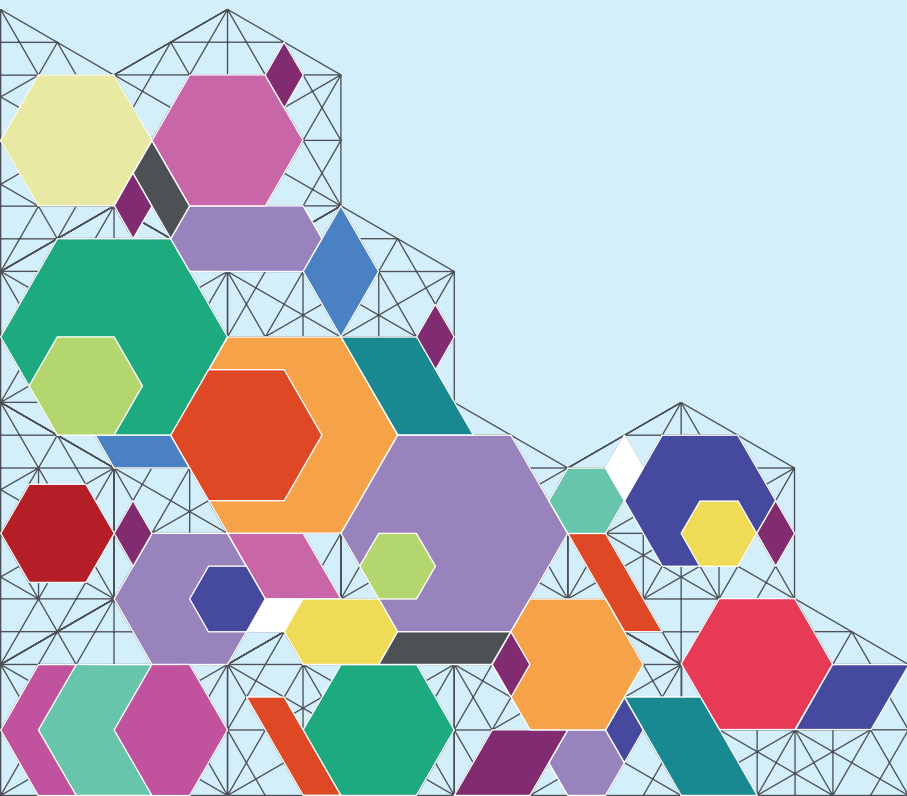START
TOMORROW
TODAY

Equality Mainstreaming Report

2017

University of the
Highlands and Islands
Inverness College

Contents

1.0   Introduction and Context

Inverness College UHI is the main provider of education and skills development in the Highland region and touches the lives of many. In August 2015 the College relocated to the setting of Inverness Campus, and re-developed the Scottish School of Forestry in Balloch. We also have a footprint in Badenoch and Strathspey with the Falcon Centre hosting our community based learning hub for the area.

The College has an income of approximately £25m and provides education and training for approximately 6,500 students, with over 2,600 of them attending on a full-time basis. In the last four years our higher education provision has grown significantly and, as the presence of the University of the Highlands and Islands in Inverness, we are the key provider of higher education in the region. The College's provision however spans all Scottish Credit and Qualification (SCQF) levels from foundation through to doctoral level study and as an organisation we pride ourselves on our ability to support the needs of all of our students, no matter what their level of study. In this sense, our provision is truly accessible and inclusive.

At the heart of our organisation is a commitment to parity of esteem for vocational and academic study. We value both equally and indeed seek to blur the boundaries between the two, providing meaningful experience that properly equips our students for progression to higher level study or to employment and a rewarding career. We provide work-based learning pathways that stretch from the school Senior Phase through to graduate-level study. We aim to be the first port of call for anyone in the Highlands or beyond seeking post-compulsory education and training and as such we sit at the heart of the community, working in close partnership with regional agencies.

Our Strategic Plan for 2017 – 2020 sets out our ambitions of how the College will develop during the next three years and how we intend to contribute to the realisation of the University of the Highlands and Islands' strategic vision, as set out in the UHI Strategic Plan. Our focus is on providing seamless pathways that blur the boundaries between school and college, and college and university; and that support all of our students in the development of rewarding careers, and our region in its continued prosperity.

Our approach to Equality and Diversity is guided by our Strategic Plan underpinned by themes of Opportunity and Growth for our region for our students and for our staff

Our vision is to –

Be recognised as a centre of excellence, working with partners to deliver a coherent education system founded upon:
- Inclusive practice that encourages participation and closes the attainment gap;
- Courses of excellent quality that respond to industry demand;

- Seamless pathways through all levels of education;
- Research that informs teaching and drives regional innovation.

We will achieve this by creating a dynamic and progressive environment which promotes effective teamwork, dispersed leadership and creativity.

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 a *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.

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 IiP 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 equalties 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.

3.0 Equality Outcomes 2013-2017 Progress and Mainstreaming Activity

Our approach to mainstreaming equality and diversity is underpinned by our initial mainstreaming report 2013 – 2017 and our annual updates on progress. The following sets our progress since 2013 and underpins our continuous improvement going forward.

3.1 Equality Theme – Institutional Leadership and Governance

Outcome – The Board of Management understand their responsibilities in line with the Equality Act.

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.

Chaired by the SMT lead for Equalities, the Equality and Diversity Committee met four times per year over the period of the report and continues to meet four times per year to address progress towards meeting the college equality outcomes. This is now refocussed in light of the SFC guidance for college outcome agreements and will also focus on the Access and Inclusion Strategy and Gender Action plan.

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

Furthermore, the student vice president - equalities became a member of the Board of Management and has taken the role of equalities link at a student level. This has worked well and has ensured that alongside management reporting that the student voice is considered in all matters relating to the equalities agenda.

Outcome – The Board of Management membership is in keeping with the Scottish 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 2013 - 2017

Year	Male	Female	Vacancies
April 2013	8	7	1
April 2014	7	8	1
April 2015	5	10	3
April 2016	8	8	2
March 2017	7	9	2

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 take into account 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 2013 - 2017

Year	Male	Female	Vacancies
April 2013	3	5	0
April 2014	3	5	0
April 2015	2	6	0
April 2016	2	6	0
March 2017	1	6	1

3.2   Equality Theme – Learning and Teaching

Outcome - Equality and diversity, are promoted effectively throughout the curriculum (Education Scotland[1])

Education Scotland conducted its 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.

The college offers a suitable portfolio of FE programmes which meets the needs of learners well. Almost all curriculum teams ensure that programme content 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.

The college provides high levels of support for learners who need to overcome barriers to learning. Most of these learners progress into employment or further study. Almost all learners are well aware of where and how to access services to support learning."[2]

Over the last two years the college has worked with staff to implement the Framework for Excellent Learning and Teaching. One of the aims of the framework is to ensure equality and diversity are positively promoted throughout the curriculum, supported through the professional review process. This is progressing well. The *Framework for Excellent Learning and Teaching* (part of the Learning and Teaching Strategy) identifies among its characteristics that excellent learning and teaching:

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[1] Encompassing the former Her Majesty's Inspectorate of Education (HMIE)

[2] https://www.education.gov.scot/assets/contactorganisationinspectionreports/invernesscollegeuhirev06may2016.pdf p.9

- is built on a foundation of respect and positive relationships, and;
- develops essential skills, capacities and attributes

The first of these characteristics includes the principles that the learning environment (face-to-face or virtual) is safe, positive and engaging, and is a place where students feel respected, included and able to learn regardless of their circumstances or particular needs. That teaching staff promote positive behaviour and take responsibility for creating a climate of respect and trust, and that they take an interest in individual students and have an awareness of their circumstances and background.

The second characteristic includes the principle that opportunities to promote positively equality and diversity should be identified and used effectively by teaching staff to raise awareness of social and intercultural diversity.

Staff development aligned with the framework and characteristics has taken place and will continue. The college has also developed and implemented a lesson observation model, *Professional Discussion on Learning and Teaching (PDLT)*. The model evaluates an observed episode of learning, along with the findings from discussion with the students and the lecturer, against the framework, including the characteristics and principles set out above.

3.3   Equality Theme - Students

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 most deprived areas in Inverness: Inverness South Kessock; Merkinch N/S/E; Inverness Hilton West; Inverness Central and Longman by **0.2%** year on year.
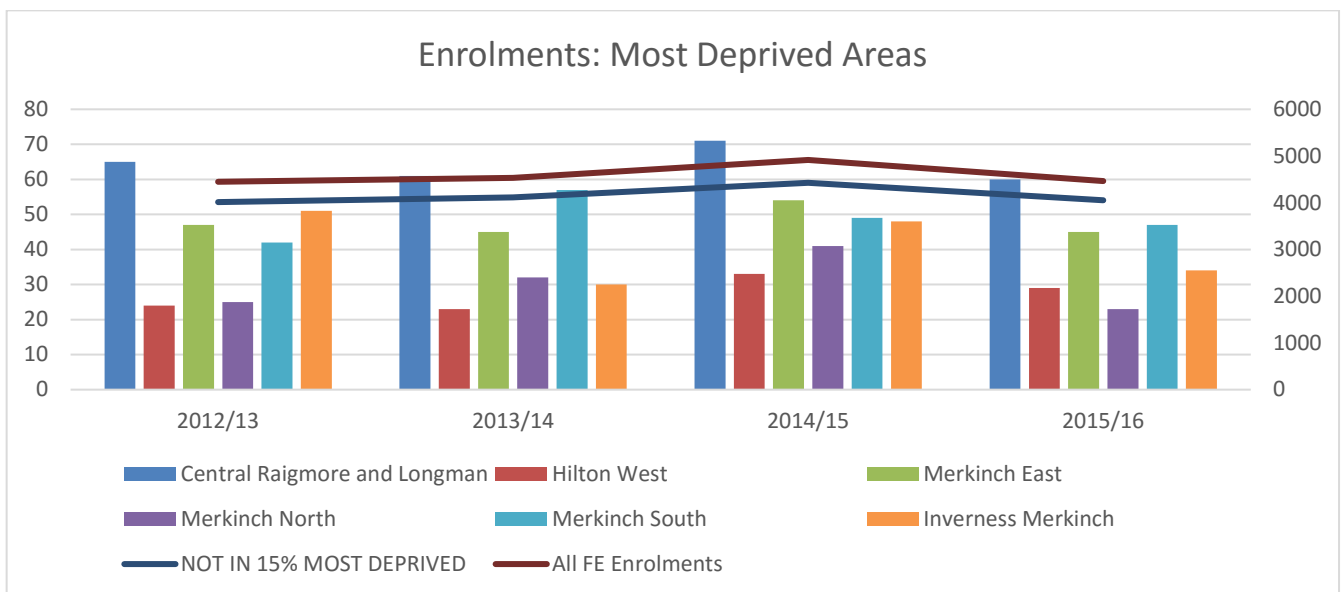
Enrolments from most deprived areas over time

Year	Total enrolments	Enrolments: most deprived areas	% Enrolments: most deprived areas
2012-13	4449	254	5.7%
2013-14	4535	248	5.5%
2014-15	4916	296	6.0%
2015-16	4462	238	5.3%

The number of enrolments from the identified most deprived areas has fluctuated between 2012-13 and 2015-16. The enrolments from these areas as a percentage of all FE enrolments has varied from between 6.0% and 5.3% over the same period.

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 over time.

School-link enrolments from schools in the most deprived areas over time

School	2012-13	2013-14	2014-15	2015-16
IHS	35	44	38	53
IRA	48	56	36	54
MA	38	37	37	39
Total	**121**	**137**	**111**	**146**

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.

The Gender Action Plan will build on this work and ensure that further positive action is taken over the next few years, including identifying and working towards targets for gender representation in specific subject areas.

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

Retention and success rates by Gender
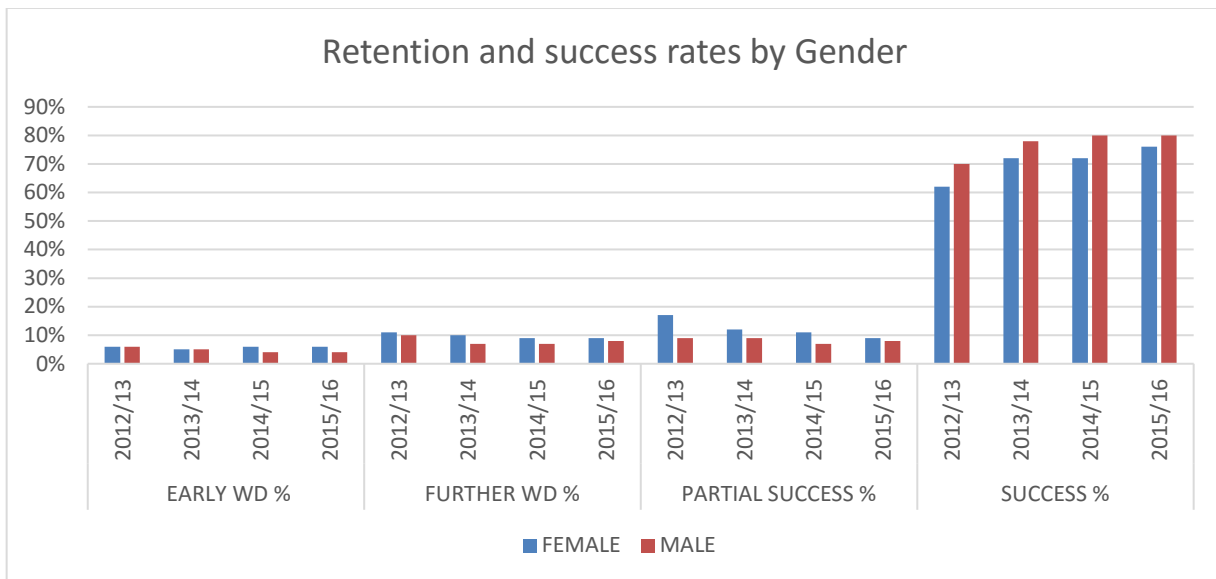
Retention and success rates by gender

Gender	Retention Rates			
	2012-13	**2013-14**	**2014-15**	**2015-16**
Female	83%	85%	85%	85%
Male	84%	88%	89%	88%

Gender	Success Rates[3]			
	2012-13	**2013-14**	**2014-15**	**2015-16**
Female	62%	72%	72%	76%
Male	70%	78%	80%	80%

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

Success rates have improved for both females and males over time: female success rates have improved by 14 percentage points (pp) and male success rates have improved by 10pp over four years. Female success rates are consistently lower than those for male students, although the gap has narrowed over time. 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.

The college's annual evaluation at programme level indicates that there is no significant or systemic difference between male and female success rates within subject areas.

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[3] 'Completed: successful' student outcome as defined by the Scottish Funding Council
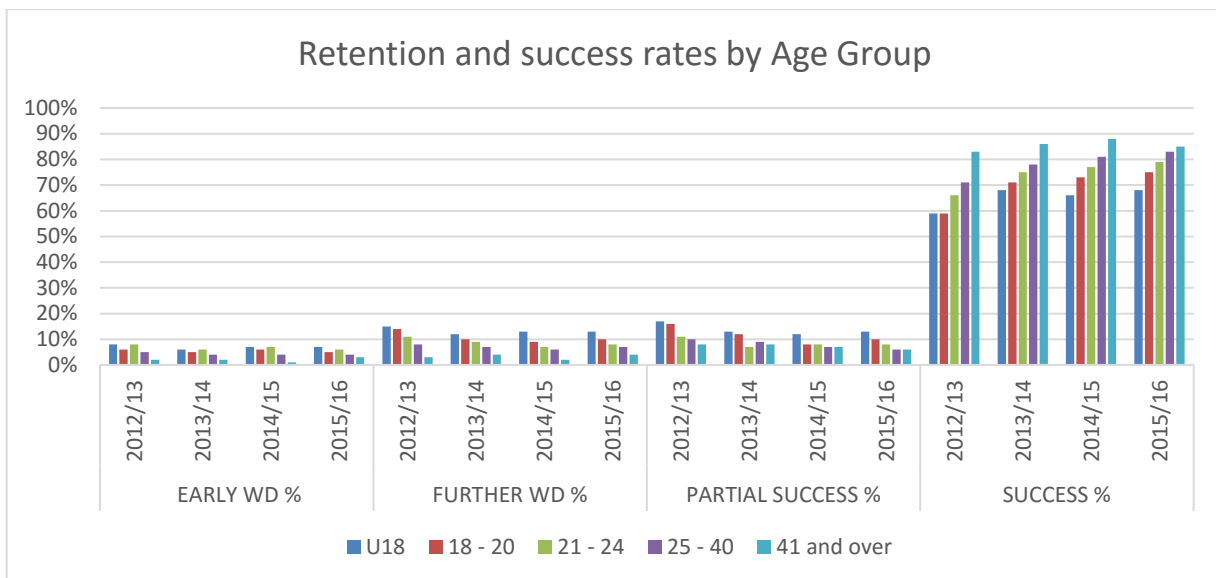
Retention and success rates by age group

Age Group	Retention Rates			
	2012-13	**2013-14**	**2014-15**	**2015-16**
U18	77%	82%	80%	80%
18 - 20	80%	85%	85%	85%
21 - 24	81%	85%	86%	86%
25 - 40	87%	89%	90%	89%
41 and over	95%	94%	97%	93%

Age Group	Success Rates			
	2012-13	**2013-14**	**2014-15**	**2015-16**
U18	59%	68%	66%	68%
18 - 20	59%	71%	73%	75%
21 - 24	66%	75%	77%	79%
25 - 40	71%	78%	81%	83%
41 and over	83%	86%	88%	85%

Retention rates increase incrementally with age, starting with under 18 and moving to 41 and over. This pattern is consistent over time. Retention rates in each age group have improved over time, apart from the 41 and over age group, and are high across all groups.

Success rates mirror the pattern for retention rates.

Outcome: Achieve the Buttle UK Quality Mark for Looked After Children and Care Leavers

Buttle: Withdrawal and Success Rates
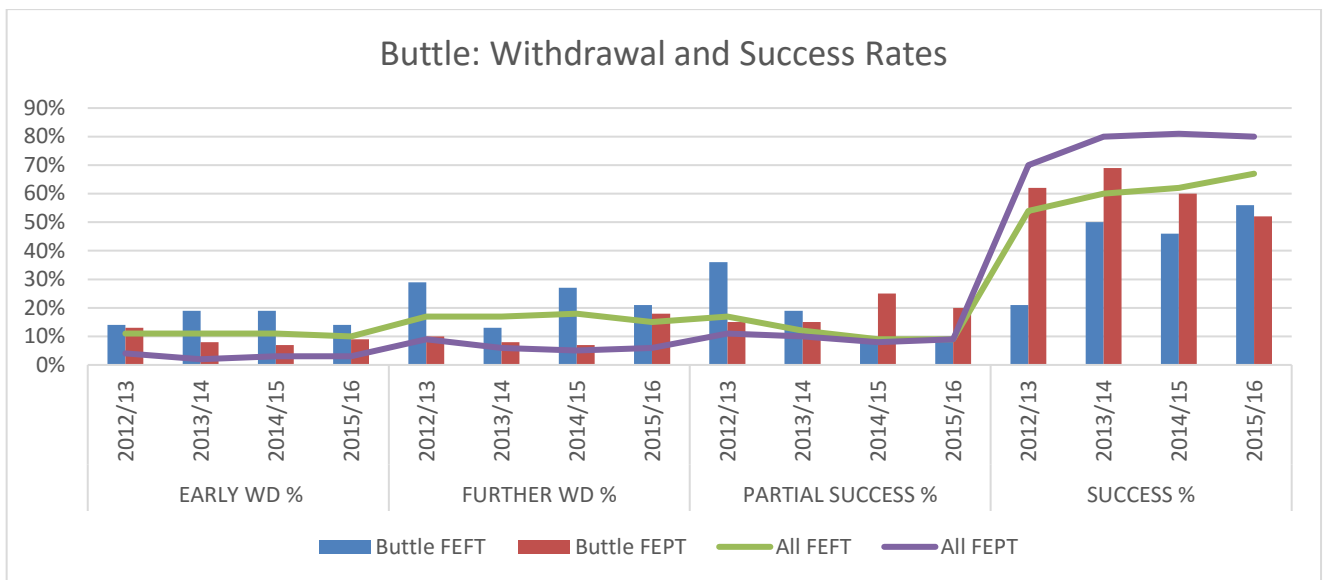
Table 9 in Appendix 1 details Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates for Looked After Children and Care Leavers

In 2015 the college was successful in its application for the Buttle UK Quality Mark for Looked After Children and Care Leavers. In line with Corporate Parenting legislation and the requirement to publish our College Corporate Parenting Plan, we mapped the Buttle Framework to the Corporate Parenting guidelines.   Our College corporate parenting plan was approved by the Board of Management and serves as the framework to support care leavers and looked after children.   Progress towards meeting our commitment will be reported and published on an annual basis. We are also responding to the latest guidelines from the Scottish Care Leavers Covenant – Supporting Corporate Parents to Improve Life Chances. We are looking at how we can implement the recommendations within the Covenant and are making good progress across many aspects of this.

While it is recognised that the numbers are low, the increases in success rates and the number of students participating in education are encouraging and are indicated across subject areas and SCQF levels.

3.4   Equality Theme - Performance

Outcome: Improve achievement rates in mature students (>21) by **0.2%** each year.

Success by Age Grouping
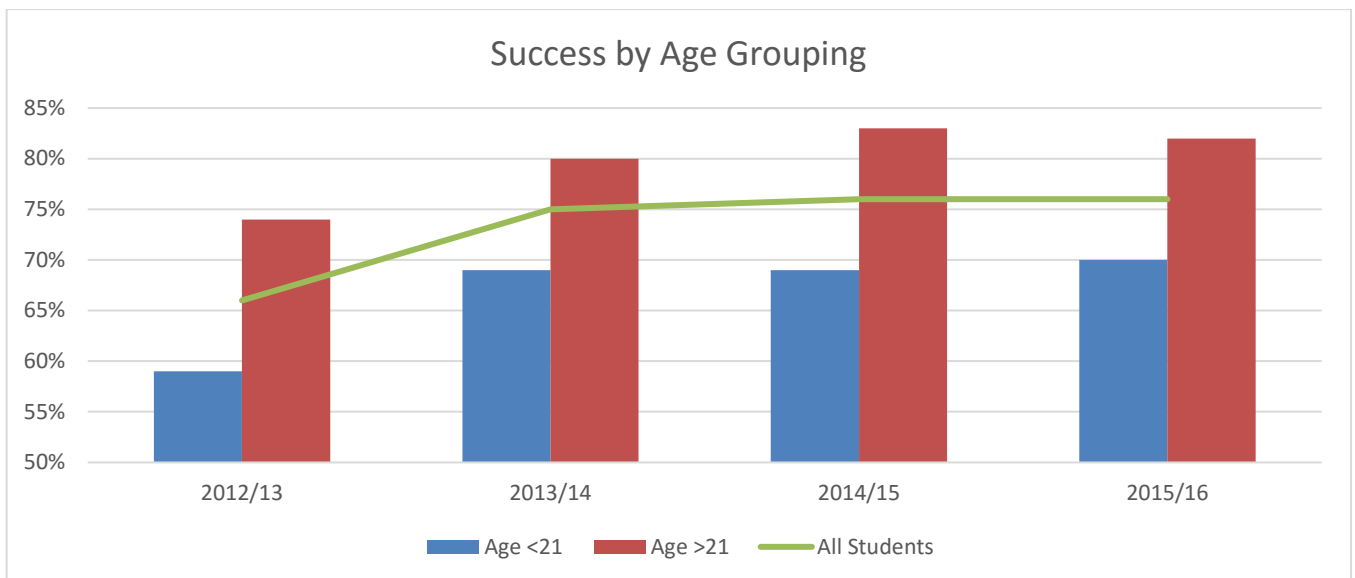
Table 10 in Appendix 1 details Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates by age grouping.

Students aged over 21 have increased their level of success annually over the past three years. There was a 6pp increase from 2012/13 to 2013/14, followed by a 3pp increase from 2013/14 compared to 2014/15. This is also notable for students in the age group under 21, demonstrating clearly the impact of improves success rates overall.

Outcome: Improve achievement rates for students with a declared disability by **0.2%** year on year

Success by Declared disability
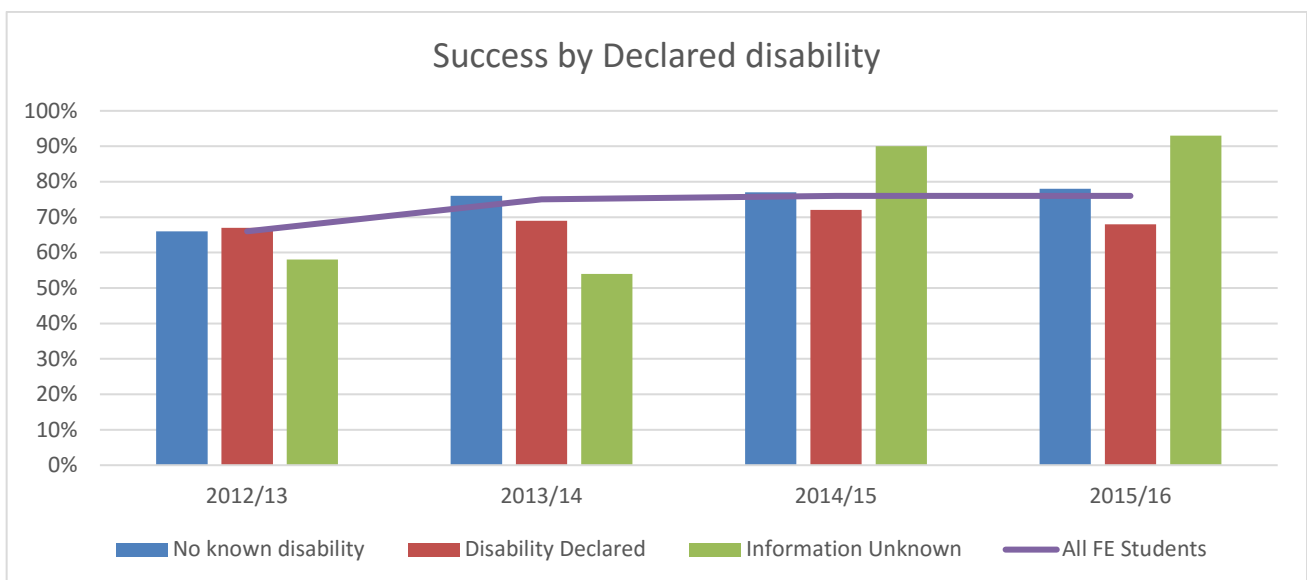
Tables 10 and 11 in Appendix 1 detail Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates by disability declaration.

Success rates for students with a declared disability increased from 2012-13 to 2014-15. However, success rates for this learner group fell slightly in 2015-16, although they are

still 1pp above 2012-13 levels. Success rates for students with no known disability have increased steadily and are now 10pp above those for students with a disability. The college's Access and Inclusion Strategy for 2017-20 and associated action plan will place a focus on maintaining high success rates for all students and narrowing the gap between success rates for disabled and non-disabled students.

3.5 Equality Theme – Staff Development

A variety of development opportunities have been provided for staff throughout the period of this report.

Over the period of the report, an annual provision of four dedicated all staff development days has been implemented. On staff development days, relevant workshops focus on topics such as Autism Awareness, Mental Health First Aid, Diversity & Inclusion and Corporate Parenting.
Professional development is also enhanced through participation in informal groups which are led by the Learning and Teaching Working Group and provide a platform for staff to share best practice.

Outcome – All new staff to have undertaken and successfully complete compliance awareness training within 2 months of recruitment and or engagement (for bank staff)

All college staff complete a mandatory induction programme which covers Equalities, Safeguarding, Health & Safety and Corporate Parenting. This ensures that staff have an immediate awareness of the importance of access and inclusion for our students. Teaching staff complete a further mandatory induction programme which includes sessions on Building a Rapport with Students; Supporting Students; The Inclusive Classroom. This induction programme incorporates digital skills training for staff on the use of Smartboards and our Blackboard Virtual Learning Environment. This training ensures that these technologies can be used by all teaching staff to enhance their practice and aid inclusivity in their classrooms. Our Learning Technologist also provides training on assistive technology during induction so that all teaching staff are aware of what is available to students.

Within the College we have a highly skilled Additional Support Needs (ASN) Team who work first hand with individuals with additional support needs. Over the period of the report, two members of staff have achieved the *PDA in Inclusiveness,* an SQA qualification at Level 9. A third member of staff is in the last stage of this training. All members of the ASN Team have completed BRITE training.

DSA Needs Assessors attend at least three training courses per academic year to ensure their practice is current, particularly around developments in technology and the compensatory strategies that can be recommended to students.

Staff across the ASN, Student Funding and Admissions, and Guidance Teams have been trained in supporting students with mental health difficulties, counselling needs, Autism, Dyslexia, other specific learning needs as well as hearing and visual impairments[4]. The college also have four trained counsellors available to students. Between them they can

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[4] Staff Development Matrix

support individuals with mental health difficulties. The College supports them to keep their qualifications and registration up to date. The College has also invested in professional development for our Guidance Team who are qualified at SVQ3 level in Guidance and who have also completed and Introduction to Counselling, Careers Coaching and Mental Health First Aid. This enables us to provide a first level Guidance, support and referral service out with the formal counselling service. Informally, all members of the Guidance and ASN Teams take part in on-going CPD through College Development Network and third sector agencies to help keep their practice and skills relevant.

Teaching staff are supported by the Learning Technologist and the Digital Skills Training Officer in creating accessible content for use in the classroom and online. Our Technology Enhanced Learning Studio provides the equipment necessary to create a variety of materials using different media. Ongoing staff development and digital skills training takes place throughout the academic year.

New and experienced teaching staff work together informally to observe and to share best practice in all areas of pedagogy. Creating and maintaining an inclusive classroom is a strong theme within these groups and they help to raise awareness and embed excellent learning and teaching across all vocational areas.

Continuous professional development will continue to be a focus in our Access and Inclusion Strategy going forward.

To conclude, the college has seen significant improvements in the last four years. Aligned to our 2017-2020 Strategic Plan and the College Outcome Agreement, the Access and Inclusion Strategy will build on and continuously strive to improve our performance in this area.

4   Employee Data and Gender Pay Gap Report

The college collates information in relation to Age, Gender, Ethnic Origin and Disability. Applicants can also choose to disclose Sexual Orientation and Religion or Belief. It is acknowledged that this data is not always complete.
Annual management information reports including these characteristics have been reported to the HR Committee of the Board of Management since 2009/2010.

Recruitment/Applicants

The College collects information on applicants for vacant posts in terms of Gender, Age, Declared Disability and Ethnicity.

Gender –The data show that for 2015/16 50% of applicants were female which was slightly lower than for 2011/12 at 54%. However, there has been an increase in non-disclosure rates for gender up to 10% in 2015/16 from 3% in 2011/12. This decrease in the number of female applicants should be considered in the context of a higher rate of non-disclosure.

Of the 42 core staff appointed in 2015/16, 57% (24 posts) of appointments were female and 43% (18 posts) of appointments were male compared to 2011/12 where 67% were female and 33% were male.

Of the 42 staff appointed in 2015/16 50% (21 posts) were female appointed to support roles, 33% (14 posts) were male appointed to support roles.

Of the 42 staff appointed in 2015/16, 7% (3 posts) were female appointed to teaching posts and 7% (3 posts) were male appointed to teaching roles

Function	Number	Male	Male %	Female	Female %
Support	31	11	26.19%	20	47.62%
Support Management	2	2	4.76%	0	0.00%
SMT	2	1	2.38%	1	2.38%
Teaching	6	3	7.14%	3	7.14%
Teaching Management	1	1	2.38%	0	0.00%
Total	42	18	42.86%	24	57.14%

Of the female appointments in 2015/16 96% were appointed to non-management grades A-H with 4% appointed to management grades I-M.

Of the male appointments in 2015/16 68% were appointed to non-management grades A-H with 22% being appointed to management grades I-M.

Of the 7 academic appointments in 2015/16 four were male, 1 PDM, 1 Engineering Craft, 1 Professional Cookery and 1 in Supported Education. One female was appointed in Teacher Education and 2 females were appointed in Humanities.

Age – In 2015/16 the highest proportion of applicants were within the age range of 30-49 (47%). This is slightly lower than 2011/12 which showed 52% within the age range of 30-49. However, this age range continues to consistently show the highest proportion of applicants to Inverness College across both reference periods.

Applicant Age Range data for 2015/16:

Age Range	Number	%
0-29	133	17.48%
30-49	356	46.78%
50-59	104	13.67%
60+	16	2.10%
non disc	152	19.97%
Total	761	100.00%

For year 2015/16 the number of applicants from the age range 18-29 is 17.5%.

Consistent with the profile of applicants, the highest proportion of staff recruited in 2015/16 were within the age range of 30-49 (52%). However, this is considerably down on the 2011/12 where 69% of recruited staff came from the 30-49 age range.

Recruited Staff Range Data for 2015/16:

Age Range	Number	%
0-29	11	26.19%
30-49	22	52.38%
50-59	6	14.29%
60+	1	2.38%
non disc	2	4.76%
Total	42	100.00%

Disability Declared – In 2015/16 2.75% of applicants declared a disability which shows an improvement on the 2011/12 figure (2%). This continues to be a strong focus and although the improvement is modest Inverness College is encouraged that it does show an improvement when measured against the last reference period.

Of the applicants in 2015/16 with a declared disability who applied for a vacancy 2 went on to secure employment within the College. One permanently and one on the Supply bank.

Ethnicity – The highest proportion of applicants in 2015/16 were from a White Scottish background at 40%, with White English at 13% and White Other at 8.5%. Applicants from other Black and Ethnic Minority Groups totalled 4% (31 applicants). Of those 31 applicants 1 was successful in securing employment within Inverness College on a permanent basis in 2015/16.

In 2015/16 a lower percentage of starters were White Scottish (33%) when compared to 2011/12 (44%). In addition both White English (14%) and White Other (7%) were also significantly lower than the rates recorded in 2011/12 of (19%) and (19%) respectively.

Encouraging 100% disclosure of ethnicity, gender and age is something which will need to be addressed to ensure more accurate reporting in the future. The pattern of non-declarations in academic year 2015/16 was gender 10%, ethnicity 17% and age 20%. In 2011/12 the non-disclosure rates were 3%, 16% and 17% respectively.

Core staff

Gender – In 2015/16 the proportion of core staff across the College divided by gender was 62% female and 38% male compared to 60% female and 40% male in 2011/12.

In 2015/16 the gender split in the academic staff group is 51% female and 49% male. In 2011/12 the split was 51.6% female and 48.3% male.

There remain prominent and distinct gender patterns associated with specific teaching faculty areas as per the table below.

Faculty	Male	%	Female	%	Total
Business and Computing	7	32%	15	68%	22
Care Practice	3	13%	20	87%	23
Construction Craft	21	100%	0	0%	21
Cultural and Creative Industries	8	35%	15	65%	23
Education	1	4%	22	96%	23
Engineering and Building Technology	20	87%	3	13%	23
Engineering Craft	19	100%	0	0%	19
Forestry, Science, Maths and Aquaculture	10	67%	5	33%	15
Hairdressing, Beauty and Sport	7	32%	15	68%	22
Hospitality	7	37%	12	63%	19

Traditional patterns of occupational segregation are reflected in the above figures. Of particular concern is Care Practice (87% female), Education (96% female), Hospitality (63%female) and Hairdressing, Beauty and Sport (68% female) where only one male member of staff teaches hairdressing and two female member of staff teach sport.

Furthermore, there continues to be 100% representation of male teaching staff in the faculties of Construction Craft (100% male) and Engineering Craft (100% male). While in the faculties of Building Technology (87% male), and Forestry, Science, Maths and Aquaculture (67% male) there is an improving picture of gender equality.

There remain prominent and distinct gender patterns associated with specific Support Areas as per table below. Of particular note are the areas of Access and Progression, (93% female), Front of House and Administration Services where 94% of the staff group are female and also Early Years and Childcare Services where 100% of the staff group is female. In the traditionally male dominated area of Estates and Campus Services there is a male majority of 67% and ICT male majority of 86%.

Support Area	Male	%	Female	%	Total
Access and Progression	1	7%	14	93%	15
Admissions and Student Funding	0	0	9	100%	9
Business Development/Contracts	3	38%	8	72%	11
CREATE	1	20%	4	80%	5
Early Years and Childcare Services	0	0	18	100%	18
Facilities/Estates and Campus Services	7	64%	4	36%	11
Finance	2	17%	10	83%	12
Front of House and Administration Services	1	6%	15	94%	16
ICT Services	6	86%	1	14%	7
Organisational Development	2	29%	5	71%	7
Learning Centre	2	33%	4	67%	6
Quality	0	0%	4	100%	4
Research	5	62%	3	38%	8
SMT	2	29%	5	71%	7
Student Records	0	0%	7	100%	7

Within the support staff roles the gender balance has significantly shifted and shows 78% (116 posts) of the support roles occupied by females and 22% (33 posts) by males. This compares to 70% female and 30% male for 2011/12.

The table below shows each grade broken down in to gender percentages.

Grade	Female %	Number	Male %	Number	Total in Grade
A	78.26%	18	21.74%	5	23
B	75.00%	3	25.00%	1	4
C	81.25%	26	18.75%	6	32
D	52.94%	9	47.06%	8	17
E	78.26%	36	21.74%	10	46
F	73.08%	19	26.92%	7	26
G	50.00%	3	50.00%	3	6
H	54.35%	100	45.65%	84	184
I	83.33%	5	16.67%	1	6
J	52.94%	9	47.06%	8	17
K	100.00%	1	0.00%	0	1
L	100.00%	3	0.00%	0	3
M	66.67%	2	33.33%	1	3
N	0.00%	0	100.00%	1	1
O	100.00%	1	0.00%	0	1

Part time working

Of the 359 staff working at Inverness College for 2015/16 36% (132 staff) of them work part time. Of those, 74% are female and 26% are male. Of the 132 staff who work part time, 45% (59 staff) are teaching staff and 55% (73 staff) are support staff.

14% of male teaching staff work part time contracts

17% of female teaching staff work part time contracts

11% of male support staff work part time contracts

26% of female support staff work part time contracts

In 2015/16 the percentage of females on Fixed Term Contracts is 9.5% (21/223). The percentage of males on Fixed Term Contracts is 11.8% (16/136).

Age

Age Range Data for 2015/16:

Age Range	Total Staff	%	Support	%	Academic	%
16-29	16	4.46%	13	3.62%	3	0.84%
30-49	170	47.35%	87	24.23%	83	23.12%
50-59	125	34.82%	37	10.31%	88	24.51%
60+	48	13.37%	12	3.34%	36	10.03%
TOTAL	359	100.00%	149	41.50%	210	58.50%

In 2015/16 the highest percentage (47%) of all staff fall within the age range 30-49 and 35% fall within the age range 50-59. 13% of all staff are within the 60+ age range and 4% (16 staff) of all staff are within the age range of 16-29.

These figures are very similar to 2011/12 which were 45% for age range 30-49 and 34% for age range 50-59.

The highest percentage of support staff (24%) in 2015/16 were within the age range 30-49. This is compared to the next largest group of support staff within age range 50-59 at 10%. This is consistent with 2011/12 whereby the highest percentage of support staff (26%) were within the age range of 30-49

The highest percentage of teaching staff (24.5%) were within the age range 50-59. The next largest group of teaching staff (23%) are within age range 30-49. For 2011/12 the highest percentage of teaching staff (22%) were within the age range 50-59.

For 2015/16 the lowest percentage of staff (4%) is within the age group of 29 and under with the majority of the roles within the support staff group. In 2011/12 it was broadly the same with 5% of staff within that age group.

Declared disability – In 2015/16 4.7% (17 staff) staff declared a disability; 6 support staff and 11 teaching staff members. Although this is a modest total it is an improving trend on previous years 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 – The highest proportion of staff are White Scottish accounting for 65%, followed by White English 14% and White Other 5%. The figures for 2011/12 were White Scottish 73%, White English 14% and White Other 7%.

In 2015/16 1.4% (5 staff) have self-declared their ethnicity as Black and Ethnic Minority.

In total 11.5% of staff have not declared their ethnic origin compared with 3% in 2011/12.

Pay and Remuneration

The College has reviewed as at March 2017 the average hourly rates of pay by gender and given further consideration to both core teaching/support staff roles.

Average Hourly rates of pay - The average hourly rate of pay for core College staff is £16.91 the following table outlines average hourly rates of pay for support and teaching staff:

	Median hourly rate of College Staff (£)	Median hourly rate for support staff (£) including managers & SMT	Average median hourly rate for teaching staff (£) including teaching management
Male	£19.97	£13.43	£19.97
Female	£17.34	£12.44	£19.97

Recognition must be given when considering teaching staff (includes teaching management for calculating average hourly rate) that their salary placement is predominantly within Grade H whereby the average hourly rate for the grade H is £19.40.

All staff are placed throughout the full range of grades within the pay model as follows:

Grade	Ave hourly rate	Female %	Number	Male %	Number	Total in Grade
A	8.35	78.26%	18	21.74%	5	23
B	9.48	75.00%	3	25.00%	1	4
C	10.08	81.25%	26	18.75%	6	32
D	11.20	52.94%	9	47.06%	8	17
E	12.82	78.26%	36	21.74%	10	46
F	14.81	73.08%	19	26.92%	7	26
G	16.20	50.00%	3	50.00%	3	6
H	19.40	54.35%	100	45.65%	84	184
I	21.57	83.33%	5	16.67%	1	6
J	24.62	52.94%	9	47.06%	8	17
K	27.10	100.00%	1	0.00%	0	1
L	28.62	100.00%	3	0.00%	0	3
M	31.36	66.67%	2	33.33%	1	3
N	41.91	0.00%	0	100.00%	1	1
O	58.33	100.00%	1	0.00%	0	1

Median Pay Gap

The College *Median* Pay Gap is 13.17% which is calculated by the following method:

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

£19.97 - £17.34 / £19.97 x 100 = **13.17%**

The College *Mean* Pay Gap is 8.35% which is calculated by the following method:

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

£17.85 - £16.36 / £17.85 X 100 = **8.35%**

Leaver Diversity monitoring

The College monitors information in relation to staff leaving the College in terms of Gender, Age, Declared Disability and Ethnicity. The data has been monitored since Academic year 2009/10 and is reported to the HR Committee (Sub-Committee of the Board of Management).

Gender – There were 51 leavers in 2015/16 of which 63% were female and 37% were male. These percentages would appear to be a general reflection of the overall gender split in the core staff group of 62% female and 38% male.

In 2011/12 the leavers were equally divided 50% female and 50% male.

In 2015/16 18% of leavers were female teaching staff and 10% were male teaching staff.

45% of leavers in 2015/16 were female support staff and 27% were male support staff.

Age – In 2015/16 the lowest proportion of leavers (14%) were aged 29 and under which was the same for 2011/12 but the rate was much lower at 3%.

The highest proportion of leavers 2015/16 (49%) were aged between 30-49 and this is very similar to the 2011/12 rate of 50%.

18% of leavers in 2015/16 were from age group 50-59 and this is again consistent with the 2011/12 rate of 18%.

In 2015/16 19% of leavers were aged 60 and over and this is considerably lower than the 2011/12 rate of 28%.

Leavers Teaching/Support and Age Range 2015/16:

Age Range	Leavers	Support	Teaching
16-29	7	7	0
30-49	25	21	4
50-59	9	4	5
60+	10	5	5
Total	51	37	14

Declared Disability – For 2015/16 no leavers declared a disability which is consistent with 2011/12.

Ethnicity - For 2015/16 49% of the leavers were White Scottish, 12% were White English and 10% White Other. 29.5% of leavers had not declared their ethnic origin at time of leaving.

In 2011/12 75% of leavers were White Scottish, 10% White English and 10% White Other. 3% of leavers in 2011/12 had not declared their ethnicity at time of leaving.

5   Staff Development

During 2015/16 and 16/17 staff at Inverness College UHI all staff were engaged in a wide range of professional learning activities. These include aspects of mandatory training right through to further study at PhD level. Our annual staff conference further enhanced individuals learning and focused on themes in line with the strategic plan.

Leadership and Management Development

The LEAD 2 management development programme ran through 2015/16 with RMM UK.

28 managers from the teaching and support areas engaged in this programme;
20 female college managers and 8 male college managers. These managers developed their own cross college project management protocols and together progressed a number of cross college projects.

The LEAD 3 management development programme ran through 2016/17 with RMM UK.

Topics covered included –
- Managing Change
- Communication
- Delegation & Coaching
- Influencing
- High Performing Teams

27 managers from teaching and support areas engaged in this programme;
19 female college managers and 8 male college managers.

Chartered Management Institute Certificate in First Line Management (SCQF Level 6).

In parallel and progressing alongside the LEAD management development programme, the college also offers Chartered Management Institute Certificate in First Line Management (SCQF Level 6).

A cohort of 4 managers successfully achieved this qualification in April 2016.
1 male and 3 female.

Induction

All new staff completed their Corporate Induction during 2015/16 .

Core components of the programme include -
- Quality
- Safeguarding
- Human Resources
- Health & Safety
- Corporate Parenting
- Data Protection
- Copyright

Learning and Teaching Induction

All new teaching staff participated in a Learning & Teaching programme during 2015/16.

External training events

Staff participated in approximately 290 external training events during this period; 108 males and 182 females.

Teaching Qualifications

21 teaching staff completed the PDA *Teaching in Scotland's Colleges*; 9 males and 12 females.
9 teaching staff completed the *Teaching Qualification in Further Education*, provided by Stirling University; 4 males and 5 females.

Higher Level Qualifications

21 staff were supported through various postgraduate qualifications, including 5 to PhD level. Of these 6 were male and 15 were female.

Staff Development Days

All staff participated 4 development days during 2015/16. These days comprised a range of workshops and activities including:

- PREVENT training
- Diversity & Inclusion
- Safeguarding training
- LGBT Awareness
- Corporate Parenting
- Autism Awareness
- Mental Health Awareness
- Alcohol Brief Interventions
- safeTALK (suicide alertness)
- Disclosure Scotland Workshop
- Complaints Handling

Staff Conference

A very successful staff conference for all staff was held on 16th June 2016, held in our own building for the first time.

Appendix 1: Data Tables

Table 1: All students by Mode of Study: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates

MODE OF STUDY	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
FE Full time	1158	1129	1253	1199	11%	11%	11%	10%	17%	17%	18%	15%	17%	12%	9%	9%	54%	60%	62%	67%
FE Part Time	3291	3406	3663	3263	4%	2%	3%	3%	9%	6%	5%	6%	11%	10%	8%	9%	70%	80%	81%	80%
Grand Total	**4449**	**4535**	**4916**	**4462**	**6%**	**5%**	**5%**	**5%**	**11%**	**9%**	**8%**	**9%**	**13%**	**10%**	**8%**	**9%**	**66%**	**75%**	**76%**	**76%**

Table 2: FE Students by Deprivation Index: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates

DEPRIVATION INDEX	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
15% MOST DEPRIVED	435	418	489	407	9%	7%	9%	8%	12%	12%	10%	14%	18%	13%	11%	10%	59%	66%	69%	68%
NOT IN 15% MOST DEPRIVED	4014	4117	4427	4055	5%	4%	4%	4%	10%	8%	7%	8%	13%	10%	8%	9%	68%	77%	77%	77%
Grand Total	**4449**	**4535**	**4916**	**4462**	**5%**	**4%**	**5%**	**5%**	**10%**	**8%**	**8%**	**9%**	**13%**	**11%**	**9%**	**9%**	**67%**	**76%**	**76%**	**76%**

Table 3: FE Students within target areas: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates

SIMD Target Areas	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
Central Raigmore and Longman	65	61	71	60	12%	10%	8%	7%	12%	10%	6%	15%	15%	19%	6%	8%	58%	60%	80%	70%
Hilton West	24	23	33	29	4%	10%	22%	0%	17%	19%	9%	7%	38%	5%	6%	3%	42%	67%	59%	90%
Merkinch East	47	45	54	45	9%	9%	7%	11%	13%	9%	9%	31%	16%	9%	11%	9%	58%	68%	72%	49%
Merkinch North	25	32	41	23	8%	13%	8%	9%	12%	13%	8%	26%	8%	19%	15%	17%	72%	55%	70%	48%
Merkinch South	42	57	49	47	10%	2%	6%	9%	14%	20%	14%	13%	17%	15%	16%	17%	57%	62%	63%	62%

Inverness Merkinch	51	30	48	34	4%	10%	7%	3%	12%	14%	9%	6%	20%	3%	15%	3%	62%	72%	70%	88%
Grand Total	254	248	296	238	8%	8%	9%	7%	13%	14%	9%	16%	18%	13%	11%	10%	59%	63%	71%	67%

Table 4: Female FE Students by Education Scotland Superclass: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates

EDUCATION SCOTLAND SUPERCLASS	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16
Art and design	78	90	88	59	9%	4%	2%	7%	17%	10%	8%	11%	9%	11%	2%	2%	47%	74%	80%	75%
Business, management and administration	123	112	163	108	3%	6%	2%	13%	8%	2%	9%	8%	22%	21%	7%	11%	65%	70%	81%	65%
Care	387	410	430	360	4%	4%	3%	4%	11%	10%	8%	7%	21%	11%	14%	18%	54%	74%	73%	69%
Computing and ICT	115	205	186	167	1%	2%	2%	1%	6%	2%	1%	5%	31%	13%	14%	12%	61%	78%	69%	79%
Construction	33	55	42	39	6%	4%	5%	0%	6%	5%	10%	5%	0%	5%	7%	3%	42%	76%	79%	90%
Education and training	122	141	61	87	4%	3%	11%	6%	2%	4%	8%	7%	13%	6%	18%	14%	81%	88%	62%	73%
Engineering	26	45	42	46	19%	7%	5%	4%	0%	9%	2%	8%	12%	13%	5%	4%	69%	71%	88%	85%
Hairdressing, Beauty and Complementary Therapies	308	293	270	256	5%	7%	6%	8%	13%	16%	18%	15%	12%	8%	5%	4%	67%	68%	70%	72%
Hospitality and tourism	133	99	144	231	6%	3%	7%	1%	5%	3%	2%	3%	0%	7%	1%	5%	89%	87%	90%	91%
Land-based industries	11	15	23	12	0%	0%	0%	0%	0%	7%	13%	8%	36%	7%	0%	8%	55%	80%	78%	85%
Languages and ESOL	162	161	184	121	7%	3%	8%	3%	19%	11%	8%	10%	14%	16%	4%	3%	59%	70%	80%	83%
Media	22	21	20	31	0%	10%	10%	13%	32%	0%	5%	10%	18%	19%	20%	35%	50%	71%	65%	42%
Performing arts	7	12	7	13	0%	17%	14%	15%	14%	0%	14%	0%	29%	0%	0%	0%	57%	83%	71%	85%
Science	125	74	108	91	8%	8%	13%	16%	19%	20%	23%	20%	32%	14%	18%	31%	41%	57%	46%	33%
Social subjects	124	64	86	135	10%	9%	17%	5%	18%	17%	20%	20%	28%	27%	22%	17%	43%	47%	41%	57%
Special Programmes	266	278	243	289	6%	6%	7%	6%	8%	13%	7%	15%	15%	14%	17%	12%	70%	66%	69%	66%
Sport and Leisure	44	77	123	65	26%	4%	10%	15%	5%	13%	3%	13%	9%	22%	13%	0%	60%	61%	74%	73%
FEMALE Total	2086	2152	2220	2110	6%	5%	6%	6%	11%	10%	9%	10%	17%	12%	11%	11%	62%	72%	72%	72%

Table 5: Male FE Students by Education Scotland Superclass: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates

EDUCATION SCOTLAND SUPERCLASS	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
Art and design	34	34	27	19	3%	0%	7%	11%	18%	9%	7%	16%	6%	9%	15%	0%	41%	82%	70%	74%
Business, management and administration	35	26	48	45	9%	0%	0%	4%	11%	15%	6%	18%	9%	19%	21%	13%	71%	65%	73%	60%
Care	130	150	162	62	4%	4%	2%	6%	6%	5%	5%	11%	10%	7%	10%	6%	78%	83%	83%	80%
Computing and ICT	114	143	191	178	9%	6%	6%	2%	25%	18%	13%	12%	22%	14%	10%	18%	44%	60%	71%	68%
Construction	530	600	574	571	5%	4%	3%	3%	4%	6%	7%	5%	2%	5%	3%	4%	80%	84%	79%	88%
Education and training	74	47	28	23	0%	0%	0%	0%	1%	0%	0%	0%	4%	32%	25%	0%	91%	68%	71%	100%
Engineering	667	779	893	708	5%	4%	3%	5%	8%	6%	5%	7%	7%	5%	3%	4%	75%	83%	88%	85%
Hairdressing, Beauty and Complementary Therapies	5	7	5	6	40%	14%	20%	17%	0%	14%	20%	0%	20%	0%	20%	0%	40%	71%	20%	80%
Hospitality and tourism	102	63	118	138	12%	8%	2%	2%	7%	10%	7%	5%	6%	3%	1%	5%	75%	79%	90%	88%
Land-based industries	121	126	178	144	5%	10%	5%	5%	5%	10%	7%	6%	18%	11%	15%	10%	64%	65%	65%	77%
Languages and ESOL	62	64	71	43	2%	2%	11%	9%	18%	14%	10%	12%	13%	5%	1%	0%	68%	80%	77%	81%
Media	12	3	14	14	8%	0%	0%	0%	17%	0%	14%	7%	42%	0%	7%	50%	33%	100%	79%	43%
Performing arts	8	14	5	12	0%	0%	0%	0%	38%	7%	20%	8%	38%	21%	0%	0%	25%	71%	80%	92%
Science	94	42	75	55	6%	2%	11%	2%	46%	7%	14%	29%	14%	33%	31%	29%	29%	57%	44%	40%
Social subjects	45	12	19	46	9%	8%	5%	11%	24%	8%	16%	8%	33%	17%	16%	13%	33%	67%	63%	69%
Special Programmes	237	206	201	203	4%	6%	5%	4%	9%	6%	7%	8%	14%	21%	12%	15%	72%	66%	75%	70%
Sport and Leisure	93	66	85	83	11%	11%	7%	5%	23%	18%	7%	15%	11%	18%	5%	21%	56%	53%	81%	60%
MALE Total	2363	2382	2694	2350	6%	5%	4%	4%	10%	7%	7%	8%	9%	9%	7%	8%	70%	78%	80%	80%

Table 6: Retention by Gender

GENDER	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
FEMALE	2086	2152	2220	2110	6%	5%	6%	6%	11%	10%	9%	9%	17%	12%	11%	9%	62%	72%	72%	76%
MALE	2363	2382	2694	2350	6%	5%	4%	4%	10%	7%	7%	8%	9%	9%	7%	8%	70%	78%	80%	80%
OTHER		1	2	2		0%	0%	50%		100%	0%	0%		0%	0%	0%		0%	100%	100%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Table 7: Retention by Age

AGE GRP	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
U18	1389	1244	1232	1262	8%	6%	7%	7%	15%	12%	13%	13%	17%	13%	12%	13%	59%	68%	66%	68%
18 - 20	917	923	1029	936	6%	5%	6%	5%	14%	10%	9%	10%	16%	12%	8%	10%	59%	71%	73%	75%
21 - 24	470	504	549	481	8%	6%	7%	6%	11%	9%	7%	8%	11%	7%	8%	8%	66%	75%	77%	79%
25 - 40	889	980	1105	954	5%	4%	4%	4%	8%	7%	6%	7%	10%	9%	7%	6%	71%	78%	81%	83%
41 and over	784	884	1001	829	2%	2%	1%	3%	3%	4%	2%	4%	8%	8%	7%	6%	83%	86%	88%	85%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Table 8: Retention by Education Scotland Superclass

EDUCATION SCOTLAND SUPERCLASS	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
Art and design	112	124	116	79	7%	3%	3%	9%	17%	10%	8%	12%	8%	10%	5%	1%	46%	77%	78%	74%
Business, management and administration	158	138	211	153	4%	5%	2%	10%	9%	4%	9%	11%	19%	21%	10%	12%	66%	69%	79%	63%
Care	517	560	592	422	4%	4%	3%	4%	10%	9%	7%	8%	18%	10%	13%	16%	60%	77%	76%	71%
Computing and ICT	229	348	377	345	5%	4%	4%	2%	16%	10%	8%	9%	26%	13%	11%	15%	52%	69%	70%	73%
Construction	563	655	616	610	5%	4%	3%	3%	4%	6%	7%	5%	2%	5%	3%	4%	78%	83%	79%	88%
Education and training	196	188	89	110	3%	2%	8%	5%	2%	3%	6%	6%	10%	12%	20%	12%	85%	83%	65%	77%
Engineering	693	824	935	754	6%	4%	3%	5%	8%	7%	5%	7%	8%	6%	3%	4%	74%	82%	88%	85%
Hairdressing, Beauty and Complementary Therapies	313	300	275	262	5%	7%	7%	8%	13%	16%	18%	15%	12%	7%	5%	4%	67%	68%	69%	72%
Hospitality and tourism	235	163	262	369	9%	5%	5%	2%	6%	6%	4%	4%	3%	6%	1%	5%	83%	83%	90%	90%
Land-based industries	132	141	201	156	5%	9%	4%	4%	5%	9%	8%	6%	20%	11%	13%	10%	63%	67%	66%	77%
Languages and ESOL	224	225	255	164	6%	2%	9%	5%	19%	12%	8%	10%	14%	13%	3%	2%	62%	73%	80%	83%
Media	34	24	34	45	3%	8%	6%	9%	26%	0%	9%	9%	26%	17%	15%	40%	44%	75%	71%	42%
Performing arts	15	26	12	25	0%	8%	8%	8%	27%	4%	17%	4%	33%	12%	0%	0%	40%	77%	75%	88%
Science	219	116	183	146	7%	6%	12%	11%	30%	16%	20%	24%	24%	21%	23%	30%	36%	57%	45%	36%
Social subjects	169	76	105	182	10%	9%	15%	7%	20%	16%	19%	17%	30%	25%	21%	16%	40%	50%	45%	61%
Special Programmes	503	484	445	492	5%	6%	6%	5%	8%	10%	7%	12%	14%	17%	14%	13%	71%	66%	72%	68%
Sport and Leisure	137	143	208	148	15%	7%	9%	9%	17%	15%	5%	14%	10%	20%	10%	12%	57%	57%	77%	66%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Table 9: Buttle: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates

MODE OF STUDY	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
Buttle FEFT	14	16	26	40	14%	19%	19%	18%	29%	13%	27%	21%	36%	19%	8%	9%	21%	50%	46%	56%
Buttle FEPT	40	55	69	54	13%	8%	7%	9%	10%	8%	7%	18%	15%	15%	25%	20%	62%	69%	60%	52%
Grand Total All students	54	71	95	94	13%	10%	11%	13%	15%	9%	13%	9%	21%	16%	20%	9%	51%	65%	56%	76%

Table 10: Success Rates by Age group (<21 and >21)

	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
<21	2303	2167	2261	2198	7%	6%	7%	6%	14%	11%	11%	12%	16%	13%	10%	12%	59%	69%	69%	70%
>21	2146	2368	2655	2264	4%	4%	4%	4%	7%	6%	5%	6%	9%	8%	7%	7%	74%	80%	83%	82%
Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Table 11: Enrolments and Success Rates by Disability Declaration

DISABILITY TYPE	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
No known disability	3475	3636	3923	3537	5%	4%	5%	5%	11%	8%	8%	8%	13%	10%	8%	8%	66%	76%	77%	78%
Disability Declared	924	886	961	903	7%	7%	6%	5%	11%	11%	9%	12%	13%	12%	10%	13%	67%	69%	72%	68%
Information Unknown	50	13	32	22	18%	8%	0%	0%	13%	31%	0%	0%	11%	8%	10%	7%	58%	54%	90%	93%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Table 12: Declared Disability: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success

DISABILITY TYPE	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
No known disability	3475	3636	3923	3537	5%	4%	5%	5%	11%	8%	8%	8%	13%	10%	8%	8%	66%	76%	77%	78%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	318	306	322	308	8%	6%	3%	4%	13%	10%	10%	13%	16%	14%	9%	12%	62%	70%	78%	69%
Personal Care Support	2		1	1	50%		0%	0%	0%		0%	0%	0%		0%	0%	50%		100%	100%
You are blind or have a serious visual impairment uncorrected by glasses	12	11	15	12	0%	0%	7%	8%	0%	18%	7%	11%	33%	27%	7%	11%	67%	36%	79%	67%
You are deaf or have a serious hearing impairment	31	31	36	40	4%	4%	12%	0%	0%	7%	0%	7%	4%	11%	9%	12%	93%	78%	76%	80%
You have a long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	109	105	130	112	14%	6%	10%	7%	9%	17%	4%	12%	12%	14%	9%	11%	62%	61%	75%	68%
You have a mental health condition, such as depression, schizophrenia or anxiety disorder	128	160	151	149	6%	11%	8%	6%	13%	11%	11%	18%	15%	9%	16%	13%	63%	68%	59%	57%
You have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	21	25	38	28	5%	5%	3%	4%	19%	5%	8%	0%	5%	14%	11%	10%	67%	77%	75%	88%
You have physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches	32	23	26	14	3%	10%	4%	0%	10%	10%	13%	0%	6%	15%	13%	38%	74%	60%	65%	50%
You have a disability, impairment or medical condition that is not listed above	158	120	121	116	3%	5%	8%	6%	8%	11%	8%	5%	12%	11%	8%	10%	74%	72%	75%	81%
You have two or more impairments and/or disabling medical conditions	113	105	121	123	9%	10%	5%	7%	8%	9%	12%	16%	12%	9%	10%	16%	70%	72%	69%	62%
Information Unknown	50	13	32	22	18%	8%	0%	0%	13%	31%	0%	0%	11%	8%	10%	7%	58%	54%	90%	93%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Appendix 2: Inverness Equality Outcomes 2017 – 2021

1.   Equality Theme – Institutional Leadership and Governance

Outcome – The Board of Management understand their responsibilities in line with the Equality Act.

How?

- All New Board Members complete equalities induction training.
- College performance in light of equalities outcomes and targets is reported and discussed at Board of Management on an annual basis.
- College performance in light of regional equality outcomes and targets are reported to the Board of Management and Strategic Regional Body (UHI)

Outcome – The Board of Management profile is representative of the community it serves

How?

- Continue to meet the target of 50/50 male/female representation.
- Continue to encourage a broad age range to participate recognising the benefits this brings to Board level discussions and decisions.
- Encourage applications from under-represented protected characteristics for example ethnic minrotity and disabled candidates.

Outcome – Work with other UHI partners to standardise equality impact assessment process and review/sharing and implementing best practice.

- Share all strategies/policies and procedures that have been impact assessed as having a high regard to the PSED.
- Produce a three year schedule of review and impact assessment.
- Review joint assessment of policies and practices with UHI HR practitioners group.
- All policy owners complete on-line equality impact assessment training.

2. Equality Theme –Curriculum

Outcome – Curriculum choice, design and delivery models offer students access to qualifications that meet their needs and ensure equality of outcome.

How?

- Mainstream E&D in classroom activity supported through the college internal review process.
- Annually review the portfolio offer in light of and to advance the Scottish Government priorities to target young people not in education, employment or training.
- Publish a gender action plan to target occupational segregation and under-representation.
- Review opportunities for flexible blended delivery and support for students.

3. Equality Theme – Students

Outcome: The student journey from enquiry to achievement including all points of transition are supported in line with national and regional priorities and take account of equality and diversity

How?

- Improve transition planning for vulnerable young people and pupils in the senior phase.
- Form a transition steering group to include UHI and Highland Council
- Enhance literacy/numeracy support at pre-entry stage
- Review student support services.

- Work in partnership with other agencies to examine ways to reduce hardship and improve attendance/success.

- Review support education programmes to ensure appropriate entry, exit and progression routes.

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

How?

- Target Inverness High School, Inverness Royal Academy and Milburn Academy as the secondary school catchment areas serving the four data zones identified as the most deprived areas in Highland: Inverness South Kessock; Merkinch N/S/E; Inverness Hilton West; Inverness Central and Longman.

- Consider further schools in the Inner Moray Firth area.

- Focus engagement with schools on subject identified by Highlands and Islands Enterprise, namely: STEM, Creative Industries, Finance and Business, Food and Drink, Life Sciences and Tourism

Outcome – Proactively work towards eliminating occupational segregation through promotion of courses under-represented by one gender and removal of gender bias.

- Utilise promotional campaigns to target subject areas which are consistently under represented

- The marketing manager will identify targeted strategies in consultation with specified curriculum teams to promote courses to those that are under-represented by gender.

- Unconscious bias training to be delivered to all student support teams and interviewers..

- Continue to develop relationships with parents, schools and employers to promote men into childcare, women into engineering and forestry etc.

- Put in place targeted focus groups to share thinking around solutions to address gender imbalance.

Outcome - Increase retention rates across all programmes, specifically targeting protected characteristics**.**

How?

- Concentrate on pre-entry and induction processes, including working with studies advisers, and on-course interventions.
- Carry out an in depth analysis of retention statistics, and plan for specific and targeted action where required. .
- Work with the student association (HISA) and class rep system to encourage the formation of support groups.
- Continue to utilise INSIGHT to ensure proactive intervention strategies for students who are at risk of withdrawing from their course/not progressing.
- Address areas of under representation at enrolment and any further disproportionate impact on attainment through programme and curriculum area reviews and actions.

4.   Equality Theme – Staffing

Outcome - To achieve full disclosure of equalities monitoring data for applicants and current staff and further develop reporting.

How?

- Review on-line recruitment 'forced response' monitoring of equality data in line with on-line student application data fields to ensure consistency of reporting.
- Review all communications and documentation to address concerns regarding disclosure and data protection.
- Positively promote and encourage disclosure of protected characteristics.
- Improve reporting capability for equalities monitoring for staff development equalities reporting.

Outcome – Proactively address gender segregation in staffing profile.

How?

- Increase male representation in key areas/jobs of: Hospitality – Food Services Assistants, Early Years and Childcare Services – Childcare Practitioner; Admissions and Student Services; College Support Administration; Student Engagement and in the faculties of care practice and education.

- Increase female representation in the faculties of Construction Craft, Engineering Craft and Building technology.

- Continue to make progress in Female representation in the faculty of Forestry, Science and Maths.

5.   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.

Outcome: 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.

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.

Outcome: Carry out an in depth analysis of retention statistics with regard to gender/age/ethnicity by subject area, and through self-evaluation plan for specific and targeted action where identified with the overall impact improving achievement rates.

Appendix 3

Highlands and Islands Regional Outcome Agreement Equality Targets

Outcome Agreement measures of progress: Revised for 2017-18	Target 2017-18	Target 2018-19	Target 2019-20
Measure 1(a) Credits delivered (Core/ESF/Core + ESF)	117,952 (+6.3% on 16/17 core as per bid to SFC Jan 2017)	121,205 (+9.2% on 16/17 core as per bid to SFC Jan 2017)	122,287 (+10.2% on 16/17 core)
Measure 1(b) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24	81,116 70%	84,635 71%	86,606 72%
Measure 1(c) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland	4,010 3.4%	4,182 3.45%	4,280 3.5%
Measure 1(d) Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers (where data is available) Disability Any mixed background Asian, Asian Scottish or Asian British Care Leavers	 31,257 26.5% 495 0.42% 2,040 1.73% 2,594 2.2%	 32,422 26.75% 521 0.43% 2,133 1.76% 2,424 2%	 33,017 27% 526 0.43% 2,164 1.77% 2,739 2.24%