation of staff who are married/in civil partnership (43%) in comparison with 2011-based profile of Perth & Kinross (51%), but this data is reflective of the Scotland figure at (45.4%)<sup>9</sup>. When only disclosed cases are considered, staff who are married or in a civil partnership comprise 56.8% of all staff, which is higher than the local and national population data.

#### UHI Perth Marital Status v Local and National Population

Status	UHI Perth	Perth & Kinross	Scotland
Single	15%	29%	35%
Married/Civil Partnership	43%	51%	45%
Separated	1%	3%	3%
Divorced	4%	9%	8%
Widowed	1%	8%	8%
Co-habiting	9%	Not available	Not available
Prefer not to say	1%	NA	NA
Not disclosed	25%	NA	NA

### 5.1.10 Pregnancy/Maternity

Based on limited data between in 2018-2022 the percentage of employees who have disclosed pregnancy and maternity has remained consistent at 1%, which is insufficient to

<sup>8</sup> Gender Recognition Reform (Scotland) Bill: equality impact assessment - [Stage 2: Data and evidence gathering, involvement and consultation - Gender Recognition Reform \(Scotland\) Bill: equality impact assessment - gov.scot \(www.gov.scot\)](#)

Thomson R, Baker J, and Arnot J (2018) [Health Care Needs Assessment of Gender Identity Services](#). Scottish Public Health Network

<sup>9</sup> Scotland's Census 2011 - [Search | Scotland's Census - Area Overview - Results for 2011 \(scotlandscensus.gov.uk\)](#)

make a valid conclusion on representation. However, when the high rates of non-disclosure are removed, which account for 56%, staff who are pregnant or have been on maternity leave in the last 12 months account for 3%.

Among working age staff, at 2022, those 44 and under (of reproductive age<sup>10</sup>) formed a minority group (41%) of staff whilst those 45 and over formed a majority (59%) group. There is therefore a possibility of a dual discrimination based on age and pregnancy due to the link between potential of pregnancy among workforce of reproductive age.

## 5.2 Equal Pay Statement, Pay Gap Reporting and Occupational Segregation

UHI Perth is committed to the principle of equal pay for all our employees and to reducing occupational segregation and the pay gap.

Below is our Equal Pay Statement, details of the Gender, Ethnicity and Disability Pay Gap with UHI Perth, including any identified occupational segregation within those three areas. Moving forwards UHI Perth will also look to address intersectionality within its reporting where possible.

### 5.2.1 Equal Pay Statement

This statement covers all staff employed by UHI Perth and states our commitment to ensure that staff receive equal pay for work of equal value.

In line our Equality and Diversity Inclusivity Policy, we support and promote equality of opportunity for all staff and believe as part of this ethos that staff should receive equal pay for the same or broadly similar work, regardless of their 'protected characteristic' under the Equality Act (2010) and personal circumstances; political affiliation; or union activity.

Equal pay and the pay gap are not the same thing. Equal pay means that people in the same employment performing equal work must receive equal rewards. The pay gap is the difference between average earnings.

To achieve equal pay for staff doing equal work Perth UHI will operate a pay system, which is transparent, based on objective criteria and free from unlawful bias.

The College has operated an analytical job evaluation scheme for all posts since 2012. In 2018, the Colleges Scotland Employers' Association and Trade Unions, as part of the National Joint Negotiating Committee, agreed to a National Role Evaluation Process for Professional Services Staff. The Further Education Role Analysis System or 'FEDRA' is yet to be implemented and until that point the College will continue to operate its current analytical job evaluation of all support and management roles to promote equal pay. As part of the new National Bargaining implemented across the College Sector the rates of pay, placement of starting points for new staff and terms and conditions for lecturing staff are also subject to national agreements.

<sup>10</sup> Note the World Health Organisation classifies reproductive age as between 15-49 however data for UHI Perth is only available 16-45.

We believe that in eliminating gender, race or disability bias in our pay systems we are sending a positive message to our staff and customers. It makes good business sense to have a fair, transparent reward system and it helps us to control costs. We recognise that avoiding unfair discrimination will improve morale and enhance efficiency.

## 5.2.2 Pay Gap Reports

### Gender

The **mean** pay gap is the difference between the average hourly or bonus pay\* for women compared to men.

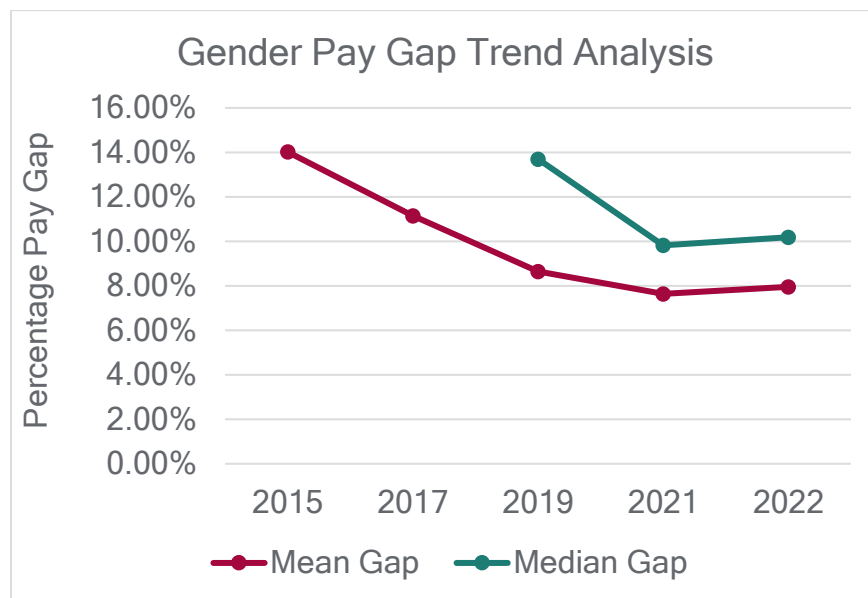
The **median** pay gap represents the middle point of the population. In simple terms, if you separately lined up all the women in the company and all the men, the median pay gap is the difference between the hourly pay rate or bonus pay\* for the middle woman compared to that of the middleman.

\*Please note UHI Perth does not pay bonuses.

The analysis of staff pay data indicates that whilst seeing a very small increase of 0.32% our Gender Pay Gap has had a positive reduction over the past seven years and is now consistently sitting around 7-8% and below the Scotland average of 10.1%<sup>11</sup>.

Year	2015	2017	2019	2021	2022
<b>Mean Pay Gap</b>	14.02%	11.15%	8.65%	7.64%	7.96%

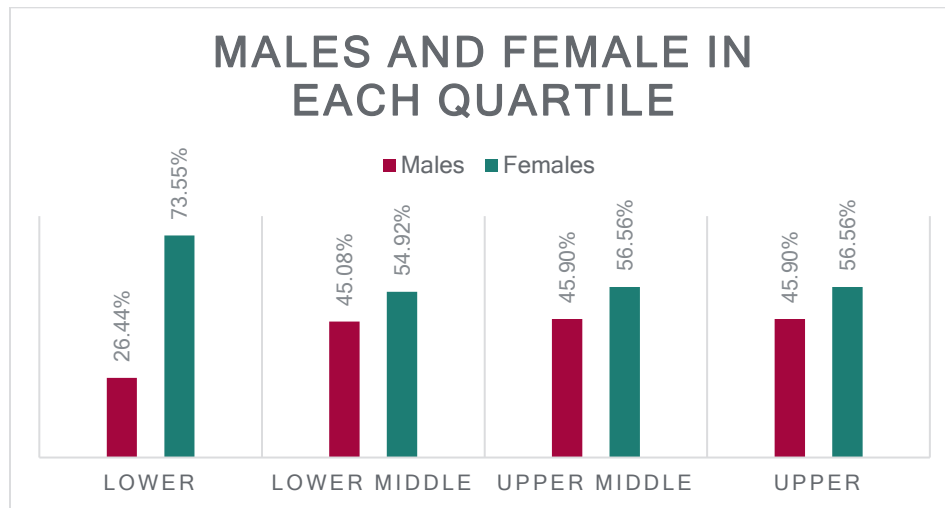
Further analysis identified that UHI Perth's gender gap based on a median hourly rate equals 10.18% which, whilst the overall trend is reducing from 14.42% in 2020 and 13.7% in 2019 is a small increase of 0.35% from 2021. This is again lower than the Scotland wide average of 11.6%<sup>12</sup>.



<sup>11</sup> [CTGBriefing24 \(closethegap.org.uk\)](https://closethegap.org.uk/CTGBriefing24)

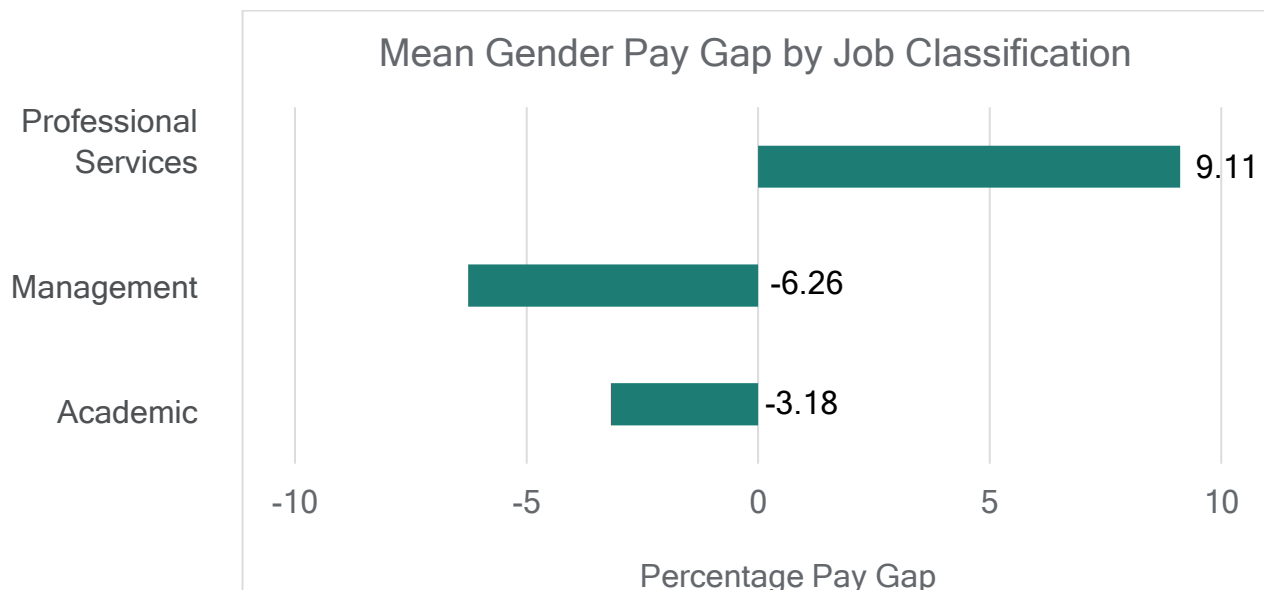
<sup>12</sup> [Gender pay gap in the UK - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk/gender-pay-gap-in-the-uk)





An increase in females found in the lower middle and upper middle quartiles has resulted in our gender pay gap decreasing over time. However, UHI Perth continues to have a significantly higher percentage of females (74% as of March 2022) in the lower quartile, which is the lower graded posts, this is a percentage that has remained steady for some time. It is therefore women clustered in these lower paid job families which are contributing towards vertical occupational segregation and our gender pay gap.

To mitigate against the gap, the College is committed to ensure availability of more part-time positions in the academic job family and welcomes flexible working requests, particularly from these groups of staff in the promotion of our flexible working policy. This will be reflective of the need for a greater work-life balance by women who are more likely to be carers requiring part time employment to balance work and caring duties.



As can be seen from the above Mean Gender Pay Gap by Job Classification, Professional Services contribute towards the greatest pay gap at 4.63%. This is perhaps understandable given most lower graded posts (lower quartile) are professional services roles, however continued efforts will be concentrated within this area to reduce the overall pay gap.

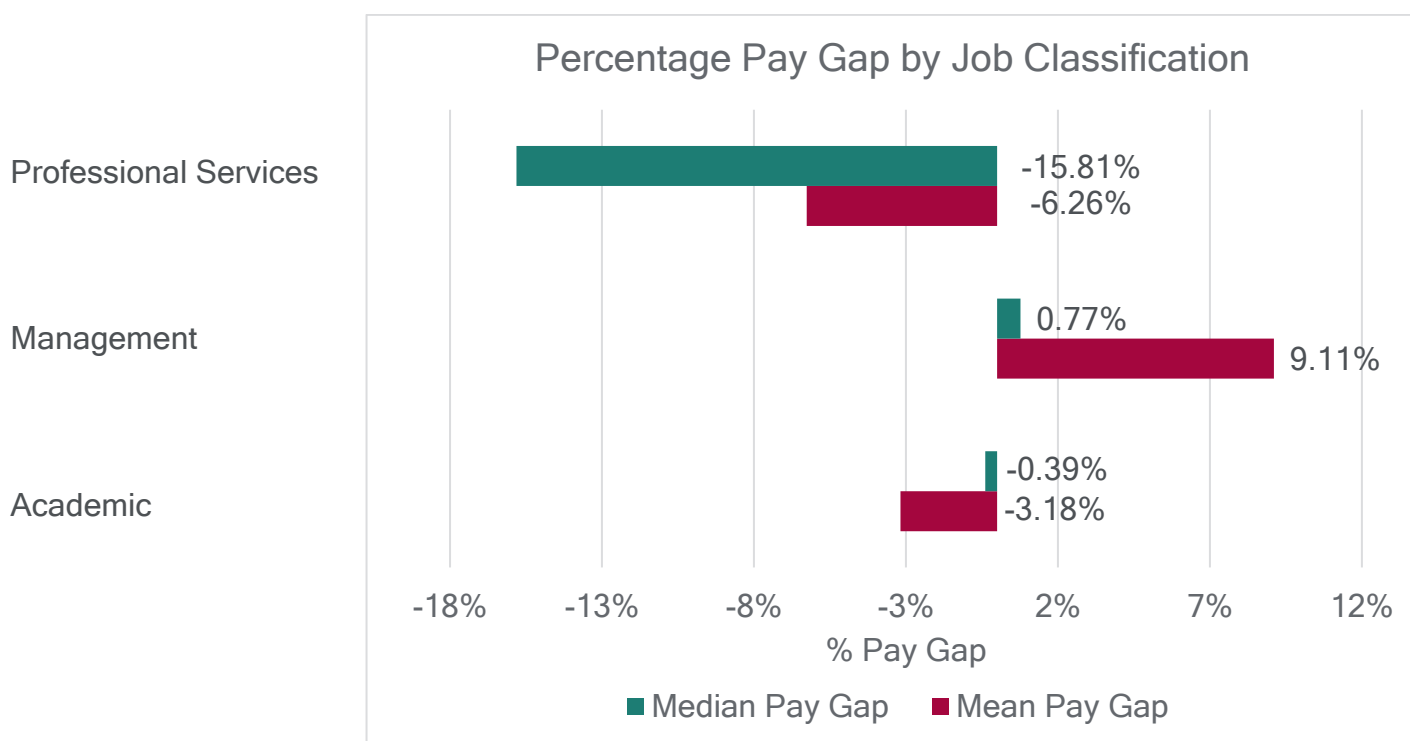
## Ethnicity

Please note that our Ethnicity Pay Gap data does not include those who have chosen not to declare or who have not completed the equality monitoring questionnaire and is therefore solely based on staff who have disclosed this information (circa 80%).

Our analysis shows that ethnic minority staff within UHI Perth are not predominantly based in the lower paid roles/grades. As of March 2022, the mean Ethnicity Pay Gap from those who identify as White based on hourly pay is -8.27%.

Year	2020	2021	2022
<b>Mean Pay Gap</b>	-6.32%	-11.54%	-8.27%

The median Ethnicity Pay Gap for those who identify as White based on hourly pay is -3% (-5% in 2021). This is significantly lower than the figure for Scotland, which show a median pay gap of 10.3% in 2019<sup>13</sup>.



The pay gap however varies greatly when comparing job classifications, with the most significant pay gap found in Management. Attracting more diversity into management roles will therefore be the priority moving forwards.

<sup>13</sup> [Ethnicity pay gaps - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk)

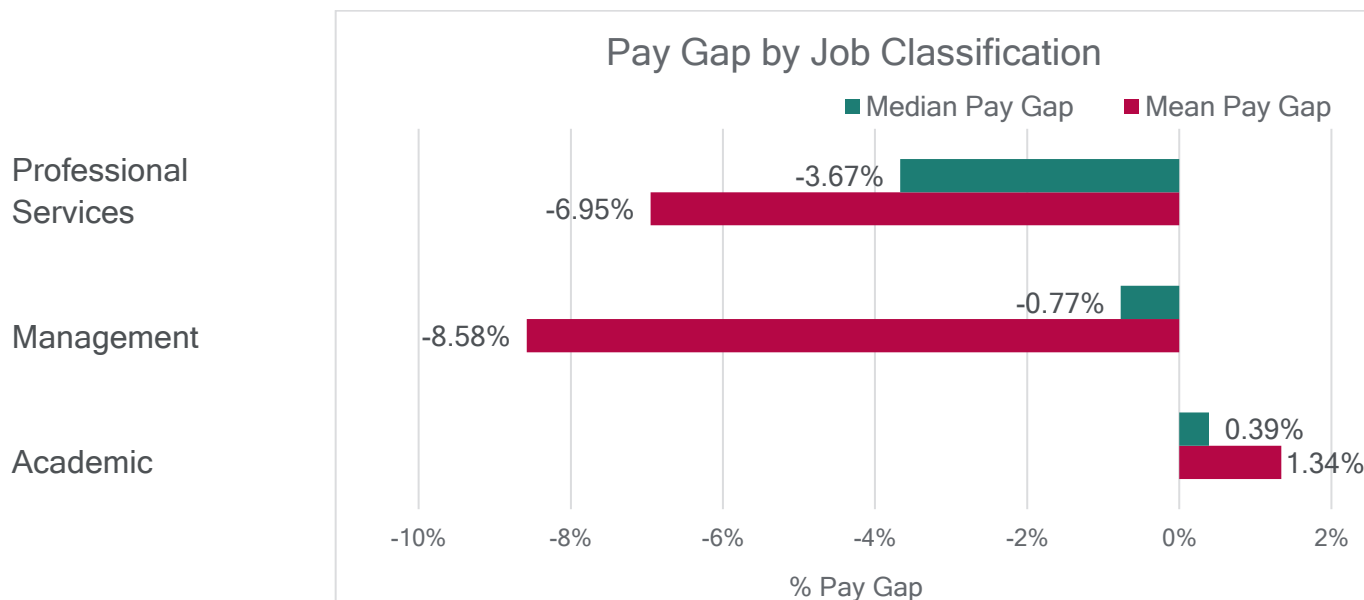
## Disability

As already mentioned earlier in this report it is unclear from the staff profile data if the low rates of disclosure for disability (7%) are due to an under-representation of staff with disabilities or an under-reporting of existing disabilities within the workforce on the current HR system. When calculating the Disability Pay Gap it is impossible to determine if there are members of staff within the non-disabled pay gap information who have an un-declared disability and therefore this pay gap data is solely based on staff who have disclosed this information to us at this time.

Our analysis shows that staff with a declared disability within UHI Perth are not predominantly based in the lower paid roles/grades but there is a pay gap present. As of March 2022, the mean Disability Pay Gap based on hourly pay is 1.47% however this is an increase from 0.80% in 2021.

Year	2021	2022
Mean Pay Gap	0.80%	1.47%

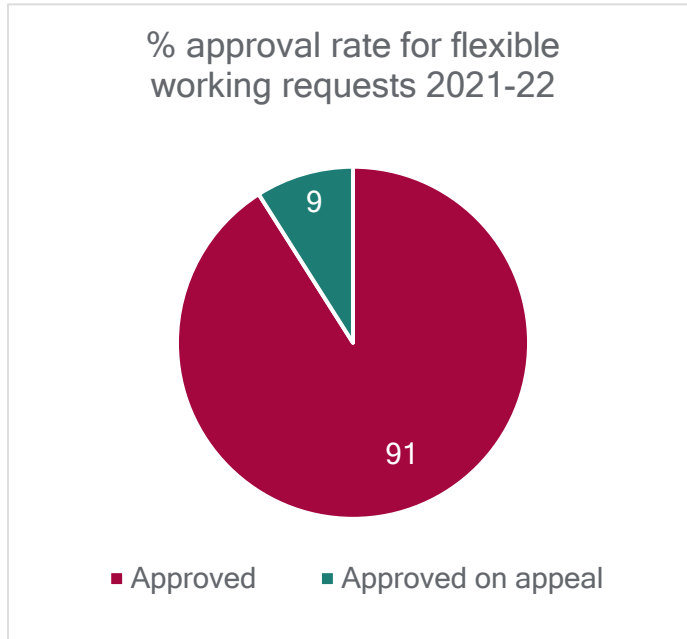
The median pay gap for staff with a disability within UHI Perth is 4.88%, significantly below the average figure in Scotland of 18.5%<sup>14</sup>. The pay gap can be found predominantly within the Academic job classification (0.39% median pay gap and 1.34% median pay gap).



<sup>14</sup> [Disability pay gaps in the UK - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk)

### 5.3 Flexible Working

The below provides an overview of flexible working requests during the period August 2021 – July 2022 across UHI Perth. These requests are discussed with the colleague's line manager and then submitted to the Senior Management Team (SMT) for consideration.

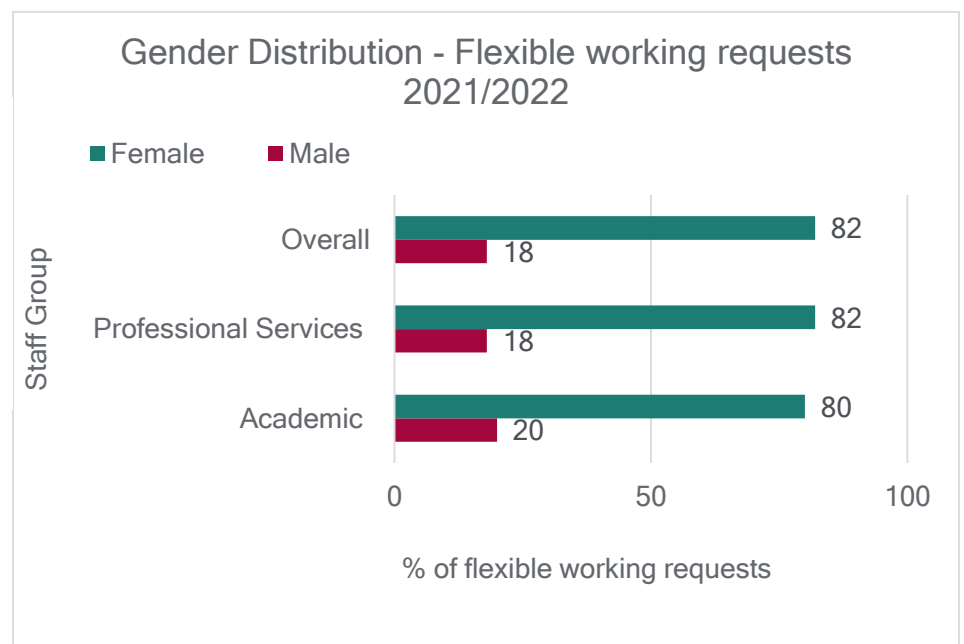


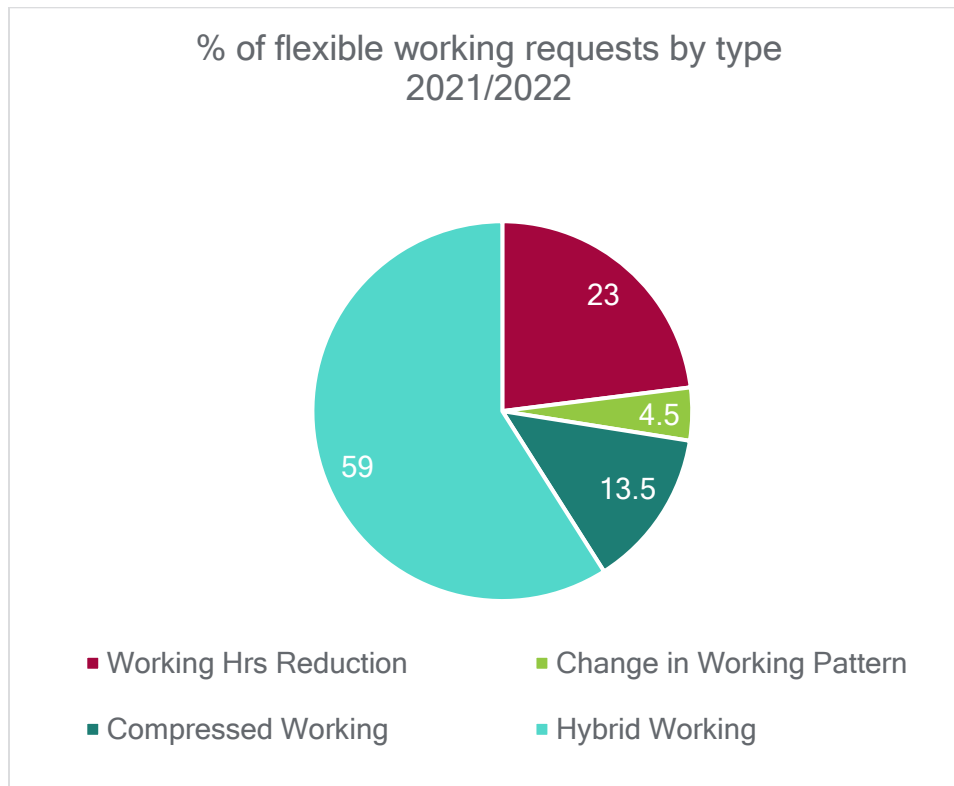
A total of 22 colleagues submitted flexible working requests during the period August 2021 – July 2022.

20 colleagues had their flexible working request approved by SMT and 2 did not. The 2 colleagues who did not subsequently appealed and the original decision was overturned.

Of the 5 academic colleagues, 1 was male and 4 were female.

Of the 17 professional services colleagues, 3 were male and 14 were female.





The largest share of requests came from staff seeking hybrid working at 59%, followed by a reduction of working hours at 23%, compressed hours at 13.5% and finally a change of working pattern at 4.5%. This demonstrates the wide variety of flexible working considered by UHI Perth and should benefit our staff for the wide variety of reasons they may seek it.

The range of flexible working options on offer should be of particular benefit to our staff with caring responsibilities and disabilities. Our Gender Distribution Table shows that 82% of our requests come from female members of staff, who predominantly have those caring responsibilities. However, we will ensure to promote flexible working amongst all our staff.

## 6 EQUALITY OUTCOME PROGRESS

The current Equality Outcomes were published to coincide with the 2021 reporting period:

1. More learners than before are disclosing they are Care Experienced. These learners tend to have additional barriers which negatively impact attainment scores compared to their peers. We will work with the learners and other agencies to deliver interventions and support to narrow the attainment gap.
2. There is an increase in the number of learners disclosing mental ill health. These learners tend to have additional barriers impacting their attainment scores compared to their peers. We will work with the learners and other agencies to deliver interventions and support to narrow the attainment gap.
3. We recognise that there are gender imbalances across some areas of our curriculum, we will take active steps to promote accessibility of these programmes and challenge gender stereotyping.
4. We are committed to being an anti-racist organisation and will seek to eliminate racism in all its forms throughout all parts of the College.
5. The College has a declining proportion of staff disclosing a disability in comparison to the local population. We will look to ensure that our policies, processes and practices are supportive of recruiting and retaining disabled staff. We will focus on hidden disabilities and wellbeing at work.

Since 2021 progress on our Equality Outcomes is captured as part of an operational action plan reported to our EDIT Committee. The action plan and associated updates record the range of activities being undertaken to ensure our outcomes are progressed. We continue to work across all areas of our organisation to continuously improve and meet our agreed outcomes.

The below details the actions we are taking to progress our Equality Outcomes, anticipated outcomes, some examples of evidence in practice and some Key Performance Indicators (KPI's). Whilst the evidence provided is not an exhaustive list, it aims to give a flavour of the types of initiatives and activities being undertaken throughout UHI Perth to progress our Equality Outcomes and the wider EDI agenda.

## Equality Outcome 1

More learners than before are disclosing they are Care Experienced (CE). These learners tend to have additional barriers which negatively impact attainment scores compared to their peers. We will work with the learners and other agencies to deliver interventions and support to narrow the attainment gap.

<b>Action</b>	<b>Anticipated Outcome</b>
Summer Care Experienced Student funding application 'drop-in'.	CE Students can find it difficult without support of family to fill in these applications and this can lead to delayed payments and Discretionary/ Emergency funds required from the College. If applications are completed through summer, it is likely their CE Bursary payments will begin at the same time as their course, reducing the anxiety of not affording to attend College.
Welcome email to be sent to all Care Experienced Students prior to commencing their academic studies.	This allows CE students to be aware of their main contact for support, along with information on what support they can receive throughout the academic year. Encouraging students to reach out directly and feel comfortable, they know who to speak with regarding the support they may require.
Support reminder emails sent directly to Care Experienced Students throughout the academic year.	This is to remind CE Students of the main contact and the support that is available. This encourages students to get back in touch if they are struggling and decide they may need support further along in the academic year.
Helping Hands' Scholarship for Care Experienced Students.	The financial reward is gifted to the successful candidate to support them with their studies. This is advertised via email and in person to CE students by the Student Support Worker as well as supporting them to complete the application.
Promote Care Experienced student job opportunities and internships and support students in applications.	These are promoted and sent out by the Student Support Worker to all CE students and support is offered to apply for these positions. These opportunities provide CE students with valuable work experience which will assist them in not only their studies, by giving them practical experience, but also in their future career goals.
Weekly and Monthly care experience reports shared with the Student Support Worker.	The Admissions team share weekly/monthly updates of the Care Experienced Report which includes details of all care experienced students for the current academic year.

Action	Anticipated Outcome
<p>To improve monitoring and reporting which will be incorporated in the future Student Services Annual Reports we will:</p> <ul style="list-style-type: none"> <li>• Monitor the number of care experience students who are included within the advertisement of jobs and opportunities available externally and internally.</li> <li>• Monitor the number of students offered support and the number of those who take it up.</li> <li>• Monitor numbers of those who decline support or do not respond – consider what can we do differently or to improve upon this.</li> <li>• Monitor the number of care experience students who use the summer funding ‘drop-ins’.</li> </ul>	<p>We recognise that we need to improve the monitoring and reporting processes for our current supportive actions. By improving this we will gain a better insight of what support our CE students need, engage with and where improvements can be made to ensure increased engagement.</p>

## Evidence in Practice

### Drop in Sessions

Pre-entry drop-in sessions are offered to students who disclose as being care experienced on application. The offer for students to come in through Summer, either alone or with a guardian or carer, and familiarise themselves with the campus before induction and to meet the Student Support Worker.

Co-ordinated support plans are offered to all students who disclose on application as being from a care experienced background. No Support Plans were taken up in the 21/22 Academic Year, however, Care Experienced Students remained in contact for support throughout the year. The Student Support Worker works closely with Who Cares? Scotland and other College/UHI partners to share best practice for the best way to offer support to our care experienced students.

### Support Plans



### Communication

Care experienced students are emailed at the beginning of term, at the end of October, before Christmas, after the Christmas holidays and then again at Easter time to reiterate the support options open to them and to check in.



## Care Experienced Bursary

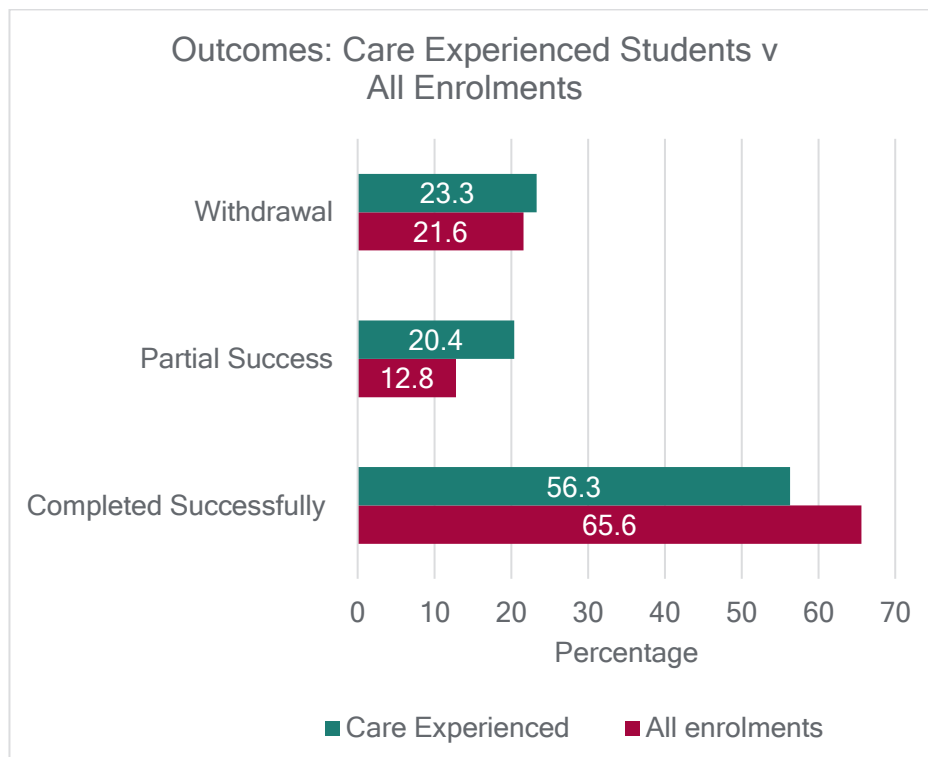
Several scholarships are available for students from a care experienced background. Care experience includes anyone in residential or foster care, kinship care, looked after at home with support from local authority or a care leaver (leaving care / no longer in care but under 26 years of age).

A scholarship is a financial reward which is gifted to the successful candidate to help support them in their studies. This gift is not means tested and there is no requirement to pay this back.

The award is open to all full-time care experienced students across the curriculum. The successful student will be awarded £1000, the benefactor will act as a friend throughout the course, offering encouragement and support.

The Student Support Worker (SSW) introduced support during summer to assist care experienced students with their Bursary application process. The SSW assisted 23 students with their applications between July-October 2021.

### Key Performance Indicators



Due to the numbers not being significant to report on in 2021 Mainstreaming Report we are unable to show progress, however what can be seen is that the attainment gap between care experienced students and all enrolments stands at around 9%.

What has been encouraging is that we now have significant enough numbers of students declaring they are care experienced to include data within this report.

## Equality Outcome 2

There is an increase in learners disclosing mental ill health. These learners tend to have additional barriers impacting their attainment score compared to their peers. We will work with learners and other agencies to deliver interventions and support to narrow the attainment gap.

Action	Anticipated Outcome
<p>Email sent to all students who disclose a diagnosed mental health condition at application offering the opportunity to arrange a personal learning support plan (PLSP) appointment.</p> <p>Make appropriate Higher Education students aware of Disability Student Allowance and ensure they know how to apply for this funding.</p>	<p>Offers students the opportunity to have an appointment with a Wellbeing and Support Officer to look at any reasonable adjustments that could be put in place to ensure they have equal access to the curriculum, and this should lead to higher KPIs.</p>
<p>Contact students with a mental health personal learning support plans to offer to update and review the PLSP throughout the year.</p> <p>This could be offered periodically or once the Wellbeing and Support Officer becomes aware that there is an issue with the current PLSP.</p>	<p>Provide students the opportunity to have their PLSP altered throughout the academic year to ensure the PLSP has the best possible impact on the students learning experience and allows them to engage with their studies.</p>
<p>Make students with mental health personal learning support plans aware of the mental health support systems available within UHI Perth.</p>	<p>Increased awareness of mental health support systems available amongst students who are more likely to require it.</p> <p>Allow staff to identify support needs and, with the student's permission, make appropriate referrals to mental health services.</p>
<p>Deliver a variety of mental health workshops.</p>	<p>Increase mental health awareness and provide students with strategies to effectively manage their own mental health and wellbeing.</p>
<p>Promote mental health services at UHI Perth through awareness days, Personal Academic Tutor inductions, class Personal Development Plans talks, website updates, open days, leaflets, posters, information boards and emails.</p>	<p>Provide students and staff opportunities to learn about the mental health services available at the college. In turn it is hoped this should make it easier for students to engage in the appropriate support when it is required.</p>
<p>Offer UHI Perth staff the opportunity to attend Scotland's Mental Health First Aid training.</p>	<p>Increased staff awareness on mental health and confidence in approaching a person in distress to provide initial response*.</p> <p>*Mental Health First Aid is an initial response to distress and all participants on the course</p>

Action	Anticipated Outcome
	understand that this help is given only until suitable/professional help can be found.
Raise awareness of mental health issues with the college staff.	Increased staff awareness in mental health and wellbeing issues.
<p>Develop strong links with external agencies.</p> <p>Ensure a good working relationship with specialists in a variety of different external mental health and wellbeing organisations.</p> <p>Promote these external agencies within college, inviting such agencies to highlight their organisation and the mental health issue they are wanting to raise awareness of.</p>	<p>Develop and maintain a good working relationship with external agencies.</p> <p>Increased awareness of a variety of different mental health issues and external agencies with specialist knowledge.</p> <p>Students would be more easily referred into external agencies with specialist knowledge to ensure there are receiving the best possible support.</p> <p>Tackle any mental health stigma and encourage students and staff to have a wealth of knowledge about mental health and wellbeing.</p>
Offer counselling sessions to students using both face to face and online methods.	Increased accessibility by offering students the method that best suits them.
Delivery of discussion and support groups around common presenting issues in counselling.	Groups were developed around the issues of mental health first aid kits/Self-Care Toolkits, Body Image and Self-Awareness. In addition to one-to-one counselling sessions, offering support on a larger scale.
Offer initial application support meetings for counselling using both face to face and online methods to provide students support in completing the application for those who either do not wish to complete it online or who found that method challenging.	Increased accessibility by offering application support to students in the method that best suits them.
Offer counselling drop-ins to students using both face to face and online methods.	<p>If students want to find out more about counselling, then they can access a counselling drop-in.</p> <p>Increased accessibility by offering students the method that best suits them.</p>
Reduce counselling waiting times for students: - Use of an online fill-in application	Rather than having to access an initial meeting, students can complete an online application, reducing the waiting times from completion of application to a first counselling session being offered.

Action	Anticipated Outcome
Counsellors to attend Student Mental Health Group meetings.	Increased awareness of the mental health agenda of students allowing for greater responsiveness when arranging awareness events.
Issue fortnightly 'Our Counsellors Recommend...' emails to all students	Increased familiarity with the counselling service.  Access to information on counselling related/personal development issues.

## Evidence in Practice

### Workshops

In addition to individual appointments (PLSP, Support Appointments and Duty Appointments in the event of a Crisis) we offer mental health and wellbeing promotion activities such as workshops and awareness events on

the following topics:

- Decider Skills.
- Mental Wealth.

The Decider Skills uses Cognitive Behavioural Therapy to teach children, young people, and adults the skills to recognise their own thoughts, feelings, and behaviours, allowing them to monitor and manage their own emotions and mental health. The skills were designed to enable participants to make effective changes to help manage distress, regulate emotion, increase mindfulness, promote effective communication and to live a more skilful, less impulsive life.

Mental Wealth is a short workshop designed to engage student to think about their mental health by continuing to invest in their mental wellbeing. The workshops centres around student discussion about what mental health means as well as the stigma surrounding mental health. Student are given handouts with tips for looking after their mental health as well as signposting students to apps and YouTube videos that may be helpful.

### Student Feedback on Workshops:

- It was a great, useful workshop with amazing trainers.
- Really made the class feel safe and welcoming. Was an easy-going environment which made it easier to learn useful skills. The acting out situation were also funny but informative.
- The trainers did a good job of explaining the different techniques and making sure I felt included.
- I found it most enjoyable when those who led the class shared their own experience and mentioned what skill would help in certain situations. It made it seem easier to understand how the skills can be used in real life and what would help in different situations.

## Our Counsellors Recommend

**From:** PC StudentWellBeing  
**Sent:** 17 January 2023 16:44  
**To:** PC StudentWellBeing  
**Subject:** Our Counsellors Recommend...  
**Attachments:** Emotions Wheel - All the Feelz.pdf; Parrots Emotion Classification.png

### Emotions

The American Psychological Association APA's definition of Emotion is "a complex reaction pattern, involving experiential, behavioural and physiological elements".

The word "emotion" dates back to mid 16th century : from French émotion, from émouvoir 'excite', based on Latin emovere, from e- (variant of ex-) 'out' + movere 'move'.

Emotions are electrochemical signals.

All emotions push us to do things that will help us to feel better. They serve us as a guide, but sometimes we don't understand the function of the emotions, so we call the emotions negative.

Emotions help us to adapt and survive (without fear we would never survive). They affect our whole organism, cognitive part and physical part 3 main functions of emotions are: ADAPTIVE, SOCIAL, MOTIVATIONAL. Emotions prepare us to deal with important events without our having to think about what to do. They are always active in our lives, they stop us or push us to do some things and they help us to make very complex evaluations very quickly, in milliseconds, without being aware of the evaluative process.



### 7 Things You May Not Know About Your Emotions

Emotions are biological states associated with the nervous system brought on by neurophysiological changes variously associated with thoughts, feelings, behavioural responses, and a degree of pleasure or displeasure. As human beings, we're all hard-wired to feel things and react on an emotional level to the things going on around us. However, at some point in your life, do you ever get confused about what you're feeling and why you're feeling it? So, you end up repressing, denying, or hiding your true feelings because you did not know how to deal with it. Understanding our emotions not only helps us better understand ourselves but also in building a deeper, more meaningful life.

<https://www.youtube.com/watch?v=XzzVrdc3IXc>

We have attached an All the Feelz version of an Emotional Wheel. This wheel is a tool that can be used to increase self-awareness. When we begin to pay attention to our emotions, whether through journaling or counselling we develop self-awareness. The wheel of emotions can help with developing a broader emotional vocabulary and allow us to understand what's triggering an emotional response.

Also attached is a copy of Parrott's Emotion Classification. This is another tool that can be used to familiarise and help with the identification of emotions.

#### Let us know your thoughts



It would be good to hear your thoughts in relation to the 'Our Counsellors Recommend...' emails. Are there themes that you have found interesting reading about? Have you found them thought provoking? Have you gone on to further research some of the subjects covered? Do you have any requests for subjects you'd like discussed? We would love to hear your thoughts, please send any responses over to [claire.nelson.perth@uhi.ac.uk](mailto:claire.nelson.perth@uhi.ac.uk)

On behalf of Perth College UHI Counselling Service

The 'Our Counsellors Recommend' initiative involves fortnightly emails being sent out to students, these emails included resources such as books/podcast recommendations, apps, websites, worksheets, psychoeducational material, inspiring quotes, tips, articles and concepts.

The initiative was given a 'Commended' award at the UHI Student Support Initiative Awards.

From: PC StudentWellBeing  
 Sent: 24 November 2022 15:24  
 To: PC StudentWellBeing  
 Subject: Our Counsellors Recommend...

### What do we mean by resiliency?



Whilst working with students the subject of resilience has come up numerous times, being at college and studying will no doubt take skills in resiliency to see you through. Sometimes though, I feel the understanding or the way we look at being resilient isn't always accurate and in the edition of Our Counsellors Recommend I'd like to explore resiliency and hopefully offer some insight into how you can build upon the skills needed to embrace it.

When talking about resilience I hear the understanding of it as the ability to bounce back, to face adversity and that by being resilient a person has great strength. The focus seems to be on achieving resilience and almost as if once you have it any person would be able to face any life event more easily. Another way of looking at resilience would be that instead of someone having a shield of resilience that doesn't let anything penetrate it, instead there is an aspect of malleability where the life events still hit you but instead of being able to use the resilience shield to fend off any threats, rather we bend, we embrace the event, and we work through it. We engage in the experience, we feel the feelings and emotions attached, we use our resources and tools from our 'toolbox of life' and we lean into adversity.

**"Being resilient does not mean that people don't experience stress, emotional upheaval, and suffering. Demonstrating resilience includes working through emotional pain and suffering".**

– (Everyday Health, 2022)

In ways being resilient requires our softer side to emerge, to be able to offer ourselves compassion and kindness, especially when times are hard. Communication skills are also required so that we can speak our truth, ask for help and support to allow our needs to be met. And an ability to emotionally regulate to allow ourselves to manage overwhelming emotions. It doesn't mean that resilient people don't experience strong emotions, but they know they are temporary and that they will pass.

So, the next time you feel the need to toughen up to be resilient, think about softening down. Every set back is a chance to learn and grow. Go through the problem, rather than around it. And if you would like to explore this further or it resonates then remember support is available on campus and via our external support agencies.

**"The oak fought the wind and was broken, the willow bent when it must and survived"**

– Robert Jordan

#### Journal Prompts



How have I moved through tough experiences before?

How have my struggles shaped me?

How can I use challenges to further my own personal growth?

## National University Mental Health Day March 2022

Various External Agencies – Andy's Man Club, Mindspace and The Neuk came to support the college and spent their time speaking to students about their respective services whilst also issuing contact information.



The theme of the day revolved around self-care and as a result the Wellbeing Service distributed 100 care packages to students. The items within the care packages were donated by Tesco, ASDA, Morrisons, Marks & Spencer's, COSTA, B&Q. Domino's Pizza also delivered a range of Pizzas to the College free of charge.



The College was also supported by Therapets, Perth who brought in a range of dog breeds to interact with those students (and staff!) who dropped by.

Interacting with a friendly pet has proven physical and mental benefits. It can help reduce blood pressure and improve overall cardiovascular health. It can also release endorphins that produce a calming effect. This can help alleviate pain, reduce stress, and improve your overall psychological state.

## Time to Talk February 2022

This day is about creating supportive communities by having conversations with family, friends, or colleagues about mental health. Drop-in sessions were set up across campus and students were invited to share conversation about mental health over cups of tea/coffee with cakes and savouries supplied by the Hospitality students.



**UHI | PERTH**

**Wellbeing and Support Service**

[f](#)
[@](#)
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[t](#)
[in](#)

[www.perth.uhi.ac.uk/student-services](http://www.perth.uhi.ac.uk/student-services)

### Why should I consider Counselling?

UHI Perth offers a free confidential face-to-face or online counselling service to all UHI Perth students. Sometimes it can be helpful to talk things over with a professional counsellor, rather than friends and family.

#### Counselling can help you to...

- Regain a sense of control and pleasure in life.
- Find solutions to life's problems.
- Develop a better understanding of other people's points of view.
- Make sense of things.
- Understand yourself and your problems better.
- Resolve complicated feelings or find ways to live with them.
- Recognise unhelpful patterns in the way you think or act and find ways to change them (if you want to).
- Explore the way you're thinking or feeling further.

### What is counseling?

Counselling offers you a safe caring, supportive and non-judgemental space where you can discuss and explore your thoughts and feelings about any issue which concerns you.

This might include issues of loss, bereavement, trauma, stress, self-harm, anxiety, academic issues, depression, sexual/physical/emotional abuse, bullying, drinking, drugs, sexuality, loneliness, relationship difficulties and harassment. We can also focus on areas such as personal development and building upon your life skills so that you can use them to the best of your ability. It is about listening to you and helping you find the way forward you want for yourself, whatever challenges or difficulties you are experiencing.

## Student Support Drop-in Service

### Are you struggling with:

- worries or concerns about yourself or someone you know?
- exam stress?
- relationship problems?
- issues with flatmates?
- low self-esteem?
- family problems?
- emotional wellbeing?
- attendance issues?

Daily drop-ins are open:

**9.30-11.30am**  
**Monday - Friday**

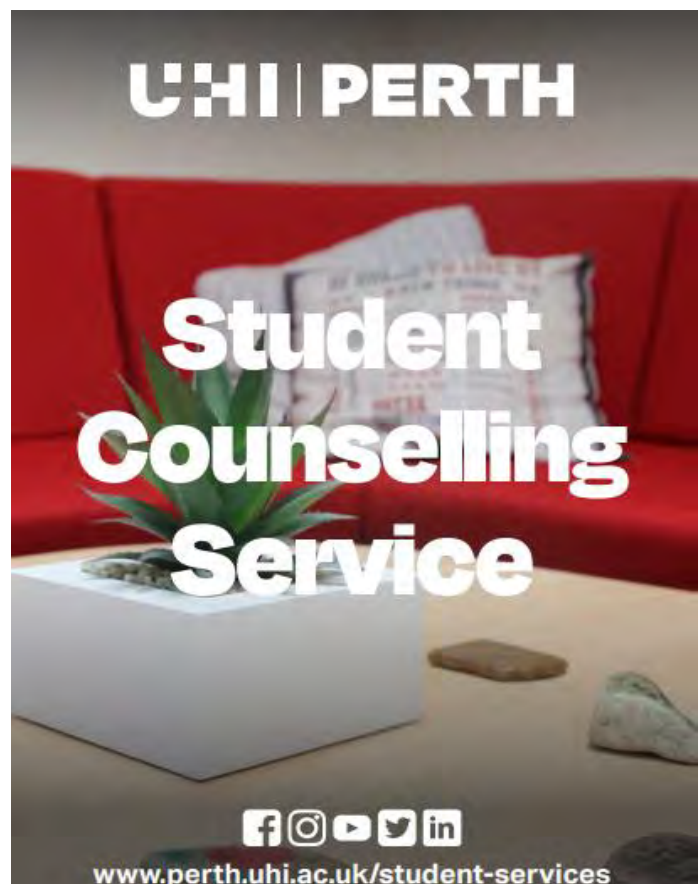
Student Support Hub  
in Brahan Building

### Don't go it alone

Come along to speak with the Student Support Worker who can offer advice and support on a range of issues.

Drop-ins are one-to-one, confidential and non-judgemental.

To book an appointment outwith drop-in times:  
call 01738 877 305 or text 07385 029 889  
[wellbeingandsupport.perth@uhi.ac.uk](mailto:wellbeingandsupport.perth@uhi.ac.uk)



**UHI | PERTH**

**Student Counselling Service**

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[www.perth.uhi.ac.uk/student-services](http://www.perth.uhi.ac.uk/student-services)



# THE MAN CAVE

For Students

**The Man Cave is a men's mental health support network for students**

**Meet up and chat or even just listen to someone who may be experiencing something similar to you. You are not alone in how you feel.**

**When Wed 15th March @ 3pm**

**Where Room 961 - ASW**

For more information about this group please email -  
[alexander.weir.perth@uhi.ac.uk](mailto:alexander.weir.perth@uhi.ac.uk)

**REFRESHMENTS AND PIZZA AVAILABLE**

**UHI | PERTH**

**HISA**

## Out of Hours Support

We highlight and signpost our students to a number of out of hours support organisations including:



Breathing Space is a free and confidential phone line service for anyone who is experiencing low mood or depression.

**0800 83 85 87 (free phone)**

Opening Hours:  
Monday-Thursday 6pm-2am  
Friday 6pm – Monday 6am



The Neuk can provide a therapeutic space in the community where people can feel secure and supported. People can gain person-centred assistance with their immediate mental health needs.

Service delivery 24 hours a day/7 days a week. Support for those who are experiencing mental health crisis.  
18 St Paul Square, Perth, PH1 5QW  
**01738 718070**



For any man struggling and needing to chat – they offer support groups that meet each Monday at 7pm in Perth.

**Find out more here -**  
[www.andysmanclub.co.uk](http://www.andysmanclub.co.uk)



## ALLIANCE

A series of **British Sign Language videos** aim to help breakdown the stigma of mental health issues and encourage deaf people to talk to others about their mental health. These were produced by a partnership



If you are in distress or feeling suicidal, please talk to someone. Samaritans is a confidential, emotional support service for anyone experiencing feelings of distress or despair.

**Helpline: 116 123**



Sometimes we find it easier to text when we are feeling low.

**Why not text SHOUT to 85258 for free 24/7 support when you are struggling to cope.**



Togetherall (formally Big White Wall) is a digital mental health support service that is available online, 24/7, and is completely anonymous so you can express yourself freely and openly.

**To register, visit: [www.togetherall.com](http://www.togetherall.com)**

click on 'Register', click on 'I'm from a university or college'



Spectrum Life! Offers a Student Assistance Programme (SAP) is a free, confidential counselling service that provides you with emotional and practical support for concerns big or small. It is available to all students. It's available 24/7, 365 days a year covering: counselling, legal information, financial information, consumer information, career guidance, life coaching, mediation, and health information.

Call: 0800 0318227 (UK Freephone)

SMS/Whatsapp: Text 'Hi'  
to 00353 87 359 0010

**<https://uhi.spectrum.life/login?org=uhiwell>**

Organisation Code: uhiwell

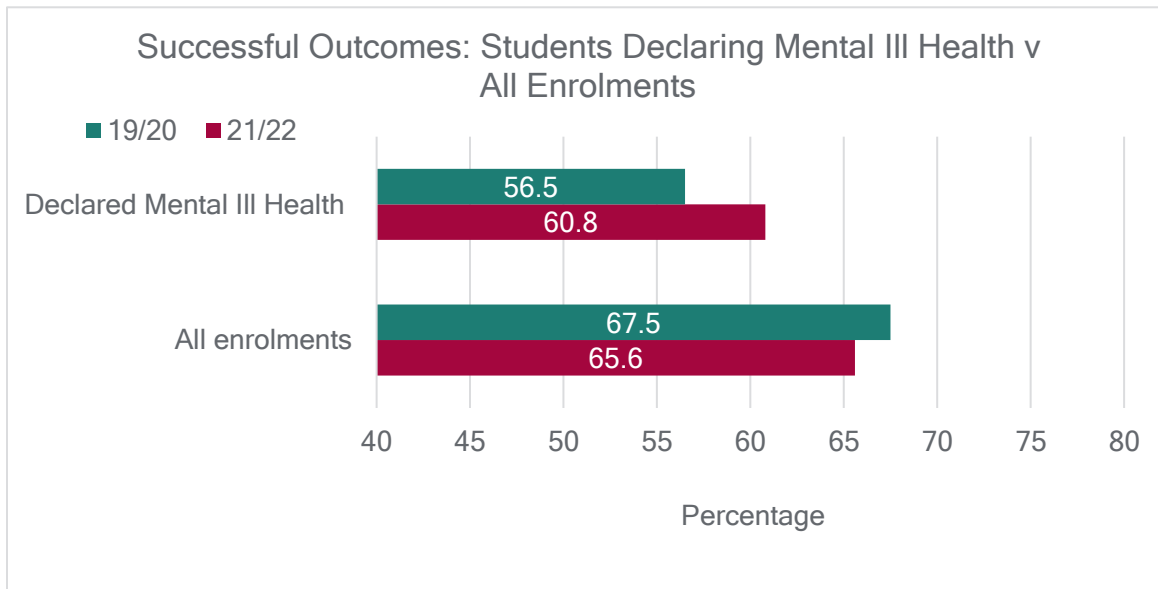
## Key Performance Indicators

From the period between and including 2018-19 to 2022-23, we have seen a 9% increase in those who disclose Mental Health disabilities increasing from 53% to 62% out of the total who disclose a disability.

Mental Health Conditions accounted for 21% of all Personal Learning Support Plans (PLSP's) put in place during the 21/22 Academic Year.

We have seen an increase in the percentage of students who have declared mental ill health achieving successful outcomes, from 56.5% in 2019/20 to 60.8% in 2021/22, closing the attainment gap to all enrolments (65.6% in 2021/22).

This is still however below the successful outcomes for all students declaring a disability (62.5% in 2021/22).



## Equality Outcome 3

We recognise that there are gender imbalances across some areas of our curriculum, we will take active steps to promote accessibility of these programmes and challenge gender stereotyping.

Action	Anticipated Outcome
Develop Curriculum EDI Action Plans which address specific gender imbalances.	Improvement in current gender imbalances across curriculum.
Student Recruitment – Use wording, language and imagery from a wide range of gender balanced role settings to avoid gender bias or stereotyping in student recruitment.	Avoid gender stereotyping or bias and increase numbers of applications to curriculum areas with current gender imbalances.
Ensure advertising, website, prospectus, social media, local press and newsletters are utilised to showcase students that challenge 'atypical' gender assumptions.	Avoid gender stereotyping or bias and increase numbers of applications to curriculum areas with current gender imbalances.
Through social media support national equality campaigns, particularly those in sectors currently underrepresented by women eg women in STEM.	Avoid gender stereotyping or bias and increase numbers of applications to curriculum areas with current gender imbalances.
Use blogs to continue to capture students in gender roles not always associated with the subject eg women in STEM.	Avoid gender stereotyping or bias and increase numbers of applications to curriculum areas with current gender imbalances.

### Evidence in Practice

Our Marketing Department are consistently publishing blogs and social media which challenge gender assumptions within education and work. They routinely support national equality campaigns by highlighting both staff and students within 'non-traditional' roles, sectors that are currently underrepresented by women.

Our Marketing Department recently received the Excellence in Digital Media Award at the Perthshire Chamber of Commerce Star Business Awards for their entry entitled 'Inspirational and authentic content to positively influence student recruitment'. They offer rich content to potential applicants to help them decide whether to apply for a course in these uncertain times. Adding our amazing student's stories; student support, curriculum and campus videos to our platforms has strongly improved our digital media content, accessibility, and reach.

### UHI Perth Blogs & Social Media





UHI Perth

4d · 🌐

...

#NationalEngineersWeek | The Scottish Government are working to address the under-representation of women in Science, Technology, Engineering and Maths (STEM) courses and careers, to ensure that Scotland's STEM sectors are diverse, equal, and prosperous.

At UHI Perth we are delivering fun workshops to schools to break the gender stereotyping and inspire the next generation. We chatted with one of our new STEM Education Officers, Eileen Black who is doing just that: 📄 <http://bit.ly/3YV5P3W>

#StaffSpotlight #UHIPerth #ThinkUHI



# UHI | PERTH

## Blog



UHI Perth

February 20 at 1:11 PM · 🌐

...

#GuestSpeaker | Current student and local barber @NewCut-LifeStyle Perth gave a demonstration to our evening barbering class!

Vitto is a full time SVQ Level 2 Hairdressing Student who is already qualified/ has a successful career in barbering. Vito joined our evening barber class to demonstrate some clipper cutting techniques and chat to the class about industry.

We love seeing our students succeed and share their successes! 🇬🇧

Whether you attend the college for 2 hours or 2 days - We make sure that you have gained a full UHI Perth learning experience! We encourage you to practice skills as much as possible, we bring in different guest speakers, we ensure there are different learning methods available and focus on tailoring learning to suit YOU! 😊 Thank you to Vito and his model for their time! 🌟

#barberingscotland #barber #clippercutting #barberingperth #thinkuhi #uhiperth #studentsuccessstory #hairandbeautyuhiperth



UHI Perth

February 20 at 10:20 AM · 🌐

...

#NationalEngineersWeek There's no better place to study engineering than in Scotland, with its rich legacy, tradition, and engineering innovations through the ages. You can be a part of this world-leading reputation of discovery and innovation by studying at UHI Perth.

Whilst on furlough during the pandemic, Jenny decided to take a chance and apply for an Engineering course at UHI Perth. She tells us her story 📄 <http://bit.ly/3qgVWxa> #ThinkUHI



## Women into STEM

Our Science, Technology, Engineering and Math's (STEM) department continues to work to address the under-representation in the sector. They have run a series of initiatives to address the imbalance:

- Girls into STEM events targeted at S3 – S6 pupils.
- A one-week Girls into STEM summer school targeted at S3 – S6 pupils.
- STEM schools' interventions and roadshows targeting P6 – S6 pupils. Currently we have delivered to over 2000 school pupils, mostly primary age and have a gender split of 50/50.



We are also currently working towards re-establishing a STEM Women's Network within UHI Perth and recruiting an Equate Student Champion as part of that network.



'Equate Student Champions are ambassadors for the network within their college or university, they are recruited by their university or college and are currently studying a STEM subject. All the student champions are supported by Equate Scotland and given skills and training to help them in their role.

The role of a student champion involves contributing new ideas and giving feedback for the development of Equate Student Network, engaging students at their university or college in the network, organising women in STEM activities on campus and working with their university or college to influence women into STEM initiatives or projects.'

**EQUATE** Scotland

## Men into Hair and Beauty

It is recognised that we have an under-representation of male students within the Hair and Beauty Department, reflective of the sector and wider industry. Staff within the Hair and Beauty Department have:

- Used male bloggers to enhance teaching and showcase the industry.
- Proactively showcased male industry representatives and companies, using local employers.
- Held a successful employer and industry event in May 2022 where a number of male representatives from the industry attended the event.
- Recently completed CPD with more emphasis on male treatments ie waxing. We also run male only sessions for beauty treatments.

Future initiatives planned include:

- Promoting male candidates onto programmes through a school audience by taking along current male students to school roadshows to promote beauty and hairdressing and remove the stigma that may surround the subject areas.
- Introducing a barbering qualification in the 24/25 Academic year – will link into industry needs and this will hopefully bring in more male candidates to subject areas where they are currently under-represented.

Since the Covid pandemic there has been a reduction in the number of women enrolling in Sport and Fitness, notably our Coaching qualifications, which had previously been around a 50/50 split. It is unclear at this stage why Covid has had such an impact on this area, and the Sport and Fitness Department are looking to conduct some research into this.

Other activities to encourage more women onto these courses include an evening session for International Women's Day with a panel of women speakers, including top female coaches, athletes, and officials.

## Women into Sport

### International Women's Day

### Celebration of Women's Sport Event

Wednesday 8<sup>th</sup> March 2023

6.30-7.30pm Hear from our Panel of inspiring special guests including top female coaches, officials and athletes in our Brahan Lecture Theatre (light refreshments available)

4.30-6pm Take part in one or more sports activities in our Academy of Sport & Wellbeing sports hall (please bring appropriate footwear, clothing and a water bottle) Arrive when you can!

For more info contact: [ain.stewart.perth@uhi.ac.uk](mailto:ain.stewart.perth@uhi.ac.uk)

**UHI PERTH**





Perth and Kinross Council and UHI Perth are continuing to run 'Men in Childcare' courses, with a new course commenced in January 2023.

## Men into Early Years

Children benefit from having men in childcare settings as they get involved in different types of play, they can be positive role models for boys lacking in this influence in their lives and they get high levels of satisfaction which benefits the children and young people in their care.

This course is the ideal opportunity to find out more about working in childcare and learn alongside like-minded men, there is also a placement available to put the learning into practice. The placement is tailored to the individual, with placements available in Early Learning and Childcare (ELC)/Nursery, Schools, Kids Clubs/Out of School Care or Play. Placements can also include opportunities to work with the Parenting and Family Learning Team or areas of work that involve children and young people.

The course involves 2 units, which are accredited with the Scottish Qualification Authority (SQA):

- Development of Children and Young People.
- Promote the Safety and Wellbeing of Children and Young People.

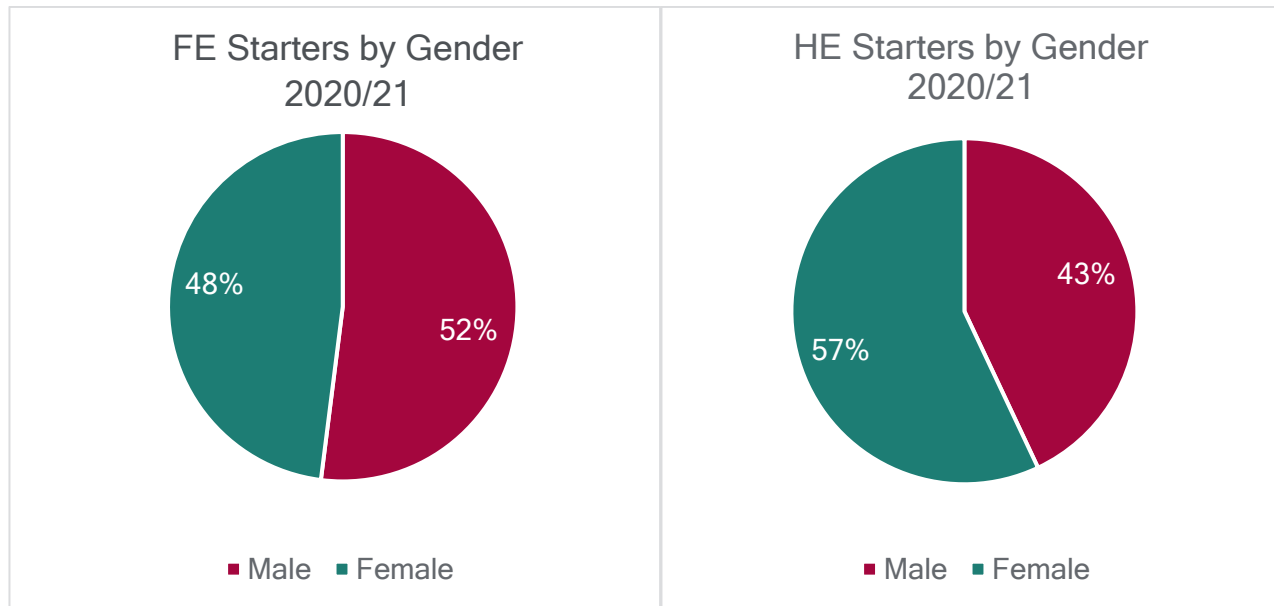
This course is run in the evenings over 6 months, so allows participants to engage around other commitments, such as existing full/part-time work.

### Feedback from Previous Participants

"I worked in the building trade, but was laid off when work became slow, so I volunteered in my daughter's nursery and loved it. The Men in Childcare night class was brought to my attention, by the teacher. I enrolled and have loved every minute of the course, and I am now working for Perth & Kinross Council as a Play Assistant."

"I took a career break to care for my 2 children. I noticed this evening course being advertised and thought I might go and see what it was about. I completed the course and placement, which I thoroughly enjoyed, and I am now considering a career in teaching."

## Key Performance Indicators



We have more females going into traditionally male dominated subjects (eg STEM) than we do males going into traditionally female dominated subjects (eg Health and Social Care; Hair and Beauty; Childcare). Whilst we do have males studying in these female dominant curriculum areas, the male figure is too low to make any comment within this report.

For females studying in this environment 76% completed their studies, of those who completed their studies 79% were successful. Subject areas include: Audio Engineering; Automotive Engineering; Computing; Construction; Engineering; and Science.

Science had the most enrolments, with 41.4% of the total number of females entering traditionally male dominated curriculum areas, followed by Automotive Engineering and Construction, both at 21.4%.

## Equality Outcome 4

We are committed to being an anti-racist organisation and will seek to eliminate racism in all its forms throughout all parts of the College.

Action	Anticipated Outcome
<p>Racism awareness raising and providing black and/or ethnic majority students with a voice.</p> <p>Anti-Racism and racial harassment is a theme in the 'Inclusivity' strand of the HISA Perth Student Association for 2021-2. HISA Perth will:</p> <p>Conduct a visual campaign at the UHI Perth campus promoting Black Lives Matter and standing up to racism.</p> <p>Hold Anti-Racism Workshops which talk about what racism is and how we can come together to combat it.</p>	<p>Increase all students' awareness of racism and take active steps to ensure that black and/or majority ethnic students feel welcomed, safe, and respected in the UHI Perth Community.</p> <p>Identification of ongoing enhancements needed to address racism.</p>
<p>Take positive action to increase course applications from black and/or global majority people to UHI Perth, considering legislative requirements relating to positive discrimination.</p>	<p>Enhance College 'brand' as a place that welcomes students from all ethnic backgrounds.</p> <p>Increase applicant confidence to disclose their ethnicity when applying for courses.</p> <p>Increase number of students with a minority ethnic background that reflects the demographic profile of Perth and Kinross as a minimum.</p>
<p>Work with UHI to amend relevant student policies relating to complaints, grievance and disciplinary and identify positive actions to ensure that there is a 'zero tolerance' towards race discrimination.</p> <p>Review and amend UHI Perth Student code of conduct to ensure a 'zero tolerance' towards race discrimination is communicated.</p> <p>Undertake an assessment of all student complaints received from 2020-2022 to determine the extent to which they are race related.</p>	<p>Student Policies and practices are fit for purpose for calling out racism and communicating UHI Perth's 'zero-tolerance' towards racism.</p> <p>Understand the extent to which there has been race-related complaints/disciplinary in the past to establish a baseline for future action.</p>

<b>Action</b>	<b>Anticipated Outcome</b>
The Principal and/or Depute Principal and other members of SMT and the Board will meet with groups of black and/or global ethnic students annually to discuss their experiences.	Understand the barriers and lived experiences of students and identify actions remove these.
Take positive action to assess student retention and achievement across the College to identify discrepancies (if any) between retention and achievement of black and/or global majority students compared to other students.	Understand the barriers if any, experienced by black and/or global majority students and identify actions to remove these.
Take positive action to utilise positive destination statistics to identify any challenges faced by minority ethnic students when entering the world of work.	Understand the barriers if any, experienced by black and/or global majority minority students and identify actions remove these.
Take positive action to increase applications from black and/or global majority people for job vacancies at UHI Perth, considering legislative requirements relating to positive discrimination.	<p>Enhance Employer 'brand' as an equal opportunities employer in the region, using the Minority Ethnic Recruitment Toolkit (produced by the SFC) as relevant.</p> <p>Increase Applicant confidence to disclose their ethnicity when applying for vacancies.</p> <p>Increase number of staff with a black and/or global majority background that reflects the demographic profile of Perth and Kinross as a minimum.</p>
Establish EDI champions to promote the anti-racism action plan in different areas of the college and effect change to practice and attitudes to ensure black and/or majority students and staff are welcome, safe and valued.	Increase all staff and students' awareness of racism and take active steps to ensure that black and/or majority ethnic students feel welcomed, safe and respected in the UHI Perth Community. Identification of ongoing enhancements needed to address racism.
Take positive action to recruit more people from black and global majority backgrounds to management levels across the College, including senior management/executive when vacancies arise. This must take account of legislative requirements relating to positive discrimination.	<p>Enhance Employer 'brand' as an equal opportunities employer in the region using the Minority Ethnic Recruitment Toolkit (produced by the SFC) as relevant.</p> <p>Increase applicant confidence to disclose their ethnicity when applying for vacancies.</p> <p>Increase number of managers at all levels of management with a black and/or global majority background that reflects the demographic profile of Perth and Kinross as a minimum.</p>

Action	Anticipated Outcome
Conduct annual review of race pay gap as part of a wider pay review with other protected characteristics.	Review race pay gap in comparison with previous years, recognising that this is significantly impacted by National Bargaining.
<p>Conduct a review of relevant HR policies and procedures relating to complaints, grievance and disciplinary and identify positive actions to ensure that there is a 'zero-tolerance' towards race discrimination.</p> <p>Undertake an assessment of all complaints received against staff to determine the extent to which they are race related.</p>	<p>Ensure relevant HR Policies and practices are fit for purpose for calling out racism and communicating UHI Perth's 'zero-tolerance' towards racism.</p> <p>Understand the extent to which there has been race-related complaints/ disciplinaries in the past to establish a baseline for future action.</p>
Take positive action to recruit more people from black and/or global majority backgrounds to the Board, using where relevant, specialist recruitment organisations that can assist the Board to seek a broader range of candidates for Board Vacancies. This must take account of legislative requirements relating to positive discrimination.	Increase number of Board Members with a black and/or global majority background that reflects the demographic profile of Perth and Kinross as a minimum.
Each Sector will undertake a review of course content, resource/library lists, assessment tasks, teaching methods and input from external contributors to ensure that courses are acceptable to all ethnic groups. It is anticipated that this would be done in consultation with students.	To produce a 'culturally inclusive' curriculum that is acceptable to all ethnic groups being taught. Black and/or Global Majority students feeling welcomed, safe and respected in the UHI Perth Community.
The College Annual Programme/Course Monitoring process (the reports for 2021-2 onwards) will require courses/programmes to report progress made to update their curriculum to make it 'culturally inclusive'.	To produce a 'culturally inclusive' curriculum that is acceptable to all ethnic groups being taught. Black and/or Global Majority students feeling welcomed, safe and respected in the UHI Perth Community.

### Evidence in Practice

#### Decolonising the Curriculum

Work has been, and continues to be done, on de-colonising the curriculum by undertaking the following activities:

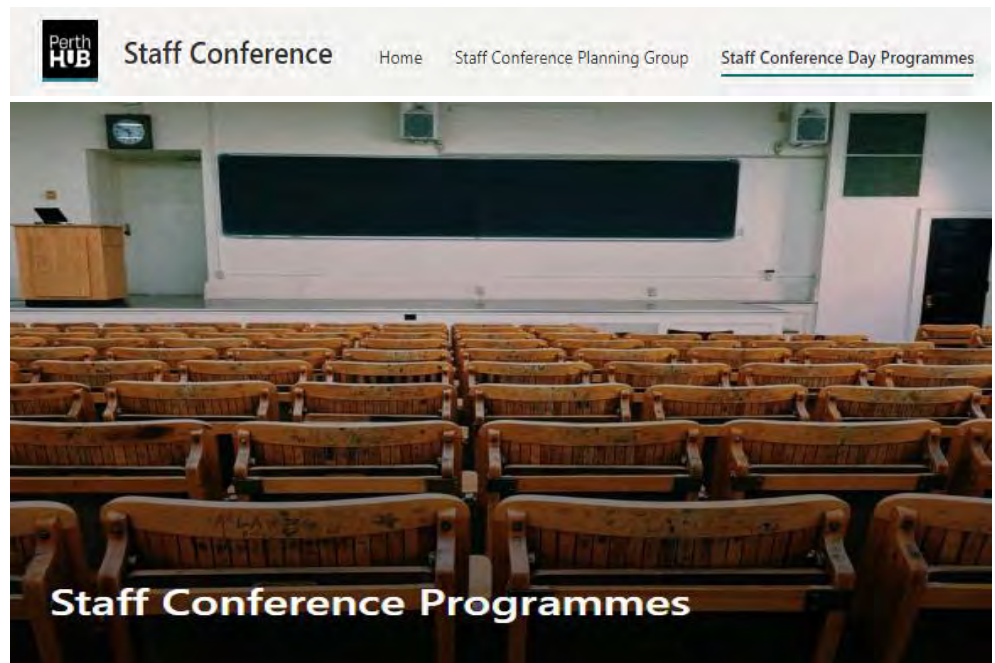
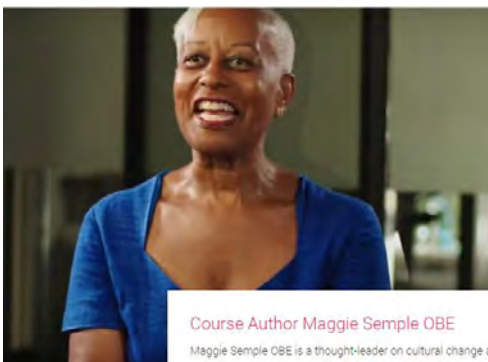
- Training and desk-based research on constructing an inclusive curriculum and best practise in decolonising the curriculum.
- Training has been planned and developed in creating course content and applying learning and teaching methods that are anti-racist and 'culturally inclusive'.
- Curriculum pilots designed to prompt further actions to create 'culturally inclusive' courses and programmes and to share effective practice across the College have been initiated.
- Staff undertaking comprehensive training on Building Racial Literacy.

## Staff Conference

As mentioned earlier in this report under the Staff Training section in February 2022 we held a Staff Conference centered on the Anti-Racism theme, we heard from guest speaker Khadija Mohammed, University of the West of Scotland on 'Tackling Racial Harassment in Universities and Colleges'. There were then a series of workshop sessions available to staff surrounding the theme.

## Hair and Beauty

National Occupational Standards for Beauty Therapy and Hairdressing were updated in 2022 and a number of elements are now covered within subject units. Some examples are: Different skin types i.e., Caucasian, African, Asian; Afro hair styling.



## Let's Talk About Race in the Workplace

As a direct result of the recommendations within the Anti-Racism Action Plan, now incorporated into the Equality Outcomes Action Plan, we introduced a new mandatory e-learning package for all staff entitled 'Let's Talk About Race in the Workplace'. It concentrates on 5 key areas:

1

### Systemic Racial Biases vs Explicit Racist Behaviour

An exploration of these behaviours and how they may manifest in organisations.

2

### Unconscious racial bias

A brief introduction to this topic and how it can impact on racial inequality in the workplace.

3

### White Privilege

Focuses on the aspects of white privilege that relates to the workplace.

4

### Racial microaggressions

Typical examples of racial microaggression found in the workplace.

5

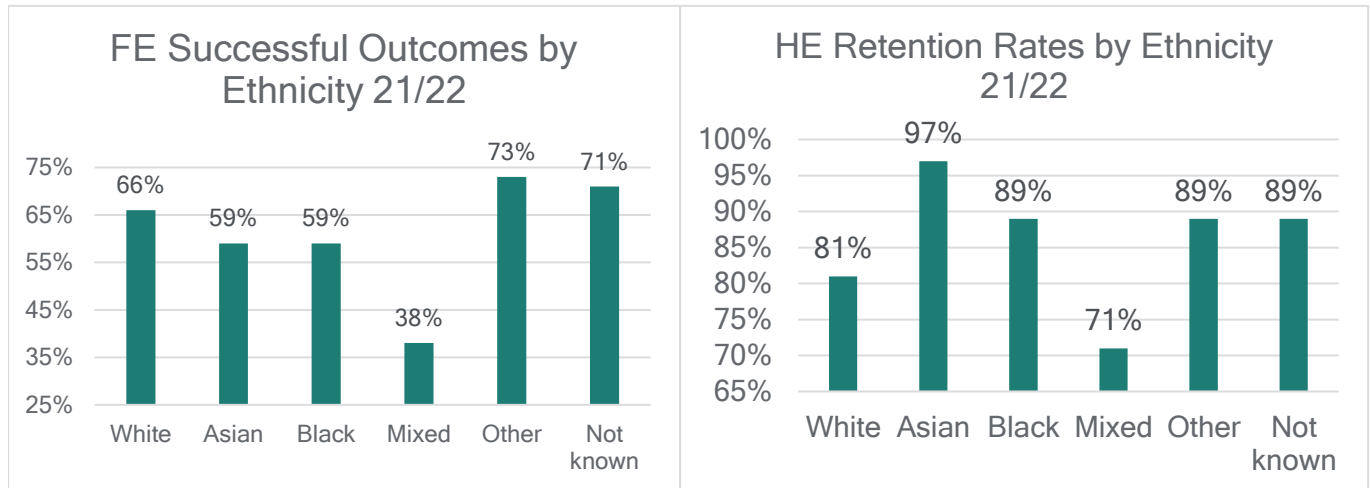
### Tokenism

Superficial responses by employers to avoid real action and mask inactivity.

## Key Performance Indicators

### Students

10% of students are from a minority ethnic background (21/22), which is a 5% increase from the Mainstreaming Report 2021. The 21/22 figure is above the Sector average across Scotland of 8% (Colleges Scotland: Key Facts Report 2022).



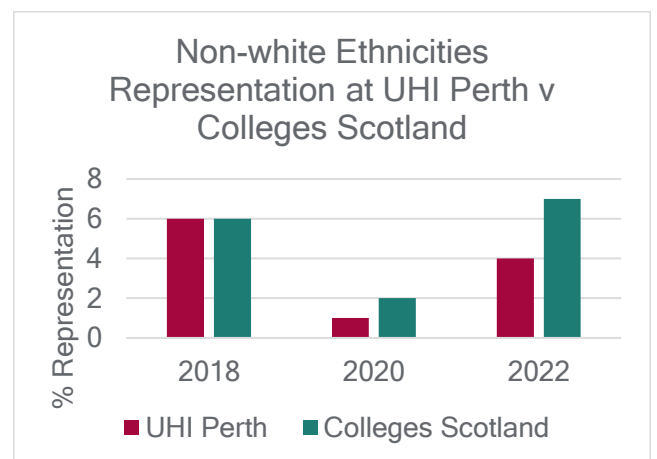
The FE Successful Outcomes for students from a minority ethnic background has improved from 64.8% in the 19/20 Academic Year to 66.3% in the 21/22 Academic Year (+1.5%). However, our data shows that both HE and FE students from a mixed race/ethnicity background have significantly lower successful outcomes and retention rates than other groups.

### Staff

As at March 2022, UHI Perth had a lower representation of non-white ethnic categories (4%) than Scotland Colleges (7%) but slightly higher than that of the local P&K population (3%). The percentage of staff who have not disclosed has remained high at 24% (21% in 2020).

Our analysis shows that ethnic minority staff within UHI Perth are not predominantly based in the lower paid roles/grades. The median Ethnicity Pay Gap for those who identify as White based on hourly pay is -3% (-5% in 2021). This is significantly lower than

the figure for Scotland, which shows a median pay gap of 10.3% in 2019. The pay gap however varies greatly when comparing job classifications, with the most significant pay gap found in Management (median pay gap of 0.77% and mean of 9.11%).



## Equality Outcome 5

The College has a declining proportion of staff disclosing a disability in comparison with the local population. We will look to ensure that our policies, processes and practices are supportive of recruiting and retaining disabled staff. We will focus on hidden disabilities and wellbeing at work.

Action	Anticipated Outcome
Review recruitment processes and practices to ensure they support applications from those with disabilities and are accessible.	<p>Increase applications from people with disabilities.</p> <p>Increase in successful applicants with disability at the various stages of the recruitment process.</p>
Review all HR policies and guidance to ensure they support and do not disadvantage those with disabilities.	Ensure we retain staff with disabilities by providing supportive policies, guidance and practice.
Conduct annual review of disability pay gap as part of a wider pay review with other protected characteristics.	Review disability pay gap in comparison with previous years, recognising that this is significantly impacted by National Bargaining.
The organisation will strive to meet criteria and re-apply for Disability Confident scheme membership.	Improve reputation of and confidence in UHI Perth as an employer of choice for those with disabilities.
<p>Collect and analyse equality data on applicants, starters and leavers, grievances and complaints, flexible working requests, sickness absence, healthcare appointments, counselling.</p> <p>Equality monitoring disability definition and classification to include the special category conditions (protection from the point of diagnosis).</p>	<p>Improved and accurate insight into the picture across UHI Perth in relation to disability.</p> <p>Data available to identify and highlight any barriers to recruitment and retention of staff with disabilities.</p> <p>Benchmark to measure progress in relation to disability.</p>
<p>Develop and deliver training for line managers on supporting disabled workers.</p> <p>Ensure accessible training and development opportunities for all staff.</p>	Improved retention and career progression of staff with disabilities.
<p>Ensure we have access to aggregate data on staff training, complaints and grievances, staff survey outcomes and other mainstreaming aspects by disability. Ensure that disability data is included on any outstanding information that may be beneficial to overall assessment of the organisation's compliance.</p>	<p>Improved and accurate insight into the picture across UHI Perth in relation to disability.</p> <p>Data available to identify and highlight any barriers to recruitment and retention of staff with disabilities.</p> <p>Benchmark to measure progress in relation to disability.</p>



Action	Anticipated Outcome
Recruit EDI Champions who will receive enhanced training on aspects of “disability definition”, assessment and support provision and signposting, reasonable adjustments and workplace accessibility and inclusivity.	<p>Improved retention rates in relation to staff with disabilities.</p> <p>Improved performance in relation to reasonable adjustments.</p> <p>Mainstreaming disability knowledge and the support available more widely throughout college.</p>
<p>Hold focus groups for staff with disabilities to better understand where we are doing well and where there are areas for improvement and what staff feel these are.</p> <p>Review whether there is a need for ongoing employee resource group for disability for continued information gathering in relation to recruitment and retention.</p>	Improved insight into the workplace experience across UHI Perth for our staff with disabilities.
Engage with partners working in this area to take advice on best practice in relation to recruitment and retention of staff with disabilities, in particular hidden disabilities.	Improved insight and thereafter practice in the recruitment and retention of staff with disabilities.
Implement reasonable adjustment passports for staff with disabilities across the College detailing any reasonable adjustments.	<p>Improve workplace experience of those with adjustments.</p> <p>Make sure that everyone is clear and has a record of what adjustments have been agreed.</p> <p>Reduce the need to re-assess adjustments every time you change jobs, are relocated or are assigned a new manager.</p>

## Evidence in Practice

### Reasonable Adjustment Passport Scheme

In October 2022 we held a series of focus groups with staff and gained invaluable feedback from them on the proposed introduction of a Reasonable Adjustment Passport Scheme within UHI Perth. After this we designed a pilot scheme with a small cohort of participants, with enhanced disability awareness and reasonable adjustment training provided to the participants line managers. We launched our pilot scheme in November 2022. In January 2023 feedback was sought from participants and their line managers on the pilot scheme via an online survey and at the time of writing this report this was being collated before using this to create the final scheme which will be rolled out for all our staff later this year (2023), including enhanced training for all line managers.

## Disability Confident Scheme

UHI Perth is proud to be a Disability Confident Committed employer, having joined the scheme in August 2022.

Disability Confident provides employers with the knowledge, skills and confidence they need to attract, recruit, retain and develop disabled people in the workplace.



Being Disability Confident is a unique opportunity to lead the way in our community. We recognise the value disabled people can bring to our organisation. As a registered member we have committed to:

- Ensuring our recruitment process is inclusive and accessible
- Communicating vacancies through a wide range of channels
- Offering interviews to disabled applicants
- Providing reasonable adjustment as required
- Supporting existing employees who acquire a disability or long-term health condition, enabling them to stay in work
- Undertaking activities that will make a difference for disabled people.

At the time of writing this report a review of recruitment was being undertaken by the Human Resources (HR) Department with several actions already progressing to improve the recruitment process and ensure it was inclusive and accessible, and widening existing advertising channels.

The introduction of the Reasonable Adjustment Passport Scheme and enhanced training for line managers later this year will extend the existing support offered to staff, is hoped will improve their experience within UHI Perth and assist in the recruitment and retention of staff with disabilities and long-term health conditions.

Whilst we are currently Disability Confident Committed (Level 1 of the Scheme) UHI Perth will aim to progress to Disability Confident Employer (Level 2) within the 23/24 Academic Year.

## Key Performance Indicators

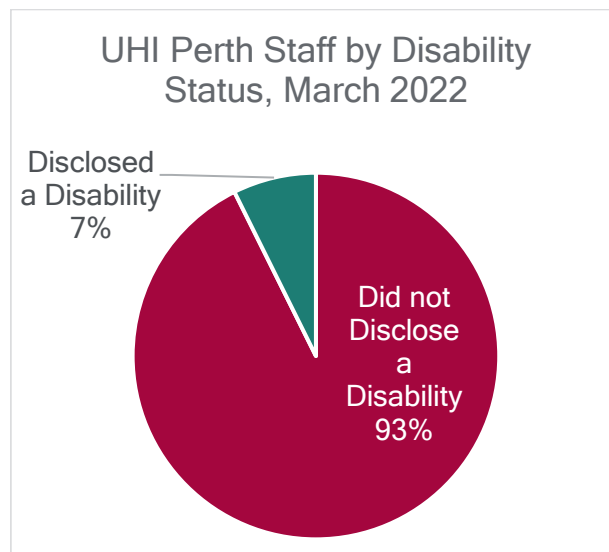
7% of UHI Perth staff disclosed having a disability. This is consistent with the Colleges Scotland 2022 Key Facts Report rate of 7% and a slight increase of 1% from 2020. However, this is not representative of the wider population trend of 22% (Scotland 2015-2016).

UHI Perth continues to have low rates of disclosure relating to disability, far below the national and local population demographic.

Many of the actions and initiatives mentioned above are in the early stages, such as introducing a Reasonable Adjustment Passport Scheme, and so it is hoped there will be a more significant increase by the end of the reporting cycle.

We also recognise that certain KPI's in relation to this Equality Outcome are lacking and baseline data on the recruitment and retention rates of staff with a disclosed disability is required, moving forwards it will be a priority to capture data this within the forthcoming year.

Our analysis shows that staff with a declared disability within UHI Perth are not predominantly based in the lower paid roles/grades but there is a small pay gap present. As of March 2022, the mean Disability Pay Gap based on hourly pay is 1.47%, this is an increase from 0.80% in 2021. The median pay gap for staff with a disability within UHI Perth is 4.88%, significantly below the average figure in Scotland of 18.5%. The pay gap can be found predominantly within the Academic job classification (0.39% median pay gap and 1.34% median pay gap).

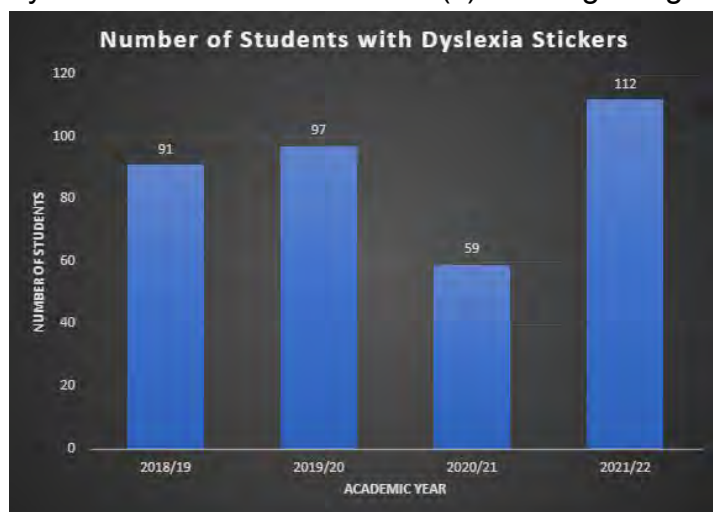


## Other Evidence in Practice

Whilst the priority and focus has been progressing our Equality Outcomes there has been a wealth of other activity done across UHI Perth on the wider Equality, Diversity and Inclusion agenda during this reporting cycle, some examples of which are provided below:

### Dyslexia Sticker Scheme

The Dyslexia Sticker Scheme was implemented by UHI across all partners in 2011-12. A dyslexia sticker alerts the tutor(s) marking assignment to the students dyslexia support



needs. Tutors are encouraged to mark assessments which have a sticker attached within certain parameters by disregarding dyslexic attributes such as errors of spelling, grammar and language, where this is allowed within regulations. A large decrease was seen in AY 2020/21 due to the pandemic, and fewer students being able to access formal diagnostic assessment. Now that this has resumed, a large increase was seen in the number of students able to access this scheme this year.

**CONVERSATION CAFE:**  
SUPPORTING MEN TO END  
VIOLENCE AGAINST WOMEN

INVITING ALL MEN TO JOIN THE  
CONVERSATION ON HOW WE CAN  
END VIOLENCE AGAINST WOMEN

Conversation cafe 3 pm Thursday 01/12/2022  
Please book a space by emailing  
[wellbeingandsupport.perth@uhi.ac.uk](mailto:wellbeingandsupport.perth@uhi.ac.uk)

**positive steps**

Positive Living Drop-in

Substance issue awareness and  
support sessions  
(Wednesday's 11.30 am – 1.30 pm)

Student Support Hub  
(Braham Building)

# NEURODIVERSE GROUP

Wednesdays 12-2pm  
Room 204 Brahan

This group aims to celebrate our differences and offers students a space to chill out, enjoy activities, socialise and be accepted for who they are and their many strengths.



Alex Weir



Nicola Menzies

No need to book just come along and join Alex and Nicola. For more information email [wellbeingandsupport.perth@uhi.ac.uk](mailto:wellbeingandsupport.perth@uhi.ac.uk)



## Student Podcast Club

A bit like a book club, but you listen instead!

Monday 7<sup>th</sup> November at 3pm  
Room 319A Brahan



### How kindness can improve your happiness and health

Today's clip is from episode 104 of the podcast with pharmacist turned author, Dr David Hamilton. David has a special interest in the mind body connection. In this clip, he shares some wonderful research which shows why kindness is so good for our happiness and our health.



For more details, please check your student emails!

## Menopause Cafes

As part of our ongoing commitment to supporting employee health and wellbeing, we ran a series of menopause cafes in November 2022, hosted by our external counselling provider, ROWAN Consultancy.

A Menopause Café is a group-directed discussion. There are no speakers, no set agenda and the events do not promote any particular product, service or outcome. It involves men and women, young and old, gathering in a relaxed, respectful environment to discuss menopause.



**LGBT CHARTER**

THE LGBT CHARTER HELPS SAFEGUARD LESBIAN, GAY, BISEXUAL AND TRANSGENDER PEOPLE'S HUMAN RIGHTS

LGBT PEOPLE HAVE A RIGHT TO:

- BE THEMSELVES
- BE KEPT FROM HARM
- BE HEARD
- BE HEALTHY
- FORM RELATIONSHIPS
- PRIVACY
- EDUCATION
- BE CARED FOR

[lgbtyouth.org.uk/rights](http://lgbtyouth.org.uk/rights)

LGBT Youth Scotland is a company limited by guarantee (UK 3224482) and a registered charity (SC039091) in 2019

**LGBT YOUTH SCOTLAND**

## Library Awareness Raising

Below is a list of some of the key EDI days of significance which our Library and Careers Team promote and support:

- Black History Month.
- LGBTQ+ Month.
- Earth Day.
- Show Racism the Red Card.
- World Mental Health Day events.
- Diverse author displays.
- Dyslexia Awareness Week.
- Purple Day for epilepsy.
- Autism Awareness.
- International Women's Day.
- Healthy Eating Week.
- Feel Great Week.
- Green Week in collaboration with PKC Waste Management.
- Anti-Bullying.
- Seachdain na Gaidhlig (World Gaelic Week) in collaboration with UHI Perth Nursery and Bun Sgoil Goodlyburn.
- Language week in collaboration with Bun Sgoil Goodlyburn.



Pictured is our library stand for International Women's Day, 8th March 2021.

### Equality and Diversity

View & Export

ACADEMIC YEAR 2022/23 By Kathleen Connor Created 8 months ago | Updated 8 months ago | Linked to [SEN](#)

General Interest Reading

Table of Contents Type: All Filter: All Citation Style: None Search

**Why I'm no longer talking to white people about race**  
Book - by Reni Eddo-Lodge; Askevs - 2018 - Additional [VIEW ONLINE](#)  
The book that sparked a national conversation. Exploring everything from eradicated black history to the inextricable link between class and race, Talking to White People About Race is the essential handbook for anyone who wants to understand race relations in Britain today.

**There ain't no black in the Union Jack: the cultural politics of race and nation**  
Book - by Paul Gilroy - 2002 - Additional  
This classic book is a powerful indictment of contemporary attitudes to race. By accusing British intellectuals and politicians on both sides of the po

### ESOL Book Club

ACADEMIC YEAR 2022/23 By Maria Ramirez Created 8 months ago | Update

Book club open to all students that are learning English in UHI

Table of Contents Type: All Filter: All Citation Style: None

#### BOOKS

These are the books we have read during the ESOL book club organised by Perth C  
maria.ramirez.jimenez.perth@uhi.ac.uk

**THE PORTRAIT OF A LADY** by Eli Publishing - Issuu  
Webpage - by Henry James - Recommended  
Book Club - June 2020 LEVEL B1 The Portrait of a Lady is the story of

## Resource Lists

Our Library Team has created a reading list packed full of useful reading material relating to Equality, Diversity and Inclusion for our college community. This is frequently updated, with the library also taking recommendations from staff and students.

They have also created a Book Club and reading list for our ESOL (English as a Second Language) students.

**GUESS WHO IS LAUGHING NOW?**

A STAND UP CHARITABLE COMEDY SHOW THAT WILL CELEBRATE DIVERSITY & LEAVE YOU IN STITCHES

WITH

SCOTT AGNEW ROBIN GRAINGER

LUBNA KERR

RIK WOLTERS KATIE TENNENT

24TH FEBRUARY 2023  
DOORS 7:30PM - SHOW 8PM  
AT THE GOODLYBURN THEATRE - UHI PERTH

ALL PROFITS FROM TICKET SALES & RAFFLE WILL BE DONATED TO PERTHSHIRE PRIDE AND OBAN PRIDE

**more info on: [GUESSWHOISLAUGHINGNOW.COM](http://GUESSWHOISLAUGHINGNOW.COM)**

THIS EVENT IS BEING ORGANISED BY SHANICE HANTON AND DENNY PEREIRA AS PART OF THEIR EVENTS MANAGEMENT DEGREE PORTFOLIO WITH UHI ARGYLL AND UHI PERTH

**LGBT+ Community and Allies Group**

**HISA** Highlands and Islands Students' Association  
www.hisa.uhi.ac.uk Comann Oileanaich na Gàidhealtachd agus nan Eilean

**UHI PERTH**

Every second Tuesday 2pm - 4pm Room 962 ASW

All Students welcome.  
Safe space to have friendly discussions

For more information please contact  
[apryll.mackie.perth@uhi.ac.uk](mailto:apryll.mackie.perth@uhi.ac.uk) or  
[hisa.perth.president@uhi.ac.uk](mailto:hisa.perth.president@uhi.ac.uk)

## Trans Awareness Training Pilot

Developed by Dr Stephanie McKendry and Dr Matson Lawrence at the University of Strathclyde after conducting research in 2016/2017 on the experiences of transgender, non-binary and gender diverse people in colleges and universities. The initial research project and initial resource development was funded by the Scottish Funding Council. Based on these research findings and broader sector engagement, in 2017/2018 TransEDU developed open-access resources, guidance and training materials for the sector – to provide a central resource for information on supporting trans applicants, students and staff in HE and FE, supported by the Leadership Foundation for Higher Education and the University of Strathclyde.



### Pilot Workshops

The Trans Awareness pilot training was developed as a direct response to numerous requests from staff to increase awareness using TransEDU resources. The two pilot sessions were run over National Transgender Awareness Week (13<sup>th</sup>-19<sup>th</sup> November 2022) and delivered to a small group of staff, which included our EDI Champions, members of HR and Student Services.

This training will now be launched college-wide in the 22/23 Academic Year.



Pictured above is PKDS Sportshall Athletics Festival, January 2023



LEAP Sports Scotland (Leadership, Equality and Active Participation in Sports for LGBTI people in Scotland) works alongside the UHI Partnership for greater inclusion for LGBTI people in sport and against homophobia, biphobia and transphobia in a sports context.

**LEAP sports**

**PERTH PARROTS**

**HISA**

**IN SUPPORT OF LGBT HISTORY MONTH**  
**OUT & ABOUT PERTHSHIRE**  
**PRESENTATION &**  
**FLOORBALL TASTER SESSION**

Wednesday 22nd Feb  
 1-2pm in the ASW, UHI Perth  
 No sign-up required

For More Information Email:  
 amanda.fleet@uhi.ac.uk

## Inclusive Sport

We worked in partnership with Perth and Kinross Disability Sport (PKDS), Scottish Disability Sport and Perth Strathtay Harriers to host Perth & Kinross Disability Sport Sportshall Athletics Festival in January 2023. Our Sports Coaching & Development students supported the delivery of this event which provided primary and secondary children with physical, sensory and learning disabilities the opportunity to engage with sport in a fun, recreational festival.



Pictured above is Disability Inclusion Training with P&K Disability Sport

## Pronoun Awareness Training

Workshop guidance was taken from Stonewall; TransEDU and Pronouns Matter websites. The draft workshop material was also sent to local organisation Pink Saltire for consultation.

The Pronoun Awareness pilot training was developed as a direct response to requests from staff to increase awareness. The two pilot sessions were delivered to a small group of staff, which included representation from HR, EDI Champions, Student Experience, Reception, NTP and Employability.





This training will now be rolled out across the College in the 22/23 Academic Year.



## Inclusive Teaching Material

- Staff have access to a support module for accessibility available on our Virtual Learning Environment (VLE) which will enable them to understand how they can enhance the accessibility of their digital teaching material.
- Staff have access to Blackboard Ally, which is an accessibility checking tool that works with a VLE. Ally gauges the accessibility of the content placed within our VLE Brightspace, provides guidance on how to fix non-accessible items and gives tips on improvements to that can be made to digital content to improve its accessibility.

### Blackboard Ally

-  **Low** (0-33%): Needs help! There are severe accessibility issues.
  -  **Medium** (34-66%): A little better. The file is somewhat accessible and needs improvement.
  -  **High** (67-99%): Almost there. The file is accessible but more improvements are possible.
  -  **Perfect** (100%): Perfect! Ally didn't identify any accessibility issues but further improvements may still be possible.
- Blackboard Ally also can automatically convert digital content into alternative formats including ePub, Electronic braille, Audio, BeeLine Reader, Immersive Reader, and translate versions into other languages.
  - Our Desktop Publishing Team now offer a text transcription service of audio/video material for students with Hearing Impairments.
  - Our Desktop Publishing Team offer a service for staff to produce inclusive digital content.
  - Staff have access to introductory modules in sight loss awareness, deaf awareness and deafblind awareness.
  - As part of the UHI we have defined the institution's minimum acceptable accessibility standards including the use of a standard operating procedure for new materials development.
  - We have developed a road map for evaluation and development (where necessary) of legacy materials.
  - As part of the UHI Academic Partners, we have established and supported an accessibility champions group to provide support and guide staff on improving the accessibility of digital learning and teaching content.

## 7 NATIONAL EQUALITY OUTCOMES – TACKLING PERSISTENT INEQUALITIES TOGETHER

The Equality and Human Rights Commission (EHRC) and Scottish Funding Council (SFC) are working together to tackle persistent inequalities in the tertiary system. As such in January 2023 they published a report detailing a set of agreed National Equality Outcomes (NEO's) which institutions must work towards.

NEOs do not prevent institutions from setting other equality outcomes or continuing with existing equality outcomes that directly relate to their institution; nor must an institution contribute to a NEO where the issue does not apply to them, but where this is the case, we must provide the rationale and evidence behind this decision.

This new approach does not replace the legal duties placed on UHI Perth to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Institutions have been asked to:

- Consider the NEOs and outline their contribution, where appropriate, towards them as part of the 2021-25 Public Sector Equality Duty reporting cycle.
- Work with their students and Student Association to address the inequalities and contribute to the NEOs.

EHRC and SFC have recognised that the timing of the publication of these NEO's leaves institutions with limited opportunity to progress on them prior to the publication of their 2023 Mainstreaming Progress Reports and that we will have our own set of Equality Outcomes to report upon. As such they do not expect to see progress reported against each NEO however, we are expected to detail how we plan to integrate them into our approach and future reporting.

The focus of this work is student inequality; however, consideration has been given to inequalities staff side as this directly impacts students experience and representation within the tertiary sector.

## 7.1 National Equality Outcomes

Protected Characteristic	Persistent Inequality	National Equality Outcome	Additional notes
Age	The outcomes of students, as evidenced by SFC and HESA data, by age group shows consistent under-achievement for students aged 25 and over in the university sector and for students under 19 in the college sector.	The retention outcomes for university students aged 25 and over will improve. The success rates for college students aged under 19 will improve.	
Disability	The outcomes of students, as evidenced by SFC and HESA data, shows consistent under-achievement for students who declared a mental health condition. The numbers of students disclosing this information is also increasing.	The success and retention rates of college and university students who declare a mental health condition will improve.	During the development of these NEOs, the Persistent Inequality and Outcome Group discussed specific issues relating to student neurodiversity. It has not been possible to set a specific NEO on this.
	Feedback from students to Lead Scotland, input from students into the SG/SAAS Disability Related Student Support Review and input into the Disabled Students Employment Action Plan all outline issues from disabled students in relation to the access and implementation of reasonable adjustments.	Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course.	
	Scottish hate crime statistics evidence	Disabled staff and students report	

	<p>increased harassment to people with a disability.</p> <p>Disabled people are under-represented in College Boards and Courts.</p> <p>The proportion of disabled staff are not always in line with the local travel to work population (outlined in the 2022 Census) and are not in line with the national census.</p>	<p>feeling safe in the tertiary system.</p> <p>Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards and university Courts.</p>	
Gender Reassignment	<p>There is limited quantitative data about the outcomes for trans staff and students. Research from Stonewall and TransEdu suggests that Trans people face harassment on account of their trans status.</p>	<p>Trans staff and students report feeling safe to be themselves in the tertiary system.</p>	
Marriage and Civil Partnership	<p>PSED only relates to employment and no evidence of inequalities.</p>	<p>NA</p>	
Pregnancy and Maternity	<p>No evidence of inequalities.</p>	<p>NA</p>	
Race	<p>As outlined in the EHRC Racial Harassment Inquiry</p>	<p>Staff and students feel 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. Institutions should also have regard to</p>	<p>Actions should include the recommendations from EHRC racial harassment inquiry (p15 &amp; 16)</p>

		attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.	
	Staff data and student data from both sectors and data on representation at Court level outlines under-representation issues.	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.  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.	During the assessment of data and discussions with the Persistent Inequality and Outcomes Group several race related issues were raised. The NEOs have been based on the actual data at National level but institutions should consider issues relating to racial diversity in depth across their institution.
Religion or Belief	There is limited quantitative data about outcomes based on religion and belief. We have used research presented by the Jewish Union of Students, and the lived experiences of people of faith in the development of the race equality project.	Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose.	Institutions should note the intersectionality outlined under the race NEO.
Sex	Evidenced from the Scottish Government's Equally Safe strategy including issues, predominately from women, relating to accessing support and reporting issues.	Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because	

		<p>the services are fit for purpose.</p> <p>Institutions can evidence approaches that prevent and respond to violence, harassment and abuse.</p>	
	<p>Statistical data outlines that men in society are three times more likely than women to die by suicide. Men are less likely to access mental health support.</p>	<p>Men (staff and students) know how to access mental health support (recognising intersectionality within that group).</p>	
	<p>Statistical data shows that course choice and sex imbalance on courses remain an issue. However, the specific targets of the past have not had the required impact. Institutions have asked for flexibility to focus on key subjects where they could make an impact.</p>	<p>Institutions will have regard to significant imbalances on courses and take action to address it.</p>	
Sexual Orientation	<p>Stonewall Research suggests some LGB students hide their identities in universities and that staff experience barriers that prevent them from being out at work.</p>	<p>Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.</p>	

## 7.2 Integrating the NEO's at UHI Perth

As a member of the Scottish Equality Forum, it has been discussed and agreed with the Scottish Funding Council that UHI Perth's Equality Outcomes Action Plan will be revisited in the Academic Year 2022/23 to consider the newly published EHRC & SFC National Outcomes Guidance.

A UHI cross-partnership working group will be established to look at the best way of integrating the new Equality Outcomes within the partnership. UHI Perth have however agreed that we will continue with our existing Equality Outcomes for the reporting cycle (2021-2025) supplementing them with the National Equality Outcomes.

## 8 REPORTING MOVING FORWARDS

UHI and 13 academic partners (AP), including UHI Perth each report separately on progress and planned equalities work under Public Sector Equality Duty (PSED). Due to our partnership structure, this results in significant duplication of reporting on shared activities and limiting opportunities to compare data. In order to improve local relevance and breadth of expertise, we have set an outcome in partnership with the University, which aims to collectively progress PSED outcomes with UHI and other academic partners.

The aim is to develop a framework to replace each AP's autonomous reports with a single collaborative and comprehensive document. The proposed format would cover employee and pay gap data as an evidence base, describing prior work through equality mainstreaming, and future work through equality outcomes, including taking cognisance of any National Equality Outcomes. This will reflect shared activities, minimise duplication and release staff capacity to feed into a shared strategy and initiatives. It will also allow comparison of consistent staff and student data and demonstrate the full breadth of our diverse institution.

'One-size-fits-all' solutions do not work across our breadth of APs: flexibility is key. As such, the university's future PSED outcomes will look to contain a bank of actions that can be drawn on by APs based on local data, demand, and capacity. APs who share issues and aspirations can develop work together, drawing on a wider pool of expertise. Where APs have less capacity or resource, they can potentially work with bigger colleges, and draw on the lessons of the wider group. Initial steps will involve setting up a group of all-AP staff with EDI responsibilities, including staff, students and Senior Management/Board of Management representation, feeding into the university's senior EDI Committee.

UHI's newly appointed Head of EDI will lead the group, with backing from senior university and partnership staff. The group will establish a remit and reporting channels, looking to learn from each-others' local operations and form new collaborative relationships. Proposed annual data returns and qualitative data exercises can inform future actions, which will be discussed and either progressed by the group, delegated to other committees, or mainstreamed into existing functions and processes.

We will look to develop annual data information returns to inform an annual partnership report to communicate successes, issues and opportunities internally. Content will be filtered by outcome, characteristic and AP, to simplify collation of local reporting. A thorough data protection impact assessment process will be developed with the partnerships' Data Protection Officer.

## More Information

If you would like further information or wish to provide comments and suggestions on our equality and diversity work or wish to receive this information in an alternative format, please contact us using any of the methods listed below.

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