

Equality Outcomes Progress and Mainstreaming Report 2021-25

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1. Introduction

This report is intended to deliver an update on progress against our outcomes for the period 2021-25.

UHI Shetland (t/a Shetland UHI) was formed in August 2021 from the merger of the 3 tertiary organisations in Shetland: Shetland College, Train Shetland and NAFC Marine Centre. Shetland College and Train Shetland were part of Shetland Islands Council whereas NAFC was operated by Shetland Fisheries Training Centre Trust (SFTCT)

The 2023 PSED updates will aim to reflect our intention to commit a single partnership report under an enhanced partnership framework in 2025.

2. Equality Statement

UHI Shetland is committed to its Equalities Statement that applies to all internal and external stakeholders.

UHI Shetland, the University of the Highlands and Islands and all Academic Partners are 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, from which we can share and learn. 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.

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

We continue to work collaboratively with our partners across Shetland and as one of Shetland's Community Planning Partners, we are committed to fulfilling the three key elements of the general equality duty as defined in the Equality Act 2010:

- Eliminating discrimination, harassment and victimisation
- Advancing equality of opportunity between people who share a protected characteristic and those who do not
- Fostering good relations between people who share a protected characteristic and those who do not

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)

2.1 The Equality Act 2010 and the General Equality Duty

Our Equality, Diversity and Inclusivity Policy sets out our duties under the Equality Act 2010

General Duties direct the way UHI Shetland treats its staff, students and visitors and reflect all UK public bodies' responsibility to:

- Eliminate unlawful discrimination, harassment, 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 relevant protected characteristic and those who do not

3. Mainstreaming Equality

Equality Mainstreaming ensures that the needs of underrepresented groups, as well as those of members of historically marginalised or disenfranchised groups, are pro-actively considered when decisions are made. The experiences of frontline staff and service users should inform the decision-making process.

UHI Shetland is required to report on its Mainstreaming activities every four years, and to update these every two years.

4. Performance Indicators: Student Information

For 2021-22

Female						
Enrols	ESR	ESR%	SR	SR%	Successes	Successes%
759	589	78%	551	73%	563	74%
759	589	78%	551	73%	563	74%

Male						
Enrols	ESR	ESR%	SR	SR%	Successes	Successes%
1807	901	50%	889	49%	1674	93%
1807	901	50%	889	49%	1674	93%

There are considerably more enrolments by males than females and the success rates for females is proportionately lower than for males. This may reflect the type of courses that the different genders tend to enrol upon, and many of the enrolments listed are short courses as

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per the below, particularly in Maritime and Train Shetland Short Courses, the majority of which are enrolled on by males.

Department	Unknown/Blanks	Female	Male	Total
Aquaculture	0	20	161	181
Art & Design	2	38	16	56
Business and Management	0	23	4	27
Community Learning	0	99	31	130
Construction Studies	0	0	34	34
ECDL	0	47	14	61
Engineering	0	7	138	145
ESOL	0	8	3	11
Health and Care	4	202	35	241
Hospitality Studies	0	5	4	9
Information Technology	0	2	9	11
Maritime	0	37	739	776
North Atlantic Fisheries College	81	9	70	160
Support for Learning	0	9	12	21
Train Shetland	0	184	409	593
Vocational Pathways	4	69	128	201
Total	91	759	1807	2657

The areas of study selected by gender conforms to gender stereotypes with STEM subjects dominated by males whereas Care, Admin, Art and Community Learning are dominated by females. One area is to attempt to challenge these historic divisions by gender.

Ethnically, UHI Shetland learners are still predominantly white European, which is more of a reflection on the make-up of Shetland society

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Department	Unknown/Bianks	Asian - Bangladeshi	Asian - Chinese	Asian - Indian	Asian - Other	Asian - Pakistani	Black - African	Black - Caribbean	Black - Not given	Other	Other Mixed	Other White background	Polish - White	White	White - British	White - English	White - Irish (Republic of Ireland)	White - Northern Irish	White - Other British	White - Scottish	White and Asian	White - Welsh	Total
Aquaculture	0	0	0	0	2	0	0	0	1	1	2	5	3	0	3	13	0	0	13	137	1	0	181
Art & Design	0	0	0	0	0	0	0	0	0	2	0	3	0	1	0	9	0	0	4	35	0	2	56
Business and Management	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	25	0	0	27
Community Learning	0	0	0	0	1	1	0	1	0	0	2	5	0	1	0	19	3	0	3	94	0	0	130
Construction Studies	0	0	0	0	0	0	0	1	0	0	0	2	1	0	0	0	0	0	0	30	0	0	34
ECDL	0	0	0	0	0	1	1	0	0	0	2	2	1	0	0	1	0	0	11	42	0	0	61
Engineering	0	2	0	0	2	0	0	0	0	0	0	1	0	0	2	10	3	0	8	117	0	0	145
ESOL	0	1	0	0	1	0	0	0	0	0	0	5	4	0	0	0	0	0	0	0	0	0	11
Health and Care	0	0	3	0	2	0	0	1	0	0	5	7	3	6	0	17	0	0	12	185	0	0	241
Hospitality Studies	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	0	6	0	0	9
Information Technology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	8	0	0	11
Maritime	0	0	1	0	1	0	0	0	0	0	0	14	2	0	9	46	2	0	81	617	3	0	776
North Atlantic Fisheries College	89	0	0	0	0	0	1	0	1	0	0	4	3	1	1	2	0	0	3	55	0	0	160
Support for Learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	20	0	0	21
Train Shetland	0	0	0	1	2	1	0	0	0	1	1	22	4	0	2	27	3	2	87	437	3	0	593
Vocational Pathways	0	0	2	1	1	0	1	0	0	0	3	3	0	0	0	8	1	0	10	171	0	0	201
Total	89	3	6	2	13	3	3	3	2	4	17	73	21	9	17	157	12	2	233	197	7	2	265

Majority						
Enrols	ESR	ESR%	SR	SR%	Successes	Successes%
2416	1390	58%	1347	56%	2123	88%
2416	1390	58%	1347	56%	2123	88%

Minority Ethnicity						
Enrols	ESR	ESR%	SR	SR%	Successes	Successes%
150	101	67%	94	63%	113	75%
150	101	67%	94	63%	113	75%

However, there is a disparity in success rates between the different groups so UHI Shetland needs to look at addressing this difference in achievement.

There is a similar difference for those with or without a disability.

Declared Disability							No Disability						
Enrols	ESR	ESR%	SR	SR%	Successes	Successes%	Enrols	ESR	ESR%	SR	SR%	Successes	Successes%
447	288	64%	271	61%	359	80%	2100	1191	57%	1158	55%	1859	89%
447	288	64%	271	61%	359	80%	2100	1191	57%	1158	55%	1859	89%

5. Progress on Equality Outcomes 2021-23

A Transitions group has been set up led by UHI Shetland Support staff. This has offered an opportunity for staff to work with other stakeholders to improve the access into education opportunities.

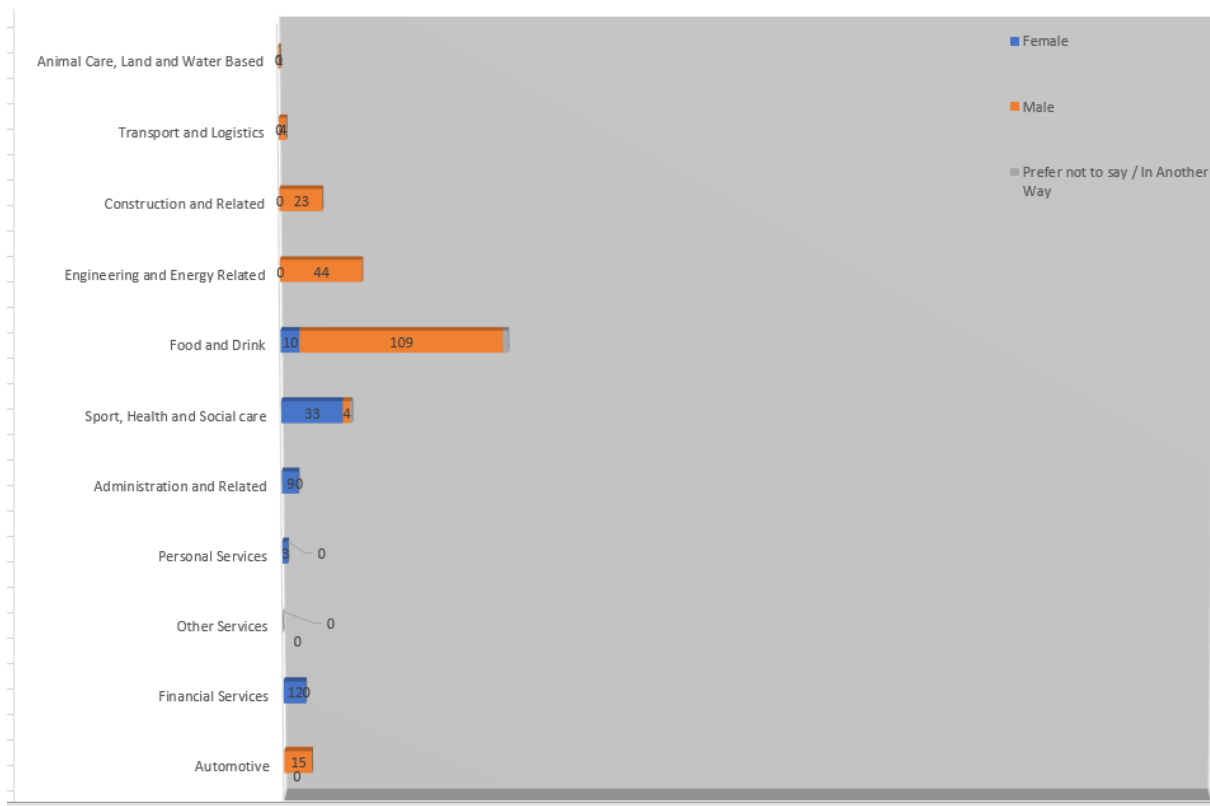
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For the last 2 years, UHI Shetland has acted as a host for a placement for Moving On students to give students a chance to try out roles in different occupations. One student had a placement in the college canteen while another student worked with our Facilities Team.

There was opportunity for staff to benefit from equalities training to support the individuals.

UHI Shetland continues to offer certificated ESOL classes aimed at the migrant population, and students can study at a number of different levels.

The issue of challenging gender stereotypes with reference to apprenticeships remains. Employers and candidates are still electing positions that conform to typical gender patterns, and there are no current female apprentices in Engineering, Automotive or Construction. Male apprentices dominate Food and Drink which for Shetland represents the Aquaculture sector and there is a predominance of females in Care, Administration and Finance.



The *MA for a Day* is an SDS initiative that ran for 2 years from 2019 but was paused owing to COVID. It was run in conjunction with the local schools and Shetland Islands Council's Workforce Development department. This was a day that school pupils can visit workplaces around the islands and find out more about being an apprentice in these areas. It is encouraged that girls go to traditional male industries, such as engineering and local ferries, whereas boys go to care homes and offices.

[SHETLAND PUPILS ARE APPRENTICES FOR THE DAY | Skills Development Scotland](#)

[Shetland Islands pupils challenge gender stereotypes | Skills Development Scotland](#)

The initiative is going to be reprised in the summer of 2023 in conjunction with SDS and is an opportunity for S3 and S4 pupils to challenge their perceptions of what is involved in different career sectors. Similarly we held a Skills For Work Taster session in February and

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pupils were encouraged to try out an area that they may not have thought about and which didn't conform to stereotypes. Those who participated gave positive feedback on the experience.

Since the merger, all staff have been required to undertake UHI mandatory training modules. These include sessions on GBV, Safeguarding and Equalities Impact Assessments. Recent staff development day sessions included input from Shetland Rape Crisis and from UHI Counselling Teams and as part of the 16 days of activism, students were invited to attend a session on GBV.

6. Governance and staffing

UHI's strategic plan affirms a commitment to equalities and one of the enabling themes is Inclusion. [Shetland uhi: strategIC PLAN 2021-25](#)

We will have accessible, equitable and inclusive opportunities for students, with excellent resources and support available to assist students to achieve success.

Students are well supported by the Student Support Team and we have dedicated support for Safeguarding and Corporate Parenting. A Personal Learning and Support Plan is put in place for students who declare a learning need and the students are each allocated a Personal Academic Tutor.

The strategic plan is overseen by the Board of Management [Governance - Board of Management \(uhi.ac.uk\)](#). has been progress for UHI Shetland in relation to the Gender Representation on Public Boards (Scotland) Act 2018. From February 2023, the Board of Management has met the objective. From October 2021 to January 2022 and again from January 2023 onwards, the Board of Management across all types of Directorship has had women membership of 50% or more. Currently the balance of the Board of Management as a whole is 64:36, and for Non-Executive members it is 56:44.

In terms of the Senior Management Team, there are 5 females representing 100%. When including the wider Senior Management Group, there are 10 female SMG members out of 15 members or 67% of all managers.

7. Local Context and Changes

As described above, UHI Shetland became an independent organisation in August 2021. Since the merger, there has been a consolidated period of restructure within the organisation that has necessitated changes in staff and movement between roles in line with the Merger Business Case (MBC) [Governance - Merger Background \(uhi.ac.uk\)](#)

UHI Shetland aims not only to ensure meeting Public Sector Equality Duty responsibilities, but to take a lead in furthering equality across tertiary education in Shetland.

Working in partnership with other community bodies, UHI Shetland is committed to the 2018-2028 Shetland Partnership Plan. This document lays out how Shetland Partners will work together to improve the lives of everyone in Shetland. You can read more about it [Shetland Partnership – Shetland Islands Council](#)

8 Equality Outcomes 2021-2025

- Engagement with Shetland Space Centre and UHI STEM Femmes to encourage outreach with local students about female participation in sciences and engineering
- UHI Shetland will appoint a STEM Coordinator 2023-2026 in line with other UHI partners. The STEM coordinator will take the lead with STEM related initiatives including encouraging more women into STEM subjects.
- UHI Shetland continues to work with 3DW and SSE to host schools and work with SFW pupils in a Windfarm themed STEM project, encouraging male and female participants to work together and be introduced to Engineering design.
- Training of staff to encourage understanding of issues such as gender-based violence.
- Continue working in partnership with local Shetland support agencies with the common goal of supporting apprentices. This is particularly helpful for care experienced pupils, and also allows more scope to discuss gender imbalance within apprenticeships with school and support groups.
- Recruitment process amended so that names and personal details are removed at shortlisting to reduce panel members being able to identify the candidates.
- Work to improve the performance indicators that show that there are:
 - Lower rates of successful completion of students with a disability
 - Lower rates of successful completion of students who are female
- The Equality Outcomes Action Plan will be revisited in AY 2022/23 to take into account the newly published EHRC & SFC National Outcomes Guidance”.

UHI Shetland will work collaboratively with UHI to adopt the new outcomes.

10. Conclusion

Since becoming an independent organisation, UHI Shetland has continued its work on equality outcomes. The merger has allowed the organisation to work more closely with UHI partners and establish different relationships with stakeholders such as the Shetland Island Council. UHI Shetland maintains its presence on important groups such as the Shetland Partnership in order to ensure that education opportunities are provided for those with protected characteristics. We are cognisant that there are still challenges to address such as gender stereotypes and we will continue to look at opportunities to address these.