

## **Inverness College UHI equality outcomes 2013 – 2017**

### **Progress Report - April 2015**

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. People work as a team promoting mutual respect and diversity.

Access and inclusion are at the heart of what we do.

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

This progress report sets out the progress made in the first two years. The commitments are structured under the following themes:

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

In summary this report demonstrates the commitment made by the college in leadership, resources and activities to help us identify where we need to take action and focus our efforts. The focus over the next two years will undoubtedly be on

continuing these efforts and measuring the impact these have made in addressing sustainable improvements in our ability to create an environment which is supportive, creative and dynamic and maximises the potential for student and staff to succeed.

## **Institutional Leadership and Governance**

### **Outcome: The Board of Management understand their responsibilities in line with the Equality Act.**

The Board of Management received formal training delivered by the Senior Management lead for equalities in 2014. This covered 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.

The Inverness College UHI Equality and Diversity Committee was reviewed and re-instated as a formal College Committee in 2013. The Committee has clear terms of reference aligned to the equality outcomes and actions and is directed and chaired by the Senior Management lead for equalities.

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. 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 outcomes as published in 2013 became the core document to guide the work of the committee. Many of the points of progress can be directed to the active participation and work of the membership.

Furthermore the student vice president - equalities became a member of the Board of Management and has taken the role on of the 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: Equality Impact Assessment Process is updated to become outcome focused and linked to Quality Assurance Policy formalization and review mechanisms**

The equality impact assessment process was reviewed in 2013/2014 and updated ensuring a focus on equalities at each stage of the policy development and review process. Very soon after high priority policies were identified for assessment this included the College Student Admissions Policy which was developed with equalities in mind. At the date of this report the Admissions Policy has been in operation for a year and a further analysis of impact at this annual review point will inform any future review.

## **Learning and Teaching**

In 2013 the college appointed learning and teaching mentors to support staff in their learning and teaching methodologies and approaches. A range of workshops were developed and delivered to staff. Moving forward a professional peer review process is near implementation to include classroom observation and feedback. The reviewers will consider the aspects of inclusive practice and the inclusive classroom as part of their review and will feedback improvements as well as identify excellent practice.

During October 2014, two half day sessions were run by the College Development Network, entitled "Getting it right for every student". Twenty two employees made up of a senior management team member, two academic programme development managers, fifteen lecturers (of which 13 are Personal Academic Tutors) and , 6 support staff from the guidance and additional support needs teams attended. The training was identified by the equality and diversity committee including the learning outcomes to be addressed which were: creating a learning environment that values and respects equality, diversity and inclusion; creating a learning environment where diverse needs are accommodated. The delegates were also provided case studies and shared their experiences of the impact of adjustments on student success. Feedback was positive and our equality outcomes continue to have a focus on role based staff development with further sessions to include all personal academic tutors and relevant support staff by August 2016.

In the spring of 2015, a refreshed Learning and Teaching Strategy was launched. The strategy includes a framework which identifies key characteristics of excellent learning and teaching. The framework clearly highlights, among its underpinning principles, the need for teaching staff to promote positively equality and diversity during teaching, as well as the need to raise awareness of social and intercultural diversity. It also identifies the need for the learning environment (face-to-face or virtual) to be safe, positive and engaging, and a place where students feel respected, included and able to learn regardless of their circumstances or particular needs. A series of staff development workshops and ongoing activities associated with the strategy will support the embedding of these principles in practice.

## **Students**

**Outcome – students from the most deprived areas in highland are represented in post-school education.**

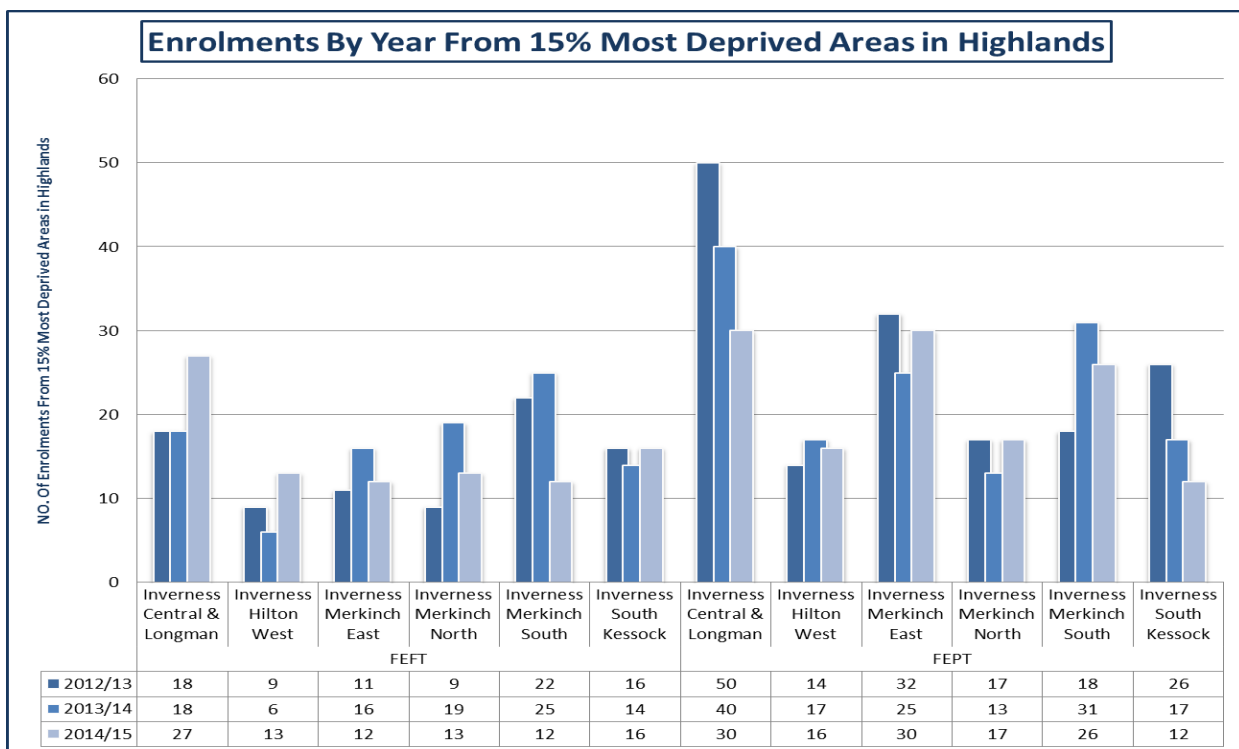
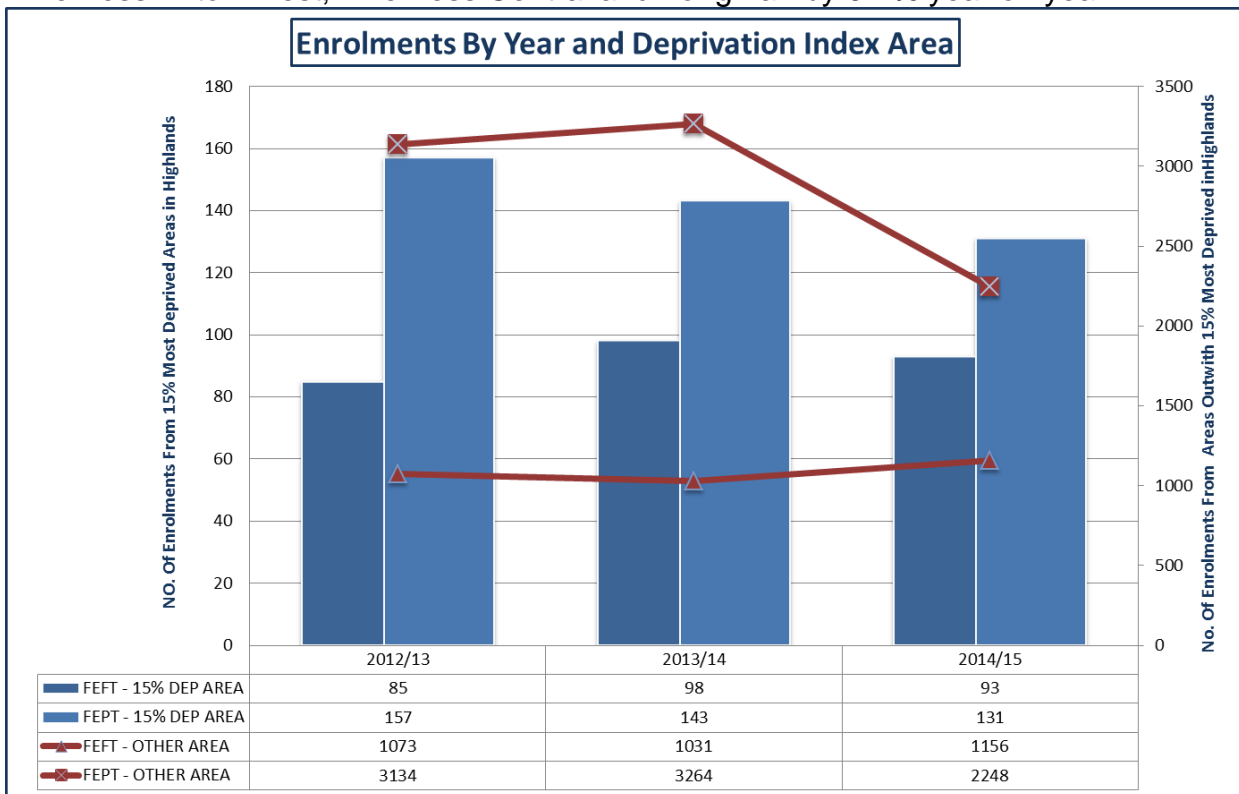
Over the past two years the college has continued to strengthen and extend school partnerships with all schools in Highland. We work closely with the three schools in our area identified as serving the most deprived areas in Highland – Inverness High School, Inverness Royal Academy and Millburn Academy. We have progressed the delivery of a planned programme of visits to the schools to meet with pupils in each year group from S3 – S6 to deliver sessions on careers and opportunities for further

learning. College staff also attend parents evenings, option choice evenings and UCAS sessions supporting staff, parents and pupils. Inverness High School has an established employability event for S5 and S6 pupils which the college continue to support with college staff and current students attending to discuss and promote opportunities and the benefits of post school education at FE and HE level. Millburn Academy will be holding an evening employability event this year for pupils and parents which a number of departments from Inverness College UHI are attending to promote post school education at all levels.

We work closely with ASPIRE North our local provider for Schools into Higher Education to support schools in the area that have low progression rates to Higher Education. This is an established partnership with Inverness College UHI providing tasters for S3 pupils, guest lectures at the S4 residential stay and study skills workshops for S6 pupils.

During academic year 14/15 we held a number of events in collaboration with schools which focused on careers and employability e.g. Apprenticeship day, Oil and Gas industry event and health careers. These were popular with schools and feedback indicated that future similar events focusing on the subject areas identified by Highlands and Islands Enterprise as growth areas is welcomed. Our open day/employability fair/ taster workshop event has become an annual calendar event and is held in May. The event enables pupils to experience different subjects, talk to employers and then find out about courses enabling them to make decisions about future careers and participation in education.

**Outcome:** Increase enrolment for students from 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 by **0.2%** year on year.



2013/14 saw an increase on the previous year in FE full time enrolments from the 15% most deprived areas. While that increase has not been sustained into 2014-15 it remains higher than the 2012-13 level. We can therefore report a general upward

trend in FE full time enrolments from the 15% most deprived areas but have not achieved the 0.2% year on year increase sought.

FE part time enrolment overall has decreased year on year between 2012-13 and 2013-14. However, FE part-time enrolment from the 15% most deprived areas as a proportion of the overall enrolments have remained steady at around 5%. It is important to note however that the picture for 2014-15 is incomplete and there is further FE part time activity planned before the end of the academic year.

The School Leaver Destination Report for academic year 12/13 (Skills Development Scotland, 2014) shows the following trends for Highland.

- The percentage of leavers entering a positive destination is 92.7% . Although this is a 0.4 percentage point (pp) fall from last year it is 0.4pp above the national average.
- The percentage of leavers entering Higher Education is 32.3%. This is a fall of 1.4pp from the previous year and 6.3pp lower than the national average
- The percentage of leavers entering Further Education is 23.8%. This is a rise of 0.1pp from the previous year but is 2.5pp below national average
- The percentage of leavers entering employment is 31.9%. This is a rise of 0.7pp from the previous and is 10.2pp above national average

These figures indicate that pupils in Highland have a lower progression rate to both FE and HE than the national average.

These results, alongside our own data, indicate that work needs to continue and intensify to ensure that the number of pupils from the most deprived areas are fully represented in post school education.

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

Inverness College UHI continue to 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.

Employability events and subject specific days are planned to ensure that gender imbalance is addressed in terms of role model, audience invited etc. Enrolment figures on courses do however continue to show gender imbalance in traditional areas such as care, hairdressing, construction.

A focus going forward is to more clearly identify and focus on areas of under representation at enrolment and any further disproportionate impact on attainment through programme and curriculum area reviews and actions.

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

A key focus in all areas of the college is to increase retention rates across programmes.

An analytics dashboard has been created that enables all staff to access key statistical information on numbers of students, achievement and retention statistics etc. These figures can be broken down by protected characteristics allowing staff to analyse achievement and retention by protected characteristics. Course teams are tasked with carrying out in depth analysis of these statistics and addressing any issues identified.

Cross college enhancement on areas such as pre-entry advice and guidance to help ensure students are on the correct course, review of admissions and interview procedures, pre-course preparatory programmes, ongoing student support etc all play an important role in retaining students from all backgrounds.

In 2014/15 a new post of School Links Transition Co-ordinator was appointed to help ensure that vulnerable and at risk students were given additional support pre-entry and during their course.

Personal Academic Tutors track weekly attendance of students and are pro-active in meeting with students who show early signs of disengaging. Students are referred for guidance or study skill support as required.

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

Inverness College UHI were awarded the Buttle UK Quality Mark for Looked After Children and Care Leavers on 31 July 2014. The Quality Mark is awarded to institutions that can demonstrate that they have a sufficiently robust strategy in place to support students from a care background. It is a mark of excellence which recognises the work institutions do to raise aspirations of care leavers and looked after children in order to help them access and succeed in further and higher education and beyond.

As part of the application process, a robust project plan and narrative was submitted.

The plan addresses:

- Raising aspiration
- Pre-entry transition
- Application, entry and induction
- Ongoing support
- Monitoring

A Buttle Working Group, made up of the Quality Manager, Access and Progression Manager and School Links Transition Coordinator has been formed which has responsibility for delivering the plan. The college have met all the initial points of the action plan and are working in advance of future deadlines.

Progress over the last year includes partnership development with relevant care agencies and with school guidance staff to ensure that we know about care leavers who would benefit from additional transition support. This has allowed us to work with care leavers at an early stage to help them to choose courses, apply for funding, making transition to a new learning environment less stressful. We have a named transition co-ordinator who meets with the care leaver and works with them throughout their college journey. A range of promotional material has been produced to try to raise aspirations within this client group, helping to increase the number of care leavers and looked after children progressing to FE and HE.

Initial feedback from those students that have been using the enhanced services has been that they have found it helpful. Further formal qualitative feedback from looked after children and care leavers in the college will be sought in order to improve their college experience and to ensure they are supported to achieve positive outcomes and destinations.

These vital support services will continue to be improved and enhanced and the Buttle Action Plan will be reviewed on a continual basis in order to ensure that we are provided the best possible support to ensure students succeed in college and beyond.

Progress on the Buttle action plan is monitored through the college Equality & Diversity Committee. Progress is also reported to the Principal via the Senior Management Team and the Board of Management (BOM) Learning & Teaching Committee and the BOM Human Resources Committee.

In June 2015 the college will submit an Implementation Report to Buttle UK. This will endorse the award for a further 2 years if the Buttle UK Assessment Panel is confident of the progress made against the action plan and the strength of plans to take the work forward for the next 2 years until the expiry date of July 2017.



The focus of the equality outcomes going forward will be to measure the impact of these efforts and consider this approach for other areas of under-representation in FE and HE.

## **Staffing**

Data in relation to applicants' disclosure of protected characteristics is encouraging and we are achieving the target of 80% complete information in some areas, with 98% providing a response for gender, 89% for age and 90% for ethnicity. For religion and sexual orientation the figure is lower with only 54% responding. We have reviewed the on-line application form and identified that the free text response required for these two characteristics does not encourage applicants to disclose. Instead we are developing with our HR system provider a pick list which will make response to this question more straightforward and support analysis of data. It has also been identified that the options for gender are limited and we will expand these options to provide a more inclusive approach that is reflective of current society. For disability, applicants are asked to disclose only if they have a disability; in order to assess how many applicants respond to the question we need to change this to a forced response approach in line with students.

In the year 2013/14 we had 1221 applicants. 46% did not disclose sexual orientation, 51% heterosexual, 1% gay, 0.2% lesbian and 0.1% other.

46% of applicants did not declare religion or belief, 18% declared none, with the majority of the remainder identifying Christian beliefs. 1% of applicants disclosing were Muslim and 0.6% Hindu.

Equalities monitoring data for current staff who were not appointed in the last 5 years is largely absent for sexual orientation or religion and incomplete for disabilities. A communication strategy will be developed to inform staff about the College's responsibilities to collect and monitor equalities data and assurances provided in relation to confidentiality and data protection. These options in line with those developed for applicants will then be included on the HR information system and staff encouraged to disclose.

For current staff the gender balance for 2013/14 remained the same as the previous year, a 63% female and 37% male workforce. It is notable that the percentage of female staff in the Faculty of Technology has risen to 12% from 5% in 2012/13. Support staffs are made up of 72% female and 28% male. Core teaching staff are 53% female and 47% male. The increase in female lecturers has been continuing over the last few years; in 2008/09 the gender split for core teaching staff was 43% female and 57% male.

Diversity monitoring for starters in 2013/14 shows that 61% of new starters were female.

## Pay Gap

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%. By 2013/14 the gender pay gap is was 11%.

Average hourly rates based on the January 2015 payroll are Female: £16.83, Male: £18.02 which indicates a pay gap of 6.6%. This is calculated in the following way:

$$\text{Female average hourly rate} / \text{male average hourly rate} \times 100 = \text{Total}$$

$$100 - \text{Total} = \text{Pay Gap}$$

This is a significant decrease from the gender pay gap at the same point in 2013 of 11.27% and in 2014 of 11%. This change is largely determined by the proportionate increase in female lecturers and the most senior roles in the College.

5% of new starters declared a disability which is an increase from the previous year, with the figure for core staff with a disability remaining at 4% as in the previous year. During the year 38% of staff with a disclosed disability were supported with occupational health referrals and in many cases the Access to Work service is being used to provide workplace assessments and specialist equipment to support staff with disabilities.

In relation to ethnicity, the proportion of White Scottish staff has decreased slightly to 70% from 73% in 2012/13. White English remains the same at 13%. The number of Black ethnic minority staff still remains very low. Starters in relation to declared ethnicity were 49% White Scottish, 20% White English, 12% White Irish, 0% White Welsh, 12% White Other, 2% Asian Chinese and 5% not disclosed.

## Staff Development

We continue to run mandatory equalities and diversity training as part of staff induction with 71% of new staff receiving equality and diversity training within the first 2 months of employment. At the date of this report 91% of core staff have successfully completed the training. Variable hourly paid staff are also required to attend and we are trialling online training solutions to meet the flexible working requirements of this group of staff.

The target for all employees to undertake and successfully complete Equality Act refresher training by 31st March 2015 will not be met with just over two-thirds of

current staff requiring to attend refresher trainer. We are putting in place a plan to ensure that both core and variable hours staff are provided with refresher training utilising an on-line module approach. This will be a focus for 2015/16 with a target date for completion of August 2016.

## Communications

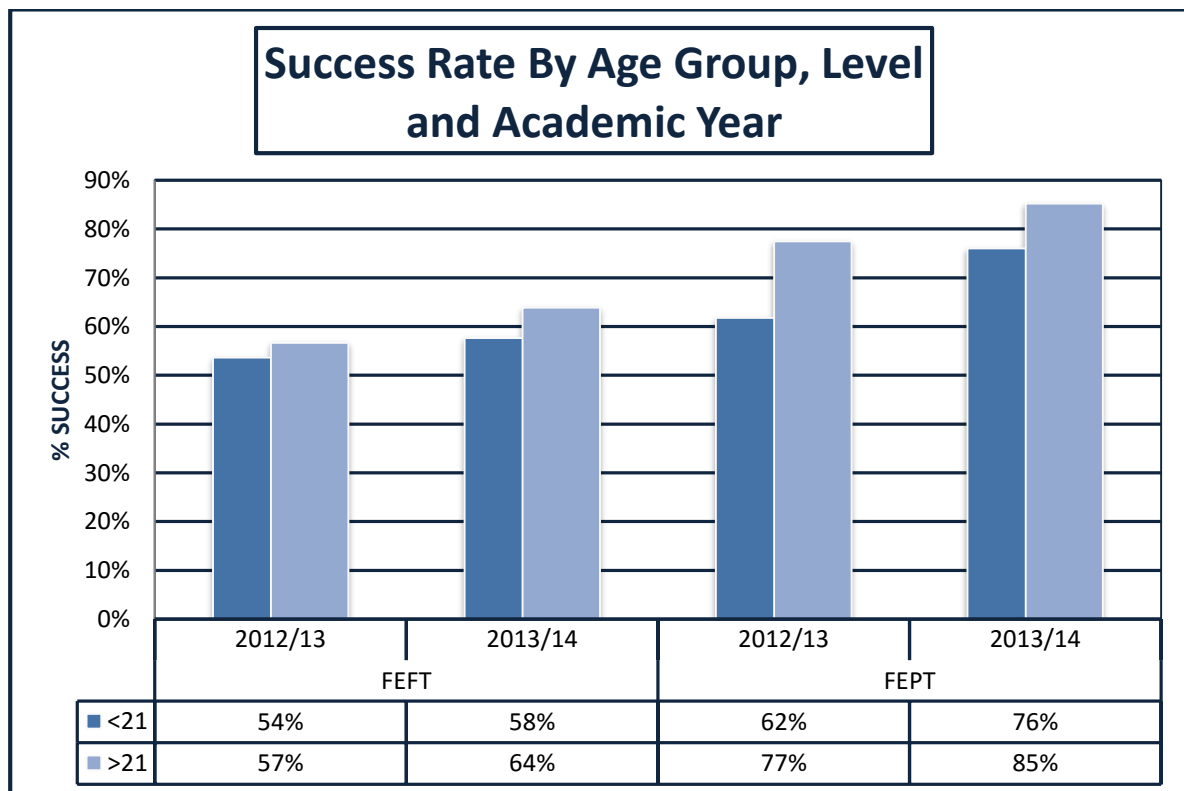
**Outcome: To produce an annual equality report which contains equality outcomes, a statement of progress against outcomes which celebrates success by 31 March each year.**

While the Equality duty requires public authorities to report on progress every two years. The college decided that progress towards meeting equality outcomes should follow an annual reporting cycle. To this end the college published an annual report in March 2014 and will continue to publish an annual report.

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## Performance

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

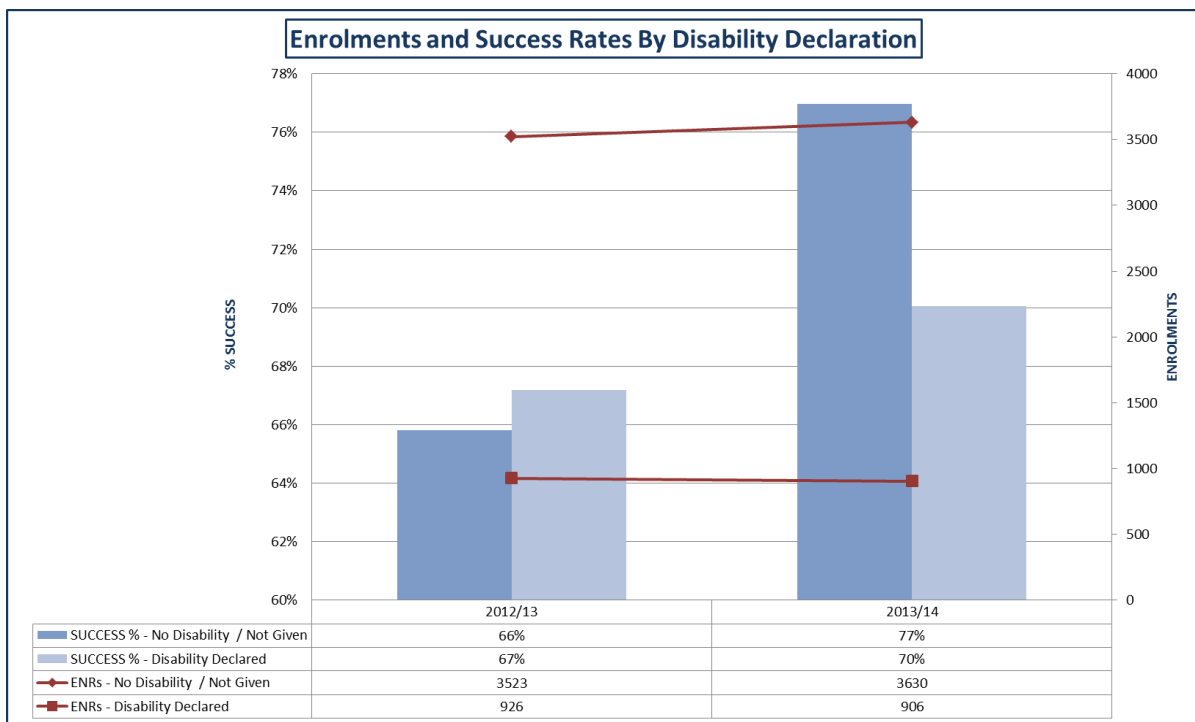


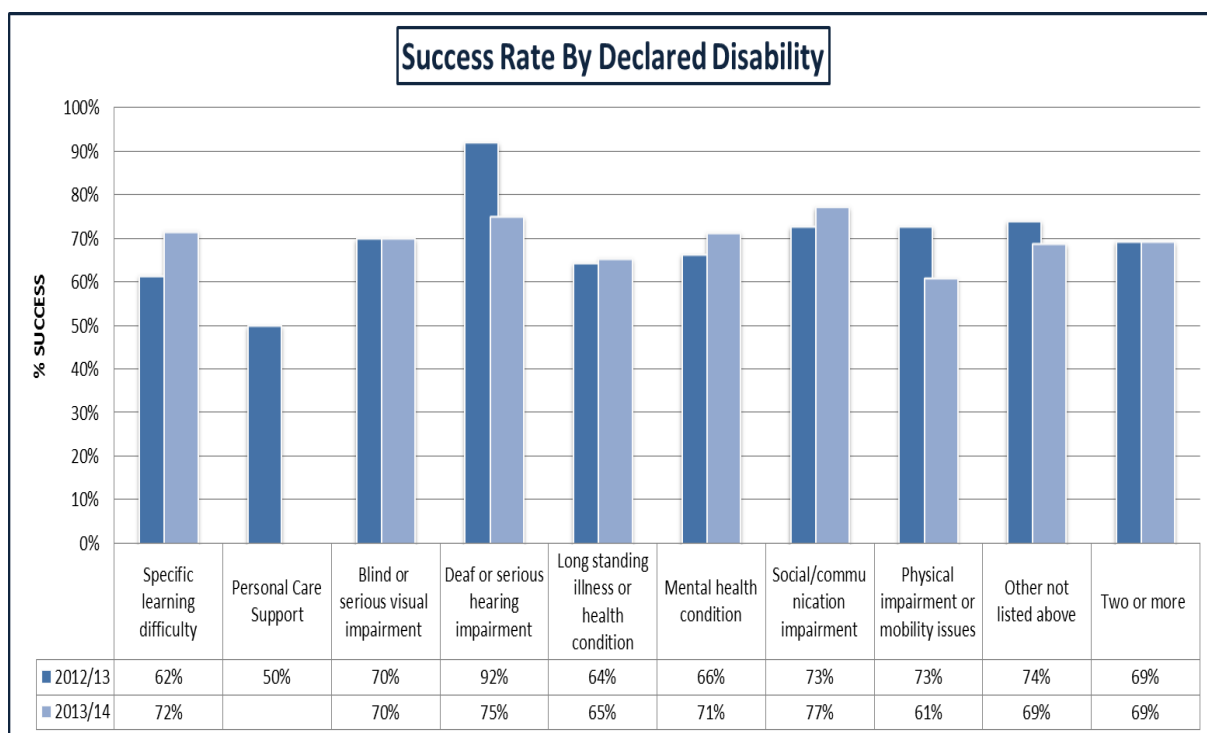
Between sessions 2012-13 and 2013-14 Inverness College UHI has seen a small increase in the number of FE learners and an improvement in the success rates for

FE students. This general development is reflected in both the number of mature learners participating in education at Inverness College UHI and in their increasing success.

The success rate for students over the age of 21 has increased by 7% for full time learners and by 8% for part time learners. This is in excess of the 0.2% target set within this document. Mature learners also continue to achieve higher levels of success than younger learners between 2012-13 and 2013-14. This appears to belie concerns within the FE sector that a renewed focus on learners in the 18-24 age groups might have a detrimental impact on mature students. We will continue to keep a watching brief on this and review again when information for session 2014-15 becomes available.

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





Between session 2012-13 and 2013-14 Inverness College UHI has seen an increase in all FE enrolments of 1.9%. This increase contrasts with a downturn of around 2.1% in FE enrolments where a disability has been declared. However the general improvement in success rates between these sessions can also be seen in the performance of students who have declared a disability. There has been a 3% increase overall in 2013-14 when compared to the previous year where students have cited a disability. For supported learning students the introduction of national qualifications associated with more flexibility in the gathering of assessment evidence has been noted as contributing to increased student success in this area. However it is worth noting that the increase in success for students declaring a disability is lower than the 7% increase in success rate in the same period for students who did not declare a disability.