



# Mainstreaming Progress Report 2018-19

## Mainstreaming Equality

### Introduction

This document sets out how West Highland College UHI is integrating equality into the day-to-day working of the College. It also includes:

- employee equality information;
- a breakdown of information on the number and relevant protected characteristics of employees, including information on recruitment and retention;
- Board diversity information:
  - the gender breakdown of board members
  - how information on the protected characteristics of the Board has and/or will be used to improve diversity amongst members

### Strategic Plan

West Highland College's ambition to drive forward its commitment to equality, diversity and inclusion is firmly embedded in its strategies, values and policies.

The College's [Strategic Plan 2016-2021](#), our **College Values, Excellence for All, Access and Inclusion Strategy and Equality and Diversity Policy** set out our commitment to equality, diversity and inclusion. There are three cross-cutting themes within the Strategic Plan. These are enablers which support the achievement of our strategic aims and our vision. Under the "People" cross-cutting theme we have set out the College's ambition to:

*"sustain a culture which promotes equality, diversity and inclusion for all"*  
and

*"ensure a positive working environment of well-being, reward and recognition, dignity and respect"*

This commitment is reflected in our **College Values**:

#### **INCLUSIVE**

Respect individual values and proactively promote equality and diversity.

#### **INDIVIDUALISED**

Recognise and take account of personal need, aspiration, skill and ability.

#### **INNOVATIVE**

Continually improve the way we design and deliver our programmes; develop best practice through creative approaches to learning and teaching and effective use of technology.

#### **INTERCULTURAL**

Embrace and celebrate diversity through integration and interaction. Recognise all forms of difference and actively engage and learn from each other.



## **Equality and Diversity Policy**

The College's [Equality, Diversity & Inclusivity Policy](#) sets out its commitment and approach to equality, diversity and inclusion.

“West Highland College UHI recognises that equality of opportunity and valuing diversity and inclusion are vital to its success. It is committed to creating and sustaining a positive, supportive working environment for all of our staff and a teaching and learning environment which encourages all of our students to thrive academically and personally.”

## **Access and Inclusion Strategy**

In addition the College's commitment and objectives in relation to access and inclusion are set out in full in its [Access and Inclusion Strategy](#).

# **Embedding Equality into our Functions**

## **The Board**

At the time of the last mainstreaming update, female representation on the Board of Management was standing at 50% and it currently stands at 50%.

Looking back at recent recruitment, we can see a pattern emerging. When the Board sought new independent members in 2018, we specifically encouraged applications from women. This worked successfully, as half of the four new members were women and half men.

All new Board members have an induction and Equality and Diversity training is part of that induction.

## **Staff Learning and Development**

All staff complete Diversity in the Workplace training within the first six months of employment. The college monitors progress and managers sign off training completion at the end of probation. All staff responsible for the development and review of policies, procedures and strategies must complete the Equalities Impact Assessment training.

98% have completed diversity training.

Staff are encouraged to attend the UHI virtual equalities training event which normally takes place across the partnership every year. In addition, staff take part in equality and diversity related College Development Network (CDN) and the Joint Information Systems Committee (Jisc) webinars and events. The Staff Learning and Development team regularly promote these events and provide funding support for staff to attend.

# Staffing Profile

## Gender and Contracts

The college employs 224 staff on a permanent, fixed-term, or casual basis. 65% of staff are female and 35% of employees are male. The gender split has remained approximately the same over a period of five years.

66% of staff are employed on a permanent basis. 63% of our permanent staff are female and 63% of all female staff are employed on a permanent basis. 37% of our male staff are permanent and 28% of all male staff are employed on a fixed term or temporary basis.

65% of the workforce are part time and 73% of our part time staff are female. Almost two thirds of our support staff are female and only 19% of all female staff work full time. 24% of all male staff work full time. 69% of all our female staff are employed in a support roles compared to 38% of all our male staff. 55% of our teaching staff are female and 40% are male.

## Age profile

The college staff age profile ranges from 19 to 70 years and over. Currently most of our staff (79%) are aged between 30 and 60 years of age.

Younger staff tend to be recruited into support staff jobs. In some vocational subject areas, such as construction and maritime, the proportion of teaching staff who are aged over 50, tends to be higher. This evidence suggests that part time vocational lecturing posts attract more mature and experienced lecturers.

## Other Protected Characteristics

Only 2% have a declared disability.

77% of staff are British.

Almost all staff who have recorded their ethnic status, are white (97%).

A majority of staff who have indicated their marital status are married (50%). Out of the staff who have indicated their religion, 38% are Christian and 39% indicate they have no religion.

## Staff Retention

In 2018/19 West Highland College UHI had 36 leavers. The split of male/female leavers is similar to the staff composition.

There was one member of staff who declared a disability.

66% of our leavers were white and 33% had not declared their ethnic origin. 58% had not declared their religion or belief. The College has not had any maternity/pregnancy related leavers.

## Flexible working requests

The College already operates a very flexible staffing model. We frequently receive requests for flexible working arrangements through our flexible working procedure which are accommodated. This is reflected in our statistics which show a large percentage of staff working part-time. We therefore believe that flexible working is embedded in our ways of working.

The College has had one grievance and no disciplinary cases.

## Recruitment

### **Gender**

The majority of applications in 2018/19 were from female candidates (59%), with only 30% received from male candidates and 11 not disclosed.

This reflects the composition of the work force, however some work will be undertaken in the future to look at the way we advertise and attract candidates and to encourage more applications from under-represented groups.

The majority of applicants interviewed in 2018/19 were female 65%, with only 35% being male interviewees.

### **Sexual Orientation**

The majority of candidates in 2018/19 declared their sexual orientation as heterosexual (80%), with only 1% bisexual, 0% lesbian and 0% gay.

A number of applicants chose not to disclose their sexuality (19%). Some work will be undertaken, to look at ways of encouraging applicants to disclose this information and reassurance regarding the confidentiality of the personal data.

The majority of staff appointed in 2018/19 (80%) declared their sexuality as heterosexual, with no appointees in the bisexual, gay or lesbian categories. A number of staff chose not to disclose their sexuality (20%). As mentioned previously some work will be undertaken to encourage disclosure.

### **Religion/Belief 2018/19**

Applicants Interviewed			
Christian	87	Christian	40
Buddhist	1	Buddhist	1
Hindu	1	Hindu	0
Jewish	0	Jewish	0
Muslim	2	Muslim	0
Sikh	0	Sikh	0
Spiritual	2	Spiritual	1
None	122	None	58
Other	1	Other	1
Not disclosed	58	Not disclosed	34

The majority of applications received in 2018/19 were from candidates with no religion/belief (44%) closely followed by Christian (31%). A number of applicants chose not to disclose their religion/belief (21%).

The majority of applicants interviewed reflected the split of applications received (42%) with no religion/belief, closely followed by Christian (29%).

### **Ethnic Origin**

The majority of applicants in 2018/19 were White Scottish 56%, with 15% White English, and 11% from Other White.

## ***Disability***

The majority of applicants did not have a disability or did not declare it. We will take some positive action to encourage candidates with a disability and to encourage disclosure.

## ***Age***

We were unable to report on the age band of applications received and applicants interviewed in 2018/19 as we do not currently ask for a date of birth as part of the recruitment/interview process. We plan to look at this in the future to allow for more detailed reporting.

# Section Four

## Student Profile

Through the provision of support for learning services, the college is committed to ensuring that all students have an equal opportunity to succeed. The college has developed its organisational structure to support this ambition. A key element of this has been the development of our Student Support Department. This has mainstreamed support services to ensure all students identified as having a protected characteristic, a priority group or an additional support for learning need, are able to access suitable and appropriate support. The college has 9 outreach learning centres and the student services team works to ensure an entitlement of support is consistent across all of the college learning centres and builds a one college ethos and approach.

Recent activity includes:

- Improved information on website at point of enquiry on how to access support and the services on offer from the college;
- Multiple opportunities for students to disclose a support need – on application form, at interview, at induction, on course, by referral (self-referral or from a lecturer);
- Literature which is sent to students at application on the range of support services available;
- Preferential interview dates and times can be arranged for students with additional support needs or care experience;
- A named person is allocated to students for learning support and care experienced students;
- Personal Learning Support Plans for all students with additional support or Mental Health support requirements;
- Additional Assessment support and arrangements – the team have a bank of readers, scribes, and invigilators;
- In class support for core skills from one of the learning support team;
- Disabled Student Assessment (DSA) Needs assessment on site from a fully trained advisor.

The college takes the mental health and wellbeing of our students seriously and has committed a resource to allow access to counselling services through partnerships in Fort William and on the Isle of Skye. This service has proved vital with an increase from an initial 7 students accessing this external support in the first year (15/16). The figures for the last three academic years are as follows:

<b>External Counselling put in place</b>	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>
<b>Total Number</b>	<b>13</b>	<b>16</b>	<b>11</b>

The college has also provided alternative support for students who present in distress as in some cases it is more relevant to provide signposting to alternative agencies depending on individual need. The numbers above do not include these figures. Examples of additional supportive interventions made by the department include delivery and support for Guidance Sessions, undertaking and delivering Mental Health First Aid training, having a Mental Health Awareness week, and signposting to external agencies as well as access to support Apps such as Prevent Suicide Highland.

The college will continue to commit resources to providing support for students with an assessed and identified support need. The number of students accessing our services has grown significantly over the past 3 years as we encourage early declaration, self-referral and improved support for a wider range of learning support needs.

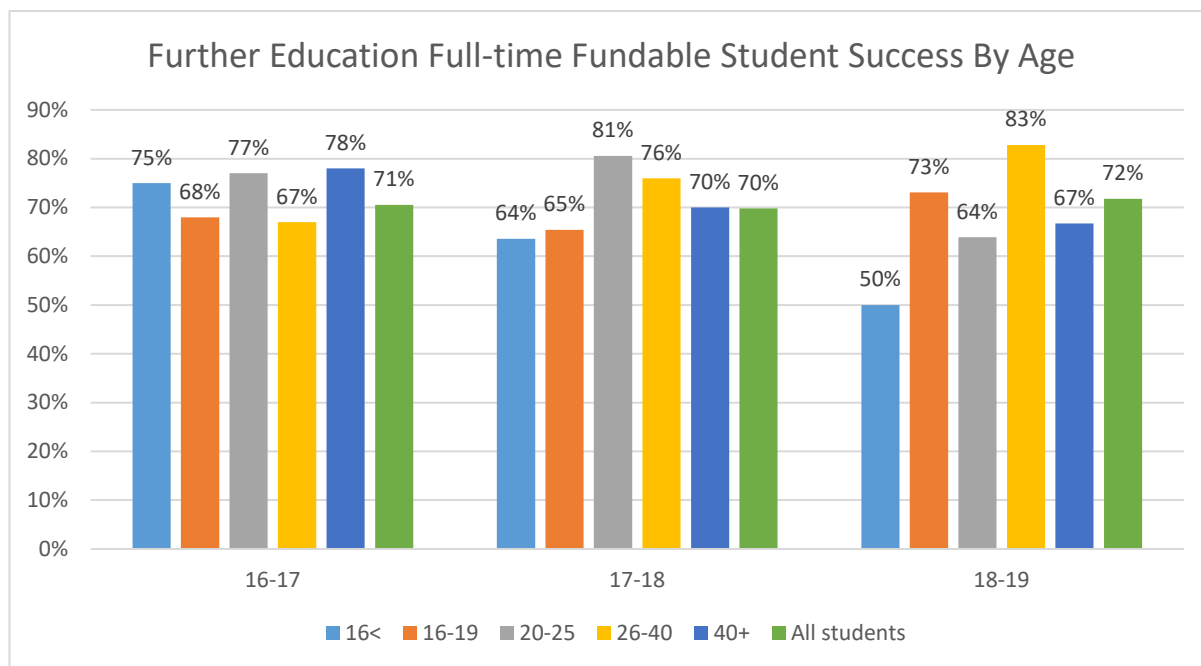
Student Support Plans	16/17	17/18	18/19
Total Number	72	74	63

Early identification of need means that the college is better able to support students towards a positive outcome. The following tables show a positive trend in successful outcomes over the preceding two years in relation to age, gender, ethnicity and disability. We are committed to monitoring against all protected characteristics but in our current enrolment numbers we have very low or no representation in some areas which makes reporting unrealistic.

### Success Rate Data Further Education

The following success rate data shows the overall Full Time Funded success rates for FE learners. Detail behind these high-level summary performance charts is analysed by Curriculum Areas and at individual course level to identify trends, strengths and areas for improvement.

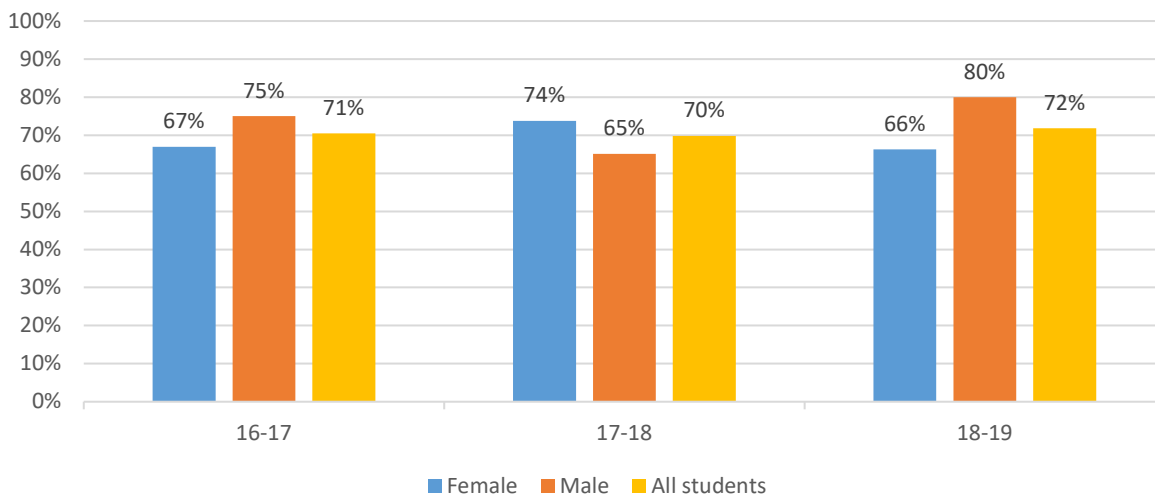
Our overall success rate has risen from 70.5% in 2016-17 to 71.8% for the last academic year (2018-19). At time of writing the national sector average figures are not yet available, however West Highland College has achieved higher than national average, full time student success levels for the sector, in the previous five academic years.



When looking at FE full time fundable success by gender, there appears to be no discernible trend. For two of the three previous academic years, males have outperformed females, which is in contradiction to school leaver attainment between females and males from 2016-17 where females outperform males at all levels, with the greatest difference with the percentage of school leavers attaining 1 or more qualification at SCQF Level 6 which has grown to 11.7 percentage points.<sup>1</sup>

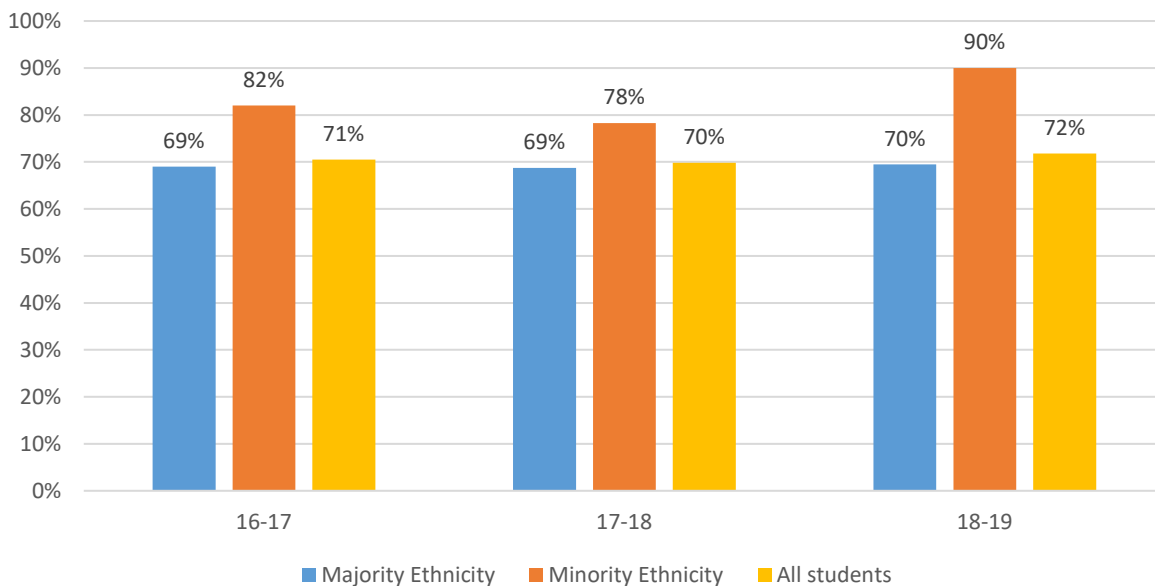
<sup>1</sup> <https://onescotland.org/wp-content/uploads/2019/01/NACWG-Education-ASD-content.pdf> accessed 10th Dec 2019

### Further Education Full-time Fundable Student Success By Gender



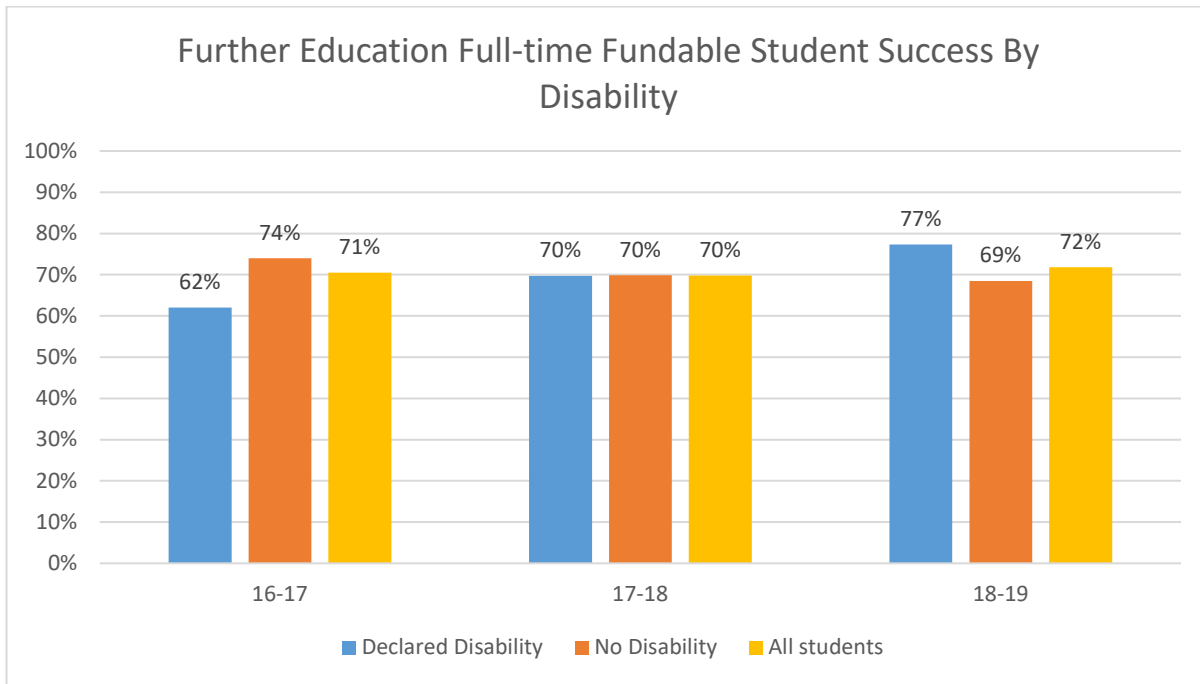
Across each of the 3 years outlined below, people from a minority ethnicity have a higher success rate than those from a majority ethnicity.

### Further Education Full-time Fundable Student Success By Ethnicity



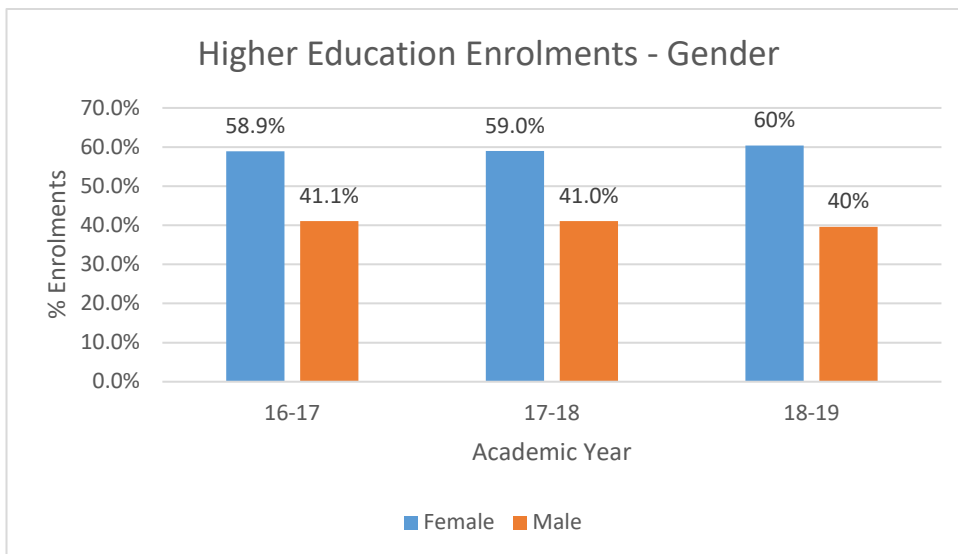
When looking at success by students with disabilities, it is clear that work done since the last mainstreaming report to support these students is having an impact. However, planned work to further break down the categories for both disability and other impact measures has not been completed. We remain confident that the biggest demographic in this category are students with mental health issues and we have taken steps to improve the services we offer and the specialised support that we can access. Whilst we have identified that there is a requirement to be able further breakdown categories for reporting, and also have a way of identifying cross-category reports, this has been hampered by the high level of demand for data analysts and an inability to recruit to this post.





### Equalities Data – Higher Education

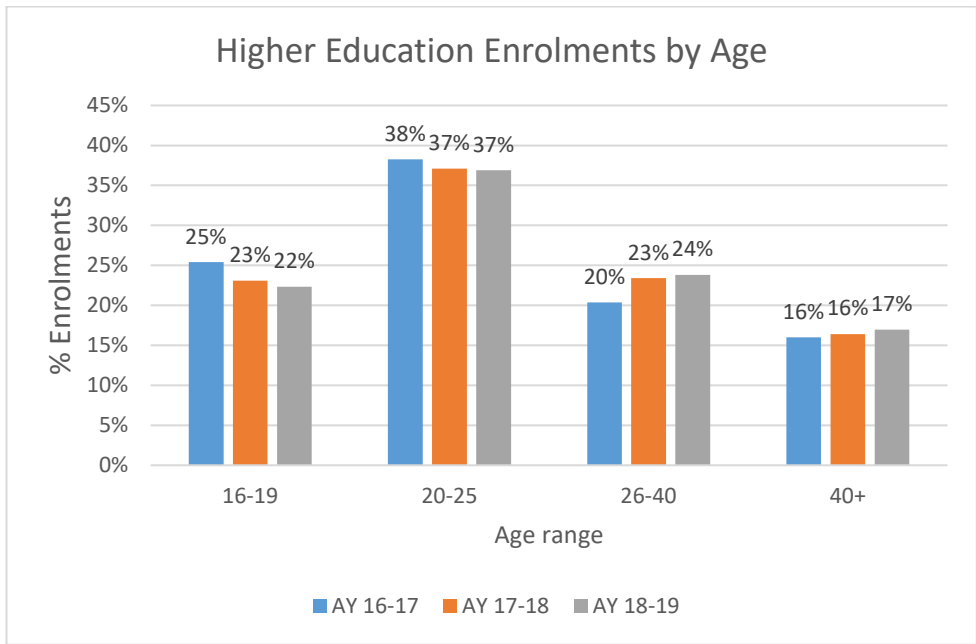
As Higher Education has different success measures than Further Education, the following charts give information based on Higher Education Enrolments and shows trends across the 3 previous academic years.



In relation to Gender, there has been a modest but consistent decline in the number of Males participating in Higher Education. We have been encouraging more females to enter our Adventure programmes of study which has seen an increase in females. We are also running a number of HND/D's in Health and Social Care, Textiles and Business Admin, which traditionally attract females. Recognising this, we have developed a programme for Men into Care currently at Further Education level, with the aim to encourage progression onto Higher Education for males.

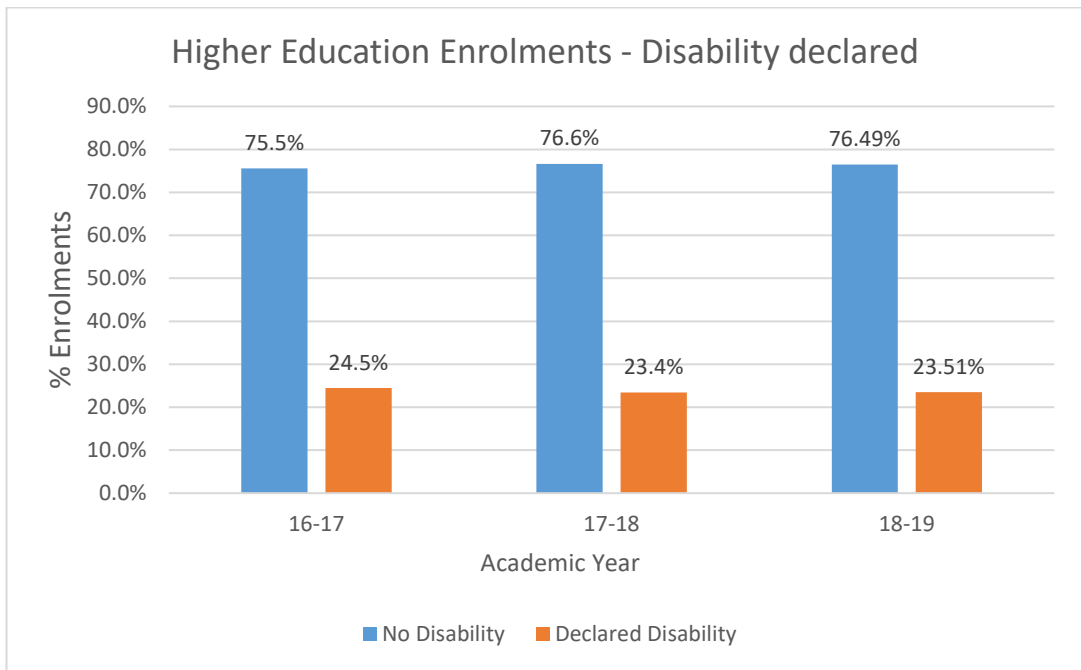
Looking at Highland Council demographic data<sup>2</sup> there are more females than males living in Highland in 4 out of 6 age groups, i.e. all age groups over 25 years old.

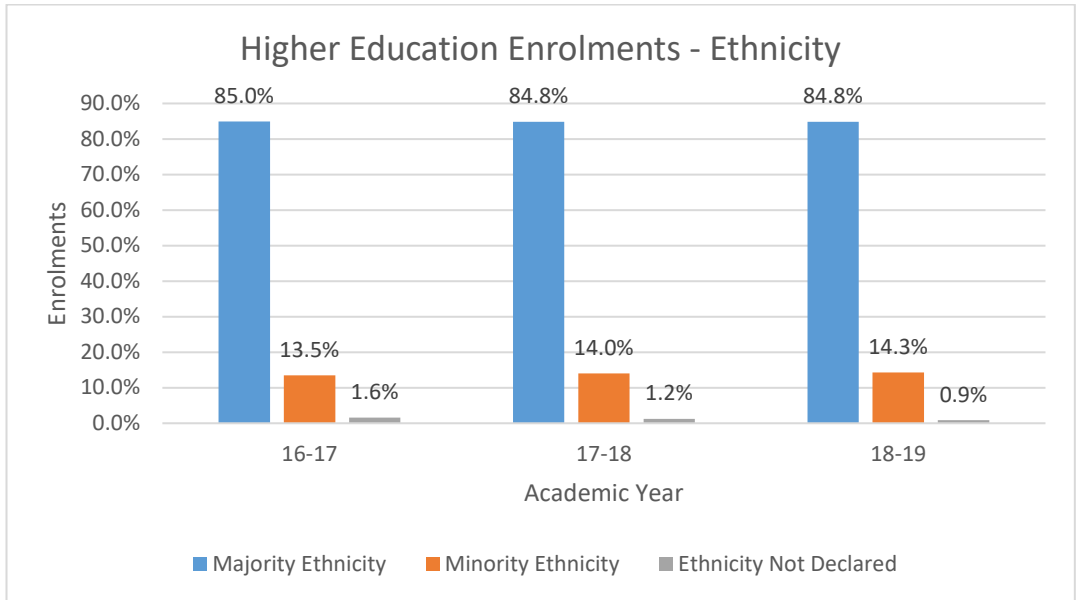
<sup>2</sup> <https://www.nrscotland.gov.uk/files//statistics/council-area-data-sheets/highland-council-profile.html> accessed 11 Dec 2019



Taking enrolments by age, it is apparent that there has been a year on year decrease in the percentage of younger aged students enrolling on Higher Education Courses, with a corresponding increase of students aged over 26. Student numbers overall have increased from 319 Higher Education enrolments during 2016-17, 329 for 2017-18 up to 336 enrolments for 2018-19.

Numbers of students who have declared a disability has decreased slightly from 24.5% in 2016-17 to 23.51% in 2018-19.





Data related to ethnicity indicates that we have a very small increase in students who are either declaring minority ethnicity alongside a reduction in those who did not declare. Although the numbers are small, it is pleasing to note that more students are prepared to declare their ethnicity and that we are attracting more students from minority ethnic backgrounds.