



Board of Management

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| Meeting | Human Resources Committee |
| Date and time | Thursday 23 September 2021 at 8.30 a.m. |
| Location | Microsoft Teams, via Calendar Link |

Board Secretary
16 September 2021

AGENDA

Welcome and Apologies

Declarations of Interest

ITEMS FOR DECISION

1. **MINUTES**
Meeting of the Human Resources Committee held on 27 May 2021
2. **OUTSTANDING ACTIONS**
Action List
3. **POLICY FOR APPROVAL**
Promoting Attendance Policy
4. **TERMS OF REFERENCE**

ITEMS FOR DISCUSSION

5. **TALENT MANAGEMENT REPORT**
Report by HR Manager
6. **NATIONAL BARGAINING / JOB EVALUATION**
Report by HR Manager
7. **HYBRID WORKING**
Verbal Update from Assistant Principal – Operations and External Relations & HR Manager
8. **EXTERNAL SUPPORT ANNUAL REPORT**
Report by HR Manager

9. **PROFESSIONAL DEVELOPMENT UPDATE**
Report by Professional Development Manager
 10. **HUMAN RESOURCES – QUARTER 4 REPORT 2020/21**
Report by HR Manager
 11. **ELCC UPDATE**
Report by Assistant Principal – Operations and External Relations
 12. **SFC UPDATE**
Verbal Update from Assistant Principal – Operations and External Relations
and Assistant Principal – Student Experience and Quality
 13. **PUBLIC SECTOR EQUALITY REPORT**
Report by Assistant Principal – Student Experience and Quality and HR
Manager
 14. **FEEDBACK FROM COMMITTEE AND CHAIR EVALUATIONS**
Report by Board Secretary
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ITEMS FOR NOTING

15. **EMPLOYEE RELATIONS - CONFIDENTIAL**
 - a) Minutes of the Meeting of the JCC held on 22 June 2021
 - b) Minutes of the Meeting of the EDIC held on 26 May 2021
16. **AOCB**
17. **DATE OF NEXT MEETING – 11 November 2021**

If any member wishes to add an item of business to the Agenda, please inform the Chair and the Board Secretary as soon as possible. Additional items of business will only be considered for inclusion in the agenda in advance of the start of the meeting.



Board of Management

MINUTES of the MEETING of the HUMAN RESOURCES COMMITTEE held via Microsoft Teams on Thursday 27 May 2021

PRESENT: Innis Montgomery, Leanne MacKenzie, Gillian Galloway, Mark Sheridan, Sally Blyth
CHAIR: Innis Montgomery
APOLOGIES: Chris O'Neil
ATTENDING: HR Manager
Assistant Principal – Student Experience and Quality
Assistant Principal – Operations and External Relations
Professional Development Manager
Board Secretary

The Chair welcomed everyone to the meeting. Congratulations were extended to the Assistant Principal – Student Experience and Quality and the Assistant Principal – Operations and External Relations on their new positions within the Executive Management Team (EMT).

The Committee gave thanks to Andy Gray who has now left the Board for all his input and work over the years both on the Board of Management and the HR Committee.

The Chair highlighted to Committee Members that the role of Vice-Chair for the Committee was currently vacant and requested that any member interested in this position should liaise with himself or the Board Secretary.

There were no declarations of interest.

1. MINUTES

Decision: The Meeting of the Human Resources Committee held on 11 March 2021 was **AGREED** as a correct record and was **APPROVED** pending the following amendment: Item 7 – Staff Survey be amended to reflect that the free text comments received within the survey have been analysed.

2. OUTSTANDING ACTIONS

- Workforce Planning – This will be discussed within the agenda.
- Induction – the Board Secretary advised that an updated draft induction pack had been produced and was with the Chair of the Board of Management for review and approval. The Committee noted that induction meetings are being arranged and that all inductions are expected to be completed by the end of July 2021.

- Review of Committee Functions – The Board Secretary advised that meetings would be arranged throughout the Summer for herself, the Chair and relevant EMT members to review our current schedule of submissions and terms of reference for the Committee. An updated version of these documents will be available for discussion at the September meeting with the documents being taken to the Board of Management for final approval in October 21.

3. POLICY FOR APPROVAL

- Professional Review and Development Policy

The Professional Development Manager took the Committee through the policy highlighting both the updated and refreshed approach that is being taken with regards PDR and the mandatory requirements from the General Teaching Council Scotland (GTCS). The Committee noted that the policy was for all staff and where procedures were specific to Lecturers this was made clear within the policy.

A lengthy discussion on the PDR process took place with the Committee noting that individuals and their Line Managers would agree the focus for the year ahead including targets and a review plan.

Further discussions took place with regards research and how we plan to track the level of compliance with regards PDR's.

Action: A further discussion on how research and PDR's work together will take place at a future HR Committee meeting.

Decision: The HR Committee **AGREED** the changes to the Professional Review and Development Policy, which will now go to the Board of Management meeting for final approval.

4. WORKFORCE PLANNING

The Assistant Principal – Operations and External Relations provided a verbal update to the Committee; advising that a new approach to workforce planning is currently being developed in conjunction with best practice both within and out with the sector.

Action: A report will be brought to the September HR Committee which will advise on the proposed framework which is being developed along with how we plan to review the framework.

5. VOLUNTARY SEVERANCE SCHEME - **CONFIDENTIAL**

The HR Manager spoke to her report and provided an update to the Committee with regards the VSS, ELCC Closure and the SMT Restructure.

The Committee welcomed this summary and highlighted the importance of succession planning and the need to ensure that sufficient support and

monitoring is in place for EMT members, especially with regards to the dual role in Finance and Audit.

Action: An update on the closure of the ELCC and the leasing of the building to CALA is to be taken to the September 21 meeting.

6. NATIONAL BARGAINING/JOB EVALUATION – **CONFIDENTIAL**

The HR Manager provided the Committee with both a background and an update on the EIS industrial action advising that a consensus position had now been reached on 23 April 2021.

The HR Manager updated the Committee with regards the Professional Services Staff Pay and Terms and Conditions Agreement for the year 2020/21 advising that an agreement to a 2% consolidated pay increase on all salary points as of 1st April 2020 (pro rata) had been agreed. The Committee noted that this pay award would be applied to Staff's May salary.

With regards the national job evaluation exercise the HR Manager advised the Committee that project activity continues and that the completion of the final scoring process is expected by early July 2021. The Committee noted that work around pay and grading is also progressing. The Committee discussed the affordability of the job evaluation and a background to the National Job Evaluation Scheme was verbally provided to them by the HR Manager. A further update on this will be made available at the September 21 meeting.

7. HYBRID WORKING – **CONFIDENTIAL**

The Assistant Principal – Operations and External Relations spoke to the Hybrid Working Plan advising that this is a draft guidance document as we are continuing to react to Covid-19 and changing advice from the Government.

The Committee noted that Managers are currently discussing this within their teams with discussions focusing on the minimum and maximum times that each staff member requires to be on campus along with other considerations such as ICT and DSE.

A lengthy discussion on the impact of this on students and their involvement in this process took place with the Committee noting that it is hoped that all students will have some element of face-to-face teaching during the next Academic Year. Further discussions on monitoring of online delivery of learning, quality and audits of online materials and any performance issues took place.

Action: A further update on this plan will be brought to the September 21 meeting.

8. HUMAN RESOURCES REPORT – QUARTER 3 2020-21

The HR Manager spoke to her report highlighting to the Committee staff turnover, staff head count and FTE, leavers and starters, staff changes, furlough, PDR and absence for the quarter.

The Committee highlighted the change in sickness absence with support staff seeing a decrease of 28.8% and academic staff seeing an increase of 28.8% in comparison to quarter 3 of the previous year and questioned whether this was due to any underlying trends. The HR Manager highlighted the increase in long term sickness absence cases and advised that we are continuing to look at how we manage stress at work with the Committee noting that further work on this will be progressed by the Health and Safety Manager and the HR Manager.

The Committee commended the HR Manager and the HR Team for a well laid out and informative report.

9. STAFF DEVELOPMENT UPDATE

The Professional Development Manager provided the Committee with an overview of professional development activities which have been undertaken this year highlighting the focus on staff wellbeing, health and safety assessments to enable staff to work from home, engaging digital skills and ensuring a common standard for all, student support, online teaching, the upcoming staff conference, distributed leadership and our PDR process.

The Committee discussed the processes for applying for training with regards to team budgets and the Professional Development Manager explained the different processes to the Committee.

Action: It was agreed that all Board Members should be invited to attend the Staff Conference and the Board Secretary will liaise with the Professional Development Manager to facilitate this.

Professional Development Manager and Leanne MacKenzie left the meeting.

10. HALF YEARLY EMPLOYMENT LAW UPDATE

The HR Manager spoke to her report highlighting to the Committee the Covid-19 Furlough Extension to September 2021, the Covid-19 Job Retention Scheme, National Living Wage, new immigration systems, the revoking of the public sector exit payment cap, gender pay gap reports, statutory increases to maternity, adoption, paternity and shared paternity pay and that Health and Safety Protection had been extended to workers.

The Committee gave thanks to the HR Manager for this update.

11. UPDATE ON EQUALITY MAINSTREAMING

The Assistant Principal – Student Experience and Quality provided the Committee with an update with regards our equality responsibilities advising that we are late to publish our equality report due to Covid-19 and the cyber incident.

The Committee noted that we have uploaded a holding statement onto our website, and we aim to publish the information by 18 June 2021.

12. COMMITTEE AND CHAIR EVALUATIONS

The Board Secretary took the Committee through the annual Committee and Chair Evaluations noting their responses. Any actions from this exercise will be brought to the September 2021 meeting for discussion.

13. EMPLOYEE RELATIONS

The Committee noted the following minutes of meetings:

- Minutes of the Meeting of the JCC held on 30 March 2021.
- Minutes of the Meeting of the JCC held on 20 April 2021.
- Minutes of the Meeting of the PDC held on 11 February 2021.

14. AOCB

The Assistant Principal – Operations and External Relations advised that we had received correspondence from the Scottish Funding Council (SFC) with regards a review of HR processes following a call for information from them. We have been supported in carrying out this review by our solicitors who have reported back to us suggesting minor amendments to our policies and procedures.

Action: A brief report and an action plan will be drafted and sent to the SFC and a copy of this will be shared at the September 21 meeting.

15. DATE OF NEXT MEETING – Thursday 16 September 2021 at 08.30am.

Signed by the Chair: _____

Date: _____

Outstanding Actions

Item 02

| | | | | |
|-------------------------------|--|--------------------------------------|--|----------------|
| September 2020 | | | | |
| Induction Training | The Board Secretary is to ensure that all new Board Members have received their induction. | Board Sec | | 31 July 2021 |
| March 2021 | | | | |
| Review of Committee Functions | The Board Secretary, Committee Chair and HR Manager will begin the review of the Committee and its functions as part of our commitment to the EER Action Plan. | Board Sec, Chair & HR Manager | | 31 August 2021 |
| May 2021 | | | | |
| PDR | Discussion on Research and PDR's to take place. | | | September 21 |
| ELCC Update | An update report on the closure of the ELCC and the leasing of the building by CALA to come to the September 21 meeting. | HR Manager | | September 21 |
| Hybrid Working Plan | A further update to be brought to the September 21 meeting. | AP – Operations & External Relations | | September 21 |
| SFC Call for Information. | A copy of the report and an action plan sent to the SFC will be shared at the September 21 meeting. | AP – Operations & External Relations | | September 21 |

**Board of Management
HR Committee**

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| Subject/Title: | Promoting Attendance Policy |
| Author: [Name and Job title] | Nicola Quinn, HR Manager |
| Meeting: | HR Committee |
| Meeting Date: | 23 rd September 2021 |
| Date Paper prepared: | 9 th September 2021 |
| Brief Summary of the paper: | The HR Committee is asked to approve the Promoting Attendance Policy. The Promoting Attendance Policy was approved at Policy & Procedure Review Panel on 9/3/21 and EMT Committee on 22/7/21. |
| Action requested: [Approval, recommendation, discussion, noting] | Approval |
| Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change | |
| Resource implications: | Yes / No If yes, please specify: |
| Risk implications: | Yes / No If yes, please specify: Operational: Organisational: |
| Equality and Diversity implications: | Yes/No If yes, please specify: |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | JCC & all staff consultation. |

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| Status – [Confidential/Non confidential] | Non-Confidential | | |
| Freedom of Information Can this paper be included in “open” business* [Yes/No] | Yes | | |
| *If a paper should not be included within “open” business, please highlight below the reason. | | | |
| Its disclosure would substantially prejudice a programme of research (S27) | | Its disclosure would substantially prejudice the effective conduct of public affairs (S30) | |
| Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33) | | Its disclosure would constitute a breach of confidence actionable in court (S36) | |
| Its disclosure would constitute a breach of the Data Protection Act (S38) | | Other (please give further details) | |
| For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.) | | | |

Further guidance on application of the exclusions from Freedom of Information legislation is available via

<http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp> and

http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf



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PROMOTING ATTENDANCE POLICY

REFERENCE: PL/HR/2019/

| | |
|--------------------------------------|---|
| Policy Owner | Director of Organisational Development Principal and Chief Executive Officer |
| Lead Officer | HR Manager |
| Review Officer | HR Business Partner |
| Date first approved by BoM | 9 June 2008 |
| First Review Date | 29 March 2011 |
| Date review approved by BoM | |
| Next Review Date | December 2018 |
| Equality impact assessment | Yes |
| Further information (where relevant) | <u>n/a</u> |

| Reviewer | Date | Review Action/Impact |
|------------|----------|----------------------|
| HR Manager | 29.03.11 | Review Approved |
| HR Manager | 20.12.16 | Review Approved |
| | | |

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1. Policy Statement

The College is committed to maintaining a healthy and productive workforce and aims to achieve this through a positive approach which promotes attendance. In doing so, this ensures the College operates effectively, providing the necessary support for staff and ~~thereby contributes to the ongoing delivery of~~ continuing to deliver a high quality ~~student experiences~~ service to the students.

~~Through promoting a culture of supportive management and a high standard of staff health and wellbeing, the College aims to prevent unnecessary or avoidable absence wherever possible, thereby reducing the need for absence management. The College is committed to ensuring~~ However, where absence does occur, that staff experiencing ill health ~~are~~ will be treated fairly, reasonably, consistently, and with understanding and sensitivity and equity with others. Furthermore, ~~it acknowledges~~ it is acknowledged that the impact sickness absence has an impact on the College and other staff, in terms of increased workload for colleagues, disruption to work ~~and replacement costs~~, and subsequently, College performance therefore the performance of the College. The Promoting Attendance policy and procedure aims to provide a template for managing staff absence by clarifies clarifying individual responsibilities and ~~enables providing~~ line managers with guidance on how to ~~to promote attendance,~~ manage, monitor and minimise absence, and ~~encourage a supportive return to work~~ provide employees with the support needed to return to work when well enough to do so.

~~The overriding aim of this policy and the supporting procedures is to ensure a healthy, productive workforce which maximises attendance and therefore gives our students the best possible experience at Inverness College.~~

The main objectives of this policy are:

- To encourage and support staff to ~~maximise~~ maintain optimum attendance at work and/or to help facilitate a sustained return to work.
- To ensure ~~that staff returning to work from sickness absences receive appropriate maximum support to assist them in attending work from their manager and identified support bodies as necessary.~~
- To ~~ensure~~ provide a consistent framework to staff and line managers a standard procedure is followed regarding t for he reporting, monitoring and control managing of sickness absence.
- To encourage productive communication around health and wellbeing.
- To identify those staff requiring additional support to return to work and/or to undertake their duties, identifying any reasonable adjustments required.
- To ensure a) line managers are aware of their responsibility in promoting attendance and managing sickness absence and b) staff are aware of their responsibilities whilst absent. staff, line managers and HR are aware of their responsibilities in relation to sickness absence.
- To ensure the College acts in a fair, reasonable and consistent manner when dealing with sickness absence.

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- To minimise the impact of staff absence on the College and the service it provides to the students.

2. Legislative frameworks/ related policies

~~Data Protection Act 2018~~ General Data Protection Regulations (GDPR) 2018

Access to Medical Reports Act 1988 (AMRA)

Equality Act 2010

Employment Rights (Dispute Resolution) Act 1998

ACAS Guidelines and Best Practice

Health and Safety at Work Act 1974

~~2.1. Inverness College UHI Staff Disciplinary Policy Procedure Policy~~

~~Inverness College's Promoting Attendance Policy~~

Inverness College UHI Performance Improvement Policy

Inverness College UHI Staff Code of Conduct Policy

Inverness College UHI Dignity in the Workplace Policy

~~Reference to sick pay and full and half pay entitlements according to service are in line with those set out in contracts of employment and the relevant terms and conditions as they relate to academic and support staff.~~

~~— 2.8 General Data Protection Regulation (GDPR)~~

3. Scope

This policy applies to all staff within-employed at Inverness College.

In particular:

- ~~— To encourage staff to maximise and promote attendance.~~
- ~~— To ensure staff are aware of their responsibilities to keep in contact while absent and in advance of returning to work.~~
- ~~— To ensure a standard procedure is followed regarding the reporting, monitoring and control of sickness absence.~~
- ◆ ~~To ensure line managers are aware of their responsibilities to manage and promote sickness/absence attendance.~~

4. Definitions

| <u>Term</u> | <u>Definition</u> |
|---------------------------|---|
| <u>Short-term absence</u> | <u>A period of sickness absence:</u> <u>lasting less than 2 calendar weeks for stress/anxiety, or</u> <u>lasting less than 4 calendar weeks for any other reason.</u> |
| <u>Long-term absence</u> | <u>A period of sickness absence:</u> |

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| | <p><u>lasting 2 calendar weeks or more for stress/anxiety, or</u></p> <p><u>lasting 4 calendar weeks or more for any other reason.</u></p> |
| <u>Absence trigger</u> | <u>10 days or more of absence over 4 or more episodes in a 12-month rolling period.</u> |

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4.5. Compliance Responsibilities

This policy must be complied with as outlined below and it will be audited regularly with reports going to the appropriate committee.

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5.1. Human Resources (HR)

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- Provide advice, guidance and support to managers and staff on absence management, capability, and other related policies.
- Provide information to managers on absence levels, highlighting issues or patterns which give cause for concern.
- Provide advice on the legal requirements and implications when dealing with sickness absence cases.
- Attend meetings and hearings as requested to provide advice and support.
- Advise on strategies for reducing sickness absence on an individual, departmental and organisational basis.
- Provide training for managers to support the implementation of the Promoting Attendance Policy and Procedure.
- Monthly and quarterly absence reporting and monitoring.

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The successful management of sickness absence depends on the accurate recording and monitoring of absences. The HR department is responsible for providing advice, guidance and support to managers and staff and for auditing the implementation of the policy and procedure. HR is also responsible for maintaining the sickness absence database and notifying individuals on their current and ongoing contractual sick pay position.

5.2. Line Managers

- Maintain accurate records of staff absence within CIPHR.
- Open absence record within the HR database on the same day as being advised of absence (see Appendix C).
- Hold a 'Welcome Back to Work' discussion with staff on the first day back or as soon as practicably possible thereafter (and no longer than 3 working days after return) for every absence and submit the completed 'Welcome Back to Work' form to the Human Resources/HR department (Appendix A).

- Ensure staff close absences within the HR ~~databases~~system upon return to work.
- Seek advice from ~~Human Resources~~HR in relation to referring staff to Occupational Health (OH).
- Complete OH management referrals and meet with staff to discuss OH report once received.
- Progress OH recommendations where reasonable and appropriate.
- Maintain regular contact with staff whilst absent from work, ensuring they are kept informed of organisational changes, particularly those with health, safety, or security implications.
- Implement informal and formal procedures where necessary with advice from the ~~Human Resources~~HR department.
- Ensure that all staff understand and follow the procedures for reporting absence.
- Ensure that all staff are supported and encouraged to attend work.
- Ensure consistent and fair treatment of staff, whilst considering individual circumstances.

5.3. Staff

- Attend work in accordance with the contract of employment, unless unfit to do so.
- Raise any concerns in relation to health which may impact on work so that support mechanisms or adjustments may be considered at an early stage.
- Comply with the sickness absence notification procedures.
- Maintain regular contact with their line manager as agreed whilst absent from work.
- Attend medical referrals/ appointments/ review meetings as required.
- Adhere to safe working practices and procedures and take personal responsibility for own health and wellbeing whilst at work.
- Participate with Occupational Health (OH) treatment, signposting, and referrals, as recommended, to improve health and wellbeing.
- Participate in scheduled Welcome Back to Work discussions upon return to work following absence.
- Close absences within the HR system upon return to work.

6. Occupational Health Services (OHS)

Occupational Health (OH) is a medical service which can be utilised for both physical and mental health conditions to:

- support staff and their managers on how to deal with medical conditions in the workplace
- help to ensure wellbeing in the workplace

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The College engages in a contract with an external OH service to obtain expert medical advice when an employee is absent, returning to work following absence, or suffering from ill-health which is having an impact on them at work.

Following referral, the OH practitioner will carry out an assessment of the employee and report back to the manager to help them to understand what steps they need to take to support the employee.

The service provided by OH includes:

- Providing managers and staff with expert medical advice on health and fitness for work.
- Advising managers and HR on the appropriate course of action to facilitate a timely and sustained return to work for staff, where appropriate.
- Seeking further medical information from GPs and/or specialists where necessary.
- Advising on expected recovery periods and/or return to work dates where possible.
- Making recommendations on ill-health retirement or redeployment on medical grounds as appropriate.
- Providing appropriate management information to HR.
- Adhering to agreed service level agreements (SLAs) and standards.

The OH provider is not a diagnostic service and will not treat medical conditions. Staff requiring treatment or diagnosis should visit their GP and/or specialist.

~~4.1.1. The OHS is responsible for making recommendations and advising the College on health assessments for individuals who are referred to them by the College and, along with HR and the line manager, supporting individuals towards a sustainable return to work. This will include, but not be limited to: recommend suitable adjustments in the work area where recommendations are required; supporting the College when managing the phased return to work of a member of staff following long term absence. The OHS will also provide an input on all case reviews and advise on ill health retirements.~~

~~4.2. •~~

~~4.2.1. OHS has an important role in advising the organisation on system improvements and alterations which may assist in maximising staff attendance both in the short and longer term to avoid recurring absence in the future. In support of the College more widely, OHS also may advise on Health Surveillance, Health and Safety, and VDU / workplace assessments.~~

~~•~~

~~4.3. Line Managers~~

~~4.3.1. Line managers must fulfill their responsibilities with regard to attendance management and be aware of the facilities available to support them. Line managers will also ensure that staff complete online absence records accurately, consistently and timeously as detailed in the associated procedures.~~

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~~4.3.2. Irrespective of the length of absence incurred, line managers are responsible for advising staff of any changes which have occurred during their absence, particularly if these have health, safety or security implications.~~

~~4.4. Staff~~

~~4.4.1. Individual members of staff have a responsibility to comply with the notification requirements outlined in the procedures that support this policy and to keep the line manager informed as to the length of time they expect to be absent. Notification must be at the earliest opportunity. Should the individual's line manager not be available, the next line manager in the management team must be contacted.~~

7. Monitoring

~~Each college policy will be reviewed regularly, and its implementation and effectiveness monitored, and its implementation evaluated.~~ Appropriate procedures for reviewing and monitoring ~~and evaluation~~ are the responsibility of the policy lead officer. These procedures will be subject to audit by the Quality department ~~Unit~~.

~~The following health and well-being performance indicators will be used to monitor implementation~~ of the Promoting Attendance Policy and Procedure:

~~5.1.1. Percentages of short and long-term absence.~~

~~5.1.2. Average number of sick days per employee.~~

~~5.1.3. Number of interventions to aid return to work.~~

~~5.1.4. Percentage of staff on leave for reasons other than sickness.~~

~~5.1.5. Breakdowns of these PI's performance indicators by department.~~

Further breakdown of these performance indicators will be used to identify any emerging patterns on sickness absence and wider organisational performance.

Monitoring of performance indicators will take place at the SMT Committee and Health, Safety & Wellbeing Committee on a quarterly basis in advance of taking to the Board of Management.

~~5.2.~~

7. Review

~~7.1 This policy and procedure will be reviewed on at least a 3 yearly basis, or sooner, to continue to meet College requirements and any legislative changes to ensure currency of content. The College will review the policy bi-annually to ensure currency of content, procedures and any new legislative requirements.~~

7.2. This policy must be complied with as outlined above below and will be audited regularly with reports going to the appropriate committee.

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| Subject/Title: | Terms of Reference |
| Author: [Name and Job title] | Lisa Ross Board Secretary |
| Meeting: | HR Committee |
| Meeting Date: | 23 September 2021 |
| Date Paper prepared: | 15 September 2021 |
| Brief Summary of the paper: | Terms of Reference with suggested amendments. These amendments were discussed during the committee review meeting. |
| Action requested: [Approval, recommendation, discussion, noting] | Discussion and then recommendation for approval by the Board of Management. |

Item 04

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|--|---|--|--|
| Link to Strategy: Please highlight how the paper links to, or assists with:: <input type="checkbox"/> compliance <input type="checkbox"/> partnership services <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan <input type="checkbox"/> new opportunity/change | Governance Compliance | | |
| Resource implications: | Yes / No If yes, please specify: | | |
| Risk implications: | Yes / No If yes, please specify: Operational: Organisational: | | |
| Equality and Diversity implications: | Yes/No If yes, please specify: | | |
| Student Experience Impact: | Yes /No If yes, please specify: | | |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | N/A | | |
| Status – [Confidential/Non confidential] | Non-Confidential | | |
| Freedom of Information Can this paper be included in “open” business* [Yes/No] | Yes | | |
| *If a paper should not be included within “open” business, please highlight below the reason. | | | |
| Its disclosure would substantially prejudice a programme of research (S27) | | Its disclosure would substantially prejudice the effective conduct of public affairs (S30) | |
| Its disclosure would substantially prejudice the commercial interests of any person or organisation (s33) | | Its disclosure would constitute a breach of confident actionable in court (s36) | |
| Its disclosure would constitute a breach of the Data Protection Act (s38) | | Other (Please give further details) | |

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http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

Human Resources Committee Terms of Reference

Membership

Not less than five Board Members, including the Chair and Principal who are members *ex officio*.

Board Members who are employed at the College may not Chair the Committee.

Quorum

Three members of the Committee entitled to vote upon the items before the meeting.

Frequency of Meetings

The Committee shall meet no less than four times each year.

Remit

The Committee has overall responsibility for the direction and oversight of all personnel matters relating to the function of the Board of Management as employer of the College's staff.

The Committee shall oversee the development and auditing of all human resource strategies and work streams and this shall include:

1. Overseeing the Organisation and Professional Development Strategy and Annual Action Plan and monitoring actual performance against KPIs.
2. Overseeing the human resources measures surrounding turnover, absence, diversity and teaching qualifications
3. Ensuring that the College has appropriate succession plans in place for senior management, teaching and support staff
4. Reviewing all Human Resource policies within the College.
5. Overseeing the provision of occupational health support, the provision of legal services and consideration of legal guidance provided to us, the provision of computerised human resources systems and a Job Evaluation system.
6. Monitoring progress with regards Equality, Diversity and Inclusion through our Equality Impact Assessments, our Equality Outcomes and our Mainstreaming Report..
7. Monitoring and ensuring that the College provides appropriate Staff training and development.
8. Ensuring the College has in place an effective Performance Management framework monitored through regular statistical reports to the Committee.
9. Ensuring appropriate arrangements are in place for effective dialogue with trade unions
10. Ensuring that pay and conditions of employment are properly determined and that pension arrangements are monitored
11. Ensuring that the college is operating within all legal requirements relating to employment law and other legislation affecting employment
12. Ensuring appropriate arrangements are in place to provide assurance of the effective and respectful working relations across the EMT and the wider staff body

| | |
|--|---|
| Subject/Title: | Talent Management |
| Author: [Name and Job title] | Nicola Quinn, HR Manager |
| Meeting: | HR Committee |
| Meeting Date: | 23 September 2021 |
| Date Paper prepared: | 15 September 2021 |
| Brief Summary of the paper: | <p>To provide an update to the Committee on:</p> <ul style="list-style-type: none"> - the new approach to to workforce planning currently being developed in conjunction with best practice both within and out with the sector. - the proposed framework which is being developed. |
| Action requested: [Approval, recommendation, discussion, noting] | Noting and discussion. |

Item 05

| | | | |
|---|--|--|---|
| Link to Strategy: Please highlight how the paper links to, or assists with:: <input type="checkbox"/> compliance <input type="checkbox"/> partnership services <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan <input type="checkbox"/> new opportunity/change | | | |
| Resource implications: | Yes / No If yes, please specify: | | |
| Risk implications: | Yes / No If yes, please specify: Operational: Organisational: | | |
| Equality and Diversity implications: | Yes/No If yes, please specify: | | |
| Student Experience Impact: | Yes/No If yes, please specify: | | |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | | | |
| Status – [Confidential/Non confidential] | Confidential. | | |
| Freedom of Information Can this paper be included in “open” business* [Yes/No] | NO. | | |
| *If a paper should not be included within “open” business, please highlight below the reason. | | | |
| Its disclosure would substantially prejudice a programme of research (S27) | | Its disclosure would substantially prejudice the effective conduct of public affairs (S30) | √ |
| Its disclosure would substantially prejudice the commercial interests of any person or organisation (s33) | | Its disclosure would constitute a breach of confident actionable in court (s36) | |
| Its disclosure would constitute a breach of the Data Protection Act (s38) | | Other (Please give further details) | |

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<http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp> and

http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

| | |
|--|---|
| Subject/Title: | National Bargaining |
| Author: [Name and Job title] | Nicola Quinn, HR Manager |
| Meeting: | Human Resources Committee |
| Meeting Date: | 23 September 2021 |
| Date Paper prepared: | 14 September 2021 |
| Brief Summary of the paper: | To report on the latest developments in pay and conditions collective bargaining. |
| Action requested: [Approval, recommendation, discussion, noting] | Noting and discussion. |

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|---|--|--|---|
| Link to Strategy: Please highlight how the paper links to, or assists with:: <input type="checkbox"/> compliance <input type="checkbox"/> partnership services <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan <input type="checkbox"/> new opportunity/change | | | |
| Resource implications: | Yes / No If yes, please specify: | | |
| Risk implications: | Yes / No If yes, please specify: Operational: Organisational: | | |
| Equality and Diversity implications: | Yes/No If yes, please specify: | | |
| Student Experience Impact: | Yes/No If yes, please specify: | | |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | | | |
| Status – [Confidential/Non confidential] | Confidential | | |
| Freedom of Information Can this paper be included in “open” business* [Yes/No] | NO | | |
| *If a paper should not be included within “open” business, please highlight below the reason. | | | |
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| | |
|--|--|
| Subject/Title: | External Support Annual Report |
| Author: [Name and Job title] | Nicola Quinn, HR Manager |
| Meeting: | HR Committee |
| Meeting Date: | 23 September 2021 |
| Date Paper prepared: | 15 September 2021 |
| Brief Summary of the paper: | This report updates the committee regarding the College's Occupational Health Service, Legal Services, the Employee Assistance Provision supplied by AXA PPP and the HR system service provision through CipHR and the wider strategic considerations. |
| Action requested: [Approval, recommendation, discussion, noting] | Discussion. |

Item 08

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|--|--|--|---|
| Link to Strategy: Please highlight how the paper links to, or assists with:: <input type="checkbox"/> compliance <input type="checkbox"/> partnership services <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan <input type="checkbox"/> new opportunity/change | Enhancing Performance. | | |
| Resource implications: | Yes / No If yes, please specify: | | |
| Risk implications: | Yes / No If yes, please specify: Operational: Organisational: | | |
| Equality and Diversity implications: | Yes/No If yes, please specify: | | |
| Student Experience Impact: | Yes/No If yes, please specify: | | |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | | | |
| Status – [Confidential/Non confidential] | Confidential | | |
| Freedom of Information Can this paper be included in “open” business* [Yes/No] | NO | | |
| *If a paper should not be included within “open” business, please highlight below the reason. | | | |
| Its disclosure would substantially prejudice a programme of research (S27) | | Its disclosure would substantially prejudice the effective conduct of public affairs (S30) | √ |
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| | |
|--|--|
| Subject/Title: | Professional Development Update |
| Author: [Name and Job title] | Fiona Gunn, Professional Development Manager |
| Meeting: | HR committee |
| Meeting Date: | 23 September 2021 |
| Date Paper prepared: | 16 September 2021 |
| Brief Summary of the paper: | <p>This paper outlines the Professional Development priorities for academic year 2021-22 including -</p> <ul style="list-style-type: none"> • Registration of lecturers with General Teaching Council Scotland (GTCS) • Implementation of the new Professional Review & Development (PRD) policy and procedures • Learning & Teaching enhancement plans |
| Action requested: [Approval, recommendation, discussion, noting] | Discussion |

Item 09

| | | | |
|--|---|--|--|
| Link to Strategy: Please highlight how the paper links to, or assists with:: <input type="checkbox"/> compliance <input type="checkbox"/> partnership services <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan <input type="checkbox"/> new opportunity/change | Compliance: Mandatory professional registration of lecturers as set out in the National Joint Negotiating Committee circular 03/18. College Enhancement Themes: Enhancement of Learning & Teaching | | |
| Resource implications: | No | | |
| Risk implications: | Yes / No If yes, please specify: Operational: Organisational: | | |
| Equality and Diversity implications: | Yes/No If yes, please specify: | | |
| Student Experience Impact: | Yes/No If yes, please specify: | | |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | | | |
| Status – [Confidential/Non confidential] | Non confidential | | |
| Freedom of Information Can this paper be included in “open” business* [Yes/No] | Yes | | |
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Purpose

This paper outlines the current professional development priorities for academic year 2021-22.

Main body of information

A number of key priorities have been identified for the professional development of Inverness College staff during this academic year. Drivers include compliance with legislation, the ongoing challenges presented by Covid19 and College enhancement themes.

1. Staff wellbeing

Covid19 continues to impact staff and students and staff wellbeing remains an important focus. A successful Staff Conference took place on 28 & 29 June where online sessions explored themes of change and adaptability. On campus events included yoga, mindfulness and active living. Since the start of the new academic year, staff continue to be supported to engage in professional learning on an individual basis within timeframes that are appropriate for them. Wellbeing information is regularly provided to all staff and initiatives such as free online yoga sessions will be continued in this academic year.

2. Registration of lecturers with General Teaching Council Scotland (GTCS)

The requirement for professional registration was set out in the National Joint Negotiating Committee Circular 03/18. GTCS was later selected as the body to administer professional registration.

A UHI partnership framework was developed to enable a joint approach to registration and validation by in-scope colleges. To facilitate registration, colleges are required to provide details of eligible staff to GTCS so they may be invited to register. This work is currently underway at Inverness College as a joint project between the HR and PD teams. To become validated by GTCS, colleges must ensure that they have an appropriate Professional Review & Development (PRD) Policy and Procedures in place. A new PRD system will shortly be implemented for Inverness College staff as part of preparation for validation.

In November 2021 a joint validation event will take place where GTCS will assess evidence provided by the colleges. Managers and members of staff from across the colleges will be invited to panels to discuss their experiences of the PRD process. GTCS will notify the colleges of the outcomes. Revalidation will be required after five years.

3. Implementation of new Professional Development & Review (PRD)

Following the approval of a new Professional Development & Review (PRD) policy in June, a training plan is now underway for all managers. The first phase of the training was provided by the Learning & Teaching Academy at UHI and comprised a 3 hour session on coaching approaches.

The second phase of the training will be provided by the Professional Development and Human Resources teams during September and October. This training will focus on the procedures and guidelines for Inverness College PRDs and how this fits with other relevant policies such as the Performance Improvement policy.

An information briefing on the new PRDs will be circulated to all staff via email on 18 October

and all PRDs taking place after this date will use the new process.

The successful implementation of the new PRD policy at Inverness College will be an important step in establishing a process of regular staff self-evaluation, reflection and development that will be of benefit to all staff and the organisation as a whole.

4. Enhancement of Learning & Teaching

In line with the College Enhancement Themes for 2021-22, there will be a focus on the professional development of lecturers. This will include taking a cohesive approach to the various strands of lecturer development, including the Learning & Teaching Induction programme, the delivery of the PDA *Teaching in Scotland's Colleges*, the TQFE programme and the UHI Learning & Teaching Review programme. The development of research active staff will also be a key priority and initiatives such as the Research and Scholarship Scheme will be promoted and supported.

Supporting the delivery of online learning remains key to the student experience and the Professional Development team continue to provide regular training sessions and support for lecturers on various aspects of Brightspace and online pedagogy.

5. Leadership training programme

Planning is in the early stages for a programme of leadership training based on distributed leadership. This theme was introduced during Staff Conference and will be further developed through a series of workshops and events for staff.

Conclusion

The three members of the Professional Development team work very closely with colleagues across all Curriculum and Professional Services teams to identify their development needs and provide a wide range of relevant learning opportunities so they can meet the changing needs of our students and communities.

| | |
|--|--|
| Subject/Title: | Human Resources Report Quarter 4 2020-21 |
| Authors: [Name and Job title] | Claire Fraser, HR Business Partner Nicola Quinn, Human Resources Manager |
| Meeting: | Human Resources Committee |
| Meeting Date: | 23 September 2021 |
| Date Paper prepared: | 02 August 2021 |
| Brief Summary of the paper: | This report presents qualitative analysis of key HR measures surrounding turnover and absence. |
| Action requested: [Approval, recommendation, discussion, noting] | Discussion. |
| Link to Strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change | Enhancing Performance. |
| Resource implications: | No If yes, please specify: |
| Risk implications: | Yes / No If yes, please specify: Operational: Organisational: |
| Equality and Diversity implications: | Yes/No If yes, please specify: |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | EMT |

Item 10

| | | | |
|---|------------------|--|--|
| Status – [Confidential/Non confidential] | Non-confidential | | |
| Freedom of Information Can this paper be included in “open” business* [Yes/No] | | | |
| *If a paper should not be included within “open” business, please highlight below the reason. | | | |
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| Its disclosure would constitute a breach of the Data Protection Act (S38) | | Other (please give further details) | |
| For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.) | | | |

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http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

Human Resources Report Quarter 4 2020-21**Executive summary**

The Human Resources Committee is asked to discuss the report.

Background information

This report presents quantitative and qualitative analysis of key HR measures surrounding FTE, turnover and absence.

Main body of information**1. Turnover**

Staff turnover for core staff only (excluding fixed-term contracts) in Q4 2020/21 was 4.2%, an increase of 2.3% compared with the previous quarter (1.9% in Q3 2020/21) and a 3.2% increase when compared with Q4 in 2019/20 (1.0%).

Total staff turnover, including fixed-term contracts coming to an end in Q4 2020/21, was 5.6%, a 3.3% increase from the previous quarter (2.3% in Q3 2020/21) and a 3% increase compared with Q4 in 2019-20 (2.6%).

2. Headcount and FTE

In Q4 2020/21, average headcount was 391; 378 being permanent employees, and 13 being on fixed-term contracts. Of these fixed-term contracts, 1 began in Q4.

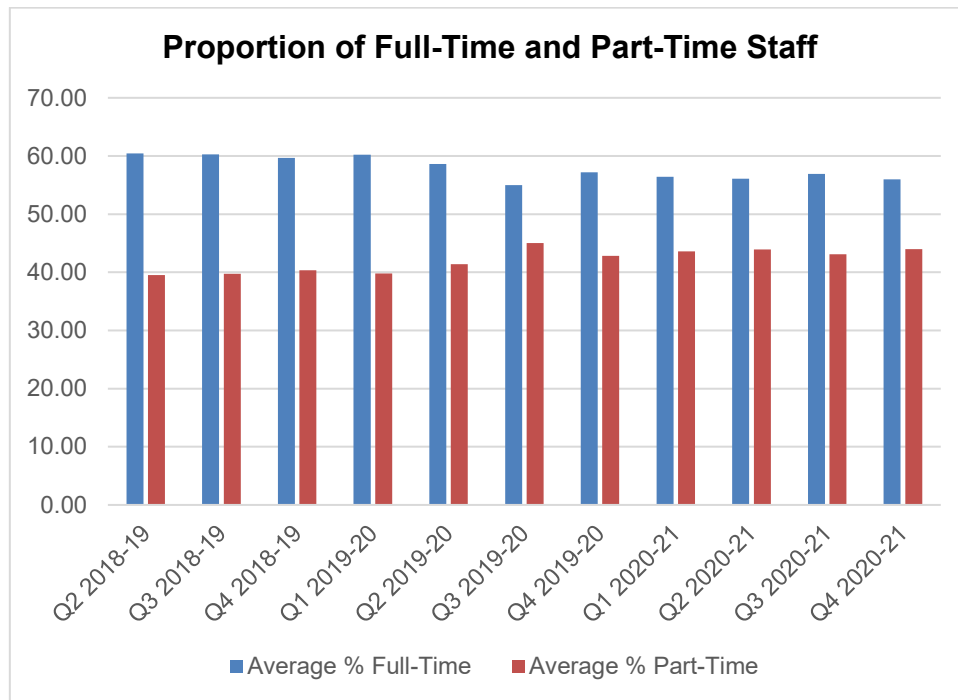
Of the fixed-term contracts remaining at the end of Q4 2020/21, contract end dates are as follows:

| Quarter FTC ending | FTE | Headcount |
|---------------------------|-------------|------------------|
| 2020-21 Q1 | 1.50 | 2 |
| 2021-22 Q2 | 1.20 | 2 |
| 2021-22 Q3 | 0.55 | 1 |
| 2021-22 Q4 | 1.65 | 2 |
| 2022-23 Q3 | 1.00 | 1 |
| 2022-23 Q4 | 1.74 | 2 |
| 2023-24 Q2 | 0.60 | 1 |
| Total | 8.24 | 11 |

Item 10

In Q4 2020/21, average FTE was 319.05, 308.97 being permanent and 10.08 being fixed-term employees. In comparison to Q3 2020/21, this is a decrease of 3.25FTE, 2.40 being permanent and 0.85 being fixed-term employees.

The proportion of full-time staff in Q4 2020/21 was 56% compared to 44% part-time which is comparable to previous quarters:



Summary of actual supply FTE in Q4 2020/21 has increased compared with previous quarters as shown in the table below:

| (QTR ACTUALS) | Q4 2020/21 | Q3 2020/21 | Q2 2020/21 | Q1 2020/21 | Q4 2019/20 | Q3 2019/20 |
|---------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Supply Teaching - Planned Activity | 2.4 | 4.4 | 3.2 | 1.5 | 4.5 | 6.8 |
| Supply Teaching - Sickness Cover | 0.5 | 0.7 | 0.3 | 0.0 | 0.1 | 0 |
| Supply Professional Services | 1.0 | 0.9 | 0.7 | 1.2 | 1.0 | 1.5 |
| Supply Assessors | 0.4 | 0.5 | 0.3 | 0.5 | 1.1 | 1.2 |
| Total | 4.3 | 6.5 | 4.5 | 3.2 | 6.7 | 9.5 |

Item 10

Summary of teaching staff FTE and contract type in Q4 2020/21 compared with previous quarters, including Tertiary Education Managers (Heads of School and Depute Heads of School):

| Average FTE (Academic) | Q4 2020/21 | Q3 2020/21 | Q2 2020/21 | Q1 2020/21 | Q4 2019/20 | Q3 2019/20 | Q2 2019/20 |
|---------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Permanent Teaching Staff (Management) | 13.5 | 13 | 13 | 13 | 13 | 13 | 13 |
| Permanent Teaching Staff | 136.6 | 136.7 | 138.0 | 142.2 | 145.4 | 145.6 | 145.7 |
| Fixed-Term Teaching Staff | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Total | 150.1 | 149.7 | 151.0 | 155.2 | 158.4 | 158.6 | 158.7 |

Summary of professional services (PS) staff FTE and contract type in in Q4 2020/21 compared with previous quarters:

| Average FTE (Support) | Q4 2020/21 | Q3 2020/21 | Q2 2020/21 | Q1 2020/21 | Q4 2019/20 | Q3 2019/20 | Q2 2019/20 |
|---------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Permanent PS Staff (Management) | 11.5 | 13.05 | 13.05 | 12.8 | 13.5 | 13.8 | 14.4 |
| Permanent PS Staff | 132.9 | 134.8 | 135.2 | 142.3 | 144.9 | 145.9 | 144.6 |
| Fixed-Term PS Staff | 10.8 | 10.9 | 12.0 | 15.4 | 18.4 | 20.0 | 18.4 |
| Permanent Assessors | 14.2 | 13.8 | 13.8 | 13.8 | 14.2 | 10.5 | 10.9 |
| Fixed-Term Assessors | 0 | 0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Total | 169.4 | 172.6 | 175.05 | 185.3 | 192.0 | 191.2 | 189.3 |

3. Leavers

As per the authority granted by the SFC, the scheme remained open to all staff until 31 March 2021 for the College to identify and deliver further efficiencies particularly in a post Covid and Brexit environment. The VS Scheme was time limited and the final date of employment for all successful applicants had to be prior to 01 July 2021. This contributed to the increased turnover in Q4 when compared with previous quarters.

Item 10

There were 22 leavers in Q4 2020/21: 6 End of Fixed-Term Contracts, 3 Resignations, 12 Voluntary Severance and 1 Death in Service.

| Job Classification Description | Headcount | Total FTE | Reason for leaving |
|--|-----------|-------------|---|
| Professional Services Staff Established Position | 4 | 3.0 | 2 x Resignations 2 x Vol. Severance |
| Professional Services Staff Non-Established Position | 6 | 4.5 | 6 x End of FTC |
| Professional Services Staff Term Time Only Established | 5 | 3 | 5 x Vol. Severance |
| Teaching Staff Established Position | 4 | 3.4 | 1 x Resignation 2 x Vol. Severance 1 x Death in Service |
| Professional Services Management - EMT Established | 3 | 3 | 3 x Vol. Severance |
| Total | 22 | 16.9 | |

Of the 3 resignations: 2 individuals moved to alternative organisations and 1 was from an individual who wishes to focus on her art.

The resignations were from the following departments: Core Skills, Student Services and Student Engagement within the Quality team.

Of the 12 departures under the VSS, 3 were from SMT, 6 were from the Early Learning & Childcare Centre (ELCC), 1 was from Front of House and Administration Services, 1 was from Social Science and 1 was from Professional Cookery.

2 backfills have been approved thus far totalling 1.2 FTE. This will represent an overall reduction of 15.7 FTE in 2020-21.

4. Starters

There were 5 starters in Q4 2020/21 as outlined in the table below:

| Job Classification Description | No. of Starters | Total FTE |
|--|-----------------|------------|
| Professional Services Staff Established Position | 4 | 3.5 |
| Professional Services Staff TTO Non-Established Position | 1 | 1.0 |
| Total | 5 | 4.5 |

Item 10

Of the 4 **permanent** contracts appointed 1 were backfill for a Personal Development Advisor. The Estates & Campus Services Officer, Assessor/Trainer – Carpentry & Joinery and HR Business Partner were all new posts.

The 1 **fixed-term** contract appointed in Q4 was for a Quality Manager to backfill the substantive role holder who has commenced a 2-year secondment with UHI Executive Office.

5. Staff Changes

In Q4 2020/21, 2 members of staff received temporary promotion to cover staff shortages in the Construction & the Built Environment team until a new Head of Department is recruited.

There were 3 job changes, 1 was for an individual “At Risk” (ELCC) who transferred to a new post as Receptionist, 1 became Administration Operations Manager and 1 became PA to the Principal and Chief Executive.

Following the annual Supply to Permanency review as per the NJNC circular 01/18, 6 members of supply teaching staff attained permanency totalling 2.2FTE.

5 flexible working requests came into effect in Q4 2020/21 totalling a reduction of 1.11 FTE.

6. Other staff savings – furlough

Due to the ongoing coronavirus pandemic, 16 staff remained on flexible furlough leave until 31 July 2021 as follows:

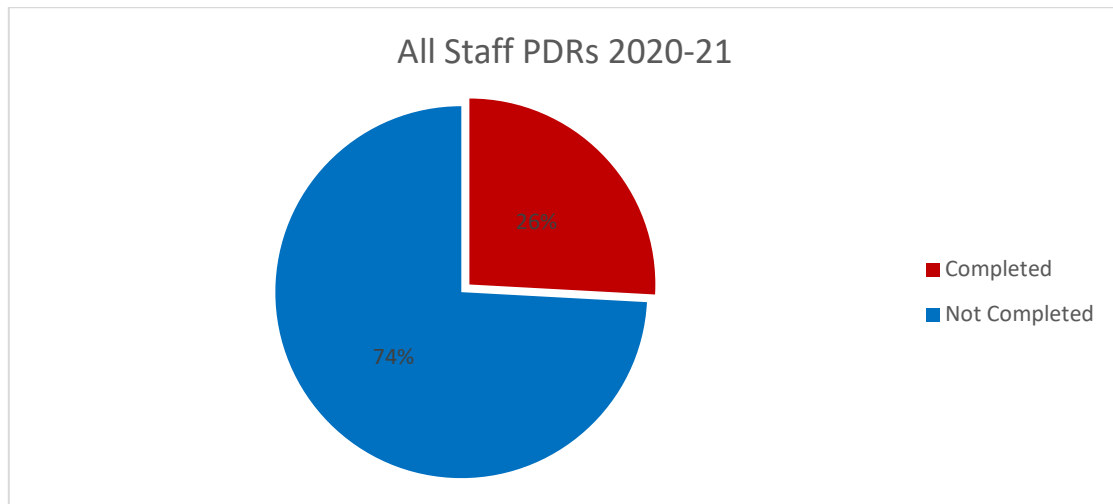
| Department | May | June | July |
|------------------------|-----|------|------|
| Hospitality (14.4 FTE) | 16 | 14 | 16 |
| Total Headcount | 16 | 14 | 16 |

This represents monthly savings as follows:

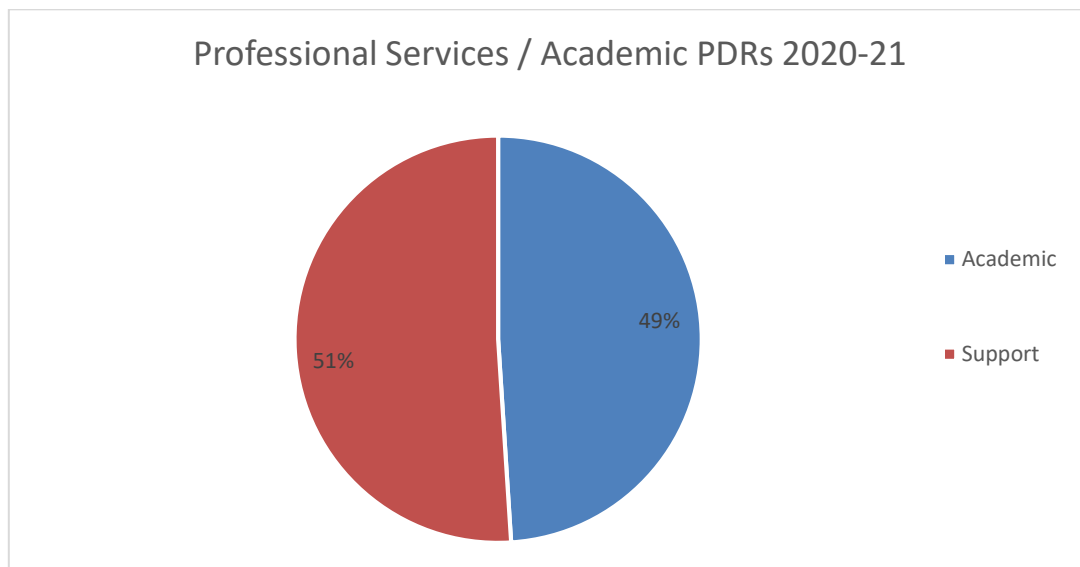
| Month 2020/21 | Saving |
|---------------|-------------------|
| May | £8,617.62 |
| June | £8,408.62 |
| July | £13,105.68 |
| Total | £30,131.92 |

7. Performance & Development Reviews (PDRs)

Managers have reported having completed 26% of PDRs for academic year 2020/21. This data tracks only those PDRs which have been uploaded to CIPHR.



Of those completed, 49% represent those undertaken with professional services staff and 51% by academic staff.



There are 17 Managers areas with PDR's recorded on CIPHR.

The Hospitality manager reported that 3 written individual PDRs have been held with the Head Chef and Food & Beverage Supervisors to agree department objectives which are being reviewed weekly. The others have not been completed due to the team being furloughed. However, all Food Service Assistants & Chefs have training objectives agreed which are either underway or complete.

Item 10

The new PRD policy and procedure were approved by the Board of Management in June, following consultation and the usual scrutiny process. Guidelines for Managers and Reviewees have also been developed (although these will require some minor changes).

A new PRD form has now been developed for lecturers with a similar form for professional services staff due shortly.

As part of the implementation of the new PRD policy, a training plan was developed for managers.

The first phase of the training was provided by UHI and comprised a 3-hour session on coaching. Those who were able to attend will have also received a toolkit with information on a variety of coaching approaches, which is also attached.

The second phase of the training will be provided by the Professional Development and Human Resources teams. This training will include a brief overview of the UHI coaching training, but the main focus will be the procedures and guidelines for Inverness College PRDs, including their relation to GTCS requirements. The training will be mandatory for all Tertiary Education and Professional Services and dates have been confirmed for end September/early October.

8. Absence

Sickness absence in Q4 2020/21 totalled 295 days, equivalent to 1.4%.

This is a 1% decrease from Q3 2020/21 (2.4%).

| Absence Reason | | Days lost | | Days lost | | Days lost |
|---------------------------|----------|-----------|----------|-----------|----------|-----------|
| Back Pain | Q4 20/21 | 38 | Q3 20/21 | 2 | Q2 20/21 | 3 |
| Bacteriological Infection | Q4 20/21 | | Q3 20/21 | | Q2 20/21 | 19 |
| Bereavement | Q4 20/21 | 22 | Q3 20/21 | | Q2 20/21 | 4 |
| Cardiac/Circulation | Q4 20/21 | | Q3 20/21 | 2 | Q2 20/21 | 45 |
| Cold/Flu | Q4 20/21 | 4 | Q3 20/21 | 1 | Q2 20/21 | 1.5 |
| Debility | Q4 20/21 | | Q3 20/21 | | Q2 20/21 | |
| Dental | Q4 20/21 | | Q3 20/21 | | Q2 20/21 | 1 |
| Diabetes | Q4 20/21 | | Q3 20/21 | | Q2 20/21 | |
| Digestive System | Q4 20/21 | | Q3 20/21 | | Q2 20/21 | 3 |
| Eye Problems | Q4 20/21 | | Q3 20/21 | 2 | Q2 20/21 | |
| Food Poisoning | Q4 20/21 | 1 | Q3 20/21 | | Q2 20/21 | |
| Gastrointestinal | Q4 20/21 | 1 | Q3 20/21 | 1 | Q2 20/21 | |
| Genitourinary | Q4 20/21 | 1 | Q3 20/21 | 6 | Q2 20/21 | 8 |
| Gynaecological | Q4 20/21 | 1 | Q3 20/21 | 1 | Q2 20/21 | |
| Headaches/Migraine | Q4 20/21 | 1.5 | Q3 20/21 | 7 | Q2 20/21 | 8.5 |
| Injury | Q4 20/21 | 2 | Q3 20/21 | 1 | Q2 20/21 | 56 |
| Mental Health | Q4 20/21 | 12 | Q3 20/21 | 68 | Q2 20/21 | 76 |
| Minor Illness | Q4 20/21 | 2 | Q3 20/21 | 4 | Q2 20/21 | 9 |
| Multiple Sclerosis | Q4 20/21 | | Q3 20/21 | | Q2 20/21 | |
| Musculoskeletal | Q4 20/21 | 2.5 | Q3 20/21 | 3 | Q2 20/21 | 1 |
| Neurological | Q4 20/21 | 66 | Q3 20/21 | 66.5 | Q2 20/21 | 59 |
| Oncological | Q4 20/21 | | Q3 20/21 | | Q2 20/21 | |
| Phased return to work | Q4 20/21 | | Q3 20/21 | | Q2 20/21 | |

Item 10

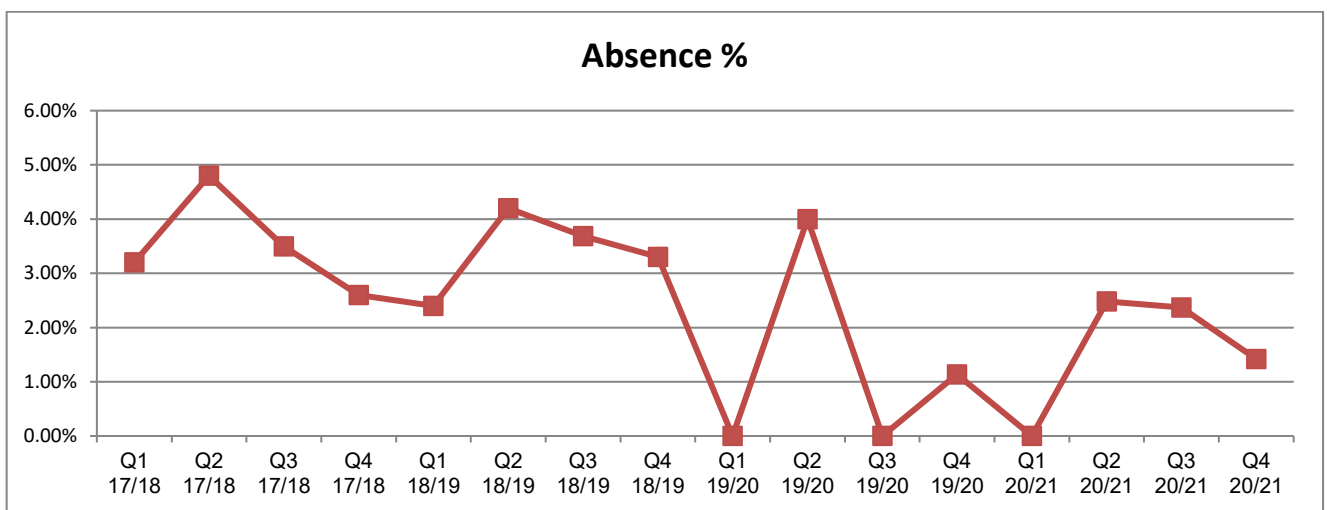
| | | | | | | |
|------------------------------------|----------|-----|----------|-------|----------|-----|
| Pregnancy Related | Q4 20/21 | | Q3 20/21 | | Q2 20/21 | 9 |
| Respiratory | Q4 20/21 | | Q3 20/21 | 7 | Q2 20/21 | |
| Stress at Work* | Q4 20/21 | 80 | Q3 20/21 | 177.5 | Q2 20/21 | 83 |
| Stress/Anxiety | Q4 20/21 | 2 | Q3 20/21 | 84 | Q2 20/21 | 64 |
| Surgical | Q4 20/21 | 34 | Q3 20/21 | 30 | Q2 20/21 | 66 |
| Viral infection | Q4 20/21 | 8 | Q3 20/21 | | Q2 20/21 | 12 |
| COVID-19 (positive test) | Q4 20/21 | | Q3 20/21 | 10 | Q2 20/21 | 20 |
| Self-Isolation (Covid-19) | Q4 20/21 | 13 | Q3 20/21 | 12 | Q2 20/21 | 23 |
| Vaccination Side Effect - COVID-19 | Q4 20/21 | 17 | Q3 20/21 | 8 | Q2 20/21 | |
| Long term absence | Q4 20/21 | 187 | Q3 20/21 | 344 | Q2 20/21 | 388 |
| Short term absence | Q4 20/21 | 146 | Q3 20/21 | 151 | Q2 20/21 | 160 |

*From Q2 2020/21 Stress/Anxiety has been split and a new line added for Stress at Work.

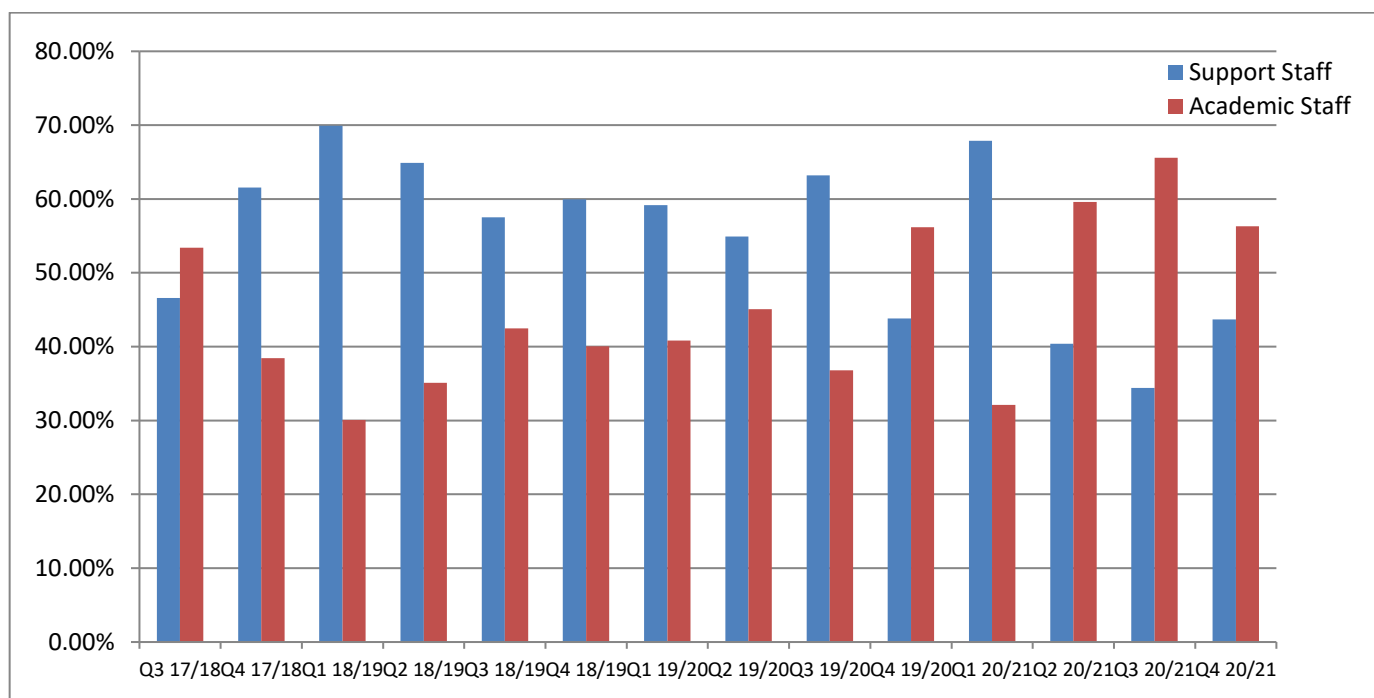
In Q4 2020/21, 43.7% of absence was attributable to professional services staff and 56.3% to academic staff. In comparison to Q4 2019/2020, this is a decrease of 0.1% for professional services staff absence and an increase of 0.1% for academic staff.

Management referrals to Occupational Health (NHS Highland) numbered 5 in Q4 2020/21, relating to employees with long-term sickness absence or ongoing medical conditions and reasonable adjustments in relation to COVID-19 restrictions.

% Absence



Sickness Absence (Professional Services/Academic)



The College's Promoting Attendance Policy defines long term sickness absence as sickness absence for 13 or more consecutive days in relation to stress/anxiety or, for any other condition, 28 days or more (4 weeks).

In Q4 2020/21, out of 4 staff who were long-term absent; 2 were due to stress at work; and 1 each due to back pain and neurological. 2 of those staff have since returned to work and 2 remain absent and under the care of Occupational Health.

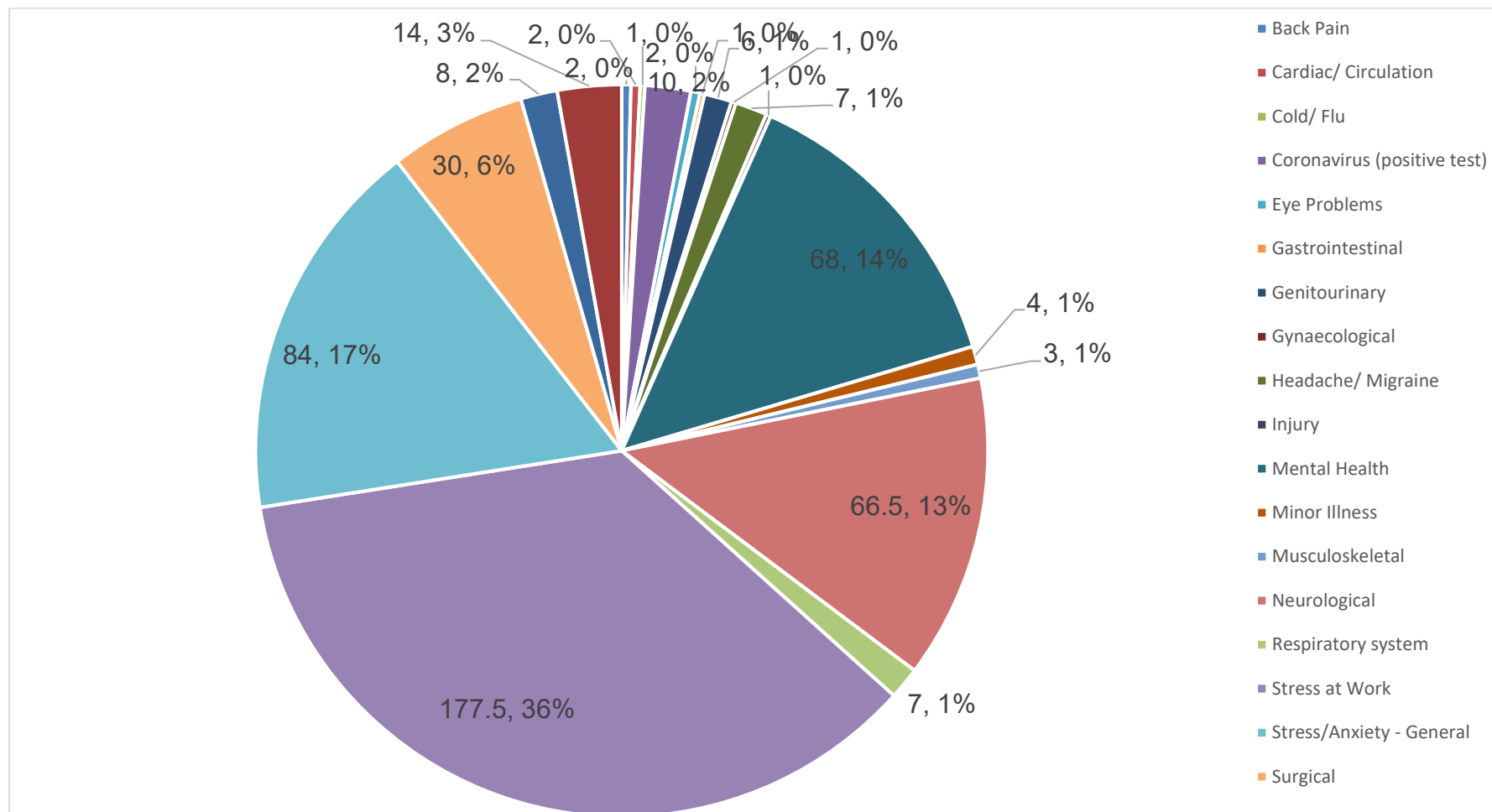
The most common reason for absence in Q4 2020/21, based upon total number of episodes, was for Vaccination side Effects – COVID 19 with 10 episodes, with a total of 17 days lost (5.8% of total absence and 10 individuals). The second most common reason was for viral infection with 5 episodes, with a total of 8 days lost (2.7% of total absence and 5 individuals).

Stress at Work accounted for the greatest proportion of absence in Q4 2020/21, constituting 27.1% of total absence (3 individuals). The second greatest proportion of absence in Q4 2020/21 was attributable to neurological (22.4% and 2 individuals); followed by back pain (12.9% and 1 individual).

Since restrictions were put in place to control the spread of the COVID-19 virus on 23 March 2020, 0 individuals in Q4 2020/21 were recorded as being absent due to COVID-19. In Q4 2020/21, 10 members of staff were recorded as having side effects from the COVID-19 vaccination and 3 other members of staff self-isolated during Q4 2020/21 following direction by NHS Test & Protect Scotland.

In Q4 2020/21, the College buildings continued to be open on a restricted, pre-authorised basis, where deemed essential. The COVID Response team continue to work within the guidance set by the Scottish Government.

Item 10



| | |
|--|--|
| Subject/Title: | ELCC Update |
| Author: [Name and Job title] | Georgina Parker Assistant Principal, Operations & External Relations |
| Meeting: | HR Committee |
| Meeting Date: | 23 September 2021 |
| Date Paper prepared: | 16 September 2021 |
| Brief Summary of the paper: | This paper provides an update regarding the closure of the Early Learning and Childcare Centre, particularly in relation to staff. |
| Action requested: [Approval, recommendation, discussion, noting] | Noting. |

Item 11

| | | | |
|--|--|--|--|
| Link to Strategy: Please highlight how the paper links to, or assists with:: <input type="checkbox"/> compliance <input type="checkbox"/> partnership services <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan <input type="checkbox"/> new opportunity/change | | | |
| Resource implications: | Yes / No If yes, please specify: | | |
| Risk implications: | Yes / No If yes, please specify: Operational: Organisational: | | |
| Equality and Diversity implications: | Yes/No If yes, please specify: | | |
| Student Experience Impact: | Yes/No If yes, please specify: | | |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | | | |
| Status – [Confidential/Non confidential] | Confidential | | |
| Freedom of Information Can this paper be included in “open” business* [Yes/No] | No | | |
| *If a paper should not be included within “open” business, please highlight below the reason. | | | |
| Its disclosure would substantially prejudice a programme of research (S27) | | Its disclosure would substantially prejudice the effective conduct of public affairs (S30) | |
| Its disclosure would substantially prejudice the commercial interests of any person or organisation (s33) | | Its disclosure would constitute a breach of confident actionable in court (s36) | |
| Its disclosure would constitute a breach of the Data Protection Act (s38) | | Other (Please give further details) | |

Further guidance on application of the exclusions from Freedom of Information legislation is available via

<http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp> and

http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

| | |
|--|---|
| Subject/Title: | Public Sector Equality Report |
| Author: [Name and Job title] | Lindsay Snodgrass, Assistant Principal – Student Experience and Quality Nicola Quinn, HR Manager |
| Meeting: | HR Committee |
| Meeting Date: | 23 September 2021 |
| Date Paper prepared: | 16 September 2021 |
| Brief Summary of the paper: | The HR Committee are asked to note and discuss the attached Public Sector Equality Report. |
| Action requested: [Approval, recommendation, discussion, noting] | Noting and discussion. |

Item 13

| | | | |
|--|--|--|--|
| Link to Strategy: Please highlight how the paper links to, or assists with:: <input type="checkbox"/> compliance <input type="checkbox"/> partnership services <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan <input type="checkbox"/> new opportunity/change | Strategic Purpose and Vision | | |
| Resource implications: | Yes / No If yes, please specify: | | |
| Risk implications: | Yes / No If yes, please specify: Operational: Organisational: | | |
| Equality and Diversity implications: | Yes/No If yes, please specify: | | |
| Student Experience Impact: | Yes/No If yes, please specify: | | |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | | | |
| Status – [Confidential/Non confidential] | Non-Confidential | | |
| Freedom of Information Can this paper be included in “open” business* [Yes/No] | | | |
| *If a paper should not be included within “open” business, please highlight below the reason. | | | |
| Its disclosure would substantially prejudice a programme of research (S27) | | Its disclosure would substantially prejudice the effective conduct of public affairs (S30) | |
| Its disclosure would substantially prejudice the commercial interests of any person or organisation (s33) | | Its disclosure would constitute a breach of confident actionable in court (s36) | |
| Its disclosure would constitute a breach of the Data Protection Act (s38) | | Other (Please give further details) | |

Further guidance on application of the exclusions from Freedom of Information legislation is available via

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http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

Public Sector Equality Report

Equality and Diversity in the public sector are underpinned by a mandatory legal framework, 'The Public Sector Equality Duties' (PSED) extending to an institutions relationship with both staff and students. The Equality Act 2010 and the accompanying Scottish specific duties apply to Inverness College UHI.

From April 2013, the Equality Act's PSED requires all publicly funded bodies to publish 4-yearly 'equality outcomes' and 'mainstreaming' reports, and to publish 2-yearly annual employee and pay-gap data. The university and each Academic Partner were required to publish reports on 30 April 2021 covering activity since 2017's outcomes; gathering /analysing data and setting new outcomes for 2021-25.

Areas of focus include: governance; stakeholder engagement; data; student engagement; staffing & staff development, setting out specific activity for each of these areas.

As advised at the HR Committee, we were late to publish our equality report due to Covid-19 and the cyber incident and a holding statement was uploaded to our website. Our PSED report (see attached) was uploaded to our website on 28 June 2021.

Our 2021-2025 Strategic Plan remains under development due to the pandemic but will embody these themes and set out our ambitions for how the College will develop during the next 5 years. It will also set out how we intend to contribute to the realisation of the University of the Highlands and Islands' 2021- 2025 Strategic Plan and its Daring to be Different approach.

Our plan will continue to be underpinned by the principles of providing access to a high-quality educational experience for students which provides tailored support to meet the needs of individuals in the context of a positive declaration environment. For our staff, we will continue to provide a supportive workplace which encourages staff to develop to their full potential with our support.

Our approach to Equalities underpins and guides all we do and provides an umbrella under which every aspect of the student and staff journey is encompassed. We believe that leadership is a shared responsibility and empower our staff to work together and in partnership with our students to meet their aspirations.



Equalities Report

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1.0 Introduction and Context

Inverness College UHI is one of the largest partners of the University of the Highlands and Islands, a partnership of 13 colleges and research institutions covering the largest geographical areas of any campus-based college or university in the UK. We also represent Scotland's largest student population, with around 37,000 students studying with the University of the Highlands and Islands partnership every year (approximately 25% higher education and 75% further education).

At Inverness College UHI, approximately 5000 students were enrolled in 2020/21. Inverness College UHI is located at Inverness Campus, a growing hub for research, innovation and enterprise set within its own 215-acre site. Inverness College UHI also has a second campus for its Scottish School of Forestry, based in Balloch, five miles from Inverness Campus.

We are different from your traditional college or university. We are locally based but regional in structure to support our dispersed, geographic populations, with national and international reach. We provide an integrated tertiary system – the complete learning journey, available to all, at any stage of their training and development. This means we deliver a range of programmes spanning SCQF level 1 to 12, including:

- Senior phase programmes including National 5s and Highers
- Further education programmes
- Foundation, Modern and Graduate Apprenticeships
- Undergraduate higher education programmes
- Postgraduate higher education programmes
- Postgraduate research degrees
- Continuous professional development short courses

Our programmes are designed like building blocks so people can create their own unique learner journey and chose the path that best suits them. Our students get credit for prior learning and experience, can enter at a level which suits their abilities, progress from one programme to the next, and then exit with a qualification when the time is right for them.

Through an innovative approach to learning, including our use of online learning technologies and face to face teaching, we offer flexibility to study face to face, through our recognised blended learning approach, or online entirely, with full-time and part-time options.

We have been delivering a personalised experience to our students for over 20 years, where small class sizes support learning and dedicated, friendly staff, are with students every step of their journey to provide the support they need to succeed in whatever they want to achieve. Students are at the heart of everything we do, and we listen to our students so we can deliver the very best experience.

Access and inclusion are at the core of our mission – we provide access to all levels of education and progression opportunities to students from all backgrounds and experiences, as well as people living in some of Scotland's most remote regions. We are widening access for the most vulnerable, including students with learning disabilities, from deprived backgrounds, carers and care experienced, to making studying at college or university a realistic choice.

Our commitment to equal opportunities runs right through our organisation, from recruitment,

selection, and promotion procedures to support, learning and teaching. We work hard to cultivate an environment free from discrimination, harassment, and victimisation, where everyone can achieve their full potential regardless of gender, sexual orientation, and marital status; race, colour, nationality; hours of work; religious or political beliefs; disability or age.

Our mission – made even more important by the COVID-19 pandemic – is to have a transformational impact on the prospect of our region, its economy, its people, and communities.

We are embedded in our communities and work closely with employers, industry sectors and partners to inform our academic excellence, vocational training, research and innovation and ensure it supports the social, cultural and economic needs of our region and its ambitions for growth. We value these qualities equally and seek to blur the boundaries to provide a valued experience that properly equips our students with the skills, qualifications, and confidence to thrive in the ever-changing workplace.

Our Values and Culture

We aim to develop behaviours which create an Ambitious, Bold and Creative culture:

- **Ambitious:** Through teamwork and partnership, we have a desire and determination to collectively succeed
- **Bold:** We have passion and courage to say what we say we will do and exceed expectations.
- **Creative:** We use our collective expertise and imagination to create new things and continuously improve.

Our values define who we are, our expectations of ourselves and of each other. They describe how we interact with one another and how we interact with our students and partners. The values that underpin our behaviour and culture are:

- **Respect:** We will operate in an environment of mutual respect, behaving professionally at all times.
- **Integrity:** We will act with integrity, being honest and transparent in our work and putting the interests of our students first; will be open in our dealings with each other.
- **Accountability:** We will be accountable for our actions, do what we say we will do and exceed expectations.
- **Passion:** We will be passionate in our work and in our ambition for our students, our college, and our university.

Strategic Plan

Our 2021-2025 Strategic Plan remains under development due to the pandemic but will embody these themes and set out our ambitions for how the College will develop during the next 5 years. It will also set out how we intend to contribute to the realisation of the University of the Highlands and Islands' 2021- 2025 Strategic Plan and its *Daring to be Different* approach.

Our plan will continue to be underpinned by the principles of providing access to a high-quality educational experience for students which provides tailored support to meet the needs of

individuals in the context of a positive declaration environment. For our staff, we will continue to provide a supportive workplace which encourages staff to develop to their full potential with our support.

Our approach to Equalities underpins and guides all we do and provides an umbrella under which every aspect of the student and staff journey is encompassed. We believe that leadership is a shared responsibility and empower our staff to work together and in partnership with our students to meet their aspirations.

As a college we are cognisant that an individual's circumstances – where they live, their gender, their support needs, their family's circumstances and their protected characteristics – may still have a disproportionate impact on their chances of success. As a college we are keen to do all we can to ensure that there is *equity in opportunity* for individuals. We recognise that we can work with students to identify and remove barriers to progression and put in place any additional support we can to ensure there is an *equity in outcome* for individuals, so their circumstances do not unfairly disadvantage them. We have gathered data on our 20 per cent most deprived postcodes and have recently narrowed this to look at 10 per cent most deprived. To supplement this, we have also started to use the Socio-Economic Performance (SEP) Index and the 8-Fold Rurality Index which we have linked to our Equalities data on our Enrolment Dashboard.

Our improvement agenda around access and inclusion focuses our action around the three core aims as identified in *Delivering Equity and Excellence in Scottish Education* –

- Closing the attainment gap
- Ensuring we have a responsive curriculum
- Empowering our communities

While our collective focus is on student experience and success, we also recognise the importance and impact on our students and staff of promoting equality and diversity in our organisational and professional development practices.

In 2014 we were awarded the Investors in Young People Award, the first college in Scotland to have achieved the award recognising our commitment to the development of our young workforce. We have continued with our ground-breaking approach to supporting our students, particularly those who face the greatest challenges, and were the first college in Scotland to achieve the Going Further Award for our work to support student carers. We have also been one of the only Universities in Scotland to be part of the Healthy University network which has underpinned our institutional approach to mental health.

In recognition of the staffs' commitment and the college's development of an environment that encourages staff to reach their full potential, in 2017 the college was awarded Investors in People Gold. This accolade is awarded to the top 15% of Investors in People accredited employers and reflects the excellence in employment and people management practices. The college will continue to utilise national recognised quality frameworks to ensure that we continue to improve.

2.0 Highlands and Islands Regional Tertiary Outcome Agreement

Inverness College UHI is one of the largest partners in the University of the Highlands and Islands (UHI). We are the only University in the Highlands and Islands and the first tertiary institution in Scotland providing access to a range of programmes at all levels. The tertiary nature of our provision and the student focused approach of each partner gives us an opportunity to offer access to education for all, regardless of background and previous educational attainment.

While this report is specific to Inverness College UHI, we have a regional approach to developing and reporting our equalities work, taking account of the equalities activities across the partnership and bringing this together at a university level.

Regional, University wide themes include:

- Leadership, governance and management outcome: Inequalities affecting those with protected characteristics reduced and eliminated through the embedding of equality and diversity in the university's leadership, governance and management structure and processes.
- Stakeholder engagement outcome: Needs are better understood because the university takes reasonable steps to involve people who share a relevant protected characteristic and anyone who appears to the university to represent the interests of those people.
- Data and disclosure outcome: The most pressing equality challenges affecting those with protected characteristics identified and addressed through the gathering and analysis of comprehensive, robust evidence.
- Student outcome: there is parity of outcome and consistency of experience for all students whatever their background.
- Staff development outcome: Staff understand and act on their responsibilities to advance equality and foster good relations between all equality groups.
- Staffing outcome: Equivalence for staff supported through consensus building and agreement on partnership-wide policies relating to staffing and staff development and through initiative aimed at developing shared understanding of roles and responsibilities.

Legislative Context

The Equality Act 2010 harmonised and replaced previous public sector equalities duties in Scotland (Race Equality Duty 2002, Disability Equality Duty 2006 and the Gender Equality Duty 2007). The Public Sector Equality Duty (April 2011) states that public authorities in Scotland must take steps to ensure they are positively contributing to a more equal society by advancing equality and making things fairer for certain groups of people.

These steps, in the form of equality outcomes, must be reported to Scottish Government at least every two years. The Act covers specific groups of people with recognised protected characteristics, defined within the legislation as:

- age
- disability
- gender
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sexual orientation
- marriage and civil partnership

As an employer, education provider and public service provider, Inverness College UHI is subject to, and welcomes, the requirements of the Public Sector Equality Duty 2011.

The public sector equality duty as set out in the Act, is referred to as the “general equality duty”. It requires us to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct
- advance equality of opportunity between people from protected characteristic groups
- foster good relationships between all people, whether they share a protected characteristic or not

Advancing equality of opportunity involves having:

- due regard to the need to remove or minimise disadvantage suffered by people due to their protected characteristics and
- take steps to meet the needs of people with these characteristics where they are different from the needs of others
- encourage people from these groups to participate in public life, or in activities where their participation is disproportionately low

The specific duties of the Act require us to:

- report on mainstreaming the equality duty
- publish equality outcomes and report progress
- assess and review policies and practices
- gather and use employee information
- publish gender pay gap information
- publish statements on equal pay

- consider award criteria and conditions in relation to public procurement
- publish in a manner that is accessible Equality Outcomes are targets which every qualified body is legally required to set and publish in the public domain. These are required to be updated 2 years after publishing the original report. A new report with revised/new outcomes is expected to be published every 4 years. Inverness College UHI is currently working towards meeting the following equality outcomes across five key aspects of our work:

Institutional Leadership and Governance

- The Board of Management understand their responsibilities in line with the Equality Act 2010.
- The Board of Management membership is in keeping with the Scottish Government commitment to ensure gender balance by 2020.

Learning and Teaching

- Equality and diversity, are promoted effectively throughout the curriculum
- Professional learning and development for teaching staff includes a focus on values of equality and inclusiveness

Students

- Students from the most deprived areas in highland are represented in post- school education.
- Proactively work toward eliminating occupational segregation by promoting courses where there is a gender imbalance

Performance

- Increase retention rates across all programmes, specifically targeting gender, age, disability, care experience and subject area
- Improve the volume and proportion of credits delivered to learners aged 16-19 and 20 – 24 in line with and in contribution to the regional outcome agreement targets.
- Improve the volume and proportion of credits delivered to learners in the most deprived 10% postcode areas in in line with and in contribution to the regional outcome agreement targets.
- Improve the volume and proportion of credits relating to learners from different protected characteristics and by care leaver status in line with and in contribution to the regional outcome agreement targets.

Staff Development

- All new teaching and professional services staff complete compliance awareness training within 2 months of recruitment. New staff are aware of the importance of placing our students and their needs at the centre of all college processes
- All new teaching staff have an immediate awareness of the importance of access and inclusion for our students and that their practice should reflect this
- All staff have regular opportunities to engage in a wide range of training related to equalities and inclusiveness in order to enhance their practice.
- All staff receive support to undertake additional qualifications that enhance their practice in relation to equalities.

The following sets out our progress since, and inclusive of, academic years 2017-18 to 2019-20 across each aspect.

3.1 Equality Theme – Institutional Leadership and Governance

Outcome – The Board of Management understand their responsibilities in linewith the Equality Act 2010.

Over the period of this report all existing and new Board of Management members have received formal training delivered by the Senior Management lead for equalities. The training covers the role of board members in scrutinising the progress made by the college across board committees and the strategic relevance of equalities in an educational context. Equality and Diversity Training is included as part of the standard induction for all new Board of Management members and is overseen by the College Secretary.

Chaired by the Executive Management Team lead for Equalities, the Equality and Diversity Committee bi-annually toaddress progress towards meeting the college's equality outcomes. This committee has a wider remit however and is proactive in addressing arrange of issues relating to inclusion and accessibility including student mental health, for example.

Membership of this committee includes a cross section of staff and benefits greatly from student representation through the Inverness College Student Association Vice President.

Furthermore, the student Vice President is also a full member of the Board of Management and has therefore had a role in ensuring the role of equalities is given appropriate representation. This has worked well and has ensured that the student voice is visible alongside our usual management reporting in all matters relating to the equalities agenda.

Outcome – The Board of Management membership is in keeping with theScottish Government commitment to ensure gender balance by 2020.

In line with the Scottish Government commitment to ensure gender diversity in Board membership, the college has done well over the last four years to attract and maintain a gender balanced membership

Board Membership Gender Balance 2017 – 2020

| Year (April) | Male | Female | Vacancies |
|--------------|------|--------|-----------|
| 2017 | 7 | 9 | 2 |
| 2018 | 11 | 7 | 0 |
| 2019 | 9 | 8 | 1 |
| 2020 | 7 | 11 | 0 |

This has been attributed to a range of initiatives over the period to help maintain this position these include:

- the use of a variety and broad range of mediums to attract candidates;
- at each recruitment campaign, taking the opportunity to highlight profiles of current board members on the College website;
- at each recruitment campaign, holding an open evening where potential applicants can meet board members, learn a little about the role and about the college in an informal setting;
- maximising the use of press releases to make specific reference to the diversity of the Board;
- the use of social media, namely twitter and Facebook to appeal to and engage with diverse groups;
- periodically reviewing the timings of Board and Committee meetings, to consider the work and family commitments of board members.

The Board of Management will continue to use these mechanisms to continue to build on the diversity of the Board going forward.

Over the same period, gender balance within the senior management team has seen a positive variance towards female representation.

Senior Management Team Gender Balance 2017 - 2020

| Year (April) | Male | Female | Vacancies |
|--------------|------|--------|-----------|
| 2017 | 1 | 6 | 1 |
| 2018 | 2 | 6 | 0 |
| 2019 | 3 | 6 | 0 |
| 2020 | 3 | 6 | 0 |

3.2 Equality Theme – Learning and Teaching

Outcome - Equality and diversity, are promoted effectively throughout the curriculum.

Professional learning and development for teaching staff includes a focus on values of equality and inclusiveness.

Education Scotland conducted its last 4-yearly external review of the college in March 2016. The external review report contains the following judgement:

“The college actively promotes equality and diversity through its *Equality Outcomes Strategy*. Where opportunities arise within the curriculum, teaching staff work well to develop learner understanding of equality and diversity.

Since then, the quality monitoring arrangements have changed, and Education Scotland have engaged in on-going engagement throughout the academic year culminating in the endorsement of the college’s annual evaluative report and enhancement plan.

The college offers a suitable portfolio of FE and HE programmes which meets the needs of learners well. The college have had a focus on ensuring that all curriculum teams have programme content which is appropriate and addresses the needs of different groups of learners from diverse backgrounds and circumstances. Almost all programmes also provide clear progression routes into further learning and take good account of the requirements of local industries.

All professional development for teaching staff is underpinned by the UHI *Learning and Teaching Enhancement Strategy (LTES)*. This is a values-based strategy designed to provide a ‘common language’ to support the development, sharing and enhancement of learning, teaching and assessment practice across the university. One of the aims of the framework is to ensure that equality and diversity are at the heart of the curriculum, and teaching staff are expected to demonstrate this through delivery of learning and teaching that is ‘built on a foundation of respect and positive relationships.’

One of the 12 values of the LTES is ‘supporting the learner as an individual’ and staff are expected to ensure that their learning, teaching and assessment practices make it possible for all students to ‘have the opportunities and support they require to succeed, and that diverse and individual student needs are met through inclusive approaches to curriculum design and delivery, and contextualised personal and professional development.’

Practices must demonstrate that learners feel respected, included and able to learn regardless of where they live, their gender, their support needs, their family’s circumstances and their protected characteristics. This is reviewed and discussed as part of the *Learning & Teaching Review* observation model which provides an overall evaluation of learning and teaching at Inverness College. Following a period of observation and review, the member of teaching staff meets with the LTR reviewer for a professional dialogue with the aim of supporting continuous improvement in the learning and teaching experience for students and staff.

Teaching staff are also supported to seek fellowship of the UK Higher Education Academy (HEA) through the university’s ALPINE framework. This framework is aligned to the UK Professional Standards Framework (UKPSF) and teaching staff seeking fellowship must clearly demonstrate examples of adherence to the professional value of ‘respect individual learners and diverse learning communities.’

In March 2018, the requirement for lecturers in Scotland's colleges to undertake professional registration with the General Teaching Council for Scotland (GTCS) were agreed by the National Joint Negotiating Committee. Registration of teaching staff at Inverness College is due to commence in Autumn 2021 and this will require adherence to the GTCS Professional Standards for Lecturers. The very first of the professional values for teaching staff includes:

- Understands the student needs, the context in which they are living and studying, and the impact of these on learning.
- Develops learning relationships based on mutual respect and integrity.
- Commits to equality and diversity, and promotes inclusiveness, trust and fairness.

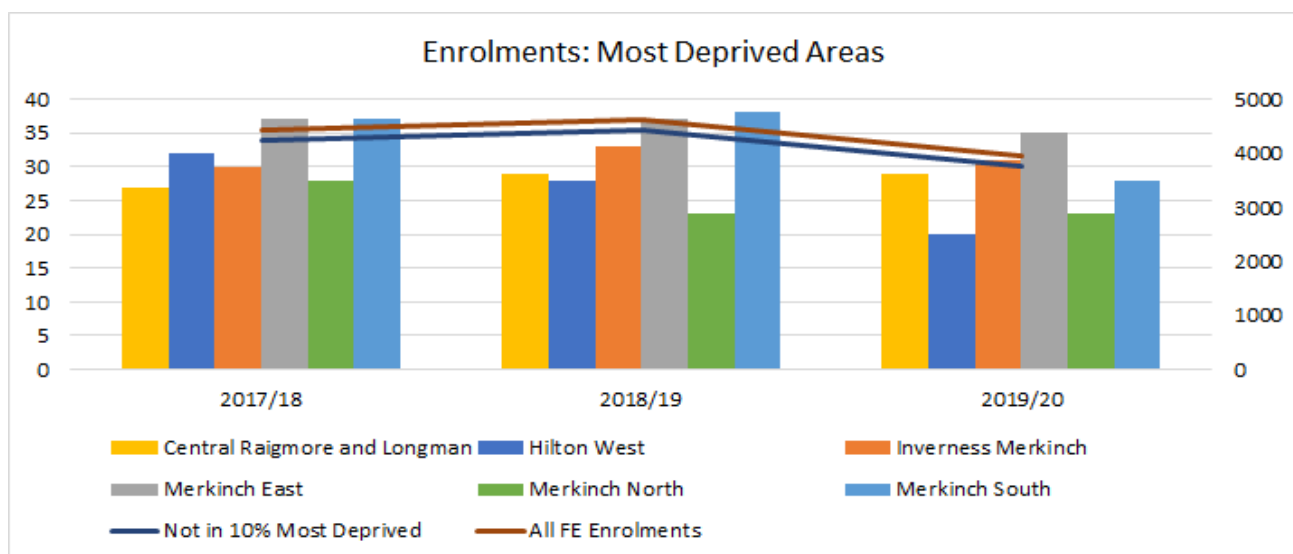
All aspects of the GTCS Professional Standards for Lecturers will continue to be embedded in the professional development of Inverness College teaching staff.

3.3 Equality Theme – Students

The college have been proactive in our commitment to widening access across priority groups of learners including applicants from our most deprived postcodes (SIMD10), applicants from under-represented gender for specific curriculum areas, disabled applicants and from applicants with care experience. The college operates a contextualised admissions policy, and our widening access work is embedded within mainstream practice and as such, the college fully supports the recommendations of the Commission on Widening Access. We are committed to academic recruitment based on merit but recognise that fair admissions alone do not always overcome historic disadvantage. We actively target priority groups with initiatives designed to work towards a fair balance of entrants to all our courses and monitor student population at course level on an annual basis.

Admissions procedures have also been enhanced for our Senior Phase school applications, not least to ensure that we address historic disadvantage from our SIMD10 postcode schools and to ensure a fair representation across schools which have been under-represented in successful applications. Guidance has also been developed for academic staff on how to identify and assess an applicant who has been flagged as having one or more contextual factors.

Outcome: Students from the most deprived areas in highland are represented in post-school education.



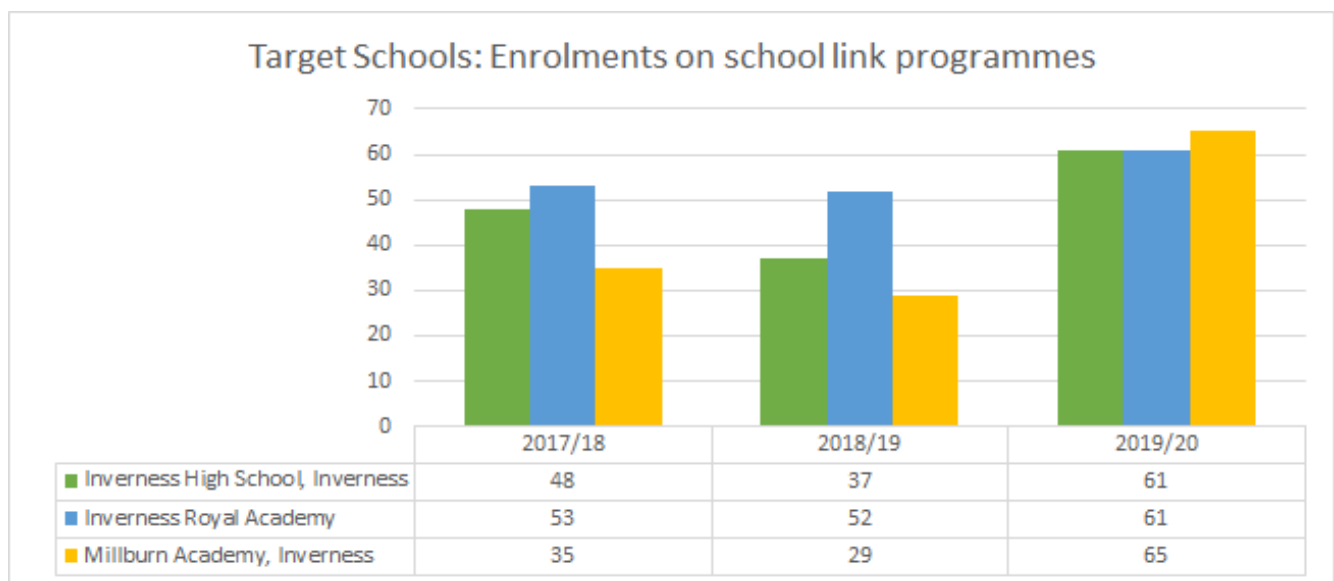
Outcome: Increase enrolment for students from the four data zones identified as the mostdeprived areas in Inverness: Inverness South Kessock; Merkinch N/S/E; Inverness Hilton West; Inverness Central and Longman by 0.2% year on year.

| SIMD Target Areas | Enrolments | | |
|--|------------|---------|---------|
| | 2017/18 | 2018/19 | 2019/20 |
| Central Raigmore and Longman | 27 | 29 | 29 |
| Hilton West | 32 | 28 | 20 |
| Inverness Merkinch (Inverness South Kessock) | 30 | 33 | 31 |
| Merkinch East | 37 | 37 | 35 |
| Merkinch North | 28 | 23 | 23 |
| Merkinch South | 37 | 38 | 28 |
| Not in 10% Most Deprived | 4240 | 4421 | 3766 |
| % Enrolments 10% Most Deprived | 4.4% | 4.3% | 4.7% |

The number of enrolments from the identified most deprived areas has fluctuated between 4.4% in 2017/18 to 4.7% of all enrolments in 2019/20. There was a 0.4% rise between 2018/19 and 2019/20 which exceeds the 0.2% target increase.

Our Access and Inclusion Strategy, as part of the Regional Outcome Agreement (ROA) with the Scottish Funding Council for 2017-18 to 2020-21, will ensure we continue to build on our school partnerships and transition programmes and continue to focus on those schools serving the four data zones identified as the most deprived areas in our sub region: Inverness High School (HIS), Inverness Royal Academy (IRA) and Milburn Academy (MA).

The table below shows the enrolments by pupils from these schools on school-link programmes from 2017/18 to 2019/20.



Outcome: Proactively work toward eliminating occupational segregation by promoting courses where there is a gender imbalance

The college continues to be proactive and targets promotion of courses in sectors where there is an under-representation of one gender. For example, promoting construction courses to females and care courses to males. This is achieved through the use of marketing materials and role models, including female engineering lecturers and male hairdressing lecturers engaged in school-link programmes and information evenings.

| | GENDER | Enrolments | | | Gender % | | |
|--|--------|-------------|-------------|-------------|----------|---------|---------|
| | | 2017/18 | 2018/19 | 2019/20 | 2017/18 | 2018/19 | 2019/20 |
| Art and design | Female | 61 | 51 | 44 | 77.2% | 79.7% | 75.9% |
| | Male | 18 | 12 | 14 | 22.8% | 18.8% | 24.1% |
| | Other | | 1 | | 0.0% | 1.6% | 0.0% |
| Business, Management and Administration | Female | 226 | 254 | 170 | 50.0% | 51.6% | 58.4% |
| | Male | 226 | 238 | 121 | 50.0% | 48.4% | 41.6% |
| Care | Female | 528 | 552 | 551 | 78.5% | 73.8% | 74.6% |
| | Male | 145 | 196 | 187 | 21.5% | 26.2% | 25.3% |
| | Other | | | 1 | 0.0% | 0.0% | 0.7% |
| Computing and ICT | Female | 45 | 29 | 36 | 26.8% | 20.6% | 18.9% |
| | Male | 123 | 111 | 152 | 73.2% | 78.7% | 80.0% |
| | Other | | 1 | 2 | 0.0% | 0.7% | 1.1% |
| Construction | Female | 27 | 31 | 19 | 3.8% | 4.7% | 3.4% |
| | Male | 683 | 635 | 546 | 96.2% | 95.3% | 96.6% |
| Education and Training | Female | 22 | 17 | 11 | 34.4% | 25.0% | 57.9% |
| | Male | 42 | 51 | 8 | 65.6% | 75.0% | 42.1% |
| Engineering | Female | 53 | 50 | 33 | 7.5% | 6.5% | 5.3% |
| | Male | 657 | 720 | 585 | 92.5% | 93.5% | 94.7% |
| Hairdressing, Beauty and Complementary Therapies | Female | 270 | 276 | 298 | 94.4% | 92.3% | 93.4% |
| | Male | 16 | 22 | 17 | 5.6% | 7.4% | 5.3% |
| | Other | | 1 | 4 | 0.0% | 0.3% | 1.3% |
| Hospitality and Tourism | Female | 126 | 172 | 108 | 50.6% | 53.4% | 49.1% |
| | Male | 123 | 150 | 112 | 49.4% | 46.6% | 50.9% |
| Land-Based Industries | Female | 16 | 20 | 20 | 9.0% | 9.6% | 11.0% |
| | Male | 162 | 188 | 161 | 91.0% | 90.4% | 89.0% |
| Languages and ESOL | Female | 125 | 140 | 120 | 74.4% | 80.5% | 71.9% |
| | Male | 43 | 34 | 47 | 25.6% | 19.5% | 28.1% |
| Media | Female | 5 | 7 | 7 | 33.3% | 53.8% | 58.3% |
| | Male | 10 | 6 | 5 | 66.7% | 46.2% | 41.7% |
| Performing Arts | Male | 2 | 2 | | 100.0% | 100.0% | |
| Science | Female | 110 | 94 | 82 | 64.0% | 59.1% | 55.8% |
| | Male | 61 | 65 | 63 | 35.5% | 40.9% | 42.9% |
| | Other | 1 | | 2 | 0.6% | 0.0% | 1.4% |
| Social Subjects | Female | 34 | 39 | 52 | 44.7% | 63.9% | 67.5% |
| | Male | 42 | 22 | 25 | 55.3% | 36.1% | 32.5% |
| Special Programmes | Female | 213 | 210 | 142 | 62.3% | 60.7% | 54.2% |
| | Male | 129 | 133 | 117 | 37.7% | 38.4% | 44.7% |
| | Other | | 3 | 3 | 0.0% | 0.9% | 1.1% |
| Sport and Leisure | Female | 24 | 21 | 24 | 26.4% | 23.6% | 27.6% |
| | Male | 66 | 68 | 63 | 72.5% | 76.4% | 72.4% |
| | Other | 1 | | | 1.1% | 0.0% | 0.0% |
| Grand Total | | 4435 | 4622 | 3952 | | | |

Outcome: Increase retention rates across all programmes, specifically targeting gender, age, disability, care experience and subject area.

The college have worked hard to improve the retention rates across learner groups and modes of study, and there has been a focus on supporting the individuals who face the greatest challenges.

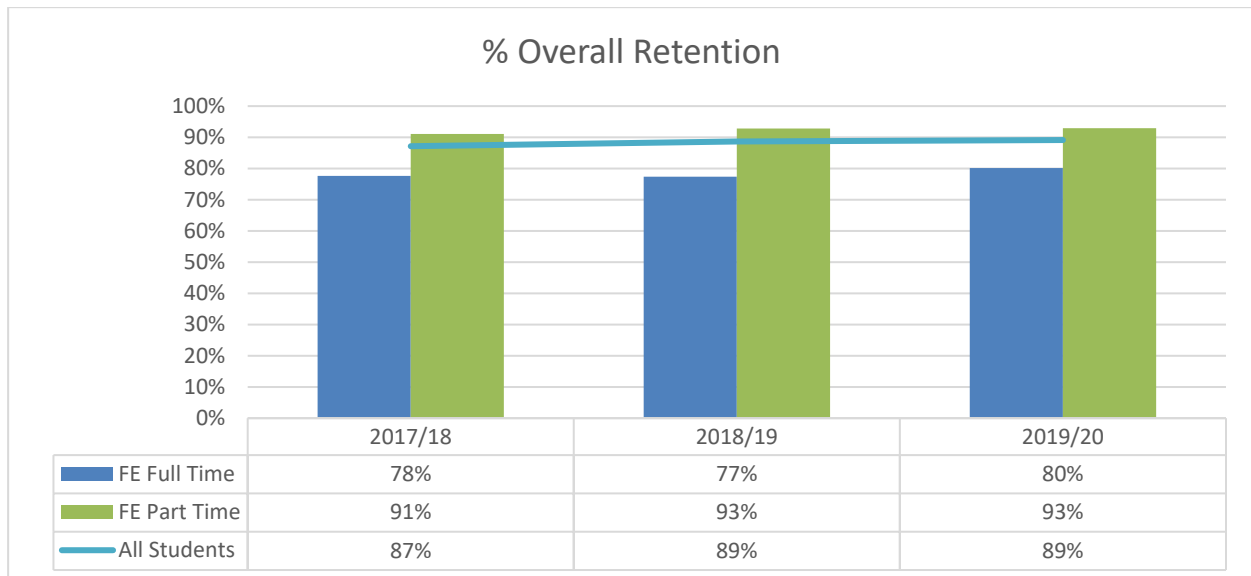
In 2017, the college conducted a review of its student support services to ensure that they provided a high level of support for learners who need to overcome barriers to learning. Through that review it was identified that a greater level of pastoral support was needed for students who faced greater challenges. A new support model has been developed which provides high quality holistic support across the student journey and which is tailored to individual needs.

As part of the review, the college identified the need for early intervention and a means of targeted support where it was most needed. In 2017 the college implemented a new mechanism to flag individuals who may require additional and tailored support. The INSIGHT system flags those who may require extra consideration:

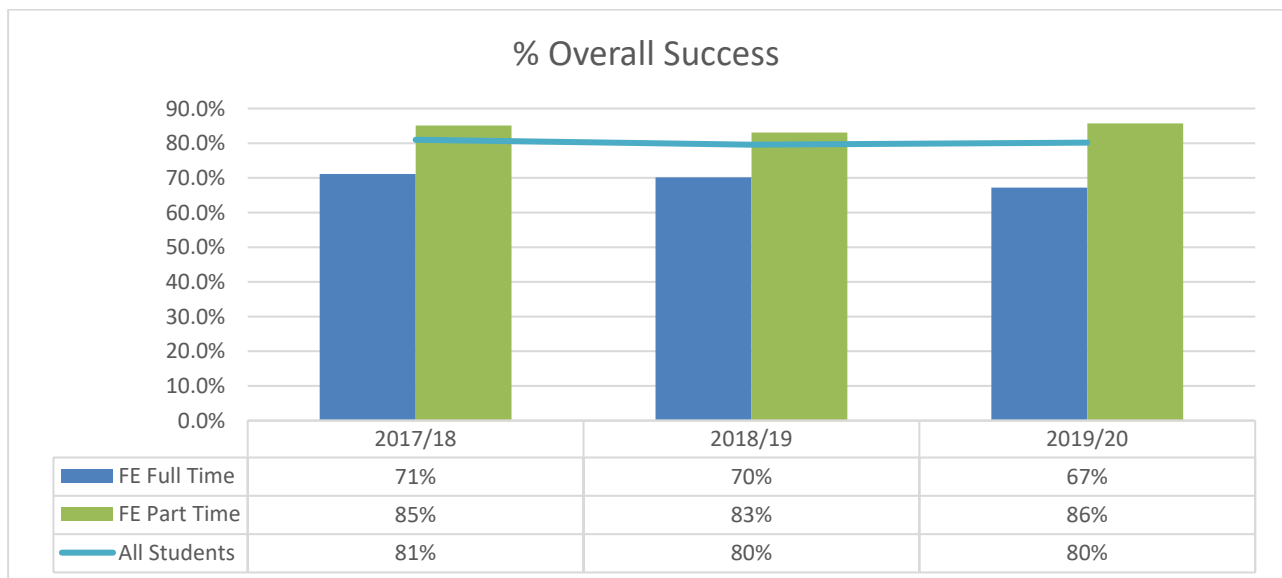
- SIMD10
- Caring responsibilities
- Care experience
- Disability

This has enabled a proactive and holistic package of support to be made available at the earliest point. Our review also identified that our early withdrawals were disproportionately from our full-time further education groups, and often from learner groups who experienced greater challenges in sustaining education. In 2019 the college invested in a new team of *Personal Development Advisers* (PDA) to provide end to end support across the student journey. This new team have provided full time support to their case load but also been well placed to support the implementation of a range of initiatives and campaigns around equalities agendas and in conjunction with our students' association. This has included, for example:

- *#It's Not On* campaign raising awareness of gender-based violence.
- Unconscious bias training for students
- Pride month activities including workshops, events, competitions
- Consent workshops delivered to all students in conjunction with Rape and Sexual Abuse service Highland (RASASH)
- Campaigning for better support and guidance for LGBTQ+ students
- Development and promotion of resources available to support and inform around the Black Lives Matter campaign
- Development and promotion of resources available to support and inform around LGBTQ+ History Month
- Events to celebrate LGBTQ+ History Month, including speakers and workshops

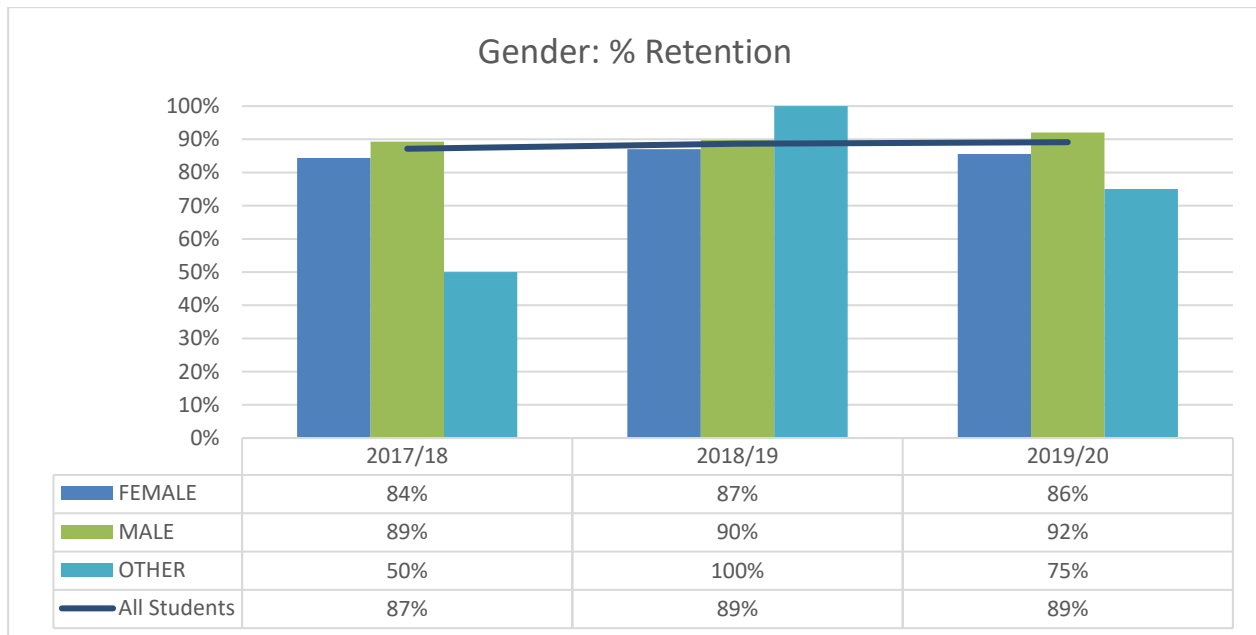


Overall retention remained static from 2018/19 in to 2019/20.

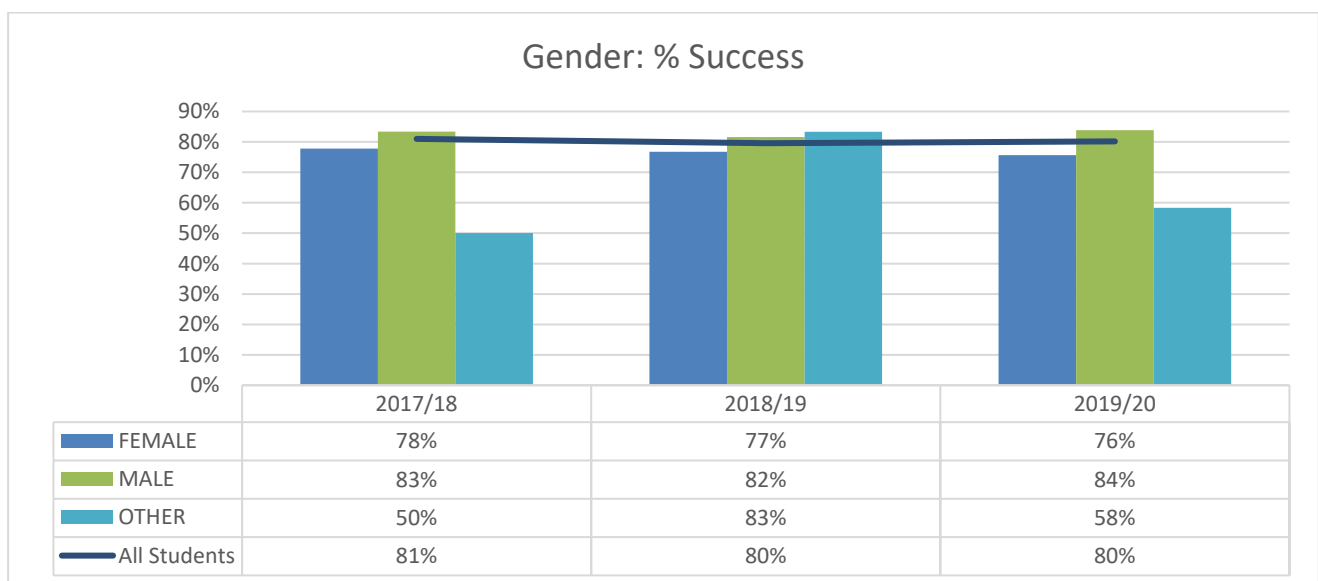


Completed: successful' student outcome as defined by the Scottish Funding Council

Overall success has also remained static from 2018/19 in to 2019/20



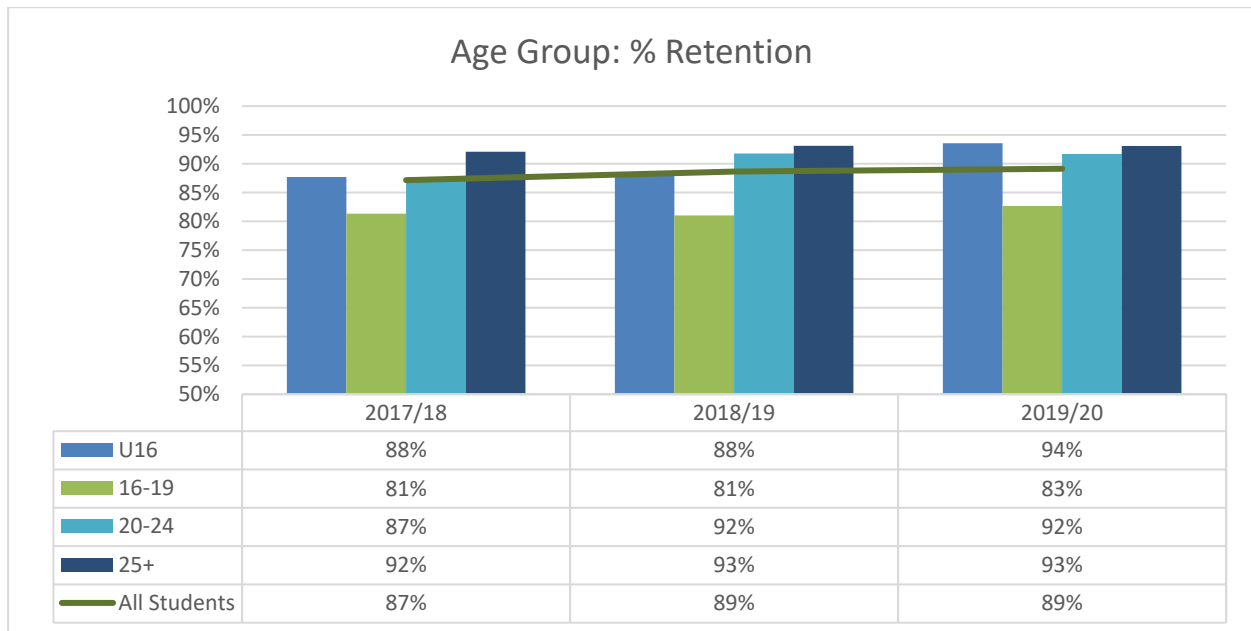
Retention is high for both females and males and has improved over time. Retention rates for male students are slightly higher than for females.



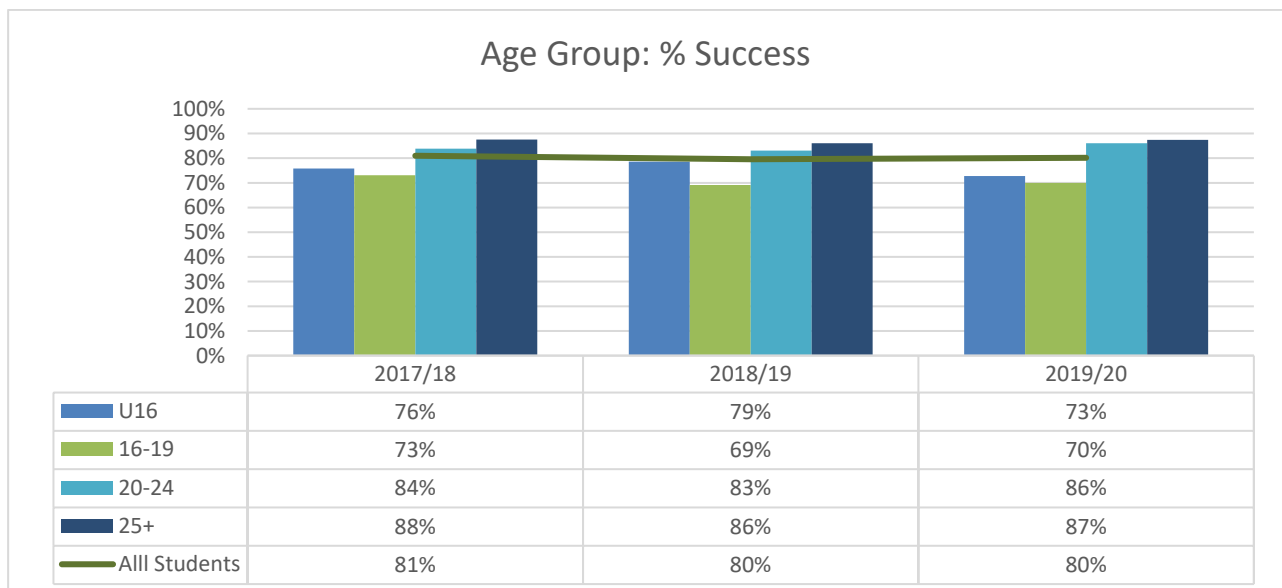
Completed: successful' student outcome as defined by the Scottish Funding Council

Success rates have decreased for females but have increased for males between 2018/18 and 2019/20. However due to COVID 19 not all students were able to complete their course in 2019/20 and continued their studies in to 2020/21.

Female success rates remain lower than those for male students. This is consistent with the higher success rates overall for male-dominated subject areas, such as construction and engineering, and the relatively lower success rates in female-dominated subjects such as care, hairdressing and beauty. There is a high proportion of employed students (Modern Apprentices) in both construction and engineering, which accounts for the higher-than-average success rates in these subject areas overall.



Retention rates for students under 16 increased significantly in 2019/20, this includes students on our Senior Phase course offering. Retention rates in each age group have improved over time and are high across all groups.



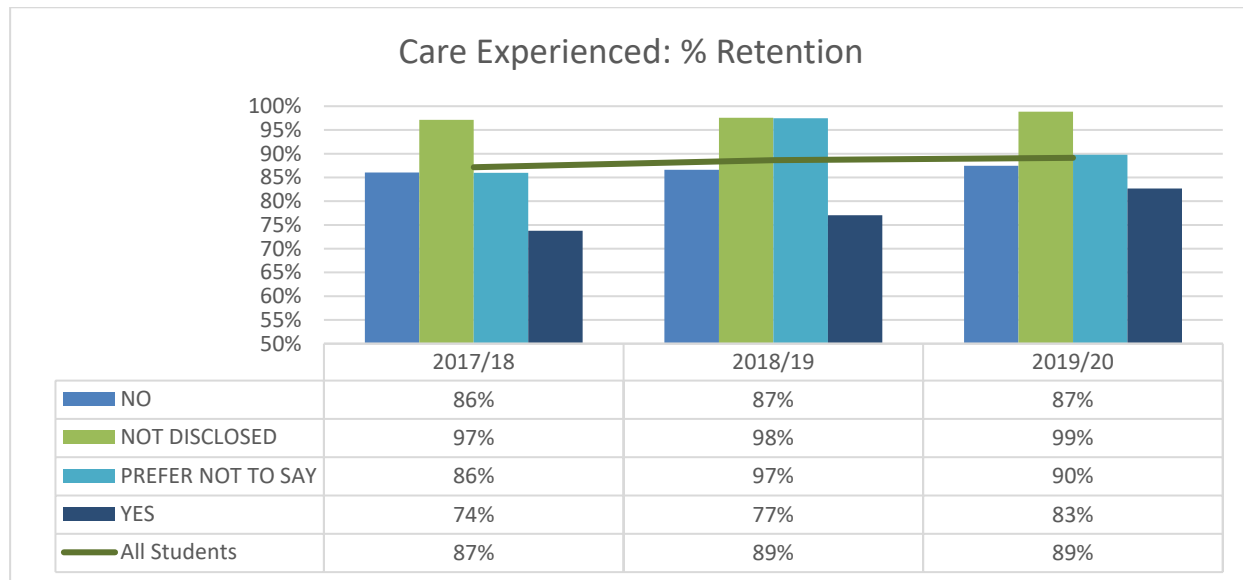
Completed: successful' student outcome as defined by the Scottish Funding Council

Success rates increased across the three age groups that cover our mainstream provision in 2019/20.

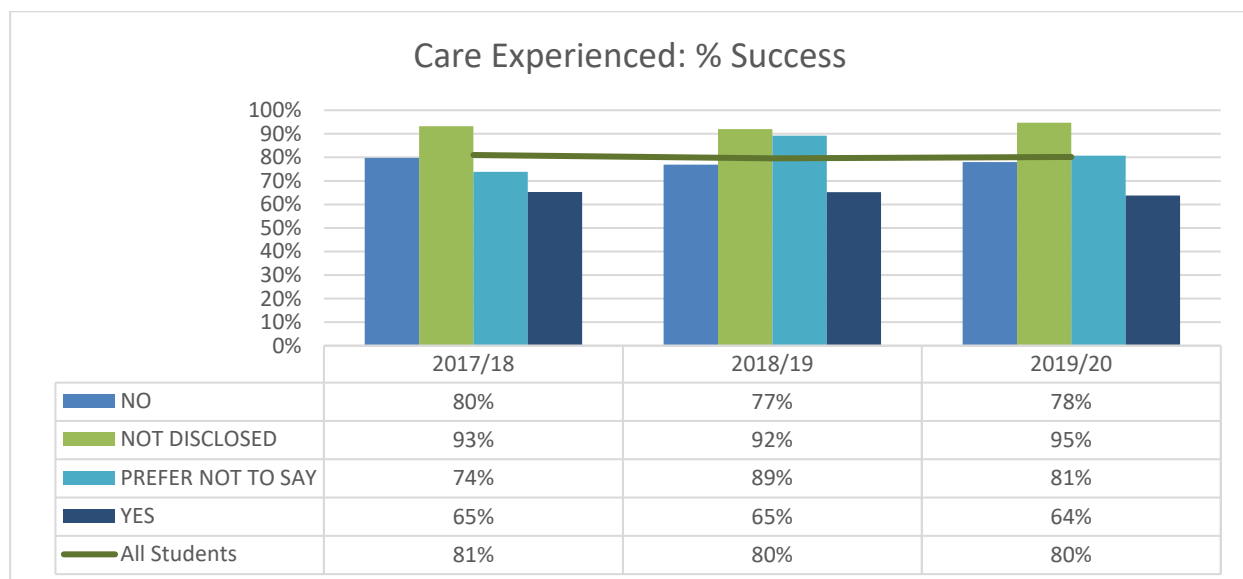
In 2015 the college secured the Buttle UK Quality Mark for Looked After Children and Care Leavers. Since then, the college have continued to focus on the meeting our duties as a corporate parent. This has included the recruitment of a new Access & Transitions Co-ordinator in 2019 and the publication of our College Corporate Parenting Plan and annual report which serve as the framework to provide enhanced support to care experienced learners. We are actively working to implement the recommendations across the selection of significant national reports which have helped to shape our current and future priorities:

- The Care Review 2020
- Celcis, Being a Student with Care Experienced is Very Daunting, 2019
- SFC's National Ambition for Care Experienced Students, 2020
- 15-24 Learner Journey Review, 2018

We have made good progress in implementing the recommendations and the direction of travel continues to be around widening access to encourage engagement of care experienced learners in both further and higher education and to bring about equity in outcomes through closing the attainment gap.

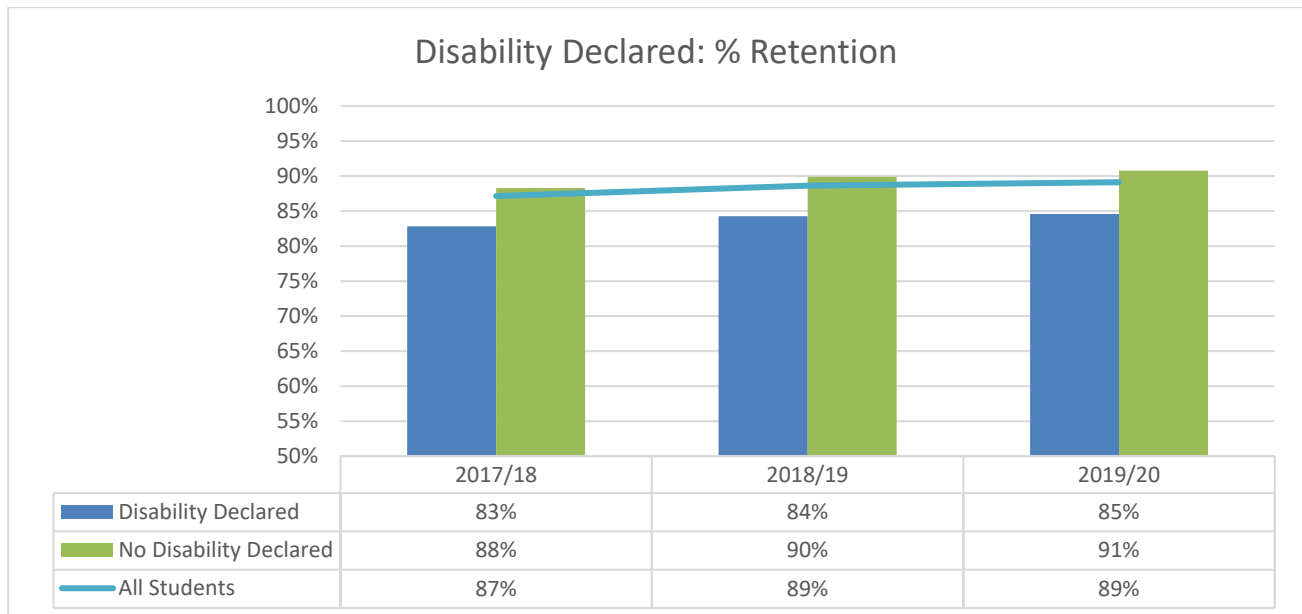


The retention rates for Care Experienced students has increased over the three year period from 74% in 2017/18 to 83% in 2019/20. The percentage increase (9%) is greater than that for all students (2%).

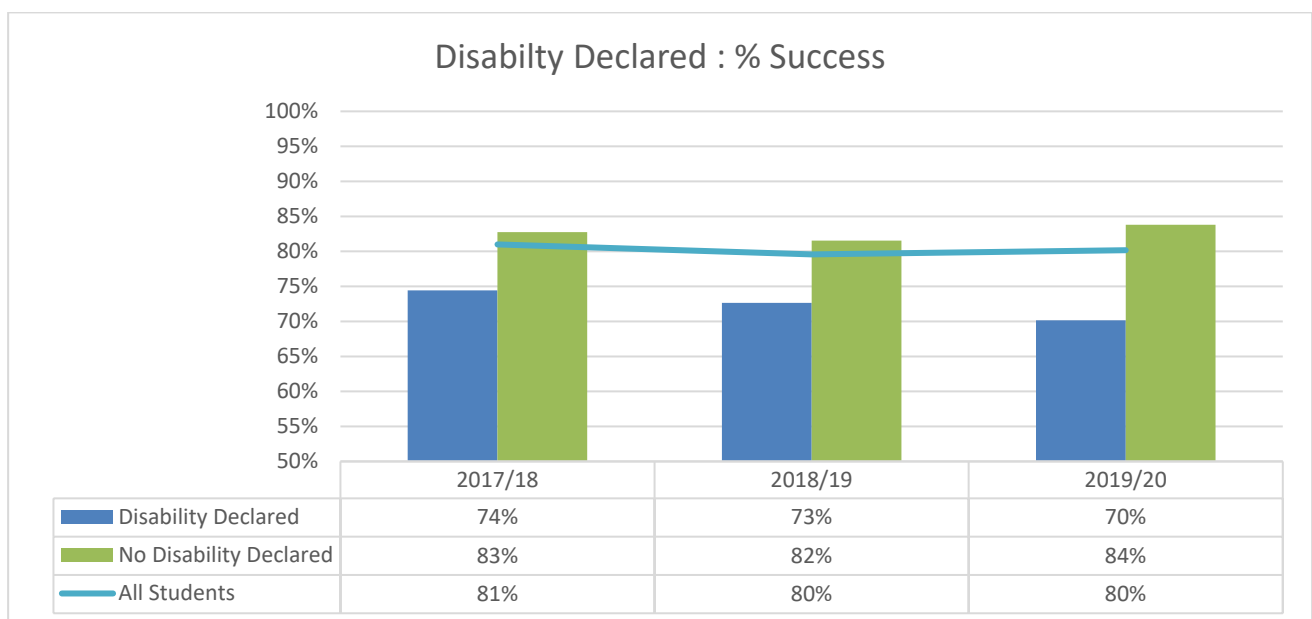


Completed: successful' student outcome as defined by the Scottish Funding Council

Success rates of Care Experienced students has remained relatively static over the last three years.

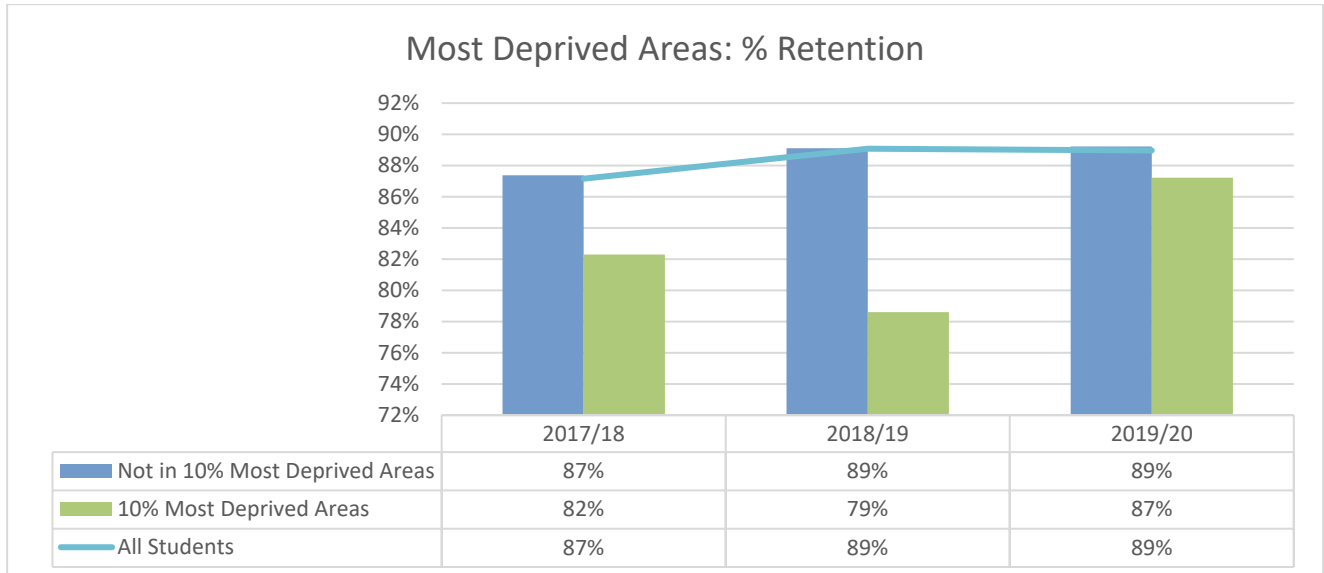


The retention rate of students with a declared disability has increased over the three year period from 83% in 2017/18 to 85% in 2019/20.

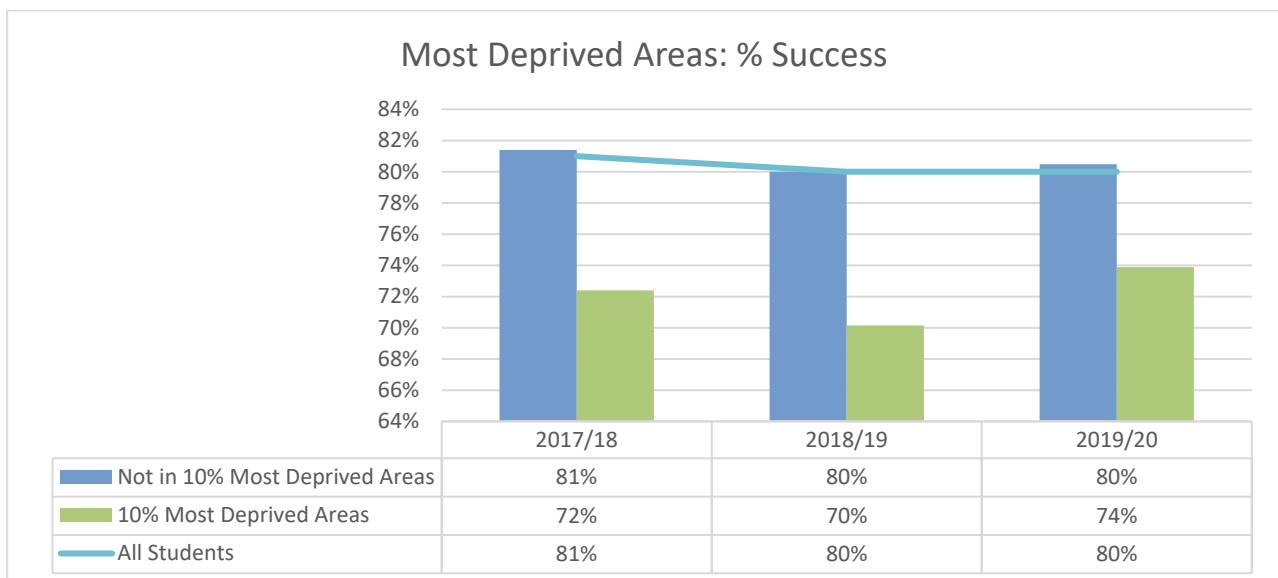


Completed: successful' student outcome as defined by the Scottish Funding Council

Success rates for students with a declared disability decreased from 74% in 2017/18 to 70% in 2019/20.

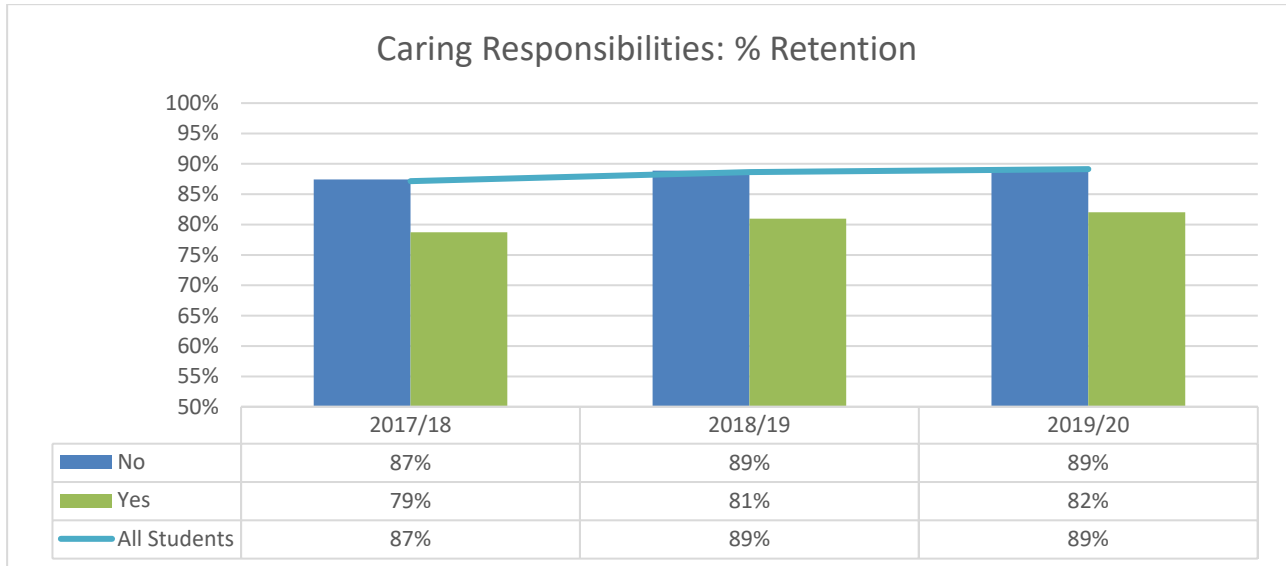


Whilst there was a decline in the retention rate of students from the most deprived areas from 2017/18 to 2018/19, the rate increased by 8% from 2018/19 to 2019/20.

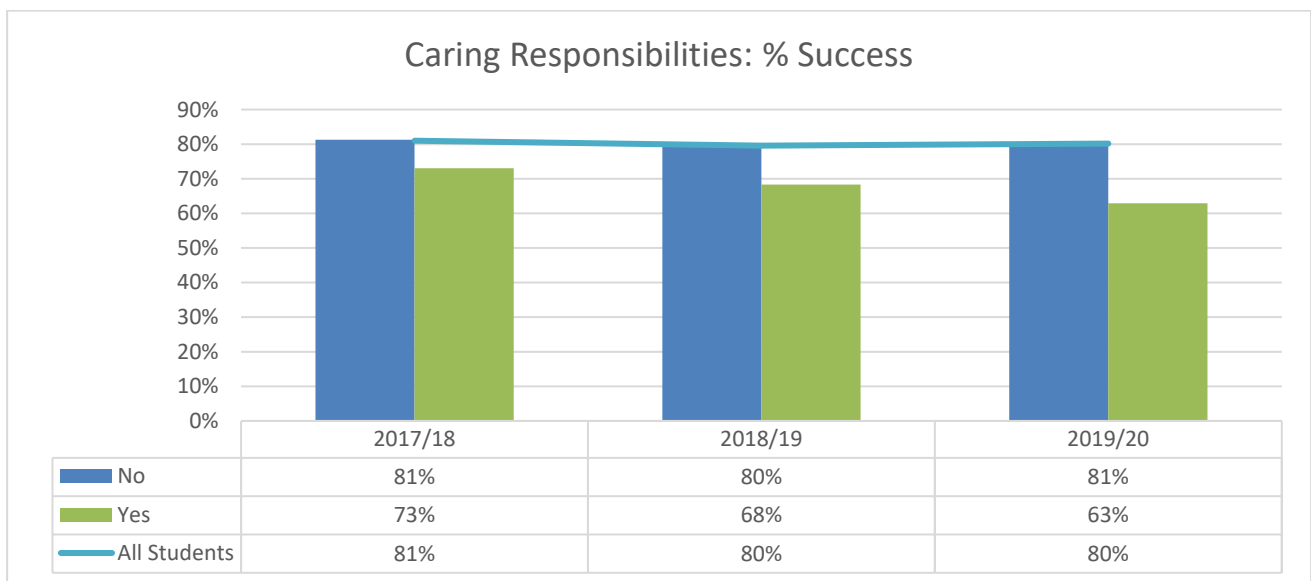


Completed: successful' student outcome as defined by the Scottish Funding Council

The success rates of students from the most deprived areas increased by 4% from 2018/19 to 2019/20.



In 2017/18 the Scottish Funding Council updated the definition of a student with caring responsibilities to “unpaid caring responsibilities for a family member or friend who is ill, frail, disabled or has a mental health or addiction problems”. The retention rate for students with caring responsibilities has steadily increased over the three-year period.

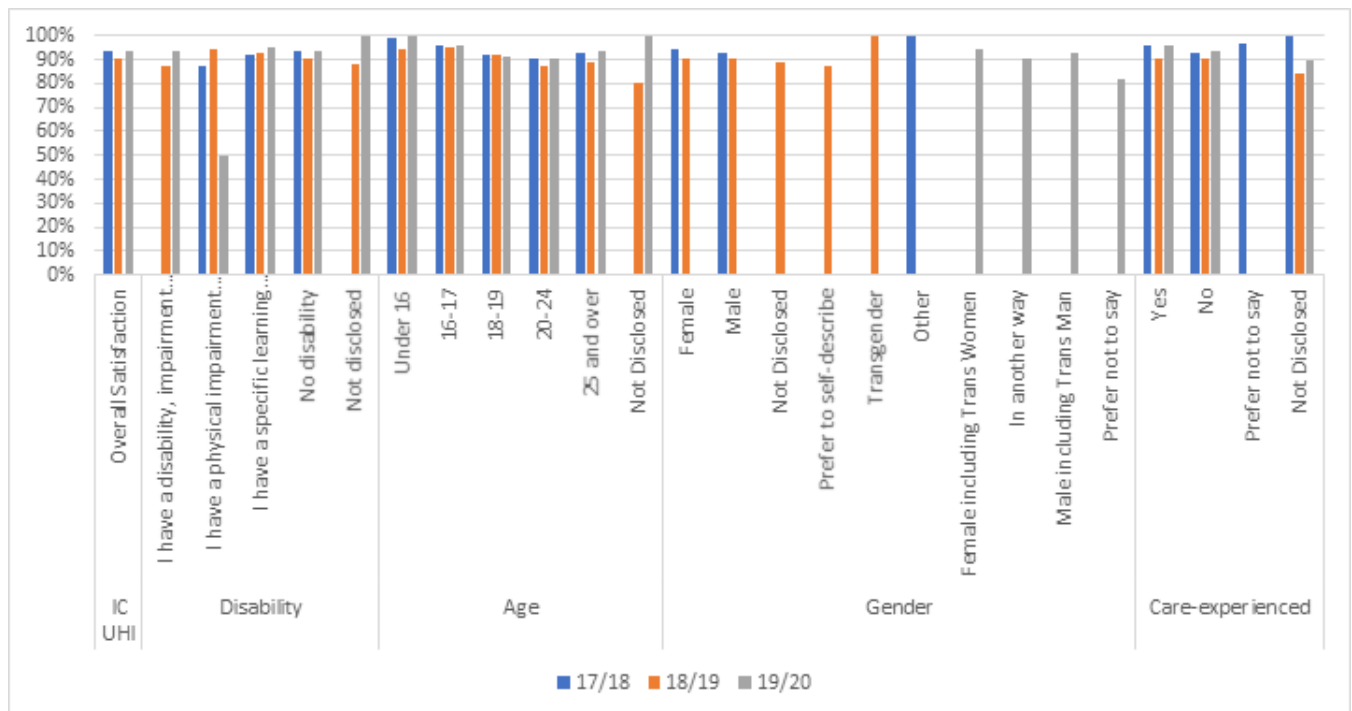


Completed: successful' student outcome as defined by the Scottish Funding Council

The success rates of students with care responsibilities decreased by 5% from 2018/19 to 2019/20.

Satisfaction Rates

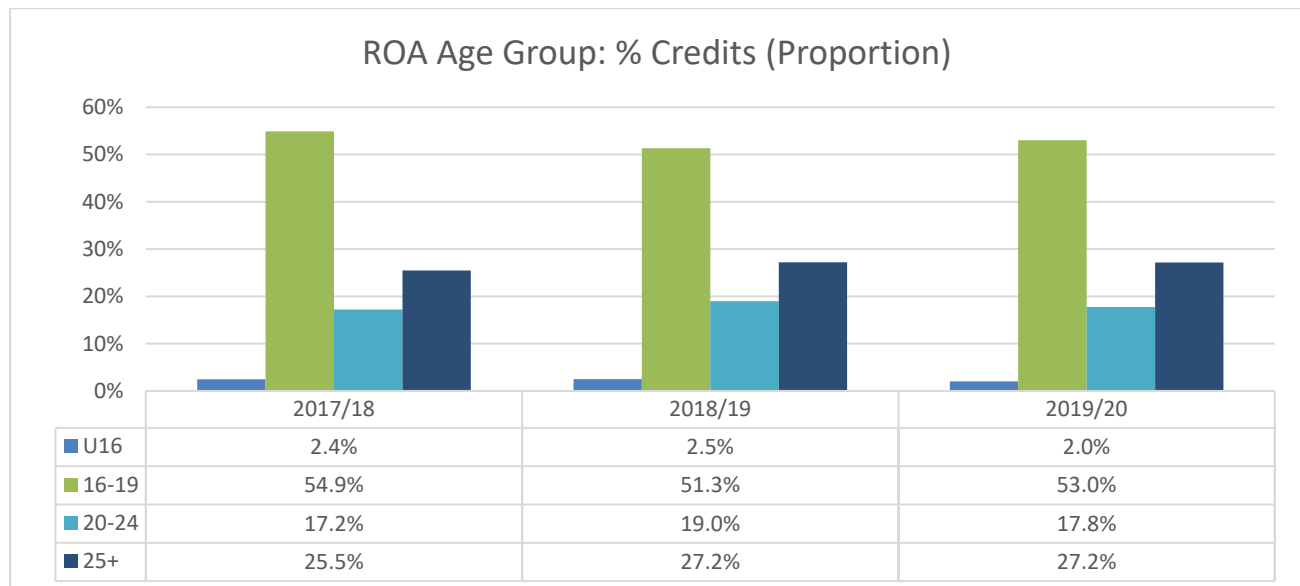
The college has a range of tools in place to gather student feedback including formal student surveys at two points in the year. The responses are interrogated, and particular attention is paid to pick out any anomalies in satisfaction rates across learner groups and across protected characteristics. Our satisfaction rates for students from protected groups highlight there are no significant disparities across learner group satisfaction with there being a general improvement in satisfaction across all categories. The one exception to this was in our physical impairment / mobility group who experienced an accessibility issue, and which has been addressed in the section *Wider Enhancements Around Equality, Diversity and Inclusion*.



3.4 Equality Theme - Performance

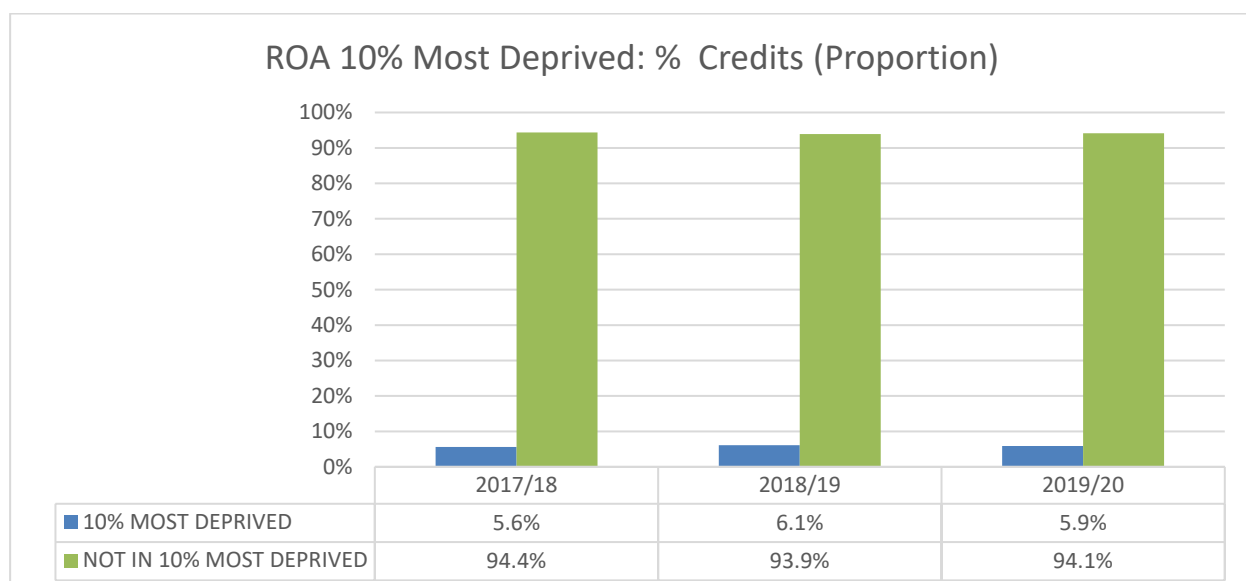
The regional outcome agreement covers the 9 colleges that deliver FE provision within the University Partnership. The measures below relate to the overall regional outcome.

Outcome: Improve the volume and proportion of credits delivered to learners aged 16-19 and 20 – 24 in line with and in contribution to the regional outcome agreement targets.



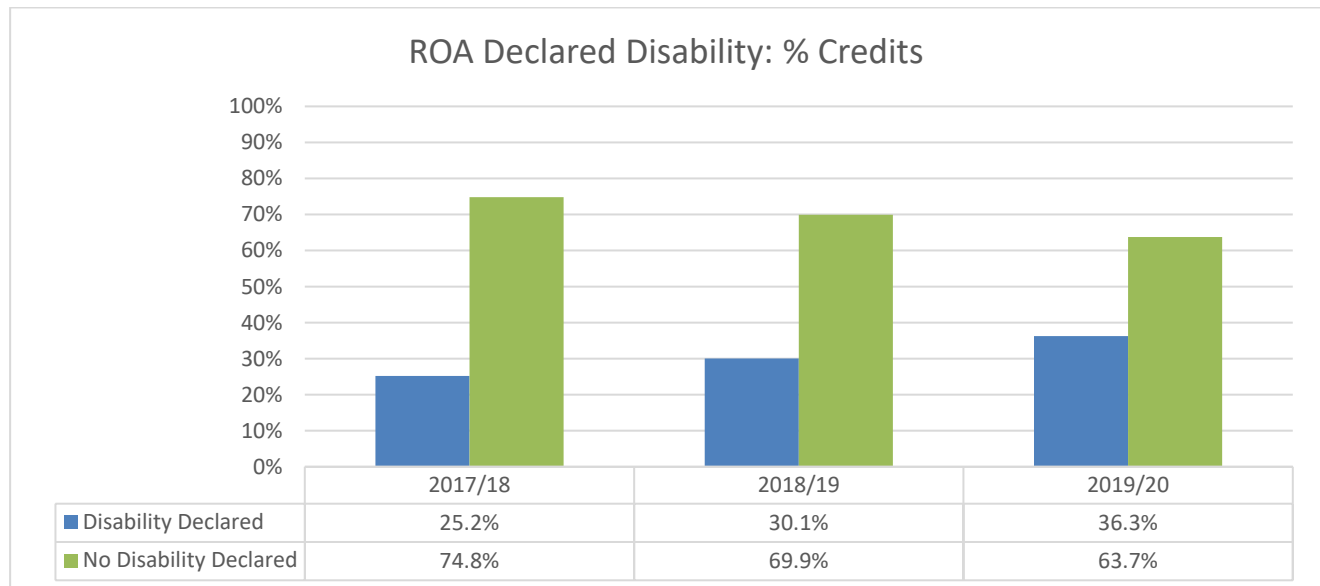
The 2019/20 Highlands and Islands Regional Outcome Agreement Equality Target for the proportion of credits delivered to 16–24-year-olds was 72%. Inverness College UHI achieved 71%.

Outcome: Improve the volume and proportion of credits delivered to learners in the most deprived 10% postcode areas in line with and in contribution to the regional outcome agreement targets.

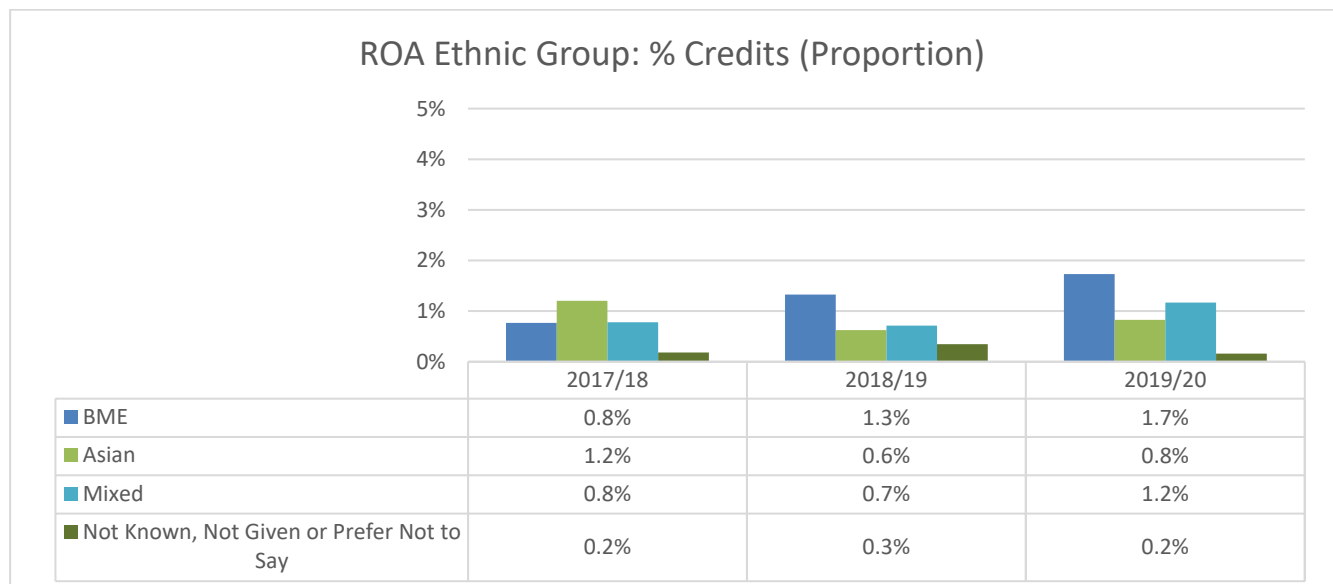


The 2019/20 Highlands and Islands Regional Outcome Agreement Equality Target for the proportion of credits delivered to learners in the most deprived 10% postcode areas in Scotland was 3.5%. Inverness College UHI exceeded this target by achieving 5.9%.

Outcome: Improve the volume and proportion of credits relating to learners from different protected characteristics and by care leaver status in line with and in contribution to the regional outcome agreement targets.

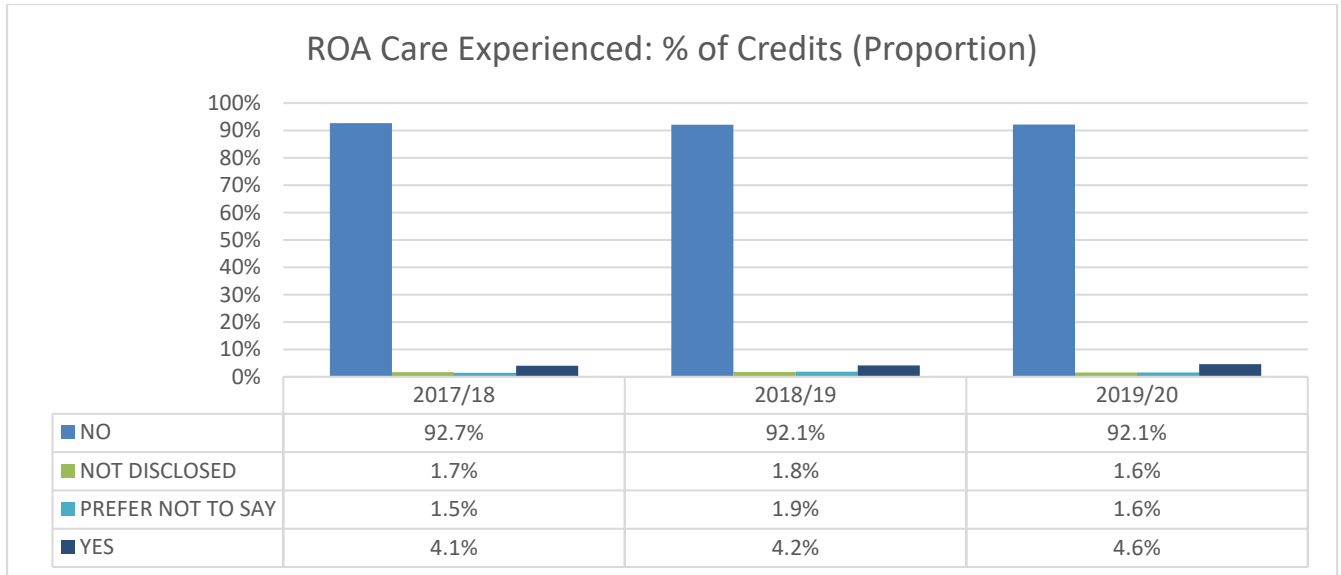


The 2019/20 Highlands and Islands Regional Outcome Agreement Equality Target for the proportion of credits delivered to learners with a declared disability was 27%. Inverness College UHI exceeded this target by achieving 36.3%.



The 2019/20 Highlands and Islands Regional Outcome Agreement Equality Target for the proportion of credits delivered to learners from any mixed background was 0.43%. Inverness College UHI exceeded this target by achieving 1.2%.

The target for Asian, Asian Scottish or Asian British learners was 1.77%, Inverness College UHI achieved 0.8%.



The 2019/20 Highlands and Islands Regional Outcome Agreement Equality Target for the proportion of credits delivered to care experienced learners was 2.24%. Inverness College UHI exceeded this target by achieving 4.6%.

3.5 Equality Theme – Staff Development

A wide variety of professional learning opportunities have been provided for staff over the period of this report. This includes engagement with Induction programmes, Staff Development Days, Staff Conferences, external training and funding to achieve additional qualifications.

3.5.1 Corporate Induction

All new staff have completed a mandatory Corporate Induction programme which includes:

- Diversity in the workplace
- Equalities Act 2010
- Unconscious Bias
- Safeguarding
- Student Carers
- Corporate Parenting
- Care experienced Students
- PREVENT
- Wellbeing & Learning Support

Outcome – All new teaching and professional services staff complete compliance awareness training within 2 months of recruitment. New staff are aware of the importance of placing our students and their needs at the centre of all college processes.

3.5.2 Learning & Teaching Induction

All new teaching staff complete a mandatory Learning & Teaching Induction programme which includes:

- Student partnership & Student experiences
- Technology enhanced learning including assistive technologies, the virtual learning environment & Smartboards
- Building a rapport with students
- Supporting students
- The inclusive classroom

This programme has been developed to include input from groups of students to underpin the importance of the student voice in lecturer development.

Outcome – All new teaching staff have an immediate awareness of the importance of access and inclusion for our students and that their practice should reflect this.

3.5.3 Staff Development Days

A minimum of 4 staff development days took place in each of the academic years covered by the period of this report. A wide range of topics were covered, and workshops were available to all staff. Workshops in bold were specifically related to equality, diversity and inclusion:

| |
|---|
| ABC Garden |
| Alcohol Brief Interventions |
| ALPINE and UHI Learning & Teaching Academy |
| Assessment - are we getting it right (FE) |
| Assessor & IV Refresher |
| Assistive Technology |
| Autism Awareness |
| Baggage Workshop |
| Beginner's Guide to Fitness |
| Blackboard |
| Book Club |
| Brightspace (various) |
| British Sign Language: An Intro |
| CALL Scotland |
| Career Shift Happens |
| Common Admissions Policy |
| Complaints Handling |
| Corporate Parenting |
| Courageous Conversations |
| Course Information Sheets |
| Creating Interactive materials for the VLE |
| Creating Accessible materials |
| Dashboard/Pivot tables |
| Data protection |
| Decider Skills for Mental Health |
| Defibrillator |
| Disclosure Scotland Workshop |
| Diversity & Inclusion - LGBT Awareness |
| Drug Awareness |
| EDU Resources |
| Embedding Employability in the Curriculum |
| Enhanced Assessment & Feedback (HE) |
| Erasmus Information Workshop |
| Evaluation for Improvement |
| Finance/Procurement |
| Fitness with Fun |
| H&S Fire safety |
| H&S Software training |
| H&S Systems |
| Highland Children & YP forum |
| HR Policies |
| ICT Update and Q&A |
| Improving student retention & attainment |
| Including all students (deaf awareness) |
| Inclusive Practice: Transitions & Autism |
| Insight and other tools |
| Intro to R |
| Intro to STACK |
| Intro to ArcGIS Online & Mobile Data Collection |

| |
|---|
| JISC Digital Capabilities Tool |
| Learning & Teaching Workshop |
| Let's Get Sustainable! |
| LGOWIT - Let's Get On With It Together |
| Library Enhancements |
| LIS services |
| Marking & Feedback (HE) |
| Men in Recovery |
| Mental Health Awareness |
| Mental Health First Aid |
| Mindfulness & LLTTF |
| MiDAS |
| Music Technology Training |
| Paediatric First Aid |
| PAT training |
| PDR Training |
| Performer's Playtime |
| Personality Disorder |
| Policy & Process writing |
| Positive Classroom Relationships |
| PowerPoint |
| PREVENT |
| Procurement |
| Progression Boards |
| PROTECT |
| Quality Work Placements |
| Recording Videos for Teaching |
| Referencing Software |
| Research & Scholarship |
| Responding to Challenging Behaviour |
| Right People on Right Course |
| Safeguarding |
| safe TALK Suicide Alertness |
| Self-Evaluation Workshop (curriculum teams) |
| Self-Evaluation Workshop (support teams) |
| SFC PI tools |
| Smartboard |
| Stress |
| Student surveys |
| Supporting student safety (Internet/Party/Driving/Terrorism) |
| Supporting students in crisis |
| Teaching through VC |
| Time Management |
| UHI LTA |
| Unconscious Bias |
| Using Digital Skills to raise attainment |
| Work Related Learning |
| Yoga |

Outcome – All staff have regular opportunities to engage in a wide range of training related to equalities and inclusiveness in order to enhance their practice.

3.5.4 Staff Conference

Two staff conferences were held during the period of this report. A variety of workshops were delivered which focused on themes in line with the strategic plan, including equality awareness. Approximately 300 staff attended the annual conference on each occasion.

2017/18: June 2018 – Engage & Enhance

2018/19: June 2019 – Our Sustainable Future

2019/20: June 2020 – cancelled due to Covid 19

Outcome – All staff have regular opportunities to engage in a wide range of training related to equalities and inclusiveness in order to enhance their practice.

3.5.5 External Training & Conferences

Staff engaged with relevant training events and conferences as indicated below during the period of the report. Opportunities to engage in training are offered equally to all staff.

| Year | Female | Male |
|-------|--------|------|
| 17-18 | 205 | 81 |
| 18-19 | 225 | 74 |
| 19-20 | 131 | 63 |

Examples of training and conferences attended include:

- Scottish Care Leavers Covenant Conference
- Sparqs ARC Network
- Scottish Sensory & Equality Conference
- Decider Skills training
- Preventing GBV in Colleges & Universities
- Highland Child Protection Committee Annual Conference
- Understanding Gender Inequality & Violence Against Women
- Working with Perpetrators to Promote Safety
- Working with Children & Young People Affected by Domestic Abuse

Staff working within the areas of Access & Progression and Wellbeing & Learning Support regularly participate in training courses to ensure their practice is current. These staff also input to wider staff development events to share their specialist knowledge with other staff.

Staff in the newly created role of Personal Development Advisor undertook full induction training for this role which included mental health first aid and counselling skills. During the Covid 19 pandemic staff within these teams undertook further training in digital skills and assistive technology in order to fully support students remotely.

Outcome – All staff have regular opportunities to engage in a wide range of training related to equalities and inclusiveness in order to enhance their practice.

3.5.6 Additional Qualifications

Inverness College is committed to the development of all staff through the achievement of relevant postgraduate qualifications. Recent examples include the completion of post graduate certificates in Inclusive Education by members of our Educational Support team.

Outcome – All staff receive support to undertake qualifications that enhance their practice in relation to equalities.

4 Employee Data and Gender Pay Gap Report

Recruitment/Applicants

New Appointments 2017/18

Of the 57 staff appointed in 2017/18, 67% (38 staff) were female and 33% (19 staff) were male.

Of the 57 staff appointed in 2017/18, 42% (24 staff) were females appointed to support roles, and 23% (13 staff) were males appointed to support roles.

Of the 57 staff appointed in 2017/18, 25% (14 staff) were females appointed to teaching roles and 10.5% (6 staff) were males appointed to teaching roles.

| Function | Number | Male | Male % | Female | Female % |
|---------------------|-----------|-----------|--------------|-----------|--------------|
| Support | 34 | 11 | 19.3% | 23 | 40.4% |
| Support Management | 1 | 0 | 0% | 1 | 1.8% |
| SMT | 2 | 2 | 3.5% | 0 | 0% |
| Teaching | 20 | 6 | 10.5% | 14 | 24.5% |
| Teaching Management | 0 | 0 | 0% | 0 | 0% |
| Total | 57 | 19 | 33.3% | 38 | 66.7% |

Of the 24 support female appointments in 2017/18 95% were appointed to non-management grades A-H with 5% (1 individual) appointed to management grades I-M.

Of the 13 support male appointments in 2017/18, 85% were appointed to non-management grades A-H with 15% (2 individuals) being appointed to management grades I-M.

Of the 20 academic appointments in 2017/18, 6 were male and 14 were female.

The female academic appointments were made to Business, Computing & Hospitality; Care, Health & Wellbeing; Education & Applied Science; and Creative Arts.

The male academic appointments were made to Business, Computing & Hospitality; Construction & the Built Environment; Engineering Technology and Creative Arts.

New Appointments 2018/19

Of the 77 staff appointed in 2018/19, 67% (52 staff) were female and 33% (25 staff) were male.

Of the 77 staff appointed in 2018/19, 58% (45 staff) were females appointed to support roles, and 25% (19 staff) were males appointed to support roles.

Of the 77 staff appointed in 2018/19, 9% (7 staff) were females appointed to teaching roles and 8% (6 staff) were males appointed to teaching roles.

| Function | Number | Male | Male % | Female | Female % |
|----------|--------|------|--------|--------|----------|
| Support | 61 | 18 | 23.4% | 43 | 55.8% |

| | | | | | |
|---------------------|-----------|-----------|--------------|-----------|--------------|
| Support Management | 2 | 0 | 0% | 2 | 2.6% |
| SMT | 1 | 1 | 1.3% | 0 | 0% |
| Teaching | 12 | 6 | 7.8% | 6 | 7.8% |
| Teaching Management | 1 | 0 | 0% | 1 | 1.3% |
| Total | 77 | 25 | 32.5% | 52 | 67.5% |

Of the 45 support female appointments in 2018/19, 96% were appointed to non-management grades A-H with 4% (2 individuals) appointed to management grades I-M.

Of the 18 support male appointments in 2018/19, 95% were appointed to non-management grades A-H with 5% (1 individual) being appointed to management grades I-M.

Of the 13 academic appointments in 2018/19, 6 were male and 7 were female.

The female academic appointments were made to Care, Health & Wellbeing; Creative Arts; Forestry and Optometry.

The male academic appointments were made to Care, Health & Wellbeing; Construction & the Built Environment; Engineering Technology and Creative Arts.

New Appointments 2019/2020

Of the 67 staff appointed in 2019/20, 64% (43 posts) were female and 36% (24 posts) were male.

Of the 67 staff appointed in 2019/20, 63% (42 posts) were females appointed to support roles, and 30% (20 posts) were males appointed to support roles.

Of the 67 staff appointed in 2019/20, 1% (1 post) was a female appointed to a teaching role and 6% (4 posts) were males appointed to teaching roles.

| Function | Number | Male | Male % | Female | Female % |
|---------------------|-----------|-----------|-------------|-----------|--------------|
| Support | 58 | 19 | 32.8% | 39 | 67.2% |
| Support Management | 1 | 0 | 0% | 1 | 100% |
| SMT | 3 | 1 | 33.3% | 2 | 66.7% |
| Teaching | 5 | 4 | 80% | 1 | 20% |
| Teaching Management | 0 | 0 | 0% | 0 | 0% |
| Total | 67 | 24 | 35.8 | 43 | 64.2% |

Of the 42 non-academic female appointments in 2019/20 93% were appointed to non-management grades A-H with 7% appointed to management grades I-M.

Of the 20 non-academic male appointments in 2019/20, 95% were appointed to non-management grades A-H with 5% being appointed to management grades I-M.

Of the 5 academic appointments in 2019/20, 4 were male, 2 in Care, Health and Wellbeing; 1 in Engineering Technology and 1 in Construction and the Built Environment. The 1 female academic appointment was appointed to Creative Arts.

Applicants 2019/20

Gender

Applicants in 2019/20 totalled 495 individuals, 67% of which were female (330 individuals) and 28% of which were male (139 individuals). In 2019/20, 26% of applicants chose not to disclose gender (26 individuals).

Age

In 2019/20 the highest proportion of applicants were within the age range 30-49 (32.8%), followed by 16–29-year-olds (18.9%). However, 33% of applicants chose not to disclose their age when applying for a role.

Applicant Age Range data:

| | 2019/20 | |
|---------------|------------|-------------|
| Age Range | Number | % |
| 0-29 | 118 | 23.9% |
| 30-49 | 200 | 40.5% |
| 50-59 | 62 | 12.6% |
| 60+ | 29 | 5.9% |
| Not disclosed | 85 | 17.2% |
| Total | 495 | 100% |

Consistent with the profile of applicants, the highest proportion of staff recruited in 2019/20 was within the age range of 39-49 (58.8%).

Recruited Staff Age-Range Data:

| | 2017/18 | | 2018/19 | | 2019/20 | |
|--------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Age Range | Number | % | Number | % | Number | % |
| 16-29 | 9 | 15.8% | 9 | 11.7% | 11 | 16.4% |
| 30-49 | 23 | 40.4% | 44 | 57.1% | 40 | 59.7% |
| 50-59 | 22 | 38.6% | 16 | 20.8% | 13 | 19.4% |
| 60+ | 3 | 5.3% | 5 | 6.5% | 3 | 4.5% |
| non disc | 0 | 0% | 3 | 3.9% | 0 | 0% |
| Total | 57 | 100% | 77 | 100% | 67 | 100% |

Disability Declared

In 2019/20 6.26% of applicants declared a disability which shows an improvement on the 2015/2016 figure (2.75%). This continues to be a strong focus and Inverness College is encouraged that it does show an improvement when measured against the last reference period.

Ethnicity

The highest proportion of applicants in 2019/20 were from a White Scottish background at 49.70%, with White British at 26.87% and White Other at 4.85%. Applicants from other Black and Ethnic Minority Groups totalled 4.65% (24 applicants). Of those 24 applicants, 3 were successful in securing employment within Inverness College in 2019/2020.

Core staff

Gender

The proportion of core staff across the College divided by gender was:

| GENDER | Proportion of Core Staff divided by Gender | | |
|--------|--|---------|---------|
| | 2017/18 | 2018/19 | 2019/20 |
| Female | 63.03% | 63.99% | 63.17% |
| Male | 36.07% | 36.01% | 36.83% |

There remain prominent and distinct gender patterns associated with specific academic areas as per the table below:

| Academic Area | GENDER | Total | | | Gender % | | |
|--------------------------------------|--------|---------|---------|---------|----------|---------|---------|
| | | 2017/18 | 2018/19 | 2019/20 | 2017/18 | 2018/19 | 2019/20 |
| Business, Computing and Hospitality | Female | 16 | 18 | 19 | 64 | 72 | 61.3 |
| | Male | 9 | 7 | 12 | 36 | 28 | 38.7 |
| Care, Health and Wellbeing | Female | 22 | 22 | 30 | 88 | 91.7 | 75 |
| | Male | 3 | 2 | 10 | 12 | 8.3 | 25 |
| Creative Arts | Female | 26 | 30 | 35 | 72.2 | 71.4 | 81.4 |
| | Male | 10 | 12 | 8 | 27.8 | 28.6 | 18.6 |
| Construction & the Built Environment | Female | 1 | 2 | 2 | 5 | 7.4 | 5.9 |
| | Male | 19 | 25 | 32 | 95 | 92.6 | 94.1 |
| Education and Applied Science | Female | 24 | 32 | 26 | 75 | 80 | 72.2 |
| | Male | 8 | 8 | 10 | 25 | 20 | 27.8 |
| Engineering Technology | Female | 3 | 3 | 3 | 8.1 | 7.1 | 8.3 |
| | Male | 34 | 39 | 33 | 91.9 | 92.9 | 91.7 |
| Forestry | Female | 2 | 2 | 2 | 28.6 | 20 | 28.6 |
| | Male | 5 | 8 | 5 | 71.4 | 80 | 71.4 |
| Optometry | Female | 0 | 0 | 1 | 0 | 0 | 50 |
| | Male | 0 | 1 | 1 | 0 | 100 | 50 |

Traditional patterns of occupational segregation are reflected in the above figures, with those areas of particular concern being Care, Health and Wellbeing (75% female in 2019/20); Creative Arts, which includes Hairdressing and Beauty, (81.4% female in 2019/20) where only one male member of staff teaches hairdressing; and Education and Applied Science (72.2% female in 2019/20). Gender equality has improved slightly in Care, Health and Wellbeing over the past three years; however, the other areas have remained fairly constant.

Furthermore, patterns of male dominated occupational segregation are reflected, with those areas of particular concern being Construction and the Built Environment (94.1% male in 2019/20); Engineering Technology (91.7% male in 2019/20); and Forestry (71.4% male in 2019/20). This has remained fairly constant over the past three years.

Overall gender equality of academic staff has remained across the three years, with only minor female dominance (55.4% female in 2019/20).

However, this is not the case for support staff, where support functions have been strongly dominated by females across all three years, the most recent showing 70.2% of all support roles being occupied by females.

Distinct gender patterns can also be seen associated with many support areas. However, those of particular concern, due to having 100% female occupancy in 2019/20, are Admissions and Student Funding, Early Years and Childcare Services, Human Resources, Library and LRC, Organisation Development and Quality.

Male dominated Support Areas remain ICT Services (88.9% male in 2019/20) and Estates and Campus Services (75% male in 2019/20) where gender split has remained constant during the past three years.

| Support Area | GENDER | Total | | | Gender % | | |
|------------------------------------|--------|---------|---------|---------|----------|---------|---------|
| | | 2017/18 | 2018/19 | 2019/20 | 2017/18 | 2018/19 | 2019/20 |
| Access and Progression | Female | 13 | 13 | 16 | 100 | 100 | 84.2 |
| | Male | 0 | 0 | 3 | 0 | 0 | 15.8 |
| Admissions and Student Funding | Female | 7 | 8 | 8 | 100 | 88.9 | 100 |
| | Male | 0 | 1 | 0 | 0 | 11.1 | 0 |
| Business Solutions | Female | 10 | 12 | 14 | 77 | 86 | 93.3 |
| | Male | 3 | 2 | 1 | 23 | 14 | 6.7 |
| Early Years and Childcare Services | Female | 17 | 19 | 18 | 100 | 100 | 100 |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 |
| Estates and Campus Services | Female | 3 | 3 | 2 | 30 | 30 | 25 |
| | Male | 7 | 7 | 6 | 70 | 70 | 75 |
| Finance | Female | 8 | 9 | 11 | 72.7 | 90 | 91.7 |
| | Male | 3 | 1 | 1 | 27.3 | 10 | 8.3 |
| Front of House and Admin | Female | 14 | 18 | 12 | 100 | 100 | 85.7 |
| | Male | 0 | 0 | 2 | 0 | 0 | 14.3 |
| Health and Safety | Female | 0 | 0 | 0 | 0 | 0 | 0 |
| | Male | 1 | 1 | 1 | 100 | 100 | 100 |
| Hospitality | Female | 17 | 18 | 13 | 68 | 69.2 | 72.2 |
| | Male | 8 | 8 | 5 | 32 | 30.8 | 27.8 |

| Support Area | GENDER | Total | | | Gender % | | |
|----------------------------|--------|---------|---------|---------|----------|---------|---------|
| | | 2017/18 | 2018/19 | 2019/20 | 2017/18 | 2018/19 | 2019/20 |
| Human Resources | Female | 4 | 4 | 5 | 100 | 100 | 100 |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 |
| ICT Services | Female | 1 | 1 | 1 | 12.5 | 14.3 | 11.1 |
| | Male | 7 | 6 | 8 | 87.5 | 85.7 | 88.9 |
| Information Development | Female | 1 | 1 | 1 | 100 | 100 | 100 |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 |
| Library & LRC | Female | 5 | 5 | 6 | 71.4 | 83.3 | 100 |
| | Male | 2 | 1 | 0 | 28.6 | 16.7 | 0 |
| Organisational Development | Female | 2 | 3 | 3 | 100 | 100 | 100 |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 |
| Quality | Female | 4 | 3 | 4 | 100 | 100 | 100 |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 |
| Research | Female | 3 | 5 | 9 | 33.3 | 41.7 | 56.3 |
| | Male | 6 | 7 | 7 | 66.7 | 58.3 | 43.7 |
| Student Records | Female | 8 | 6 | 6 | 100 | 85.7 | 85.7 |
| | Male | 0 | 1 | 1 | 0 | 14.3 | 14.3 |

Part time working

2017/18

Of the 357 staff working at Inverness College in 2017/18, 36% (128 staff) were employed on part-time contracts. Of those, 80% were female and 20% male. Of the 128 staff who worked part-time, 48% (62 staff) represented academic staff and 52% (66 staff) support staff.

Of the 62 academic staff on part-time contracts, 24% were male (15 staff) and 76% female (47 staff).

Of the 66 support staff on part-time contracts, 15% were male (10 staff) and 85% female (56 staff).

The total percentage of female staff on fixed-term contracts in 2017/18 was 6.4% (23 staff) and the total percentage of male staff on fixed-term contracts was 3.3% (12 staff).

2018/19

Of the 386 staff working at Inverness College in 2018/19, 39% (150 staff) were employed on part-time contracts. Of those, 81% were female and 19% male. Of the 150 staff who worked part-time, 48% (72 staff) represented academic staff and 52% (78 staff) support staff.

Of the 72 academic staff on part-time contracts, 25% were male (18 staff) and 75% female (54 staff).

Of the 78 support staff on part-time contracts, 14% were male (11 staff) and 86% female (67 staff).

The total percentage of female staff on fixed-term contracts in 2018/19 was 6.7% (26 staff) and the total percentage of male staff on fixed-term contracts was 3.3% (13 staff).

2019/20

Of the 410 staff working at Inverness College in 2019/20, 38.5% (158 staff) were employed on part-time contracts. Of those, 81% were female and 19% male. Of the 158 staff who worked part-time, 49% (78 staff) represented academic staff and 51% (80 staff) support staff.

Of the 78 academic staff on part-time contracts, 22% were male (17 staff) and 78% female (61 staff).

Of the 80 support staff on part-time contracts, 16% were male (13 staff) and 84% female (67 staff).

The total percentage of female staff on fixed-term contracts in 2019/20 was 5% (21 staff) and the total percentage of male staff on fixed-term contracts was 1.7% (7 staff).

Age

2017/18

Age Range Data for 2017/2018:

| Age Range | Staff | % | Support | % | Academic | % |
|--------------|------------|----------------|------------|--------------|------------|--------------|
| 16-29 | 14 | 3.9% | 14 | 3.9% | 0 | 0% |
| 30-49 | 140 | 39.2% | 91 | 25.5% | 49 | 13.7% |
| 50-59 | 122 | 34.2% | 50 | 14.0% | 72 | 20.2% |
| 60+ | 81 | 22.7% | 32 | 9% | 49 | 13.7% |
| TOTAL | 357 | 100.00% | 187 | 52.4% | 170 | 47.6% |

In 2017/2018 the highest percentage (39.2%) of all staff were aged 30-49 followed by 34.17% aged 50-59. 22.7% (81 staff) of all staff were aged 60+ and 3.92% (14 staff) were 16-29 years old.

The highest percentage of support staff (25.5%) in 2017/2018 were aged 30-49. This is compared to the next largest group of support staff within age range 50-59 at 14.01%.

The highest percentage of teaching staff (20.2%) were within the ages 50-59. The next largest group of teaching staff were aged 30-49 (13.73%) and 60+ (13.73%).

For 2017/2018 the lowest percentage of staff (3.92%) were aged below 29, with all such individuals being in support roles.

2018/19

Age Range Data for 2018/2019:

| Age Range | Staff | % | Support | % | Academic | % |
|--------------|------------|---------------|------------|--------------|------------|--------------|
| 16-29 | 16 | 4.1% | 14 | 3.6% | 2 | 0.5% |
| 30-49 | 153 | 39.6% | 97 | 25.1% | 56 | 14.5% |
| 50-59 | 140 | 36.3% | 60 | 15.6% | 80 | 20.7% |
| 60+ | 77 | 20% | 31 | 8.0% | 46 | 12% |
| TOTAL | 386 | 100.0% | 202 | 52.3% | 184 | 47.7% |

In 2018/2019 the highest percentage (39.6%) of all staff fall within the age range 30-49 and 36.3% fall within the age range 50-59. 20% of all staff are within the 60+ age range and 4.1% (16 staff) of all staff are within the age range of 16-29.

The highest percentage of support staff (25.1%) in 2018/2019 were within the age range 30-49. This is compared to the next largest group of support staff within age range 50-59 at 15.6%.

The highest percentage of teaching staff (20.7%) were within the age range 50-59. The next largest group of teaching staff are within the age range 30-49 (14.5%).

For 2018/2019 the lowest percentage of staff (4.2%) is within the age group of 29 and under with 3.6% roles within the support staff group.

2019/20

Age Range Data for 2019/20:

| Age Range | Staff | % | Support | % | Academic | % |
|--------------|------------|-------------|------------|--------------|------------|--------------|
| 16-29 | 14 | 3.4% | 13 | 3.2% | 1 | 0.2% |
| 30-49 | 180 | 43.9% | 111 | 27.1% | 69 | 16.9% |
| 50-59 | 146 | 35.6% | 62 | 15.1% | 84 | 20.4% |
| 60+ | 70 | 17.1% | 29 | 7.1% | 41 | 10.0% |
| TOTAL | 410 | 100% | 215 | 52.5% | 195 | 47.5% |

In 2019/20 the highest percentage (43.9%) of all staff fall within the age range 30-49 and 35.6% fall within the age range 50-59. 17.1% of all staff are within the 60+ age range and 3.4% (13 staff) of all staff are within the age range of 16-29.

The highest percentage of support staff (27.1%) in 2019/20 were within the age range 30-49. This is compared to the next largest group of support staff within age range 50-59 at 15.1%.

The highest percentage of teaching staff (20.5%) were within the age range 50-59. The next largest group of teaching staff are within the age range 30-49 (16.9%).

For 2019/20 the lowest percentage of staff (3.4%) is within the age group of 29 and under with 3.2% roles within the support staff group.

Declared Disability

2017/18

In 2017/18 5.9% (21 staff) staff declared a disability; 10 support staff and 11 teaching staff members.

2018/19

In 2018/19 6.5% (25 staff) staff declared a disability; 13 support staff and 12 teaching staff members.

2019/20

In 2019/2020 6.3% (26 staff) staff declared a disability; 13 support staff and 13 teaching staff members.

Although these are modest totals, it is an improving trend compared with years previous to this period, where the percentage was closer to 3% of all staff declaring a disability.

There is a general pattern that staff declare a disability after appointment to post. It is also recognised that some staff do not declare a disability and therefore are not recorded or counted, however have had reasonable adjustments and engagement with HR and occupational health.

Ethnicity

2017/18

The highest proportion of staff are White Scottish accounting for 68.4%, followed by White English 14.6% and White Other 5.6%.

In 2017/18 0.3% (1 staff) have self-declared their ethnicity as Black and Ethnic Minority. In total 6.7% of staff have not declared their ethnic origin.

2018/19

The highest proportion of staff are White Scottish accounting for 66.6%, followed by White English 12.7 % and Asian Indian 0.8%.

In 2018/19 0.3% (1 staff) have self-declared their ethnicity as Black and Ethnic Minority. In total 9.6% of staff have not declared their ethnic origin.

2019/20

The highest proportion of staff are White Scottish accounting for 66.1%, followed by White English 12.7 % and White Other 8.3%.

In 2019/20 0.7% (3 staff) have self-declared their ethnicity as Black and Ethnic Minority. In total 7.3% of staff have not declared their ethnic origin.

Pay and Remuneration

The College reviewed the average and median hourly rates of pay by gender, with further consideration being given to both core teaching and support roles.

Average Hourly rates of pay - The average hourly rate of pay for 2017/18, 2018/19 and 2019/20 are shown in the table below for core College staff:

| Year | Average Hourly Rate |
|---------|---------------------|
| 2017/18 | £17.09 |
| 2018/19 | £17.68 |
| 2019/20 | £19.23 |

Median hourly rates of College staff can be seen in the table below for male and female staff:

| | 2017/18 | 2018/19 | 2019/20 |
|---------------|---------|---------|---------|
| Female | £18.60 | £18.50 | £18.62 |
| Male | £20.40 | £20.91 | £22.74 |

All staff are placed throughout the full range of grades within the pay model as follows (not including spot salaries):

| GRADE | GENDER | Total | | | Gender % | | |
|-------|--------|---------|---------|---------|----------|---------|---------|
| | | 2017/18 | 2018/19 | 2019/20 | 2017/18 | 2018/19 | 2019/20 |
| A | Female | 15 | 19 | 15 | 83.3% | 95% | 83.3% |
| | Male | 3 | 1 | 3 | 16.7% | 5% | 16.7% |
| B | Female | 2 | 2 | 2 | 50% | 40% | 40% |
| | Male | 2 | 3 | 3 | 50% | 60% | 60% |
| C | Female | 25 | 28 | 23 | 80.7% | 82.4% | 76.7% |
| | Male | 6 | 6 | 7 | 19.3% | 17.6% | 23.3% |
| D | Female | 9 | 8 | 9 | 50% | 47.1% | 50% |
| | Male | 9 | 9 | 9 | 50% | 52.9% | 50% |
| E | Female | 36 | 40 | 37 | 78.3% | 78.4% | 75.5% |
| | Male | 10 | 11 | 12 | 21.7% | 21.6% | 24.5% |
| F | Female | 20 | 21 | 23 | 71.4% | 70% | 85.2% |
| | Male | 8 | 9 | 4 | 28.6% | 30% | 14.8% |
| G | Female | 4 | 4 | 8 | 57.1% | 66.7% | 44.4% |
| | Male | 3 | 2 | 10 | 42.9% | 33.3% | 55.6% |
| H | Female | 8 | 15 | 16 | 61.5% | 79% | 76.2% |
| | Male | 5 | 4 | 5 | 38.5% | 21% | 23.8% |
| I | Female | 6 | 4 | 4 | 75% | 50% | 50% |
| | Male | 2 | 4 | 4 | 25% | 50% | 50% |

| | | | | | | | |
|---|--------|----|----|-----|-------|-------|-------|
| J | Female | 2 | 8 | 5 | 50% | 61.5% | 71.4% |
| | Male | 2 | 5 | 2 | 50% | 38.5% | 28.6% |
| K | Female | 1 | 1 | 0 | 100% | 100% | 0% |
| | Male | 0 | 0 | 0 | 0% | 0% | 0% |
| L | Female | 1 | 3 | 3 | 100% | 100% | 100% |
| | Male | 0 | 0 | 0 | 0% | 0% | 0 |
| M | Female | 1 | 1 | 3 | 50% | 33.3% | 60% |
| | Male | 1 | 2 | 2 | 50% | 66.7% | 40% |
| N | Female | 0 | 0 | 0 | 0% | 0% | 0% |
| | Male | 0 | 1 | 2 | 0% | 100% | 100% |
| O | Female | 0 | 0 | 0 | 0% | 0% | 0% |
| | Male | 0 | 0 | 1 | 0% | 0% | 100% |
| Teaching (including teaching management) | Female | 82 | 89 | 106 | 52.9% | 52.4% | 54.9% |
| | Male | 73 | 81 | 87 | 47.1% | 47.6% | 45.1% |

| GRADE | Average Hourly Rates | | |
|---|----------------------|---------|---------|
| | 2017/18 | 2018/19 | 2019/20 |
| A | £8.56 | £8.90 | £9.25 |
| B | £9.71 | £9.62 | £10.26 |
| C | £10.32 | £10.62 | £11.00 |
| D | £11.49 | £11.77 | £12.32 |
| E | £13.20 | £13.51 | £13.94 |
| F | £15.06 | £15.30 | £15.89 |
| G | £16.71 | £17.17 | £17.30 |
| H | £19.49 | £19.73 | £20.13 |
| I | £21.62 | £22.26 | £23.17 |
| J | £24.86 | £25.77 | £24.59 |
| K | £27.34 | £32.83 | n/a |
| L | £28.85 | £28.85 | £30.01 |
| M | £31.60 | £29.49 | £35.00 |
| N | n/a | £35.01 | £43.85 |
| O | n/a | n/a | £60.32 |
| Teaching Staff (including teaching management) | £19.58 | £20.56 | £22.74 |

Median Pay Gap

The College *Median* Pay Gap is calculated by the following method:

(male median average hourly rate - female median average hourly rate) / male median average hourly rate X 100 = Total %

2017/18

$(£20.40 - £18.60) / £20.40 \times 100 = 8.82\%$

2018/19

$(£20.91 - £18.50) / £20.91 \times 100 = 11.53\%$

2019/20

$(£22.74 - £18.62) / £22.74 \times 100 = 18.12\%$

Mean Pay Gap

The College *Mean* Pay Gap is calculated by the following method:

(male mean average hourly rate – female mean average hourly rate) / male mean average hourly rate X 100

2017/18

$(£19.20 - £17.18) / £19.20 \times 100 = 10.52\%$

2018/19

$(£19.91 - £17.66) / £19.91 \times 100 = 11.30\%$

2019/20

$(£20.40 - £18.63) / £20.40 \times 100 = 8.68\%$

Leaver Diversity monitoring

Leavers 2017/18

Gender

There were 42 leavers in 2017/18 of which 64% were female and 36% were male. These percentages would appear to be a general reflection of the overall gendersplit in the core staff group of 63% female and 37% male.

Of academic staff leavers, 65% were female (13 staff) and 35% were male (7 staff).

Of support staff leavers, 63.6% were female (14 staff) and 36.4% were male (8 staff).

Age Range

The age range of leavers in 2017/18 was predominantly 30-49 (43%), with the lowest proportion being 16–29-year-olds (12%).

In the 50-59 age range, 26% of leavers fell into this group and 19% of leavers were aged over 60.

Teaching/Support Age Ranges 2017/18:

| Age Range | Leavers | Support | Teaching |
|--------------|-----------|-----------|-----------|
| 16-29 | 5 | 5 | 0 |
| 30-49 | 18 | 9 | 9 |
| 50-59 | 11 | 5 | 6 |
| 60+ | 8 | 3 | 5 |
| Total | 42 | 22 | 20 |

Leavers 2018/19

Gender

There were 76 leavers in 2018/19 of which 73.7% were female and 26.3% were male. These percentages are broadly representative of the organisational gender split in 2018/19, although with a slightly higher proportion of female leavers.

Of academic staff leavers, 56.5% were female (13 staff) and 43.5% were male (10 staff).

Of support staff leavers, 81.1% were female (43 staff) and 18.9% were male (10 staff).

Age Range

The age range of leavers in 2018/19 was predominantly 30-49 (36.8%), with the lowest proportion being 16-29 year olds (17.1%).

In the 50-59 age range, 25% of leavers fell into this group and 21.1% of leavers were aged over 60.

Teaching/Support Age Ranges 2018/19:

| Age Range | Leavers | Support | Teaching |
|--------------|-----------|-----------|-----------|
| 16-29 | 13 | 11 | 2 |
| 30-49 | 28 | 22 | 6 |
| 50-59 | 19 | 14 | 5 |
| 60+ | 16 | 6 | 10 |
| Total | 76 | 53 | 23 |

Leavers 2019/20

Gender

There were 63 leavers in 2019/20 of which 69.8% were female and 30.2% were male. These percentages are broadly representative of the organisational gender split in 2019/20.

Of academic staff leavers, 56.6% were female (5 staff) and 44.4% were male (4 staff).

Of support staff leavers, 72.2% were female (39 staff) and 27.8% were male (15 staff).

Age Range

The age range of leavers in 2019/20 was predominantly 30-49 (57.1%), with the lowest proportion being 16–29-year-olds (11.1%).

In the 50-59 age range, 19% of leavers fell into this group and 12.7% of leavers were aged over 60.

Teaching/Support Age Ranges 2019/20:

| Age Range | Leavers | Support | Teaching |
|--------------|-----------|-----------|----------|
| 16-29 | 7 | 7 | 0 |
| 30-49 | 36 | 33 | 3 |
| 50-59 | 12 | 10 | 2 |
| 60+ | 8 | 4 | 4 |
| Total | 63 | 54 | 9 |

Disability and Ethnicity of Leavers

Declared Disability:

| | 2017/18 | 2018/19 | 2019/20 |
|---------------------|----------|----------|----------|
| Declared Disability | 2.4% (1) | 1.3% (1) | 3.1% (2) |

Ethnicity:

| Ethnicity | 2017/18 | 2018/19 | 2019/20 |
|-------------------|------------|------------|------------|
| White Scottish | 45.2% (19) | 42.1% (32) | 50% (32) |
| White English | 16.7% (7) | 11.8% (9) | 4.7% (3) |
| White Irish | 2.4% (1) | 2.6% (2) | 0% |
| White Welsh | 0% | 1.3% (1) | 0% |
| White Other | 4.8% (2) | 2.6% (2) | 10.9% (7) |
| Black African | 0% | 0% | 1.6% (1) |
| Prefer not to say | 4.8% (2) | 0% | 0% |
| Undisclosed | 26.2% (11) | 39.5% (30) | 32.8% (21) |

5. Wider Enhancements around Equality, Diversity and Inclusion

Although the college moved to a new campus in August 2015, we have been keen to look at further ways to make our campus inclusive and accessible to all. Much of our enhancement work has been driven by the student voice, both through the Student's Association and through the Equality and Diversity committee. During the period from 2017 – 2020 there have been various accessibility improvements made to the College campus.

Various improvements have been made to support visually impaired students. This has included introducing a yellow brick road in the form of a new floor tile arrangement which has been put in place to allow a clearer pathway around busy routes. The college has also added braille signage to classrooms and toilet doors as well as adding larger room numbers to all our Supported Education classrooms.

In relation to our wheelchair users, we have added enhanced accessible features in the form of new height adjustable sinks and benches in the Professional Cookery training kitchens. The college have also updated all the panic alarms to be more accessible. The college have also made significant modifications to a number of doors around the main campus and adaptations to disabled toilets to allow for improved wheelchair accessibility and movement.

We have also successfully lobbied our bus companies to divert their routes around the back of our campus providing a more direct route from public transport into the campus. This has been particularly beneficial to those with mobility challenges.

Through our Equality and Diversity committee we have identified several further enhancements which are under way and which we will report on in our next progress report.

Future Focus

Inverness College UHI is a vibrant and successful college within the wider UHI partnership. We have student outcomes which have continually improved during the reporting period and are now amongst the best in Scotland. Underpinning this we have a strong commitment to advancing equality and welcoming diversity. We have built upon this practice and have developed an ethos of inclusion over the years detailed in this report. Staff across the organisation recognise their role in fostering good relations with each other and with our students to help us continue to be an organisation within the community where everyone can thrive.

We want to ensure we continue to build on our extensive progress across the last three academic years, and the full scope of our ambition for 2021-25. We have identified a variety of outcomes for 2021-25 as detailed in our accompanying action plan.

| | |
|--|--|
| Subject/Title: | Chair & Committee Evaluation Feedback |
| Author: [Name and Job title] | Lisa Ross Board Secretary |
| Meeting: | HR Committee |
| Meeting Date: | 23 September 2021 |
| Date Paper prepared: | 15 September 2021 |
| Brief Summary of the paper: | Feedback on the HR Chair and Committee Evaluation. |
| Action requested: [Approval, recommendation, discussion, noting] | Discussion and Noting |

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| | | | |
|--|---|--|--|
| Link to Strategy: Please highlight how the paper links to, or assists with:: <input type="checkbox"/> compliance <input type="checkbox"/> partnership services <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan <input type="checkbox"/> new opportunity/change | Governance Compliance. | | |
| Resource implications: | Yes / No If yes, please specify: | | |
| Risk implications: | Yes / No If yes, please specify: Operational: Organisational: | | |
| Equality and Diversity implications: | Yes/ No If yes, please specify: | | |
| Student Experience Impact: | Yes/ No If yes, please specify: | | |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | N/A | | |
| Status – [Confidential/Non confidential] | Non-Confidential | | |
| Freedom of Information Can this paper be included in “open” business* [Yes/No] | Yes | | |
| *If a paper should not be included within “open” business, please highlight below the reason. | | | |
| Its disclosure would substantially prejudice a programme of research (S27) | | Its disclosure would substantially prejudice the effective conduct of public affairs (S30) | |
| Its disclosure would substantially prejudice the commercial interests of any person or organisation (s33) | | Its disclosure would constitute a breach of confident actionable in court (s36) | |
| Its disclosure would constitute a breach of the Data Protection Act (s38) | | Other (Please give further details) | |

Further guidance on application of the exclusions from Freedom of Information legislation is available via

<http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp> and

http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

Background

The HR Chair and Committee Evaluations were carried out within the committee meeting held on 27 May 2021. Five members of the Committee were in attendance and provided feedback and comment on the Committee Evaluation. The Chair excused himself from the meeting whilst the Chair Evaluation was carried out.

Chair Feedback

The completed evaluation documentation for the HR Chair has been passed to the Interim Chair of the Board of Management for feedback to be delivered to them. However, there were no issues raised and all present provided positive feedback with regards the Chair.

Committee Feedback

A copy of the feedback from the Committee is attached as Appendix 1.

The feedback received made reference to the review of the Terms of Reference and the requirement for a Committee Vice-Chair. This review has been carried out and the updated Terms of Reference have been made available to Committee Members for comment. A Vice-Chair for the Committee has now been appointed.

Action Required

Committee Members highlighted the need to check whether any additional training is required. Our training programme is currently being updated and additional training is being sought as part of this.

It was suggested that the Terms of Reference be made accessible on AdminControl to allow easy access by Board Members. The Board Secretary will action this suggestion following all updates to each Committee's Terms of Reference being agreed by the Board of Management.

Next Steps

The feedback received will be presented to the Board of Management on 05 October 2021 as part of the yearly report on Committee Evaluations.

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Appendix 1



Human Resources Committee Evaluation (completed by the HR committee collectively on 27 May 2021)

| Good Practice | Yes | No | N/A | Comments/Action |
|--|-----|----|-----|---|
| Composition, Establishment and Duties of the Committee | | | | |
| Does the Committee meet regularly in accordance with the Board Standing Orders? | Y | | | |
| Does the Committee consistently have a quorum? | Y | | | |
| Do all Committee members attend meetings regularly? | Y | | | |
| Does the Committee have enough members? | Y | | | |
| Does at least one of the Committee members have a background relevant to the remit of the Committee? | Y | | | The Chair has relevant background. |
| Have new Committee members received all necessary training? | | Y | | Committee members are currently unclear on whether there is specific training available for them. Board Secretary to look at CDN and see whether there is any appropriate training available. |
| Does the Committee report regularly to the Board? | Y | | | |

| Good Practice | Yes | No | N/A | Comments/Action |
|---|-----|----|-----|--|
| Terms of reference | | | | |
| Does the Committee have written terms of reference? | Y | | | |
| Do the terms of reference include all aspects of the Committee's role? | Y | | | The terms of reference are due to be reviewed. Copies of these documents could be made available within the reading room of AdminControl to allow easy access for Board Members. |
| Does the membership of the Committee need to be changed? | | N | | However there is a need for a Vice-Chair of the Committee to be put in place. |
| Are the terms of reference adopted by the full Board and reviewed annually? | Y | | | These are reviewed two yearly by the Board and are due to be reviewed in October 2021 following the Committee review of the ToR. |

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Appendix 1

| Good Practice | Yes | No | N/A | Comments/Action |
|--|-----|----|-----|--|
| Compliance with the Law and Regulations | | | | |
| Does the Committee have a mechanism to keep it aware of topical legal and regulatory issues? | Y | | | 6 monthly updates are supplied to the Committee by the HR Manager. |

| Good Practice | Yes | No | N/A | Comments/Action |
|--|-----|----|-----|---|
| Internal Control | | | | |
| Does the Committee monitor to ensure that risk is controlled? | Y | | | Yes all reports are scrutinised by the Committee. |
| Does the Committee regularly review relevant strategic plans? | Y | | | |
| Does the Committee consider the level of detail and information it receives appropriate? | Y | | | The Committee noted that all reports which are received are good and are easy and simple to read. |
| Are appropriate internal performance measures monitored by the Committee? | Y | | | |
| Is the Committee addressing all matters delegated to it by the Board and under its terms of reference? | Y | | | |

| Good Practice | Yes | No | N/A | Comments/Action |
|---|-----|----|-----|---|
| Administrative arrangements | | | | |
| Does the Committee have an independent secretary? | Y | | | Board Secretary in place. |
| Are Committee papers distributed in sufficient time for members to give them due consideration? | Y | | | |
| Are Committee meetings scheduled prior to important decisions on specific matters being made? | Y | | | Committee meetings quarterly each year. Committee would be able to meet on an ad hoc basis as required. |
| Is the timing of Committee meetings discussed with all involved? | Y | | | Timings for meetings are agreed in April of each year. |