

Inverness College UHI equality outcomes 2013 – 2017

Annual Report - April 2013 – April 2014

Inverness College UHI is committed to creating an environment in which students, staff and the wider community thrive.

We have set out our strategic vision to be responsive to our communities through:

- Promotion of ambition and participation in learning at all levels;
- Connectivity and collaboration with stakeholder groups;
- Pursuit of excellence in all of our work.

Through our staff commitment we continue to strive to be responsive to individual needs. Staff work as a team promoting mutual respect and diversity.

In April 2013 we set out our equality objectives and published our first Inverness College UHI Equality Outcomes for 2013 – 2017.

This annual report sets out the progress made in the first year, in relation to the following themes:

1. Institutional Leadership and Governance;
2. Learning and Teaching;
3. Students;
4. Staffing;
5. Staff Development.

Institutional Leadership and Governance

The Inverness College UHI Equality and Diversity Committee was reviewed and re-instated as a formal College Committee. The Committee has clear terms of reference aligned to the equality outcomes and actions and is directed and chaired by a member of the College Senior Management Team.

Membership of this committee includes a cross section of staff and the Student Association, Vice President – Equalities. There are clear reporting lines from this

Committee through the chair to the Board of Management through the formal HR and Learning and Teaching Committees of the Board.

The equality impact assessment process has been reviewed and updated ensuring a focus on equalities at each stage of the policy development and review process. This is now in place and high priority policies have been identified for assessment. At the date of this annual reporting period the College Student Admissions Policy has been assessed and developed accordingly.

Learning and Teaching

The college has appointed learning and teaching mentors to support staff in their learning and teaching methodologies and approaches. A range of workshops have been developed and work is ongoing in developing an equality in learning and teaching workshop utilising the 'National Framework for Inclusion' and inclusive classroom characteristics.

Self-evaluation review discussions between the Assistant Principal, Heads of Faculty and course teams during October and November 2013 included discussions and actions in relation to Equality and Diversity at course team level.

Students

We continue to work closely with all schools across the region to strengthen and extend partnership working. Staff and students attended the S5/6 employability event at Inverness High School to discuss and promote opportunities and the benefits of post school education at FE and HE level. Further work is required to engage Inverness High School and Millburn Academy in additional activity to promote opportunities to under- represented groups.

The open day/employability fair/ taster workshop event which was held last year was again repeated this year. Feedback from schools was very positive with schools reporting that the format of the event allowing students to experience different subjects, talk to employers and then find out about courses helped pupils to make decisions about future careers and participation in education. Given the popularity and positive impact of this event, we are expanding this further for future years.

Although Inverness High School, Inverness Royal Academy and Millburn Academy have catchment areas serving the four most deprived post code areas, only Inverness High School is identified as one of the schools in Highland region with less than 24% progression to HE. Other schools identified with low progression rates do not fall into the post code categorisation of deprivation. This illustrates the importance of working with a wide range of schools to overcome issues of equality. We continue to work closely with ASPIRE North to increase progression to HE from schools within the region identified as having low rates of progression including those in the inner Moray Firth area.

Inverness College UHI participate in a number of annual events to focus engagement on the priority subject areas identified by Highlands and Islands Enterprise(HIE) e.g. the Monster Science Festival has been extended to include engineering and technology, Bridge to Employment activities focus on life sciences. We are also currently developing a series of open days that will focus on different skills areas which include the subject areas identified by HIE.

As a college we have continued to work towards a comprehensive longitudinal induction strategy which includes pre-entry advice and support. This academic session, all Personal Academic Tutors were provided with guidance regarding essential components of orientation days and were encouraged to provide a timetable of activities that were sent to students with their joining instructions. A template for longitudinal induction was also made available mapping activity to appropriate key times in the student journey.

The range of targeted workshops available has been increased in response to demand from students. Workshops on using feedback to improve marks and critical/analytical writing have been added to the portfolio and have been delivered to a small number of degree programmes with positive feedback.

A second study facility has been opened at Midmills Campus with drop in workshops timetabled to replicate provision at the main campus.

Signposting to the skill zone and information regarding activities was published on the student website and was also distributed to PATs. At key points of the academic calendar PATs were asked to remind students of the provision.

We continue to work on enhancement of intervention strategies to identify problematic attendance/participation at an early stage and begin conversations with students about improvement, offering support where required to help students stay on programme and be successful. The Tutors, PATs and the College Guidance Service, each with a specific role, work as a team to support students.

Staffing

The focus this year has been on encouraging full disclosure across the full range of protected characteristics. This has included a review of the HR information system and points at which on-line updates can be provided and encouraged.

Data in relation to applicants and new staff is improving with full disclosure on ethnicity, gender and age and an increase in disclosure of disability, sexual orientation and other protected characteristics. The college is still on target to achieve 80% complete information by 31st March 2017.

In light of the college commitment to gender equality and in particular pay equity, Gender employment information including gender pay gap information was published in the HR staffing report in April 2013. An equality impact assessment of the College Pay Model in 2010 determined an overall 16.9 % pay gap, post job evaluation and by February 2013 this was calculated and published at 11.27%. At the date of this

report the gender pay gap is 11%. This change is materially determined by the gender of the most senior roles in the College.

Staff Development

This year the college has seen the greatest percentage of new staff receiving equality and diversity training within the first two months of employment and as at the date of this report, 92% of all staff have successfully completed equality and diversity compliance training. Work is on-going to ensure that our current hourly paid staff receive their training in a timely and flexible way. An on-line approach to meet the flexible working requirements of this group of staff is in development. This will also provide for update and refresher training for all staff.