



Public Sector Equality Duty Mainstreaming Report



2025-2029

UHI | SHETLAND

Contents

- 1) Foreword by Principal Professor Jane Lewis
- 2) Executive Summary about UHI Shetland
 - a. National Equality Outcomes
- 3) Shetland and Local Context
- 4) Equality Statement / Legislative Context
- 5) Equality Outcomes
- 6) Governance Equality Monitoring
- 7) Senior Management Equality Monitoring
- 8) Staff Equality Monitoring
- 9) Student Equality Monitoring
- 10) Next steps / targets

1. Foreword by Professor Jane Lewis, Principal and CEO, UHI Shetland

I am proud to share our Mainstreaming Equality and Progress Report (2025-2029) with you all. Here at UHI Shetland we are committed to a positive and pro-active approach to equality which encourages, supports and values diversity.

At UHI Shetland we understand that education and training make a difference by empowering people, helping them achieve more in their careers and throughout their lives.

We aim to promote and embed the principles of equity in all College services and in every aspect of college life. This UHI Shetland Mainstreaming Equality Outcomes report aims to provide a comprehensive overview of how equality, diversity, and inclusion contribute to the overall well-being and success of individuals and the overall college. We recognise that all individuals have differences, and we can all learn from each other and our experiences.

The strengths of the UHI Shetland are our skilled workforce, some excellent facilities, our links to industry and being embedded in our community. All our academic sections have links to industry, and these links are particularly strong in health and care, technology, maritime and the built environment, creative industries, and in apprenticeship provision. We offer our community a wide range of learning without leaving Shetland and we respond to community needs.

Education Scotland reported during their Annual Engagement Visit in May 2024 a number of strengths:

- Learner Progress and Outcomes: a higher than sector norm successful completion for students.
- Student surveys indicate that learner satisfaction rates are above the sector norm, and learners have a high level of confidence in college staff.
- School-college programmes have high levels of successful completion and progression rates.

Aligned with the Scottish Funding Council's National Priorities, we are using our currently available data to identify areas in which we can focus future outcomes and actions to improve equity for our students, staff and wider community.

UHI Shetland is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status or pregnancy and maternity.

2. Executive Summary about UHI Shetland

Since the June 2021 Mainstreaming Report, UHI Shetland has been formed through the merger of the NAFC Marine Centre UHI, Shetland College UHI and Train Shetland vesting on 1st August 2021.

As a partner college of the [University of the Highlands and Islands](#) (UHI), UHI Shetland is part of a unique organisation – a distinctive partnership of independent colleges and research institutions, locally based and rooted in communities, but with national and international reach. UHI plays host to several research Centres and Institutes that reflect the economy, heritage and environment of the Region.

UHI Shetland was established as a non-incorporated college. It will become an assigned college to UHI, the Regional Strategic Body (RSB) for the Highlands and Islands. The new body achieved charitable status through registration with OSCR prior to vesting. UHI Shetland's Governance is led by the Board of Directors. Board Members make an important contribution to UHI Shetland and their experience, knowledge and commitment enables them to shape UHI Shetland's strategic direction, decision-making and continued development while also acting as ambassadors to communicate our activities to their contacts throughout the local area and beyond.

Strategic vision

UHI Shetland refreshed their Strategic Plan 2030, with core commitments of:

- Teaching, learning and student support
- Research and innovation impact
- Enterprise and Growth
- Environmental Sustainability
- Operational Excellence.

The full Strategic Plan can be [viewed here](#).

Mission

The purpose of the college is:

To support a sustainable and collaborative environment in Shetland where the economy and community can prosper with local access to relevant, high-quality learning, training, and research opportunities.

Vision Statement

UHI Shetland will be an inspirational hub of innovation and learning designed to meet the needs of the people of Shetland, nationally and internationally.

Values

Aligned to UHI's Strategic Plan and Vision, the College has chosen to adopt the UHI 'core' values of:

- Collaboration
- Openness
- Respect
- Excellence

EDI Awards and Membership

UHI Shetland is an equal opportunity employer, as illustrated by our membership to the Employers Network for Equality and Inclusion (enei) and that we are a member of the Disability Confident scheme.

2.a National Equality Outcomes

The Scottish Funding Council (SFC) and the Equality and Human Rights Commission (EHRC) have set National Equality Outcomes (NEOs). These focus on inequalities which exist across the Scottish tertiary education system, so that universities and colleges can work together to tackle them.

We have chosen to align with the NEOs to direct our mainstreaming and inclusivity action and will use our data – such as attainment rates – to identify trends, and any areas that we need to improve so that our future actions can be targeted to improve outcomes.

3. Shetland and Local Context

The Shetland Isles are a collection of islands to the north of Scotland. In 2022 the population was measured at 22,900. The [Shetland Statistics 2023](#) charts the last decade of population trends.

The most recent census information (2011) shows that in Shetland there were 23,167 people; 50.8% of whom were males, and 49.2% were females.

In 2011, 19.3% of the population were under 16, 64.4% were age 16-64 and 16.3% were over 65.

In 2011, 98% of the population identified as white (white Scottish/British/Irish/Polish/other) with only 1% of the population identified as Asian, Asian Scottish or Asian British. Only 0.5% of the population identified from other ethnic groups.

4. Equality Statement and Legislative Context

Under the Equality Act (2010), public authorities, in the exercise of their functions, are required to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation, and other prohibited conduct;
- 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.

This is called the Public Sector Equality Duty.

The protected characteristics are :

- age
- disability (including physical impairment, learning disabilities, mental health issues and long-term conditions)
- gender reassignment,
- pregnancy and maternity
- race, this includes ethnicity, colour and national origin
- religion or belief
- sex
- sexual orientation
- marriage/civil partnership (for which only the first duty applies)

Everyone has 'protected characteristics', but it is the treatment individuals and groups receive, the level of autonomy they have, and the positive or negative outcomes for them, that are its focus. Therefore, we alongside our Shetland's Community Planning Partners will:

- Remove or minimise disadvantages experienced by people due to their protected characteristics
- Meet the needs of people from protected groups where these are different from the needs of other people
- Encourage people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

As well as being legal requirements, these steps contribute to fairer, more efficient and more effective services. Therefore, we alongside our Shetland's Community Planning Partners will:

- take effective action on equality
- make the right decisions, first time around
- develop better policies and practices, based on evidence
- be transparent, accessible and accountable
- deliver improved outcomes for all.

In 2012, the Scottish Parliament passed legislation that implemented additional regulations in Scotland, including:

- The duty to report progress on mainstreaming the Public Sector Equality Duty;
- The duty to publish equality outcomes and report progress;
- And the duty to publish in a manner that is accessible.

To meet our duties, we publish Equality Outcomes and Mainstreaming Reports every four years, with a Progress Report published halfway through that cycle.

- Equality Outcomes are specific targets around equality. We identify several areas of work to focus on based on local or national evidence of persistent and significant inequality for a particular group.
- The Mainstreaming Report shows how the College promotes equality, diversity, and inclusion in all its day-to-day functions. It gives examples of all the activities and projects that contribute to our goal of an inclusive College.

5. Equalities Outcome

During the previous PSED reporting cycle, as the merger process for the Shetland colleges was underway, the outcomes we set ourselves were broad. Although this meant we could be flexible with how we tackle issues of inequality, it also created challenges in terms of effectively measuring the impact of our work.

Outcome1

The student voice forms one of the key priorities of the college strategic plan. Learners are encouraged to provide feedback (both positive and negative) on all aspects of their experience at UHI Shetland.

Student feedback is collated in a number of ways at UHI Shetland. We welcome feedback through various channels such as the Early Student Engagement Survey, and the SSES (Student Satisfaction and Engagement Survey)

The UHI Shetland website hosts the “Red Button” which is used for students to submit feedback at any point throughout their studies. This is discussed at both Operations and Estates and fed to the Senior Management Group for dissemination and action points if required.

We also collate all student feedback via lecturers and staff on a Feedback and Complaints internal mechanism (Microsoft Form) which is dealt with by the Head of Student Experience. This is also a standing item at the Operations and Estates Committee and therefore considered every six weeks.

We have Student Voice Reps coordinated by HISA (our Students Association) and offer the opportunity to become one of HISA officers. The HISA officer represents students on the Board of Management and Senior Management

Group, and we have worked collaboratively with HISA to present events such as wellbeing events for our students to participate and engage with.

We send a bi-weekly student newsletter in which we collate all areas of student opportunities and activities. There is also a dedicated HISA newsletter.

Outcome 2

The college is committed to ensure that all staff undertake equality and diversity training.

All staff undertake a series of mandatory training courses, and this is captured during staff induction. These mandatory courses include

- *Gender Based Violence*
- *Equalities Impact Assessment*
- *Safeguarding*
- *Corporate Parenting*
- *Student Carers*

In addition, staff are encouraged to attend regular staff development days where we offer a variety of courses around equalities. Recently we have worked with CDN to develop a Trauma Informed approach to college life and also worked with the council and local police to ensure that we are recognised as an Equally Safe Space for students with disabilities. We have displayed the signs in our reception areas and trained staff to support those seeking refuge in this way.

Outcome 3

The college encourages learner representation on all cross-college committees.

Opportunities are given to students to participate in committees and are shared in staff and student newsletters. The representation tends to occur through our HISA depute who is committed to attend the committee meetings including the Senior Management Group meetings. Students are encouraged to attend section meetings too.

Outcome 4

The college has set up and implemented a series of learner forums to encourage learners to be involved in improving the learners' experience of the college.

If there are issues of special interest, then students will be invited to attend. The main conduit of student communication is through HISA and they will also feed forward information they have obtained from students.

Outcome 5

Learners can access an on-line talk box to express their suggestions to improve the learners' experience of the college.

UHI Shetland have a Red Button on their website which students are encouraged to send feedback – good or bad – to UHI Shetland. This is collated every three months and presented to the Senior Management Group by the Head of Student Experience.

Through the student newsletter, the students are encouraged to contact Student Support and Student Support will attend both main campuses and Mareel in order to get a sense of the needs of students from each of the sites

Outcome 6

A dedicated post which incorporates student engagement has been created; part of the role is to work with staff in co-ordinating and ensuring that student engagement is embedded across all sections of the college.

The main duties of the Communications & Student Engagement Assistant are to assist in the promotion of the college, and to encourage learners to engage within their own learning experience and the life and work of the college. This position has been filled since 2022.

Outcome 7

Targeted marketing to ensure under-represented groups are encouraged to apply and enrol for college courses.

We have recently completed our Corporate Parenting Plan and have agreed that care experienced students will be given priority places to our Skills for Work and Senior Phase courses. Equally we have recently advertised a course for females to engage in Engineering to help address the gender imbalance. We have continued to work alongside SDS and DYW to offer our Try Something Different Day programme where students get the opportunity to try a career from a sector that is dominated by the opposite gender to which they identify.

Support to vulnerable groups is highlighted on our website so that the information is accessible at both pre and post application stages.

We support students with application and enrolment processes.

Outcome 8

Voluntary groups and charities have been encouraged to regularly visit the college to promote their activities and engage with learners and staff.

Through our engagement and partnership with others, we have invited partners such as the Compass Centre and Women's Aid to engage with students and discuss important issues such as GBV. Equally staff from organisations are invited to attend our staff development day sessions to help provide relevant information to staff. Important training opportunities from stakeholders are shared with all staff through our training section on our intranet, to be discussed during PRDs, and through the newsletter.

Outcome 9

College has an established and highly qualified Additional Support Team which supports learners within their studies.

The Student Experience team now have responsibility for the PLSP role. This has meant that there are more staff who can support learners with a PSLP, thus allowing more students to be seen more quickly. Staff have been receiving support from partner organisations, including with DSA. Staff have therefore undertaken a lot of development time to work with the new documents and processes. Staff are given opportunities to undertake the PDA course that will give them access and experience in order to be able to deliver DSA awards in future and thus be able to deliver an appropriate PLSP for impacted learners.

Outcome 10

Equalities is a standing item on the agenda at the Quality Improvement Committee.

Equalities is now an item that is regularly discussed at the Operations and Estates Committee, chaired by the Vice Principal.

Outcome 11

The college is represented at the UHI Equality and Diversity Group.

UHI Shetland attends the UHI cross partner Equality and Diversity Group.

Outcome 12

As part of our support services, we are able to offer student counselling to all our learners.

Counselling continues to be offered to students and is advertised in the weekly newsletter. In addition, we have also offered a student counsellor placement for HND students who need to demonstrate that they have gained a number of hours of delivery in order to obtain their qualifications. This opportunity has now been offered twice. In addition, all students and staff are given access to Spectrum Life to offer support 24 hours a day.

Outcome 13

SMT and some Heads of Sections have attended Mental Health training for Managers.

Some student support and management staff attended ASIST training, as well as Scottish mental health first aid.

6. Governance Equality Monitoring

These figures are correct as of February 2025

UHI Shetland Governance		
	Male	Female
Non-Executive Board Members (including Chair)	6 (54%)	5 (45%)
Staff Board Member (including Principal)	1 (33%)	2 (66%)
Student Board Members	1 (100%)	0
Total	8 (53%)	7 (46%)

7. Senior Management Equality Monitoring

These figures are correct as of February 2025

UHI Shetland Senior Management		
	Male	Female
Senior Management Team	0	6
Total	0%	100%
Senior Management Group	4	8
Total	4 (33%)	8 (66%)

8. Staff Equality Monitoring

These figures are correct as of January 2025

UHI Shetland Staffing		
	Male	Female
Full Time	29 (44%)	36 (55%)
Part Time	8 (23%)	26 (76%)

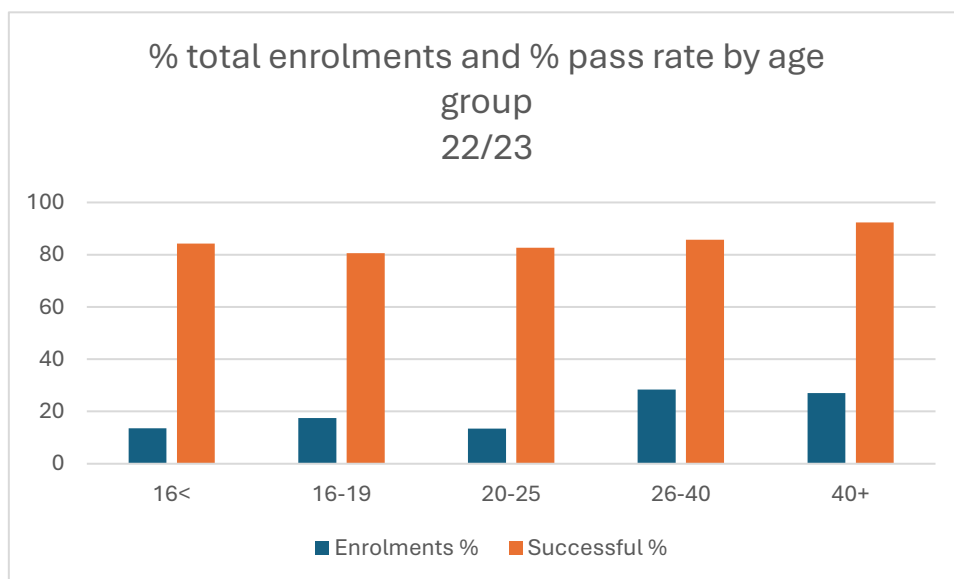
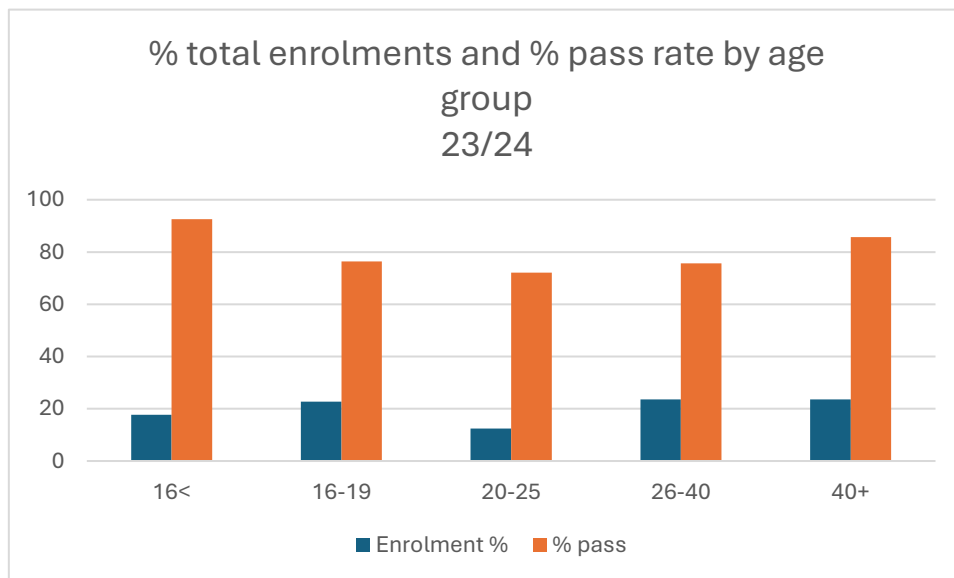
9. Student Equality Monitoring mainstreaming (Student Retention and Attainment)

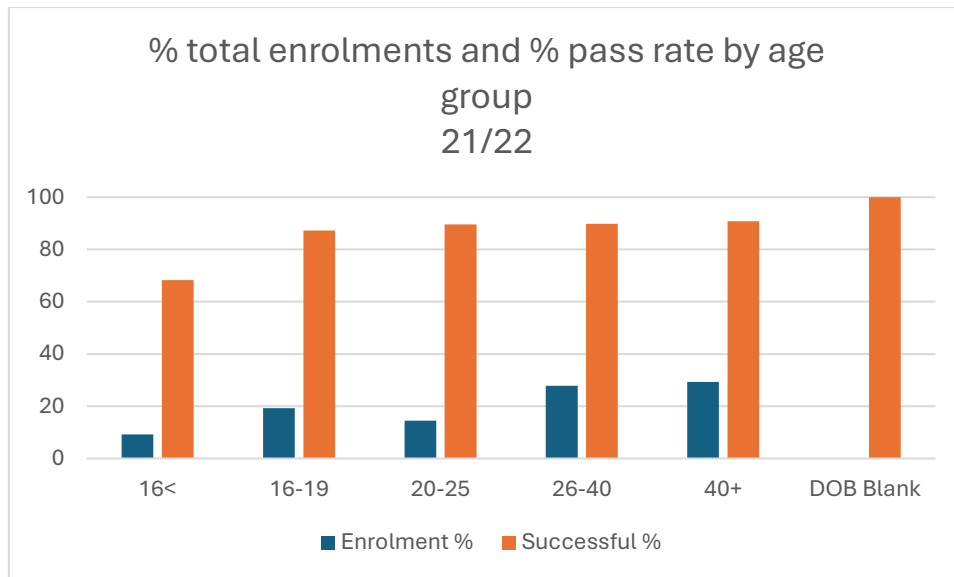
Due to our small numbers, we will not be able to publish some information as people can be identifiable. Some information we also do not collect, such as Marriage and Civil Partnership data.

- a. Equality Outcome: Age
- b. Equality Outcome: Disability
- c. Equality Outcome: Gender (Reassignment)
- d. Equality Outcome: Pregnancy and Maternity
- e. Equality Outcome: Race and Ethnicity
- f. Equality Outcome: Religion or belief
- g. Equality Outcome: Sex
- h. Equality Outcome: Sexual orientation
- i. Equality Outcome: Marriage / civil partnership

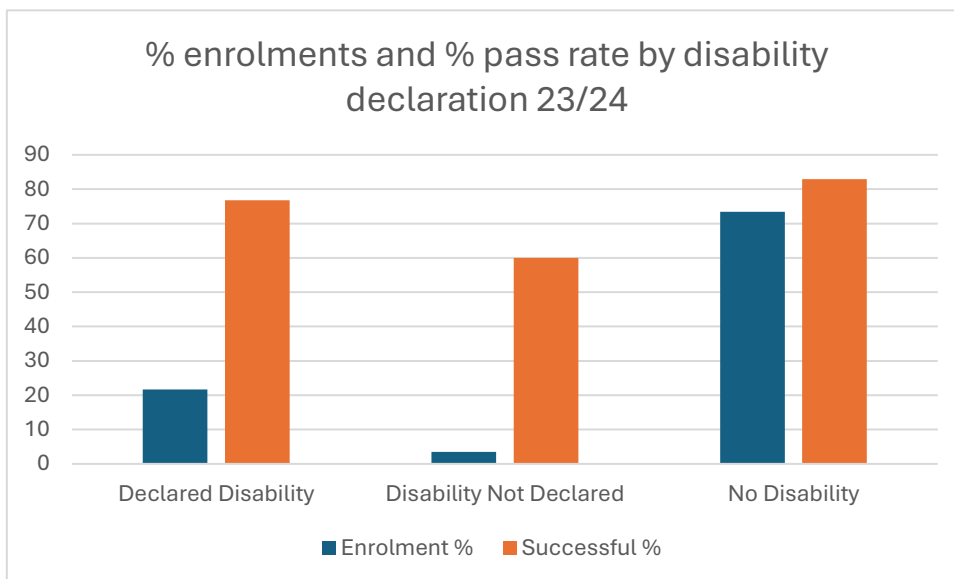
In line with the National Equality Outcomes, we are monitoring the success rates of the above equality outcomes.

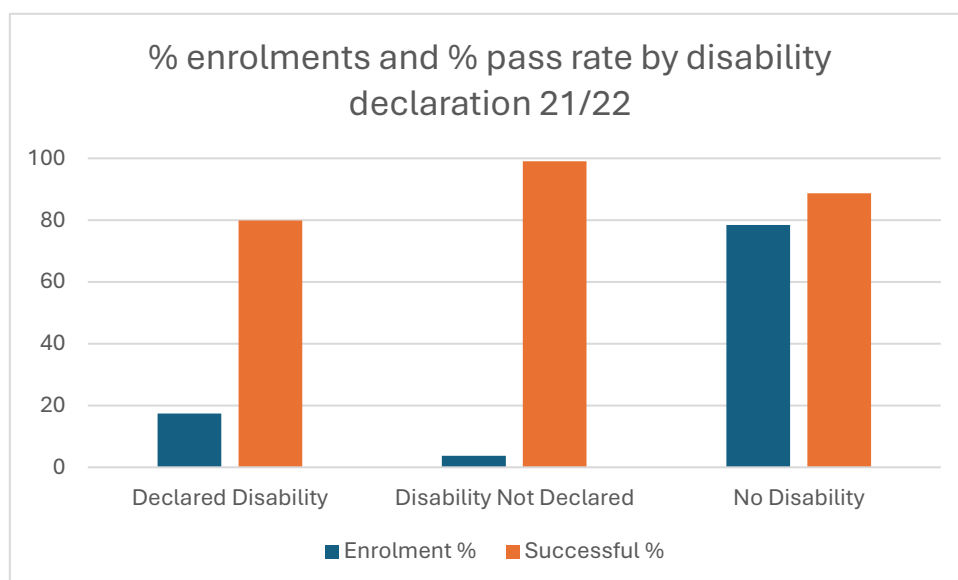
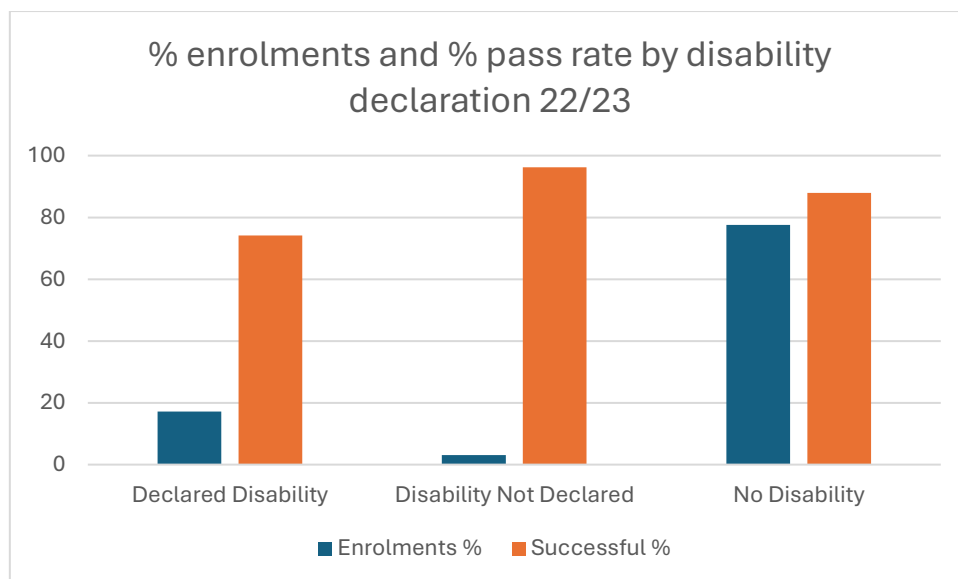
Age



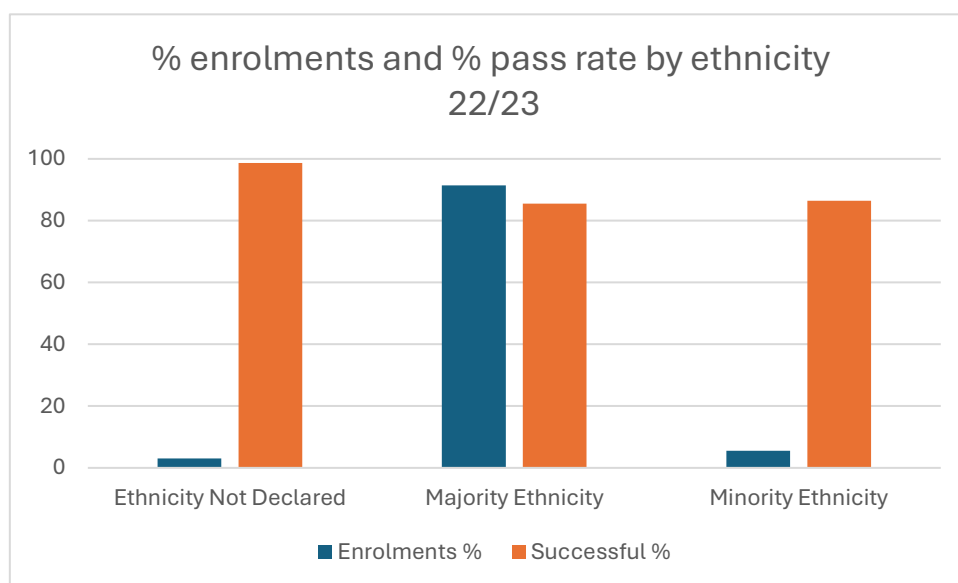
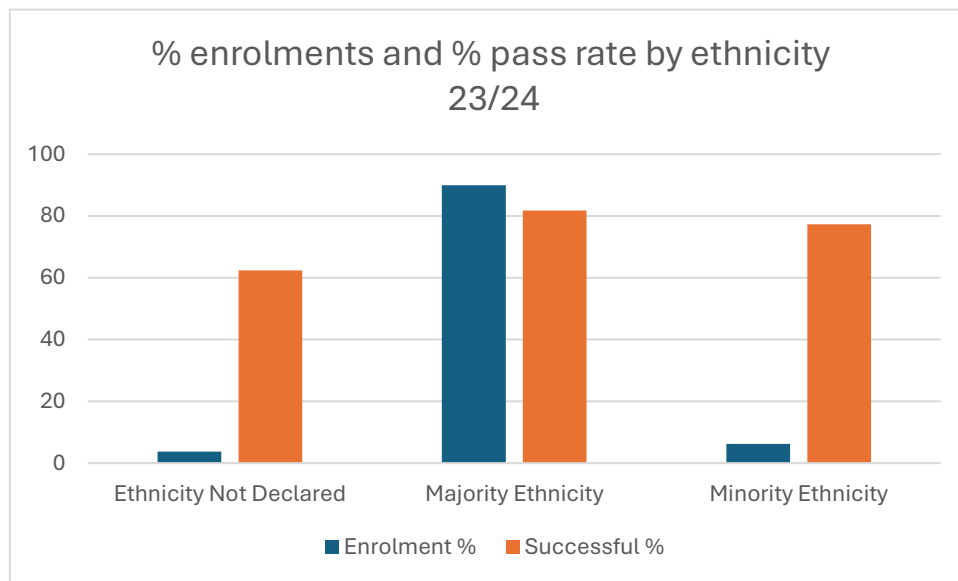


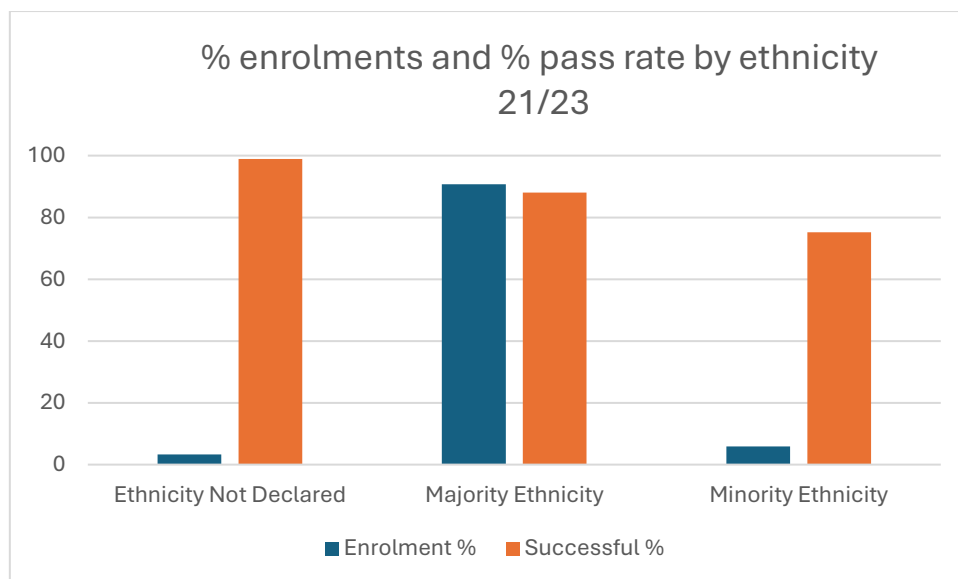
Disability



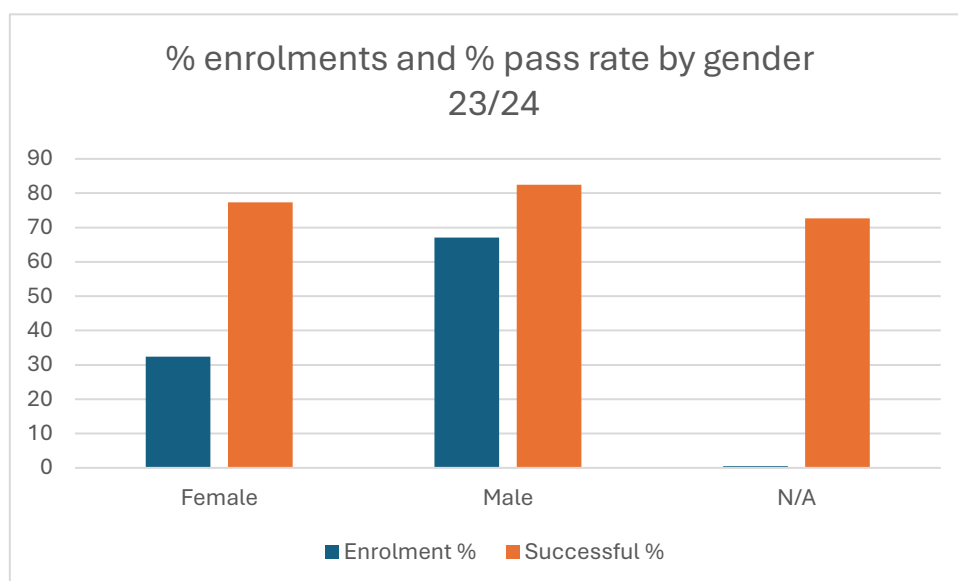


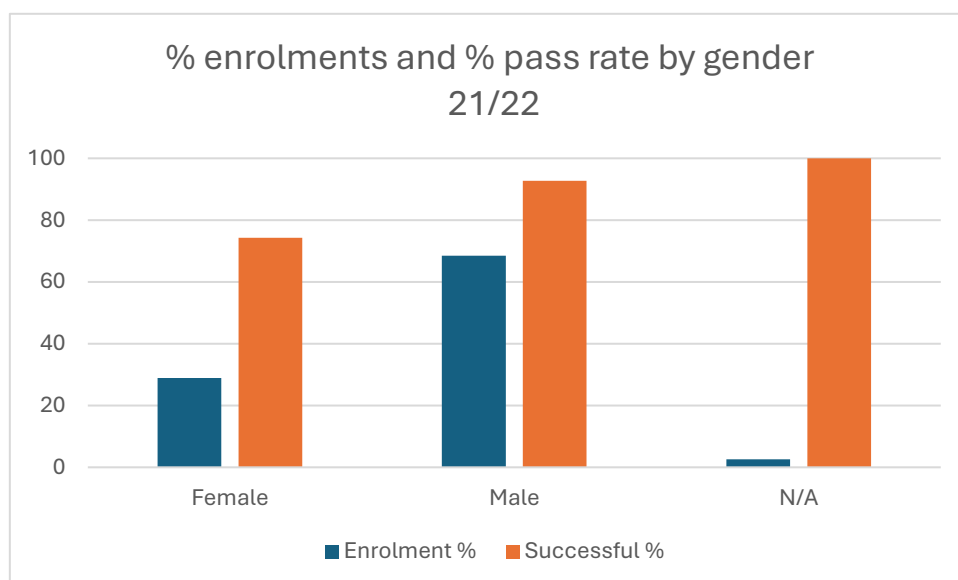
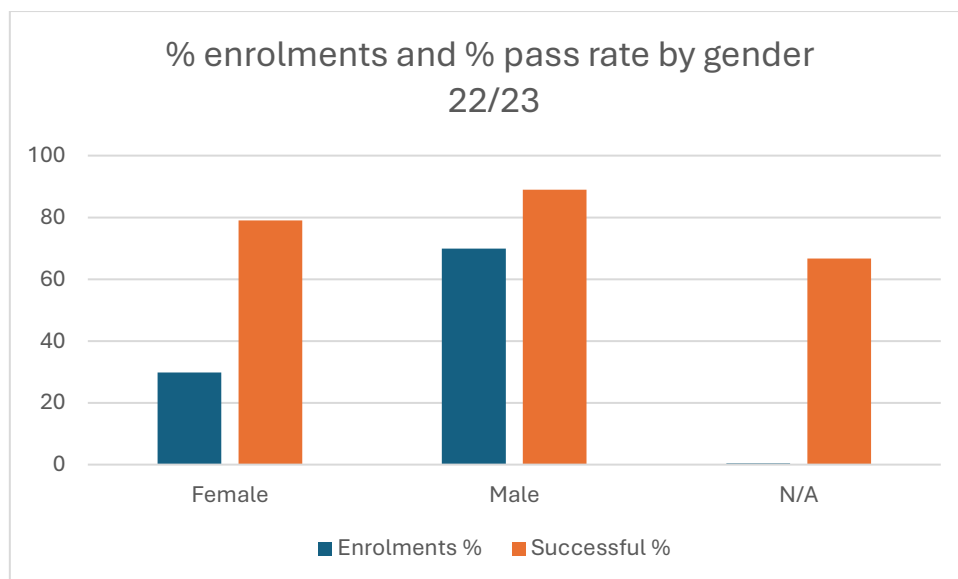
Ethnicity





Gender



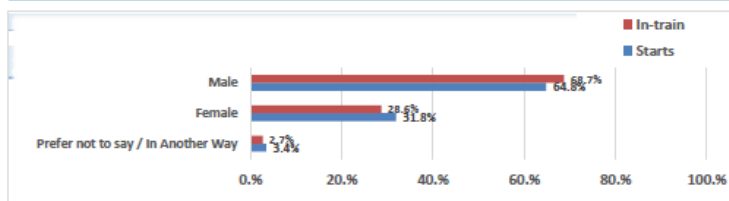


Skills Development Scotland
Modern Apprenticeships (MA)

01 April 2023 - 29 March 2024 (Q4 2023/24)
Training Provider Equalities Report

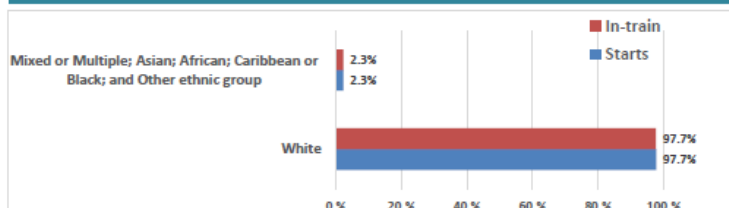
Please note: Achievement Rates are based on outcomes and leavers claimed in financial year

Table 1 - Starts and In Training by gender



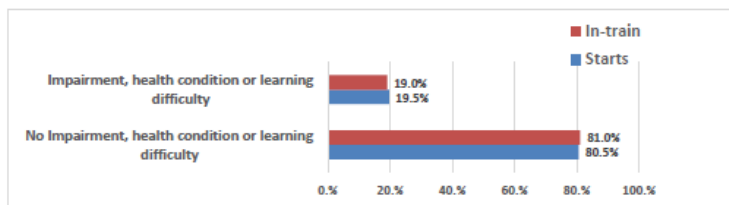
Male Achievement % Rate : 84.9%
Female Achievement % Rate : 82.1%
Prefer not to say Achievement % Rate : 50.0%

Table 2 - Starts and In Training by ethnicity (self-identification)



BME Achievement % Rate : 100.0%

Table 3 - Starts and In Training by self-identified impairment, health condition or learning difficulty



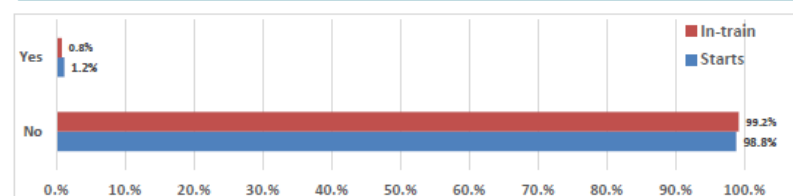
Disability Achievement % Rate : 85.2%

Training Provider
Shetland UHI

Skills Development Scotland

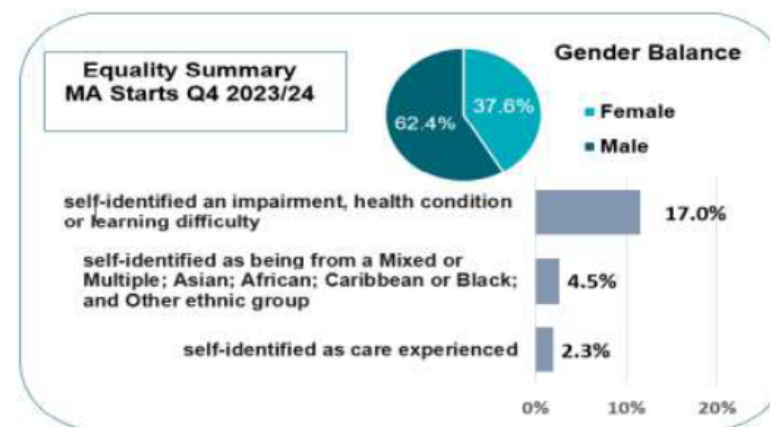
MA Starts Scale: 51+

Table 4 - Starts and In Training - Care Experience



Care Experienced Achievement % Rate : 100.0%

National Equalities figures



Notes:

i) Disclosure Control: The calculation percentage for Ethnicity, Disability and Care Experience excludes "Prefer not to say / Not Known".

ii) Starts data refers to New Starts and Progressions only.

iii) MA Achievement rates are based on outcomes and leavers claimed in the current financial year.

iv) Note on Infographic above: The gender balance denominator is based on the combined total of males and females. The remaining equality characteristics are as a percentage of known.

Source for Publication: SDS Modern Apprenticeship Statistics 2023/24 Q4

2023-2024 Q4

10. Next Steps / Targets for 2025-2029

Equality Target 1: Increase in female apprentices in traditionally male dominated apprenticeships and vice versa.

Gender ✓ Age ✓
Actions
<i>MA for the Day with SDS</i> : allows young people to try an apprenticeship experience for the day in a setting which normally attracts the opposite sex
Engaging events for school age pupils for both genders in traditionally male/female activities to allow young people to engage with different activities

Equality Target 2: Promotion of pathways to industries (such as green economy) to be gender neutral and try to promote these links to young male and females equally.

Gender ✓ Age ✓
Action
Creation of non-gender specific marketing materials for industry courses

Equality Target 3: Re-training/upskilling opportunities for all ages to be marketed; equality of opportunity. Highlight and promote education opportunities for 'older' demographics (50+)

Gender ✓ Age ✓
Action
Creation of non-age specific marketing materials for industry courses
Market research to be undertaken for upskilling

Equality Target 4: Supporting students with disabilities

Gender ✓ Age ✓ Disability ✓
Action
Investment in staff training in dyslexia and other additional support needs will help students
Promote Neurodiversity Week activities and training opportunities for staff

Equality Target 6: Gender identification support for students and staff

Gender ✓ Gender reassignment ✓
Action
Ensuring there are gender neutral toilet facilities at each campus

Equality Target 5: Staff Training

Gender ✓ Age ✓ Disability ✓ Race and Ethnicity ✓ Gender reassignment ✓
Action
Unconscious bias training for staff recruitment training
Better understanding of other's perspectives through initiatives like the Human Library to be introduced at Staff Development Days

Equality Target 6: 'Women in Welding' course

Gender ✓ Age ✓ Race and Ethnicity ✓ Gender reassignment ✓
Action
Aim to run more introductory courses such as the 'Women in Welding' course for other protected characteristics, as well as offering specific courses like Women in Welding again.