



Equalities Report

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1.0 Introduction and Context

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

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

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

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

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

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

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

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

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

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

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

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

Our Values and Culture

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

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

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

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

Strategic Plan

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

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

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

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

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

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

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

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

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

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

2.0 Highlands and Islands Regional Tertiary Outcome Agreement

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

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

Regional, University wide themes include:

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

Legislative Context

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

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

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

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

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

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

Advancing equality of opportunity involves having:

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

The specific duties of the Act require us to:

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

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

Institutional Leadership and Governance

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

Learning and Teaching

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

Students

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

Performance

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

Staff Development

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

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

3.1 Equality Theme – Institutional Leadership and Governance

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

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

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

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

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

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

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

Board Membership Gender Balance 2017 – 2020

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

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

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

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

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

Senior Management Team Gender Balance 2017 - 2020

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

3.2 Equality Theme – Learning and Teaching

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

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

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

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

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

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

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

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

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

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

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

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

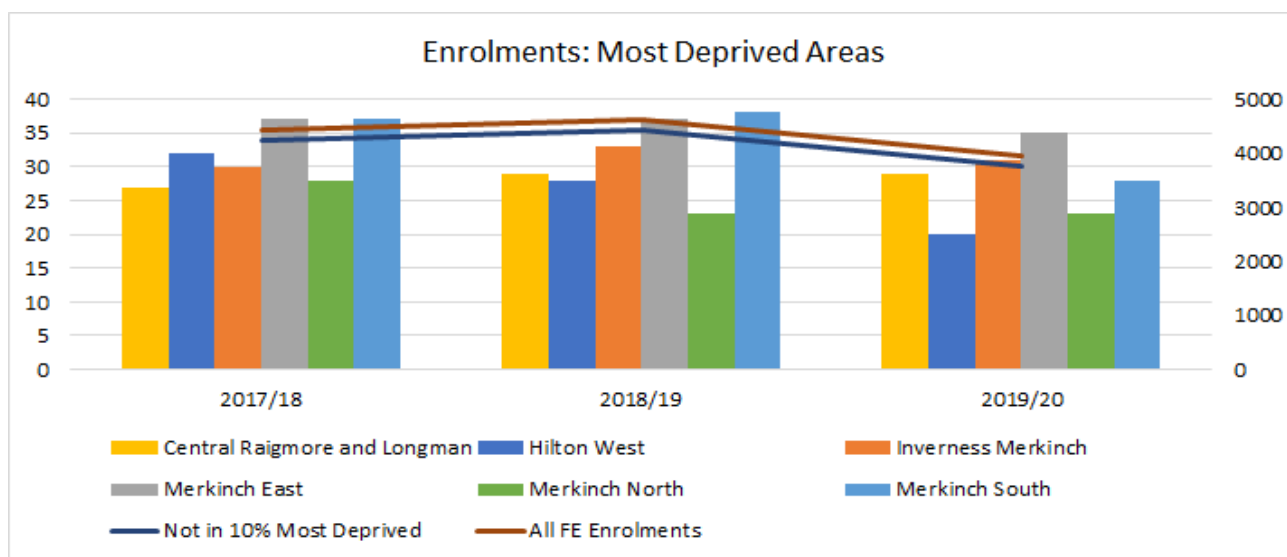
All aspects of the GTCS Professional Standards for Lecturers will continue to be embedded in the professional development of Inverness College teaching staff.

3.3 Equality Theme – Students

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

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

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



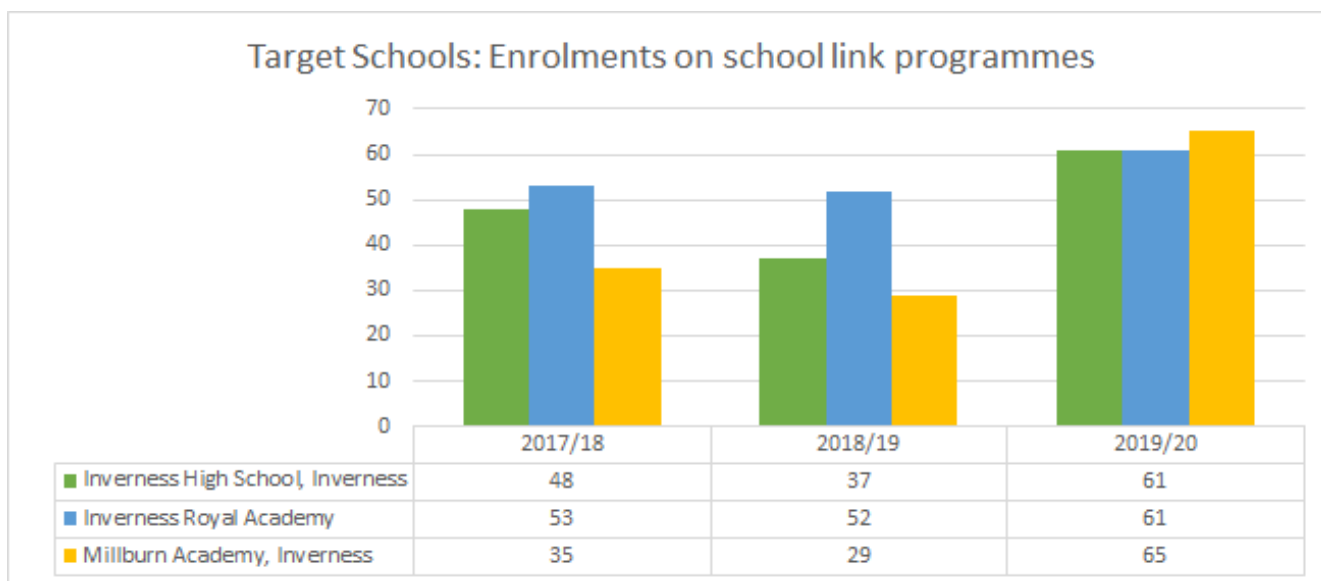
Outcome: Increase enrolment for students from the four data zones identified as the mostdeprived areas in Inverness: Inverness South Kessock; Merkinch N/S/E; Inverness Hilton West; Inverness Central and Longman by 0.2% year on year.

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

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

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

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



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

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

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

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

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

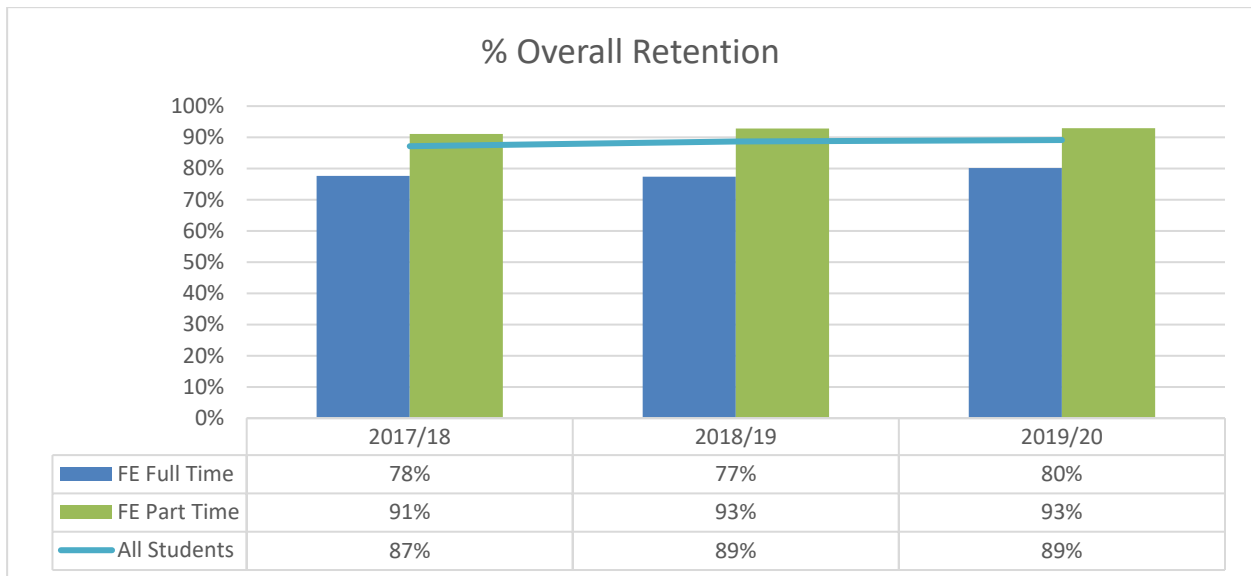
In 2017, the college conducted a review of its student support services to ensure that they provided a high level of support for learners who need to overcome barriers to learning. Through that review it was identified that a greater level of pastoral support was needed for students who faced greater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

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

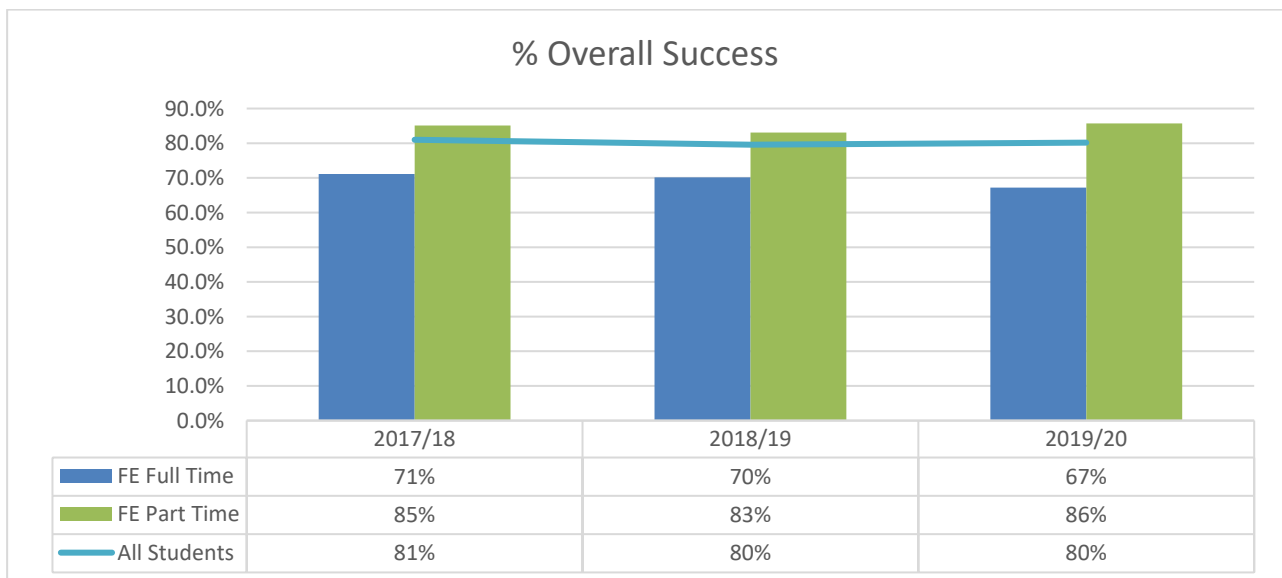
- SIMD10
- Caring responsibilities
- Care experience
- Disability

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

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

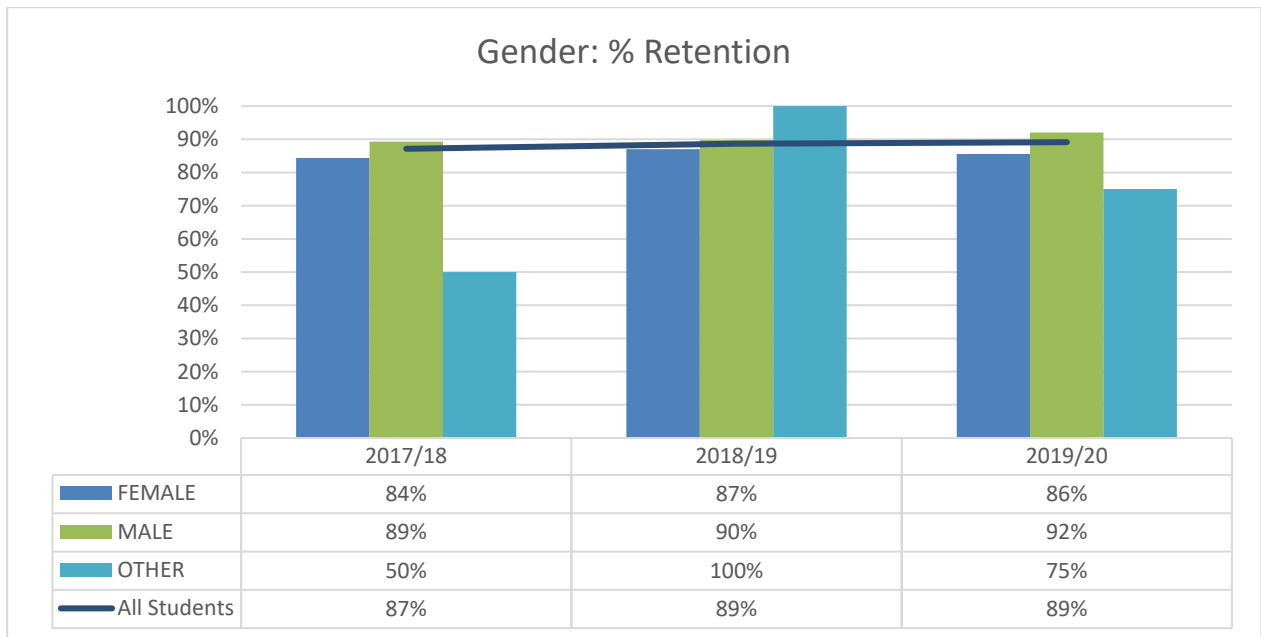


Overall retention remained static from 2018/19 in to 2019/20.

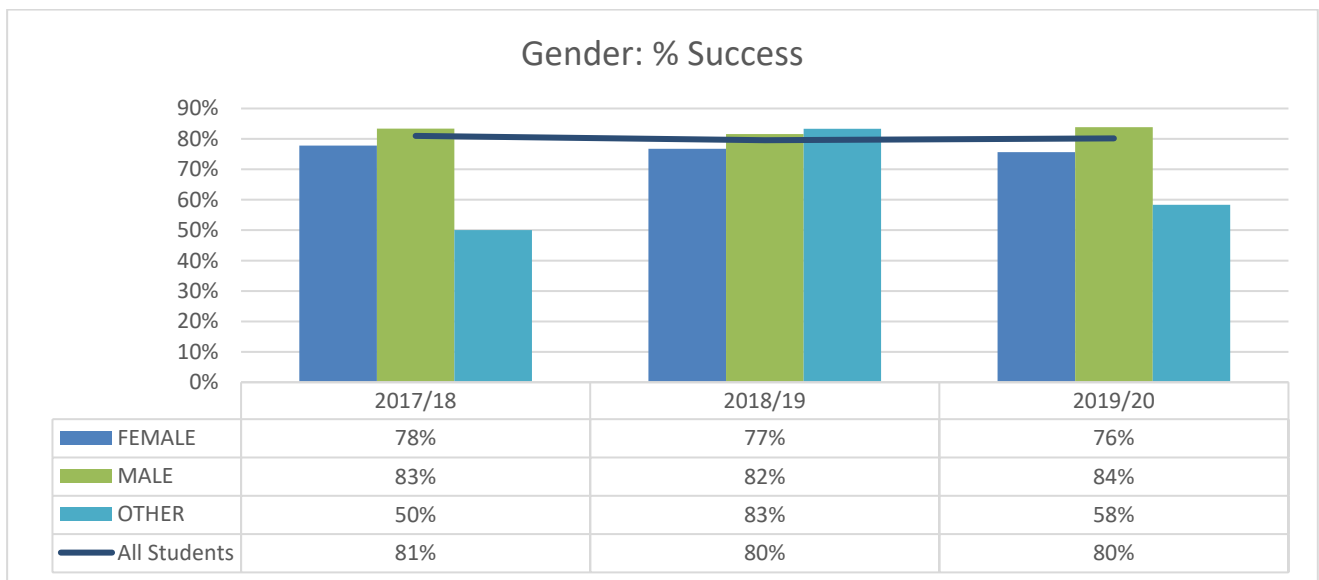


Completed: successful' student outcome as defined by the Scottish Funding Council

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



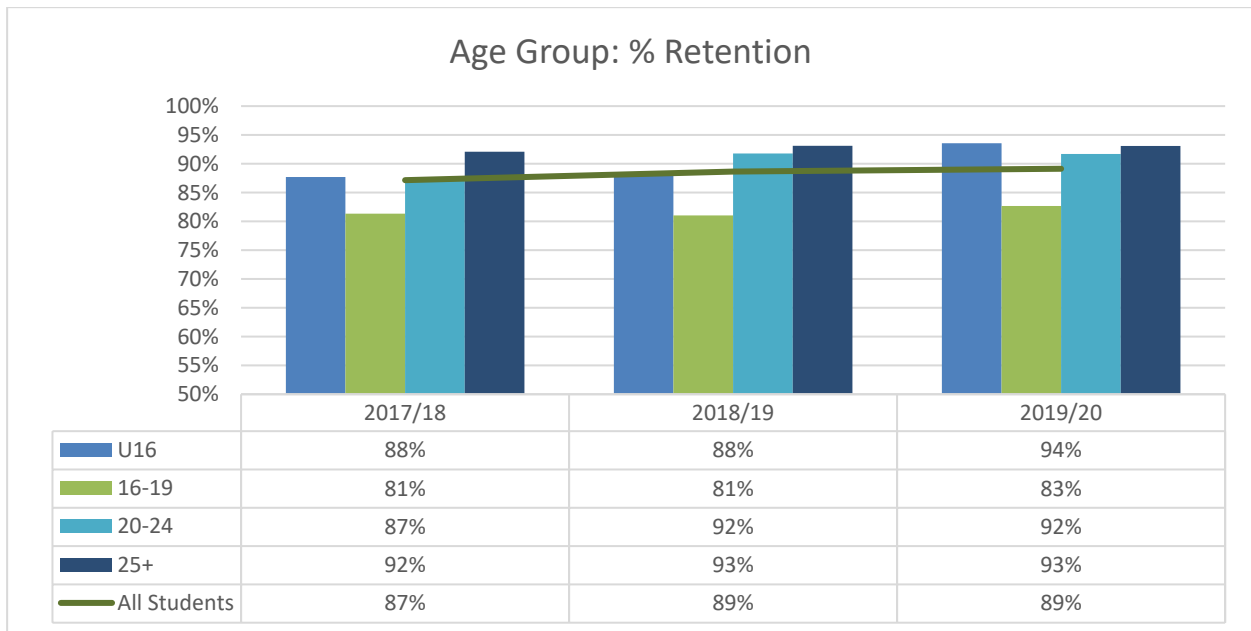
Retention is high for both females and males and has improved over time. Retention rates for male students are slightly higher than for females.



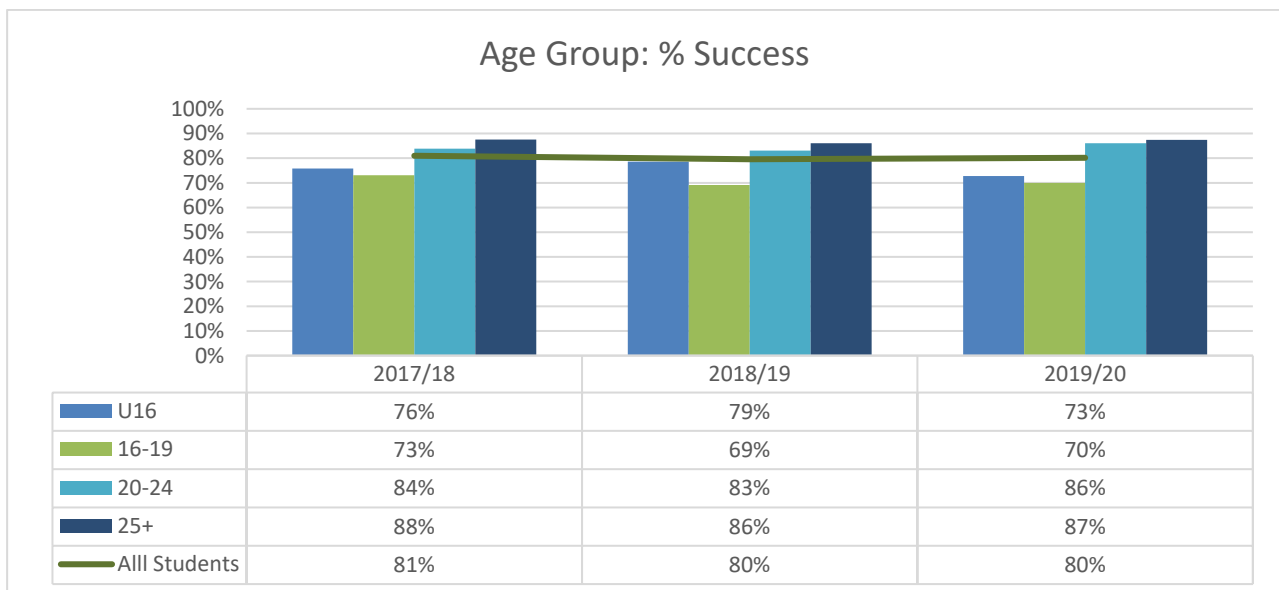
Completed: successful' student outcome as defined by the Scottish Funding Council

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

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



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



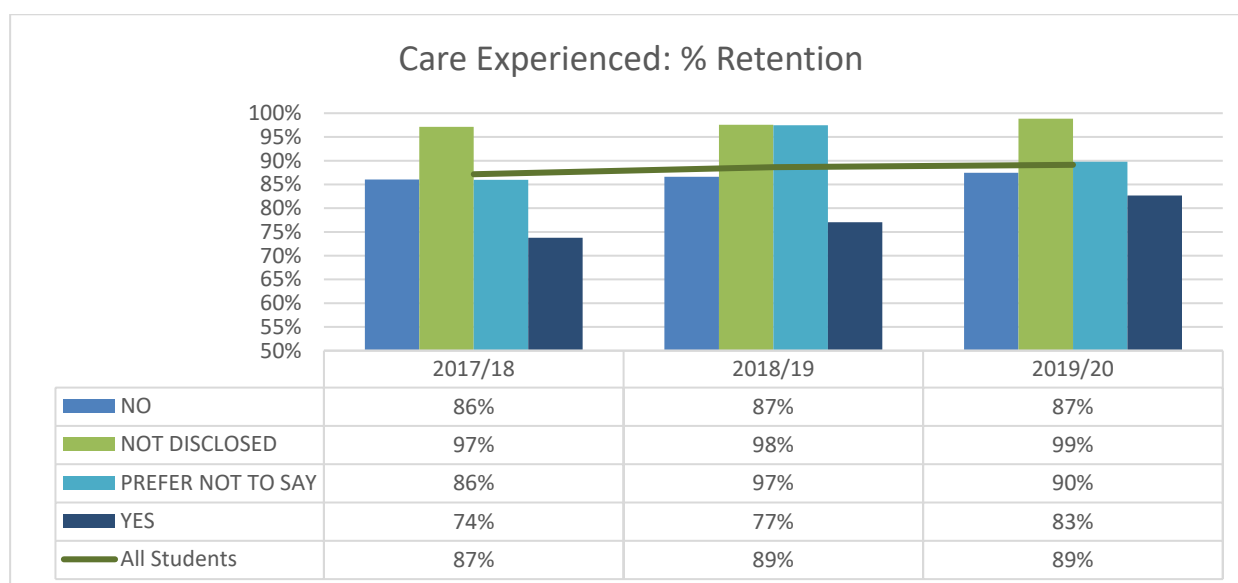
Completed: successful' student outcome as defined by the Scottish Funding Council

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

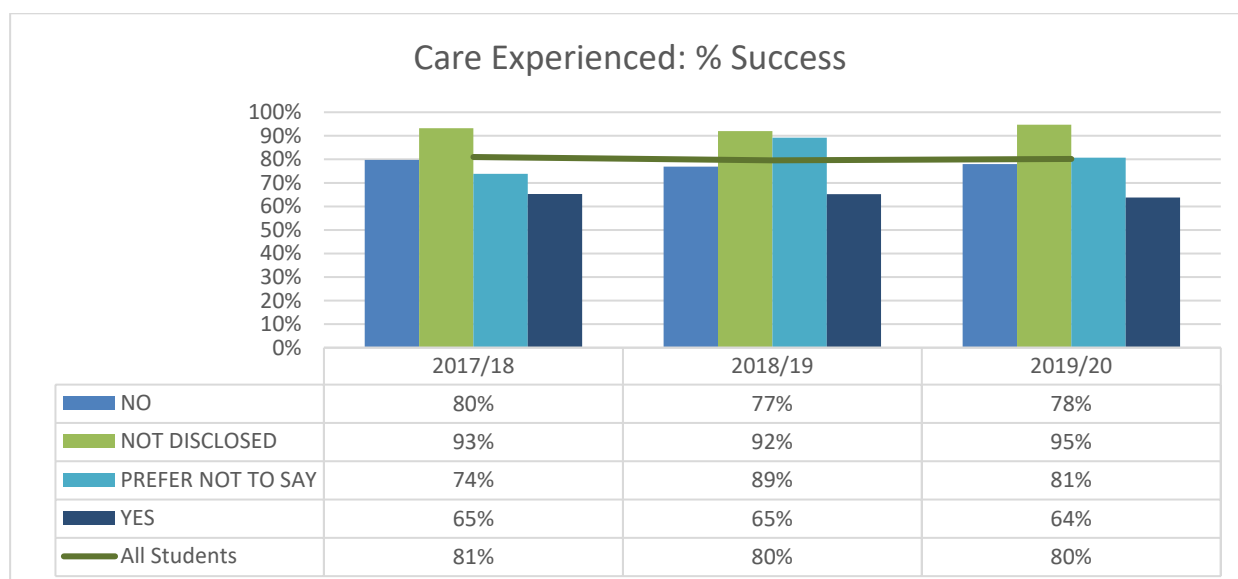
In 2015 the college secured the Buttle UK Quality Mark for Looked After Children and Care Leavers. Since then, the college have continued to focus on the meeting our duties as a corporate parent. This has included the recruitment of a new Access & Transitions Co-ordinator in 2019 and the publication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

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

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

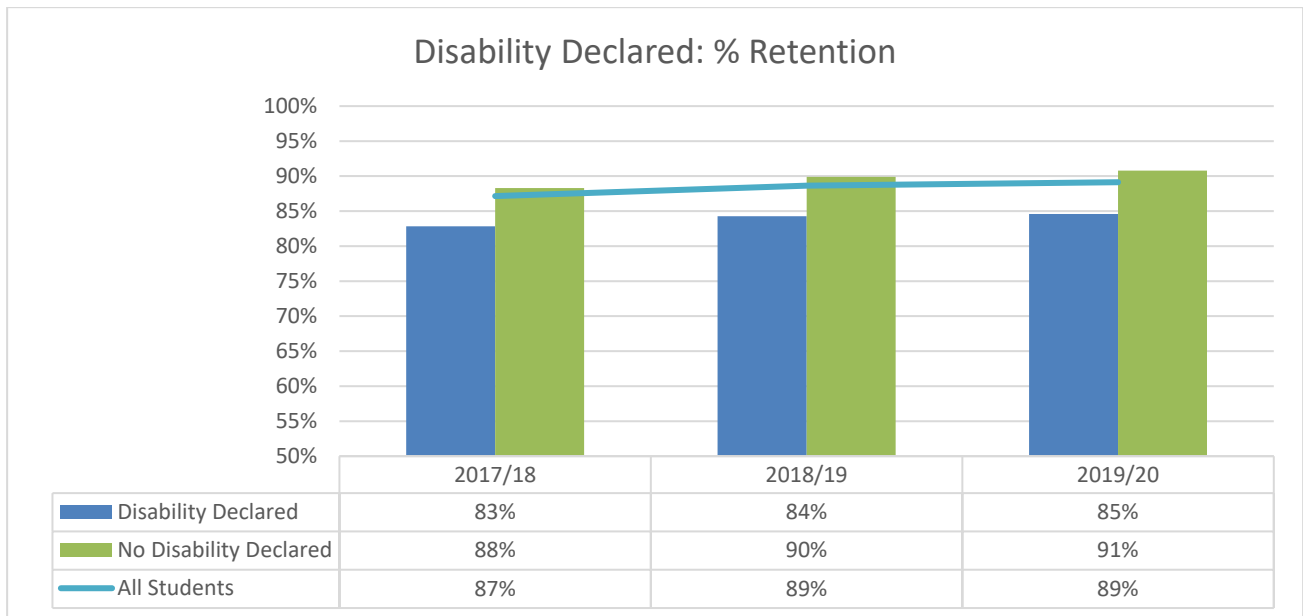


The retention rates for Care Experienced students has increased over the three year period from 74% in 2017/18 to 83% in 2019/20. The percentage increase (9%) is greater than that for all students (2%).

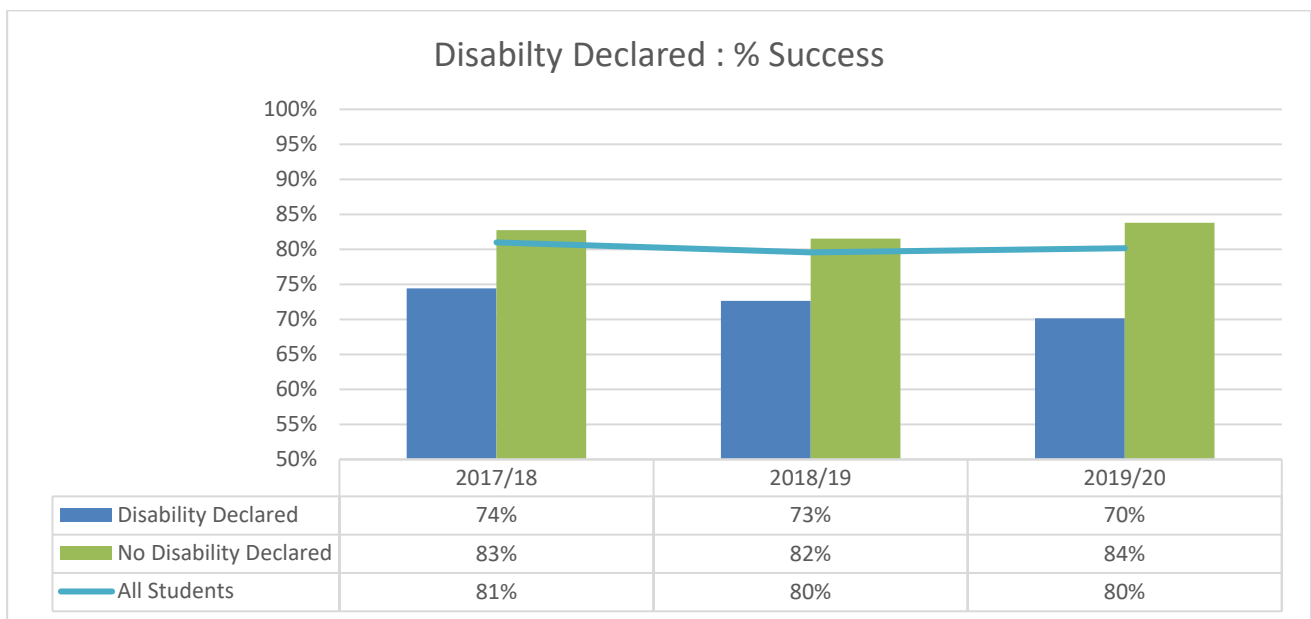


Completed: successful' student outcome as defined by the Scottish Funding Council

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

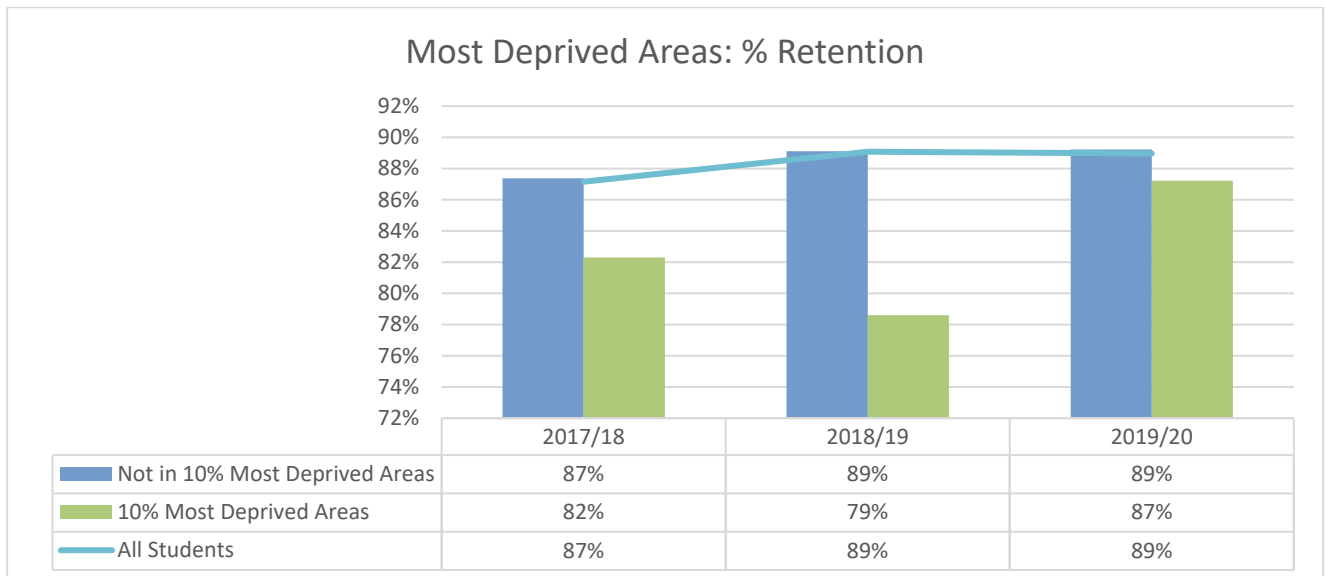


The retention rate of students with a declared disability has increased over the three year period from 83% in 2017/18 to 85% in 2019/20.

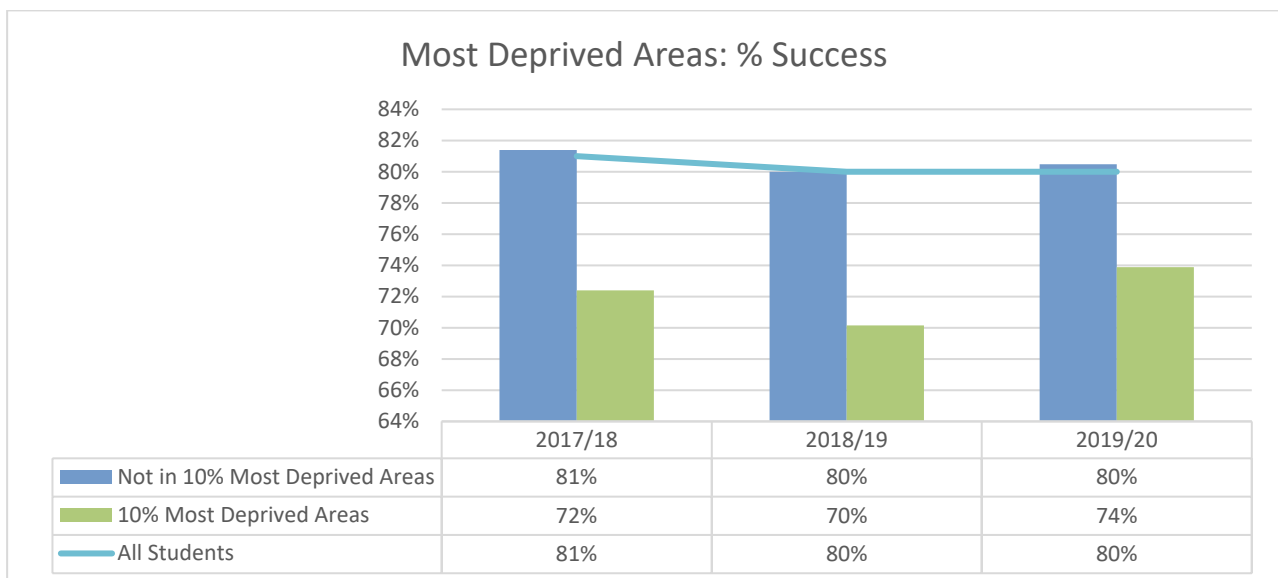


Completed: successful' student outcome as defined by the Scottish Funding Council

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

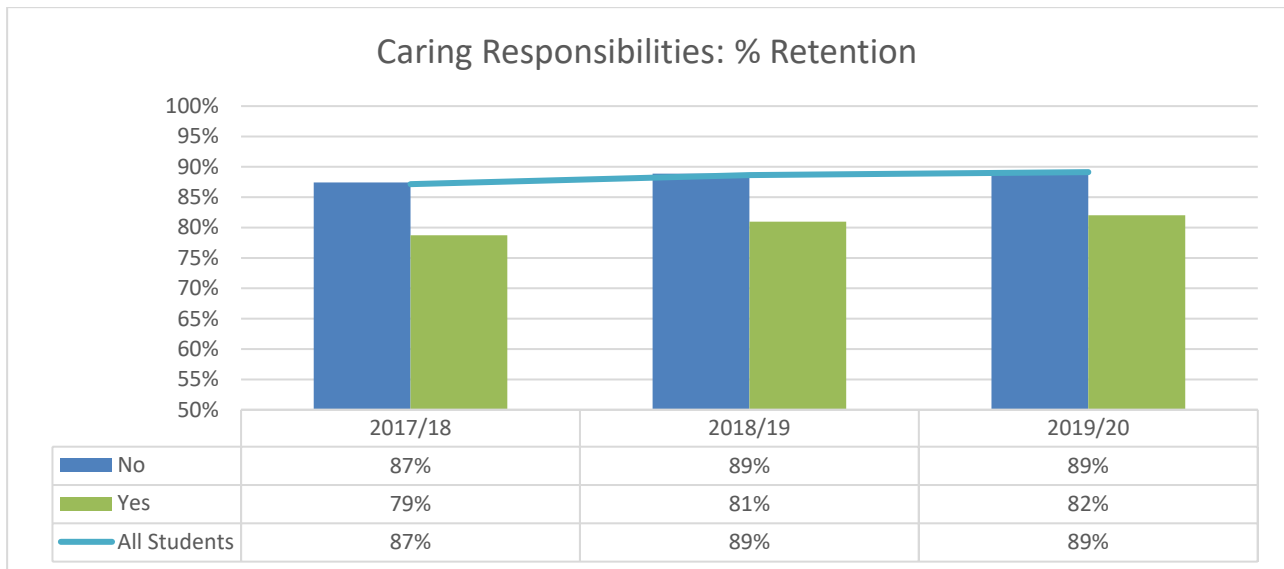


Whilst there was a decline in the retention rate of students from the most deprived areas from 2017/18 to 2018/19, the rate increased by 8% from 2018/19 to 2019/20.

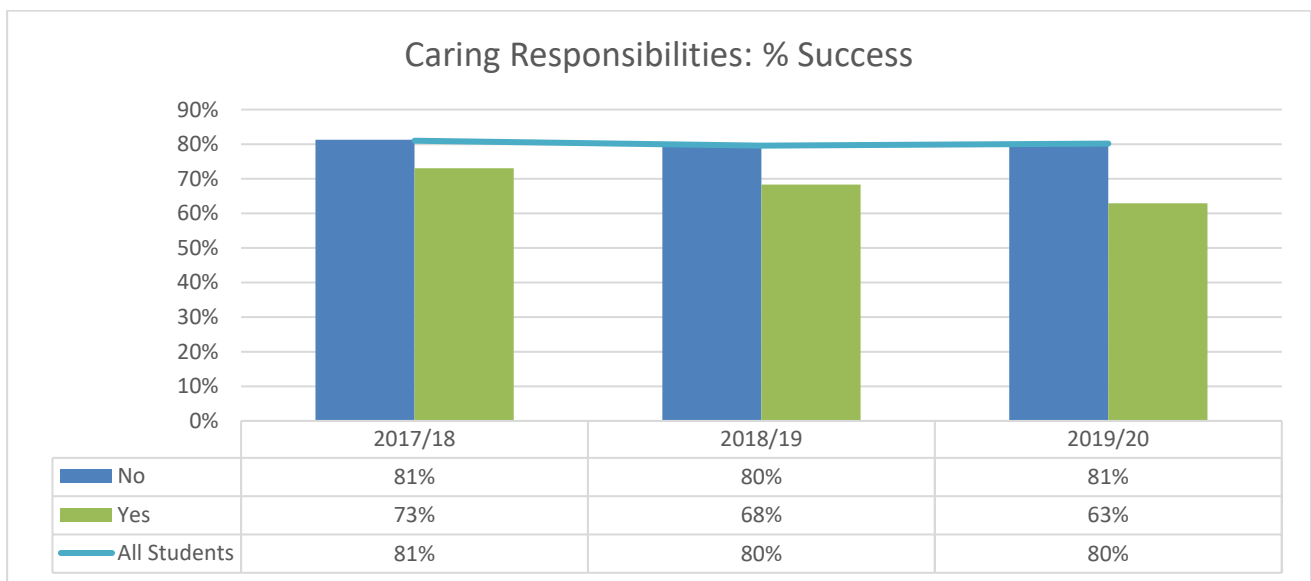


Completed: successful' student outcome as defined by the Scottish Funding Council

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



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

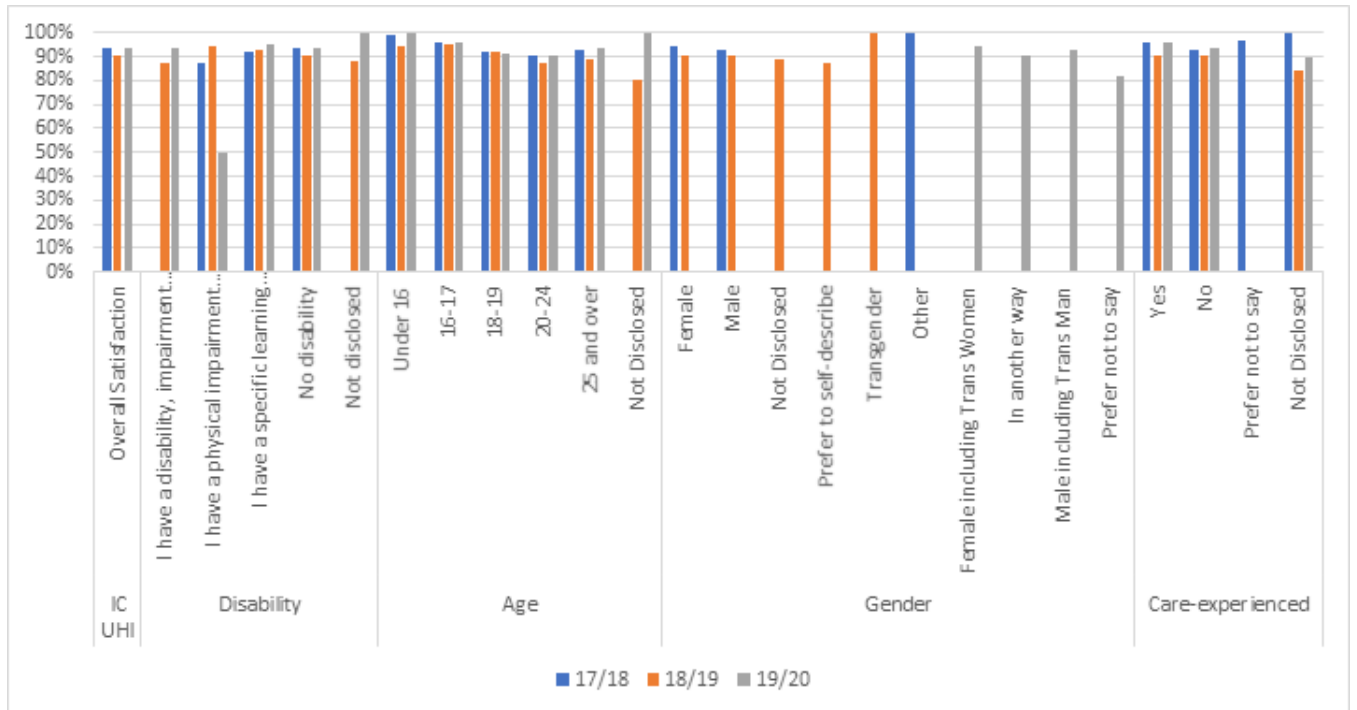


Completed: successful' student outcome as defined by the Scottish Funding Council

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

Satisfaction Rates

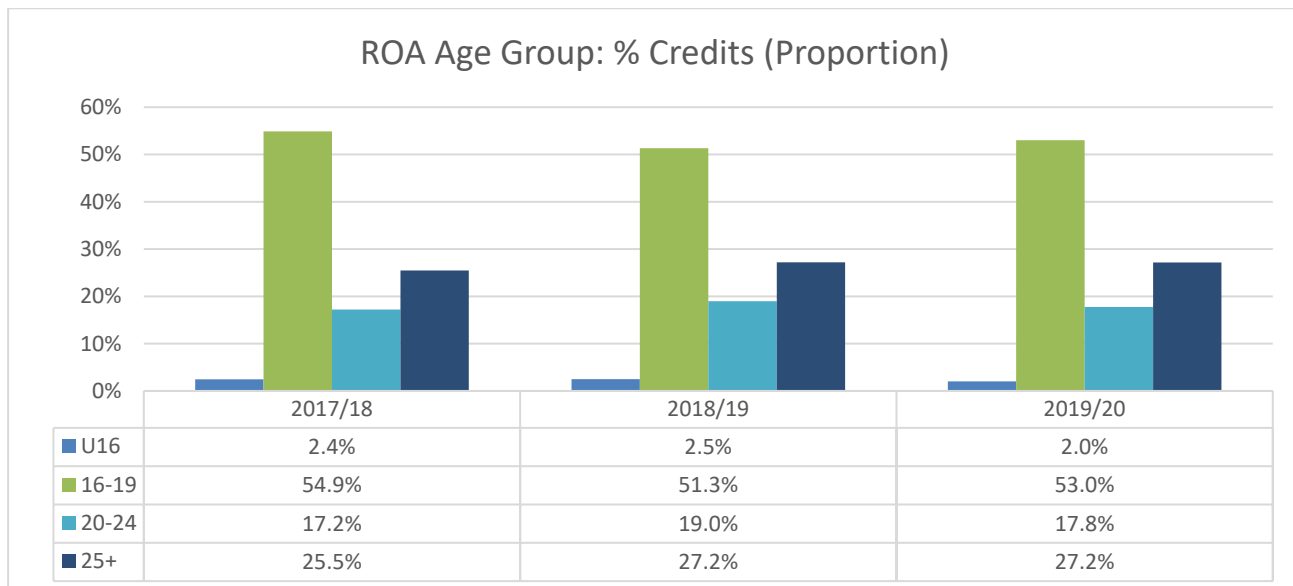
The college has a range of tools in place to gather student feedback including formal student surveys at two points in the year. The responses are interrogated, and particular attention is paid to pick out any anomalies in satisfaction rates across learner groups and across protected characteristics.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



3.4 Equality Theme - Performance

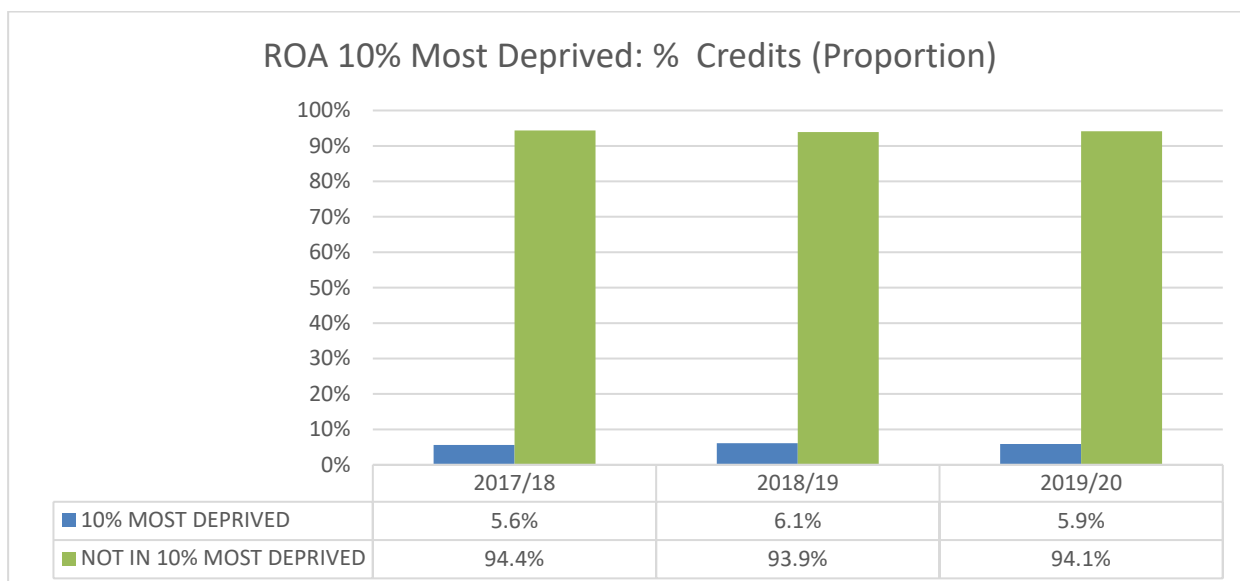
The regional outcome agreement covers the 9 colleges that deliver FE provision within the University Partnership. The measures below relate to the overall regional outcome.

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



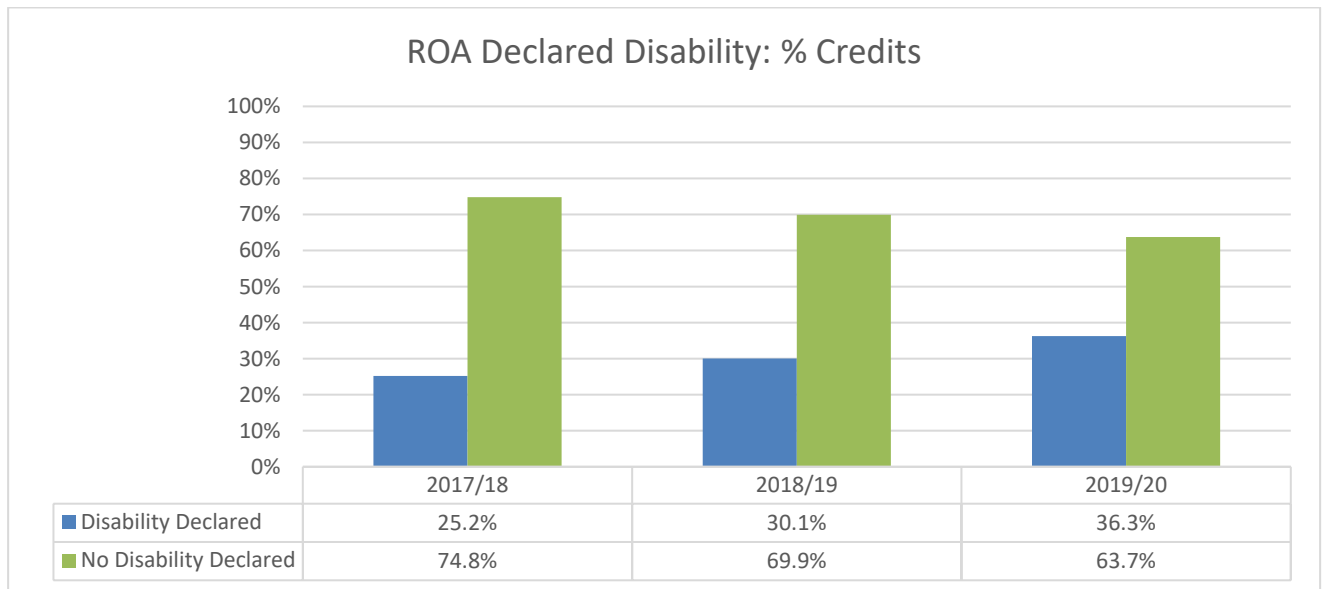
The 2019/20 Highlands and Islands Regional Outcome Agreement Equality Target for the proportion of credits delivered to 16–24-year-olds was 72%. Inverness College UHI achieved 71%.

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

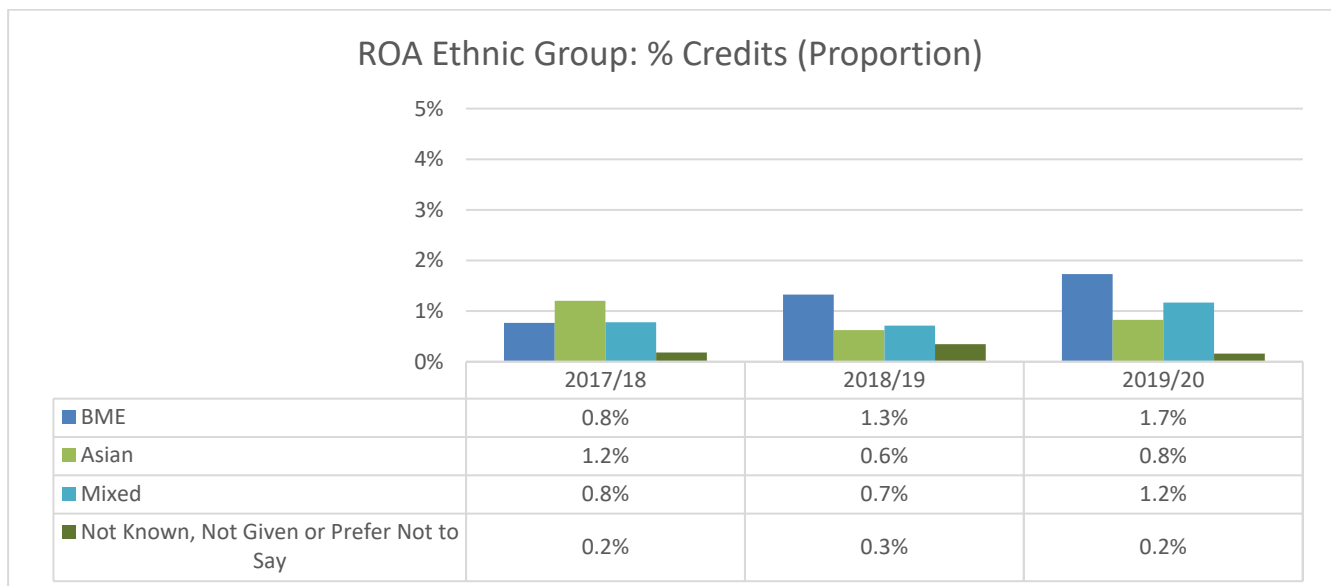


The 2019/20 Highlands and Islands Regional Outcome Agreement Equality Target for the proportion of credits delivered to learners in the most deprived 10% postcode areas in Scotland was 3.5%. Inverness College UHI exceeded this target by achieving 5.9%.

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



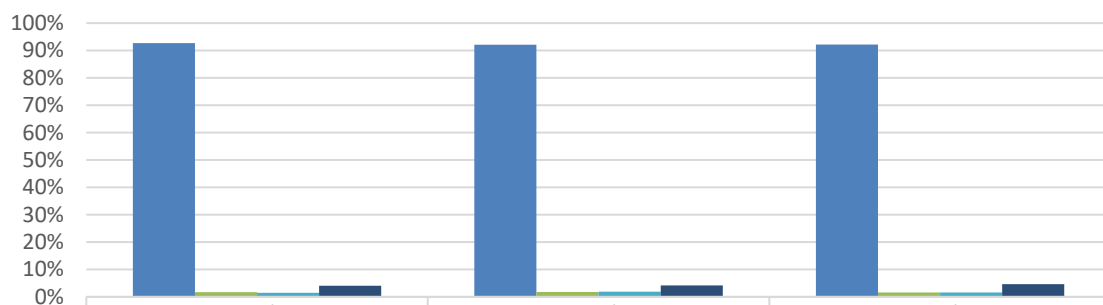
The 2019/20 Highlands and Islands Regional Outcome Agreement Equality Target for the proportion of credits delivered to learners with a declared disability was 27%. Inverness College UHI exceeded this target by achieving 36.3%.



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

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

ROA Care Experienced: % of Credits (Proportion)



	2017/18	2018/19	2019/20
■ NO	92.7%	92.1%	92.1%
■ NOT DISCLOSED	1.7%	1.8%	1.6%
■ PREFER NOT TO SAY	1.5%	1.9%	1.6%
■ YES	4.1%	4.2%	4.6%

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

3.5 Equality Theme – Staff Development

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

3.5.1 Corporate Induction

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

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

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

3.5.2 Learning & Teaching Induction

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

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

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

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

3.5.3 Staff Development Days

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

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

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

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

3.5.4 Staff Conference

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

2017/18: June 2018 – Engage & Enhance

2018/19: June 2019 – Our Sustainable Future

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

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

3.5.5 External Training & Conferences

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

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

Examples of training and conferences attended include:

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

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

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

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

3.5.6 Additional Qualifications

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

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

4 Employee Data and Gender Pay Gap Report

Recruitment/Applicants

New Appointments 2017/18

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

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

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

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

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

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

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

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

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

New Appointments 2018/19

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

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

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

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

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

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

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

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

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

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

New Appointments 2019/2020

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

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

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

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

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

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

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

Applicants 2019/20

Gender

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

Age

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

Applicant Age Range data:

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

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

Recruited Staff Age-Range Data:

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

Disability Declared

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

Ethnicity

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

Core staff

Gender

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

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

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

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

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

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

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

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

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

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

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

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

Part time working

2017/18

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

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

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

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

2018/19

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

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

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

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

2019/20

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

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

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

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

Age

2017/18

Age Range Data for 2017/2018:

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

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

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

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

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

2018/19

Age Range Data for 2018/2019:

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

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

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

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

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

2019/20

Age Range Data for 2019/20:

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

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

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

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

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

Declared Disability

2017/18

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

2018/19

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

2019/20

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

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

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

Ethnicity

2017/18

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

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

2018/19

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

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

2019/20

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

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

Pay and Remuneration

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

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

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

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

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

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

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

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

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

Median Pay Gap

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

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

2017/18

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

2018/19

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

2019/20

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

Mean Pay Gap

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

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

2017/18

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

2018/19

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

2019/20

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

Leaver Diversity monitoring

Leavers 2017/18

Gender

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

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

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

Age Range

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

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

Teaching/Support Age Ranges 2017/18:

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

Leavers 2018/19

Gender

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

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

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

Age Range

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

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

Teaching/Support Age Ranges 2018/19:

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

Leavers 2019/20

Gender

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

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

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

Age Range

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

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

Teaching/Support Age Ranges 2019/20:

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

Disability and Ethnicity of Leavers

Declared Disability:

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

Ethnicity:

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

5. Wider Enhancements around Equality, Diversity and Inclusion

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

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

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

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

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

Future Focus

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

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