



University of the
Highlands and Islands
Orkney College

Orkney College UHI

Equality Outcomes

Introduction

The Equality Act 2010 introduced a new public sector equality duty, enabling Orkney College (OC) to build on its equality objectives. The 'general duty' came into effect on 05 April 2011 and requires OC to pay due regard to:-

1. **the need to eliminate unlawful discrimination, harassment and victimisation**
2. **advance equality of opportunity between groups considering the need to-**
 - remove or minimise disadvantage suffered by people because of their protected characteristics
 - meet the needs of people with protected characteristics
 - encourage people with protected characteristics to participate in public life
3. **foster good relations across a range of protected characteristics.**

The 'specific duty' that came into force on 27th May 2012, main aim is to help meet the general duties. The specific duties are:- report on progress on mainstreaming the general duty into all functions, develop and publish a set of equality outcomes that cover all protected characteristics (or explain why the characteristics are not covered), assess the impact of policies and practices against the needs of the general duty, gather and use information on employees, publish gender gap information, publish statements on equal pay for gender, race and disability, have due regard to the general duty in specific procurement practices and publish information in a manner that is accessible.

OC is part of Orkney Islands Council and therefore not an incorporated College. This means that many of specific duties come under OIC procedures and responsibilities. However, the duties that OC will work towards to augment the OIC duties are 'develop and publish a set of equality outcomes that cover all protected characteristics (or explain why the characteristics are not covered)' and 'assess the impact of policies and practices against the needs of the general duties' (some policies are OC policies only).

The requirement to publish a set of equality outcomes is to be completed by 30 April 2013.

The Equality Outcomes

Orkney College is committed to promoting equality-

Orkney College's Strategic Aim 1:-

'To provide a diverse range of high quality education, training, and research to meet market needs and encourage participation within an inclusiveness agenda'

Objective 4:-

To promote diversity and inclusion in all its contexts.

Equality outcomes are defined as 'a result that a public authority aims to achieve in order to further one of more of the 3 parts of the general duty'.

OC have developed a set of seven equality outcomes. OC have shown which protected characteristic each outcome applies to, which aspect of the general duty it will help meet and who has been involved in its preparation. Because outcomes should be based on proportionality and relevance, some have been set in respect of all protected characteristics rather than being limited to the specific characteristic the evidence related to.

Many of our equality outcomes are carried forward from our, Disability Equality Scheme and our Gender Equality Scheme. Our schemes were developed from a range of evidence including the annual OC Student Equality Questionnaire, student evaluation of the application and induction process, unit evaluation, course evaluation, evaluation of support services including learning support and exam support, student representative meetings, course and support services evaluations and the annual OC Equality Reports.

OC has an Access and Inclusion Group which look at all pertinent issues around equality and are the major contributors to identifying the equality outcomes. The Access and Inclusion Group is made up of academic and support staff from across the college and student representatives.

OC also have staff who sit on the Orkney Community Planning Partnership's, Orkney Equality Forum, where information on equality matters assessed.

Orkney College Equality Outcomes

1. Promote and enhance student understanding and their responsibility regarding anti-discriminatory practices.
2. Broaden student's appreciation of other cultures and religions
3. Enhance staff understanding of their responsibility under the Single Equality Act to ensure full compliance of the act and a fully inclusive college
4. Address any anti discriminatory actions that arise from the analysis of evaluation of student engagement materials or practices.
5. Improve gender balance on courses where from stats they are completely male /female dominated.
6. Develop procedures that produce accurate figures regarding the protected characteristics across the student body
7. Ensure that curriculum materials reflect people with protected characteristics in a positive manner

Equality Outcomes

1. Promote and enhance student understanding and their responsibility regarding anti-discriminatory practices
2. Broaden student's appreciation of other cultures and religions

Protected Characteristic

All

General duty

Eliminate discrimination, harassment, victimisation or any other prohibited conduct

Foster good relations

Evidence

Student Equality Questionnaires, Access and Inclusion minutes, Equality stats

There has been an increase in information to students re: the equality matters and issues but in recent student equality questionnaires, it has been suggested that this needs to be increased. Students have suggested that we use as many ways as possible to promote other cultures and religions and provide information on the protected characteristics. Students felt that although many students were completely aware of the importance of anti-discriminatory behaviour, they needed to be reminded of this in as many ways possible. Although there have not been any reported cases of anti-discriminatory practice, A and I group felt that this would be an appropriate equality outcome as many OC students have limited experience with people of different cultures and religions.

More information on the protected characteristics also need to be provided as it is relatively new act. The Orkney Equality Forum has also just completed a survey on attitudes to discrimination and positive action in Orkney and although there were many positive results in the survey, there are issues that that the College require to take note off.

Output

Promotion of anti-discriminatory information/practices to students during induction – information leaflet will be prepared and go out to all students during induction and be included on the website

Information on cultures and religions for example different celebration days will regularly go into the student newsletter, web site and on flat screen in foyer.

News ways to be identified and implemented that increases our students awareness, appreciation and knowledge of other cultures and religions and the protected characteristics.

3. Enhance staff understanding of their responsibility under the Single Equality Act to ensure full compliance of the act and a fully inclusive college

Protected Characteristic

All

General duty

Eliminate discrimination, harassment, victimisation or any other prohibited conduct

Advance equality of opportunity by

- removing or minimising disadvantage
- meeting the needs of particular groups that are different from the needs of others
- encouraging participation in public life

Foster good relations

Evidence

Equality training for staff, has been ongoing at OC and there has been no formal complaints against staff re: unfair treatment of students under the protected characteristics. However during the Professional Development Reviews, some staff felt that they required an update or a refresh of their equality training. It is vital to their own knowledge and performance but also for informing their students.

As stated above, Staff already undertake equalities training, but there is a need to keep this up to date and keep an up to date record on who has done equality training as we do for safeguarding training, so that we can be assured that all our staff have the knowledge and skills to apply appropriate inclusiveness standards.

Output

All staff to undertake online equality module by July 2013

Ensure refresher training is undertaken every three years.

Record kept of when staff has undertaken training and staff reminded when refresher training is required

4. Address any anti discriminatory actions that arise from the analysis of evaluation of student engagement materials or practices.

Protected Characteristic

All

General duty

Eliminate discrimination, harassment, victimisation or any other prohibited conduct

Evidence

This is already embedded practice within Orkney College. Evaluations that are analysed by Access and Inclusion include-Induction Evaluation, Course Evaluation, Support Services Evaluation and Equality Questionnaire(Evaluation). Reasons for Withdrawal and for non-acceptance are also checked to ensure anti-discriminatory practice has been upheld. Anything highlighted is addressed. Examples of issues being addressed include ensuring staff gave appropriate information to students when interviewing by the development and implementation of a checklist at interview time, as some students felt that they were not getting enough information. Changes have also been made to the wording on acceptance letters to make it clearer what the conditions are for a student to access a course.

This procedure is very successful, with many suggestions being put into place in the college to aid inclusiveness for the students. This will therefore continue

Output

In this instance, the output cannot be specific as the actions come from new evaluations undertaken by students on an ongoing basis.

Any procedure or activity that is implemented that addresses issues that have arisen from student evaluation. Anything implemented should improve the students overall experience in OC.

5. Improve gender balance on courses where from stats they are completely male /female.

General duty

Eliminate discrimination, harassment, victimisation or any other prohibited conduct

Advance equality of opportunity by

- removing or minimising disadvantage
- meeting the needs of particular groups that are different from the needs of others
- encouraging participation in public life

Foster good relations

Evidence

An analysis of the equalities data shows that gender stereotyping is an issue, with male dominance in construction and IT and more women concentrated in education and care subjects. This has been in a number of equality reports and is particularly hard to challenge.

Output

Any activity that can break down barriers of perception and targeted marketing campaigns.

Develop and deliver a 'men into care session'

Produce a marketing article to encourage women to apply for construction courses.

6. Develop procedures that produce accurate figures regarding the protected characteristics across the student body

General duty

Advance equality of opportunity by

- removing or minimising disadvantage
- meeting the needs of particular groups that are different from the needs of others
- encouraging participation in public life

Foster good relations

Evidence

More robust statistical information on the protected characteristics is required. When the College has that information, then robust interrogation of these statistics will give meaningful information. Basic evaluation of statistical information is undertaken but this needs to be more detailed. Ownership of protected characteristic stats is also required by Curricular Leaders

Output

More accurate statistics regarding the protected characteristic. Equality stats to be introduced into Course reports for CLs to discuss at Course review time with other staff. Information to be fed back to Quality Manager and access and Inclusion Group

7. Ensure that curriculum materials reflect people with protected characteristics in a positive manner

General duty

Eliminate discrimination, harassment, victimisation or any other prohibited conduct

Foster good relations

Evidence

OC already uses an adapted version of the curriculum audit tool designed by the Quality and Equality of Learning and Teaching Materials (QELTM) project. This helps to ensure that in the development of learning and teaching materials, equality, diversity and inclusiveness is upheld. Although most departments implement this, there is still work to be undertaken to ensure this is totally embedded when new materials are developed. There has been some evidence that some materials have not gone through the QELTM process.

Output

Check the QELTM audit tool to ensure that it is still fit for purpose

Remind staff that all new materials and existing materials that have not already been checked by QELTM have to undertake the QELTM audit