



University of the
Highlands and Islands
West Highland College

Oilthigh na Gàidhealtachd
agus nan Eilean
Colaiste na Gàidhealtachd an Iar

West Highland College UHI

Progress on equality outcomes 2017 – 2019

This document sets out the progress that West Highland College UHI has made with the equality outcomes that were set for the period 2013-2017. The following themes and outcomes had been agreed:

Outcome 1 – Culture

Outcome 2 – Staff Journey

Outcome 3 – Student Journey

Outcome 4 – Data and Evidence Collection

Outcome 5 – Physical Environment

Progress on Equality Outcomes 2017-19 at April 2019

This section evidences the progress we have made in meeting our previous equality outcomes and what we still need to do.

<p>Outcome 1 - Culture</p>	<p>Enhance understanding of equalities within the College and equality issues faced by staff and students through awareness raising and training activities. In addition we will improve on networking with groups within the College including leadership groups, consultation groups, all staff, those with protected characteristics and external support groups.</p>
<p>What we have done</p>	<ul style="list-style-type: none"> • Board diversity succession planning - (encouraged applications from under-represented protected characteristics – particularly female candidates). • 50/50 male/female membership achieved and we continue to meet this target. We are recruiting at present and will be looking to maintain this positive ratio. The age ratio profile has improved but we have work to do on recruiting members from ethnic, disability and LGBTQ communities. • Embed equality actions into all team Operational Plans and evaluated progress through the team-evaluation process. - EDI in SED/ACE and Departmental Operational Plans. • Equalities Steering Group have produced a plan of activities as outlined in the steering group remit. Review is ongoing • All senior staff and those with responsibility for writing policies have completed the new UHI Equality Impact Assessment on-line training module. • All staff have appropriate training and information on equality and diversity in relation to their roles due to mandatory Equality & Diversity training as part of induction. • Roadshows to promote updated Equality and Diversity Policy complete.
<p>Work to do</p>	<ul style="list-style-type: none"> • New Board members to complete Equality & Diversity training. – Some Board members still to complete training. The Board secretary will embed this training in to induction and make it a mandatory part of their introduction to Board membership. This will be extended to Corporate Training. • Equalities Steering Group to put in place consultation arrangements with appropriate representative groups for protected characteristics. This will form part of our Equality Steering Group action plan. - Specific consultation for the development of the BSL action plan was organised in partnership with Academic Partners and UHI e.g. deaf action. Ongoing dialogue with local agencies and group’s continues to inform our equalities work and planning. • 50/50 male/female membership achieved and we continue to meet this target. We are recruiting at present and will be looking to maintain this positive ratio. The age ratio profile has improved but we have work to do on recruiting members from ethnic, disability and LGBTQ communities. • All senior staff and those with responsibility for writing policies have completed the new UHI Equality Impact Assessment on-line training module. • Communicate progress on equality outcomes

Outcome 2 – Staff Journey	Ensure that equalities is embedded into our processes and practices throughout the staff journey from recruitment, throughout employment, until staff leave the College to advance equality of opportunity. Ensure staff are aware of how they can raise a concern in relation to equalities.
What we have done	<p>Recruitment</p> <p>Processes and practices were analysed to ensure that we consider equalities in all aspects of staff recruitment.</p> <ul style="list-style-type: none"> • The recruitment policy and procedure has been updated and equalities embedded; • Equality strap line created for recruitment. • A targeted approach now in place to take positive action where there are under-represented groups; • The application process and form, including pre interview information and process has been amended to further enhance equalities. • Recruitment and selection policy amended to include gender balance on interview panel where possible. <p>During employment</p> <ul style="list-style-type: none"> • Absence statistics analysed to highlight areas of concern and reported to CMG • Bullying and Harassment Policy update and rolled out; • Probation and induction processes are firmly embedded into our operations and co-ordinated through the HR department. • Monitor and take positive action to address pay gap; - Pay gap analysis planned for April 2019 • The Diversity in the Workplace training module is completed within the probation period. The college monitors progress and the completion of training is signed off at the end of probation.
Work to do	<ul style="list-style-type: none"> • Performance management process under review and completion rates to be monitored through HR department; • Exit interview process under review - New digital form in development for ease of analysis. • Take positive action where there are under-represented groups. Review ongoing due to the demographic challenges of a rural area • Unconscious bias training for recruiting managers being sourced. A small group were trained as part of GAP project with NUS/Sparqs. The possibility of accessing this to roll out is being investigated for the coming sessions. • More analysis of turnover data required; - Plan in place to make better use of Cascade. Cascade training undertaken and high level report developed for CMG • Exit interview currently under review - New digital form in development for ease of analysis. • Family friendly policy in draft

<p>Outcome 3 – Student Journey</p>	<p>Ensure that in our processes and practices which support the student journey from initial enquiry to graduation and at all points of transition, as part of that journey, comply with and promote equalities legislation and equality of opportunity for all our students.</p> <p>Ensure students are aware of how they can access support for their learning in relation to any of the protected characteristics and that they are aware of how they can raise a concern or issue in relation to discrimination or unfair treatment.</p>
<p>What we have done</p>	<ul style="list-style-type: none"> • Student interview checklist improved. New process adopted as part the new pan UHI admission process; • Review of application forms complete as part of the pan UHI admissions project • Review of the data collected on enrolment forms completed but is being reviewed again as par of the UHI cross partnership policy development group. • Improved wording on SS leaflets and web pages to improve disclosure opportunities; • Gender focussed marketing for agreed courses e.g. male/female balance. In place; • Participate in the UHI on line admissions process - Ongoing - membership of UHI admissions group - complete • Implement events across the college campuses to support the equalities calendar - Working with HISA and WHC based student engagement officer on various projects e.g. NUS GAP project - this is now complete but the calendar is still in progress
<p>Work to do</p>	<ul style="list-style-type: none"> • Additional training of frontline staff in relation to referral being sourced; • Work with HISA on the development of support for LGBT students is ongoing through student engagement group; • Equalities calendar still in progress • Review of the data collected on enrolment forms to be reviewed again as par of the UHI cross partnership policy development group.

<p>Outcome 4 – Data and Evidence Collection</p>	<p>The collection and analysis of equalities data is key to mainstreaming, to improve our understanding of equality and diversity demographic of staff and students. This informs future objectives and so it is important to find ways to improve our data and evidence collection and therefore improve the mainstreaming of equalities.</p>
<p>What we have done</p>	<ul style="list-style-type: none"> • Recruitment Policy, practices and data collection methods reviewed to ensure gathering of appropriate equalities information • Screen developed on HR system to record and report equalities information for all protected characteristics; • System developed for collecting and analysing recruitment data in relation to equalities. • Staff and students disclosures encouraged. Regular reporting for students and staff to enable review and analysis. • Each year as part of quality enhancement data is collected and analysed from team evaluation process. -. Specific questions used in group discussions about equalities. • Appropriate staff have been trained as part of agreed CPD requirements in relation to data analysis.
<p>Work to Do</p>	<ul style="list-style-type: none"> • Collection of data on sexual orientation

Outcome 5 – Physical Environment	Analyse the Colleges physical environments to identify any inequalities and take action to remove any barriers.
What we have done	<ul style="list-style-type: none"> • Audit conducted of each centre with regards to physical access and adaptations such as automatic doors and accessibility identified; • Improved parking facilities in Fort William Learning Centre; • All new developments are designed to consider and mitigate any inequalities of access, assessed through EIA too; • Feasibility study undertaken to upgrade the existing accessible toilet facility in the Portree Learning Centre to meet the Changing Places standard.
Work to Do	<ul style="list-style-type: none"> • Audit of Portree Learning Centre identified access step at Portree Learning Centre required. Ongoing estates work as part of Capex to resolve. • Require capital investment to upgrade the existing accessible toilet facility in the Portree Learning Centre to meet the Changing Places standard which is currently not available 2019.

