Equalities Report

Update

April 2023

Contents

1   Introduction and Context

UHI Inverness 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. UHI Inverness is located at Inverness Campus, a growing hub for research, innovation and enterprise set within its own 215-acre site. We also have a second campus at Balloch where the Scottish School of Forestry is situated, five miles from Inverness Campus.

The UHI partnership represents 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).

UHI Inverness delivers over one-quarter of the region's further education (FE) provision. Routinely UHI Inverness enrolls circa 6000 students. In academic year 2022-23, UHI Inverness currently had 3,357 learners enrolled on FE programmes, over 700 of whom are apprentices, as well as 2,401 learners on HE programmes as part of the University's provision.

Almost 50% of our FE credits are currently delivered to learners under 20 years. 30% of credit activity is delivered to learners living in remote and rural areas and 4% are being delivered to those living in the 10% most deprived postcode areas, which reflects the Highland/Inner Moray Firth area demographic. UHI Inverness currently delivers 3% of credits to care experienced learners.

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

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. Our provision covers 16 subject areas and includes specialist provision within the Scottish School of Forestry and a significant and growing number of almost 700 Modern Apprenticeships supported by Skills Development Scotland (SDS). Circa 550 school pupils are enrolled on Senior Phase school-link programmes. Currently 40% of the UHI Inverness's credit-funded activity is dedicated to STEM (Science, Technology, Engineering and Maths) provision.

Our curriculum is delivered through 7 curriculum Schools:
- Creative Arts
- Care, Health and Wellbeing
- Business, Computing and Hospitality
- Education and Applied Science
- Engineering Technology
- Construction and Built Environment
- Scottish School of Forestry

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 though 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 2021-2026 Strategic Plan embodies these themes and set out our ambitions for how UHI Inverness will develop during the next 5 years. It also supports the realisation of the University of the Highlands and Islands' 2021- 2025 Strategic Plan.

Our strategic plan continues to be ambitious in providing access to an excellent student experience and to supporting the needs of individuals to achieve their full potential and successful outcomes. For our staff, we will continue to provide a supportive workplace which encourages staff to develop to their full potential with our support and opportunities for professional development and in our culture of collaborative leadership.

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 an education provider, 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. 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. We therefore use data to inform our decision making, and to identify our areas of further improvement and enhancement.

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.

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, UHI Inverness 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.

UHI Inverness is currently working towards meeting the following equality outcomes across five key aspects of our work:

Institutional Leadership and Governance

Responsibility and accountability for equality duties are embedded clearly within governance, leadership and management structures and across institutional practices.

Learning and Teaching

Learning and teaching is informed by best practice, underpinned by effective professional development, to ensure that the learning experience is inclusive.

Students

Students from under-represented groups are well represented in post-school education. There is an increase in levels of application and enrolment for students with protected characteristics currently underrepresented.

Performance

Increase retention rates across all programmes, specifically targeting gender, age, disability, care experience.

Staff Development

All teaching and professional services staff have access to high quality professional learning on all aspects of equality, diversity and inclusion which impact on their practice and an awareness of how they can enhance their practice.

The following sets out our progress to date, and inclusive of, academic years 2020-21 to 2021-22 across each aspect.

2   Equality Theme – Institutional Leadership and Governance

Outcome:

Responsibility and accountability for equality duties are embedded clearly within governance, leadership and management structures and across institutional practices.

The Board of Management understand their responsibilities in line with the Equality Act 2010.

Over the period of this report all existing and new Board of Management members have received formal training delivered by UHI Inverness. 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 Governance Officer.

Chaired by the Executive Management Team lead for Equalities, the Equality, Diversity & Inclusion (EDI) Committee meets bi-annually to address progress towards meeting UHI Inverness's equality outcomes. This committee has a wider remit however and is proactive in addressing arrange of issues relating to inclusion and accessibility. Membership of this committee includes a cross section of staff and benefits greatly from student representation through the UHI Inverness Student Association.

Furthermore, the student President and Vice President are also full members of the Board of Management and the EDI committee and have 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 equality's agenda.

Outcome:

The Board of Management membership is in keeping with the Scottish Government commitment to ensure gender balance.

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

Board Membership Gender Balance 2020 – 2023

Year (April)	Male	Female	Vacancies
2020	7	11	0
2021	8	9	4
2022	9	6	6
2023	8	5	1

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 UHI Inverness 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 UHI Inverness 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, Instagram 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, the Executive Management team has been reduced. The new EMT has retained its gender balanced profile with an equal split in representation.

Executive Management Team Gender Balance 2020 - 2023

Year (April)	Male	Female	Vacancies
2020	3	6	0
2021	2	3	0
2022	2	3	0
2023	2	2	0

3   Equality Theme – Learning and Teaching

Outcome:

Learning and teaching is informed by best practice, underpinned by effective professional development, to ensure that the learning experience is inclusive.

UHI Inverness offers a suitable portfolio of FE and HE programmes which meets the needs of learners well. UHI Inverness 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.

Professional learning and development for teaching staff includes a focus on values of equality and inclusiveness. 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 10 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 and equitable approaches to curriculum design and delivery, personalised support and wellbeing.'

A second relevant core value is 'celebrating diversity through learning and teaching'. Staff are required to demonstrate that they 'recognise and celebrate diversity and diverse voices within and through the design and delivery of our curricula, in the resources and readings we direct our students to engage with, in the examples that we use in our teaching and materials, and in the assessed work we ask students to undertake.

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 UHI Inverness. 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 Advance HE 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 values of 'respect individual learners and diverse groups of learners' and 'promote engagement in learning and equity of opportunity for all to reach their potential'.

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 UHI Inverness is well underway with over 80% registered with GTCS at this point and adhering to the GTCS Professional Standards for Lecturers. Some of the key professional values for teaching staff include:

- Understands 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 all UHI Inverness teaching staff.

Education Scotland conducted its annual external review of college in February 2023. The external review report contains the following judgements related to equality and diversity and equality of opportunity for learners:

"The introduction of a translation function on the college application website has supported accessibility. This is enabling learners whose first language is not English to progress through the application process more confidently".

"All curriculum areas adjust assessment arrangements effectively to accommodate the needs of individual learners".

"When uploading resources to the VLE, teaching staff make good use of the college's facility to scan teaching materials for accessibility issues. They draw on the results to adjust materials to meet the needs of learners".

"Staff take swift action to provide learners with access to wellbeing and counselling services. These arrangements work well and there are no waiting lists for learners to access support".

4   Equality Theme – Students

UHI Inverness 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. UHI Inverness operates a contextualised admissions policy, and our widening access work is embedded within mainstream practice and as such, UHI Inverness 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 under-represented groups are well represented in post-school education. There is an increase in levels of application and enrolment for students with protected characteristics currently underrepresented.

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

FE Enrolments: Most Deprived Areas

Legend: Central Raigmore and Longman, Hilton West, Inverness Merkinch, Merkinch East, Merkinch North, Merkinch South, Not in 10% Most Deprived Areas, All FE Students

Years: 2019/20, 2020/21, 2021/22
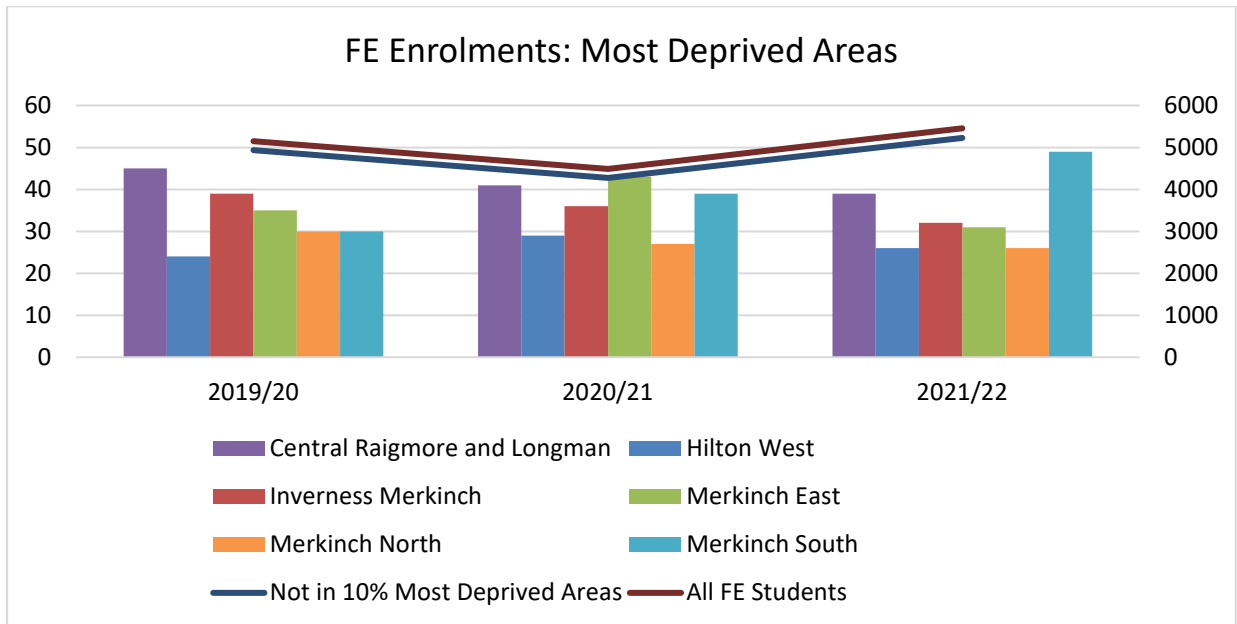
SIMD Target Areas	ENROLMENTS		
	2019/20	2020/21	2021/22
Central Raigmore and Longman	37	32	27
Hilton West	19	21	24
Inverness Merkinch	31	28	29
Merkinch East	32	31	27
Merkinch North	24	18	22
Merkinch South	28	29	47
Not in 10% Most Deprived Areas	4316	3555	4544
10% Most Deprived Areas	190	158	188
All FE Students	4506	3713	4732
% Enrolment in 10% Most Deprived Target Areas	4.2%	4.3%	4.0%

The number of enrolments from the identified most deprived areas has fluctuated over the three-year period 2019/20 to 2021/22. However, we have exceeded the target of 3.7% set for 2021/22 in the UHI Regional Tertiary Outcome Agreement.

Gender
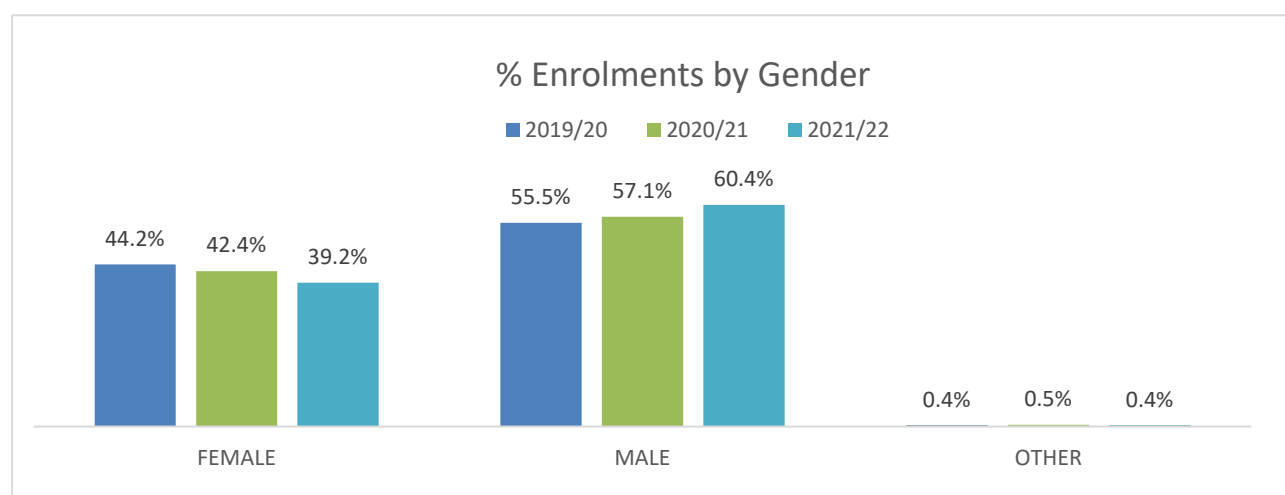
There has been a continued increase in male students, which make up the majority of our apprentices in Construction and Engineering.

Age
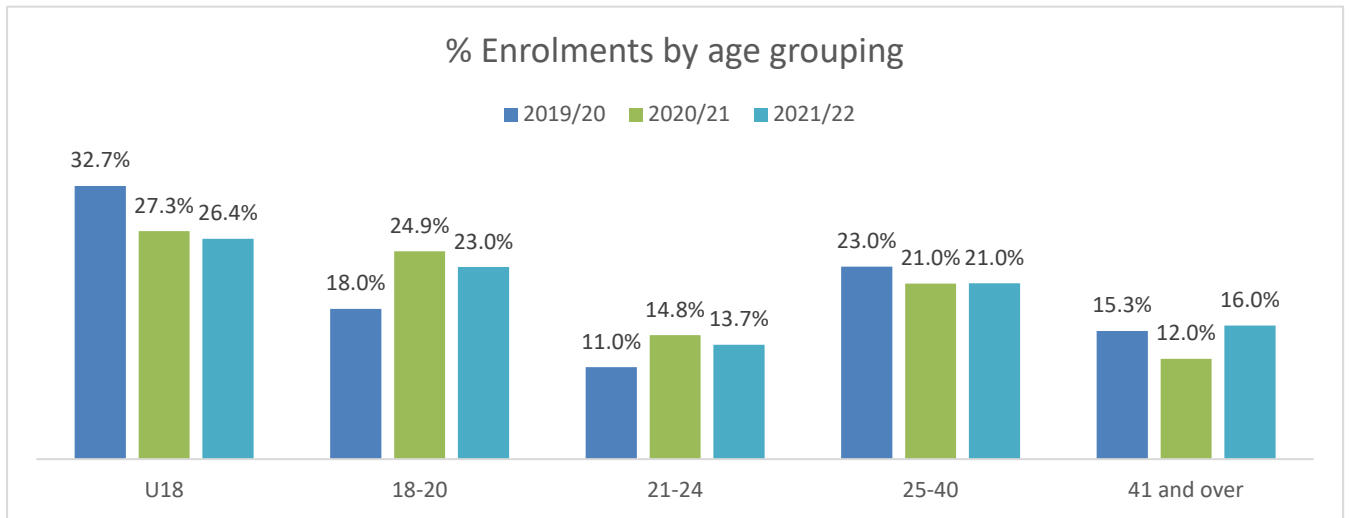
Whilst there was a decline in the % of enrolments of students under 18 years, this group still remains the highest proportion of our student body. There was an increase in 2021/22 of those 41 years and over.

Disability
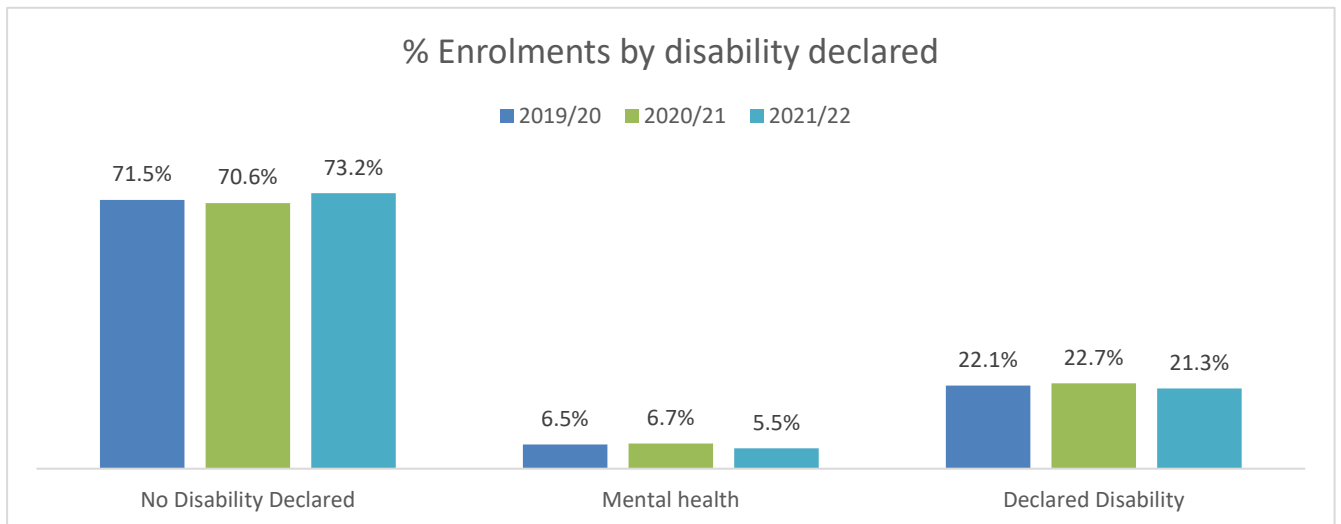
*Students who have declared a mental health condition are additional to those who have declared other disabilities.

The % of students who have disclosed a disability or mental health issue increased in 2020/21 but dropped in 2021/22. In 2021/22 over a quarter (26.8%) of our student body had declared a disability or mental health issue.

Care Experienced

% Enrolments Care Experienced Students

Legend: 2019/20, 2020/21, 2021/22

- NO: 80.4%, 92.1%, 92.9%
- NOT DISCLOSED: 13.9%, 2.8%, 2.4%
- PREFER NOT TO SAY: 2.3%, 1.5%, 1.7%
- YES: 3.4%, 3.6%, 3.1%
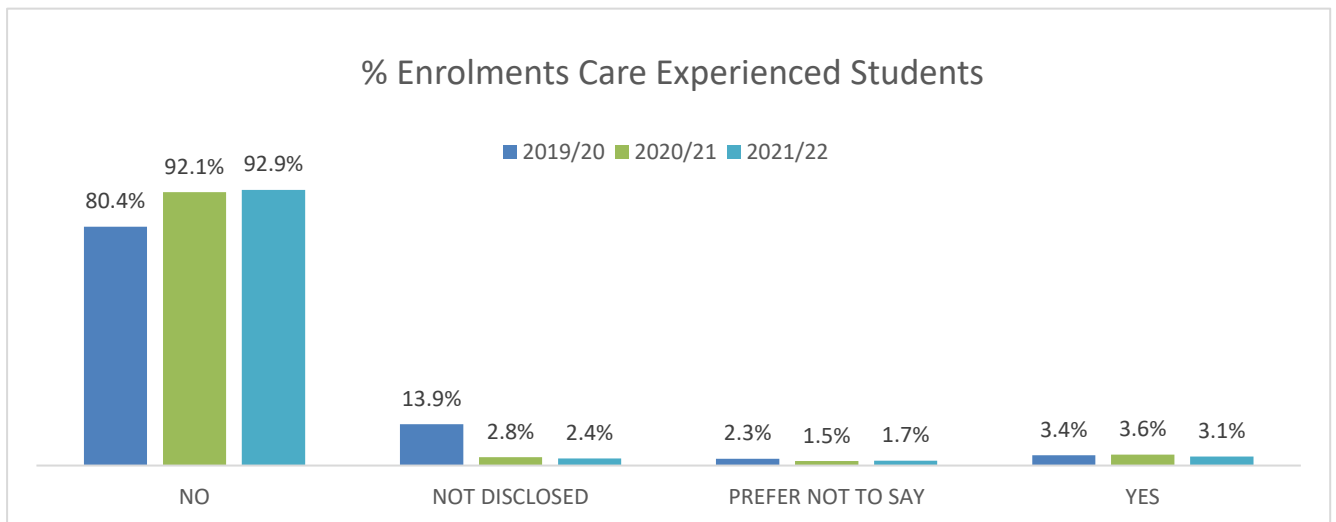
The % of students who have disclosed that they were care experienced increased in 2020/21 but dropped in 2021/22. There is a decline in the % of students opting not to disclose or prefer not to say if they have been care experienced.

Satisfaction Rates

UHI Inverness 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 satisfactions rates for students across the protected characteristics which we capture data for show there are no significant disparities in satisfaction with there being a general improvement in satisfaction across all categories.

A few notable highlights include:

- ✓ There is no notable difference in satisfaction between males and females nor between students disclosing a disability and those who have not.

- ✓ Almost all characteristic groupings have seen an increase in satisfaction for academic 2022-23.

- ✓ Three areas saw a decrease in satisfaction: a small decrease in the 16-17 age grouping and also Indian and Irish ethnicity groups (however these ethnicity groups have very low numbers which disproportionately impact on any change).

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✓ All other groupings have a positive satisfaction rate with the majority over 90% satisfaction (22 out of the 25 categories).

✓ Under 16 age group and Chinese, African, Arab, Bangladeshi and Pakistani ethnicities have seen consistent 100% satisfaction level.

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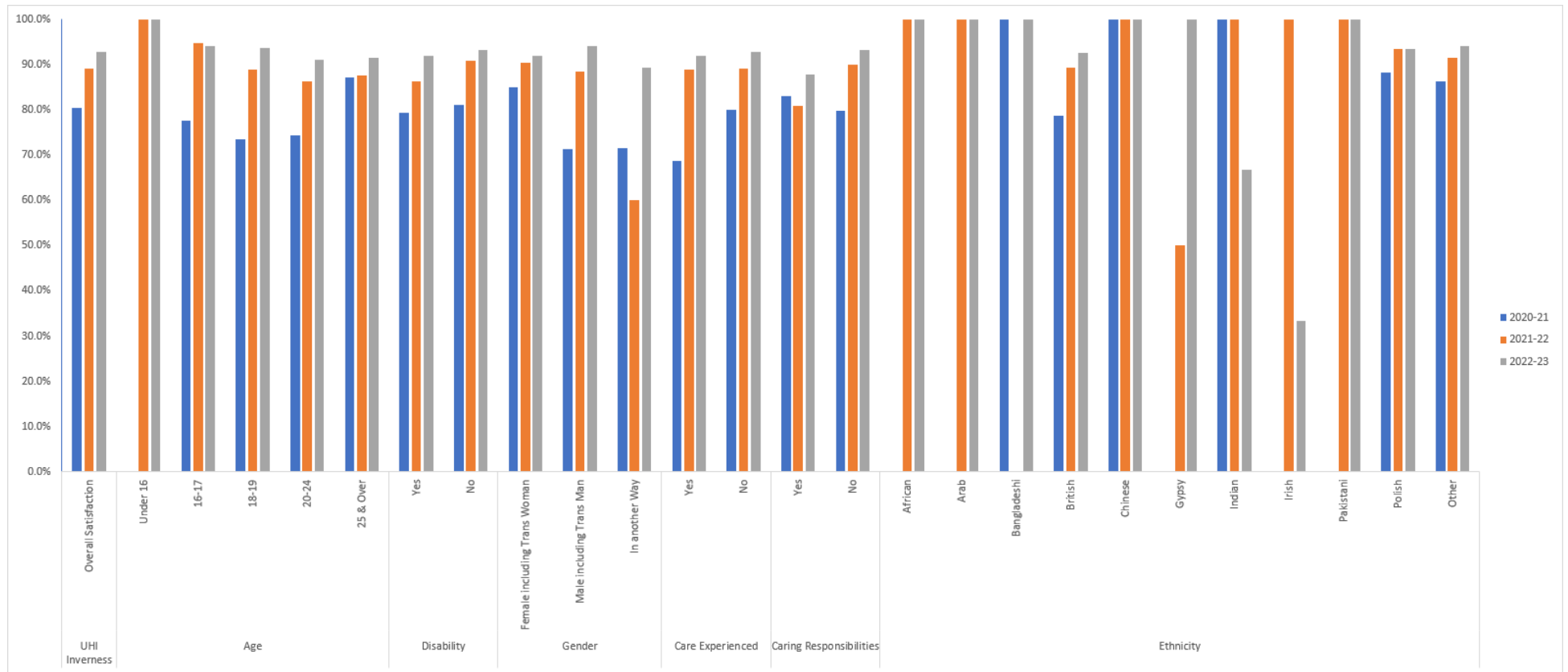
5   Equality Theme – Performance

Outcome:

Increase retention rates across all programmes, specifically targeting gender, age, disability, care experience.

% Overall Retention

	2019/20	2020/21	2021/22
FEFT	81.0%	72.2%	72.0%
FEPT	94.1%	91.9%	95.0%
All Students	90.7%	86.6%	89.8%
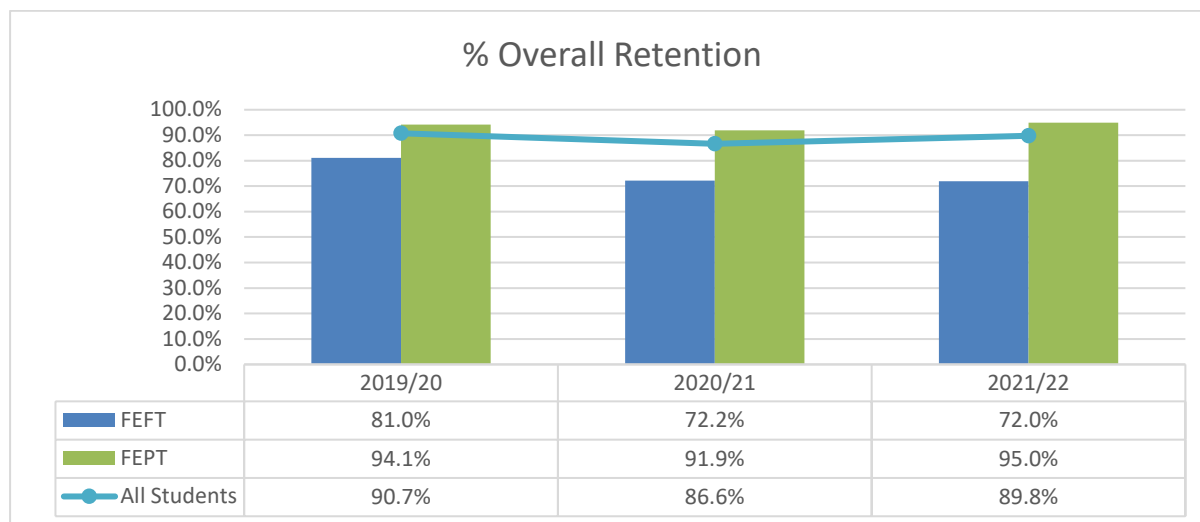
Overall retention dropped in 2020/21 and 2021/22 in line with the pandemic, however early indications are that there has been an improvement post-covid in 2022/23.

Most Deprived Areas: % Retention

	2019/20	2020/21	2021/22
10% MOST DEPRIVED	90.9%	82.6%	82.6%
20% MOST DEPRIVED	88.0%	80.0%	83.2%
NOT IN 20% MOST DEPRIVED	90.9%	87.2%	90.4%
All Students	90.7%	86.6%	89.8%
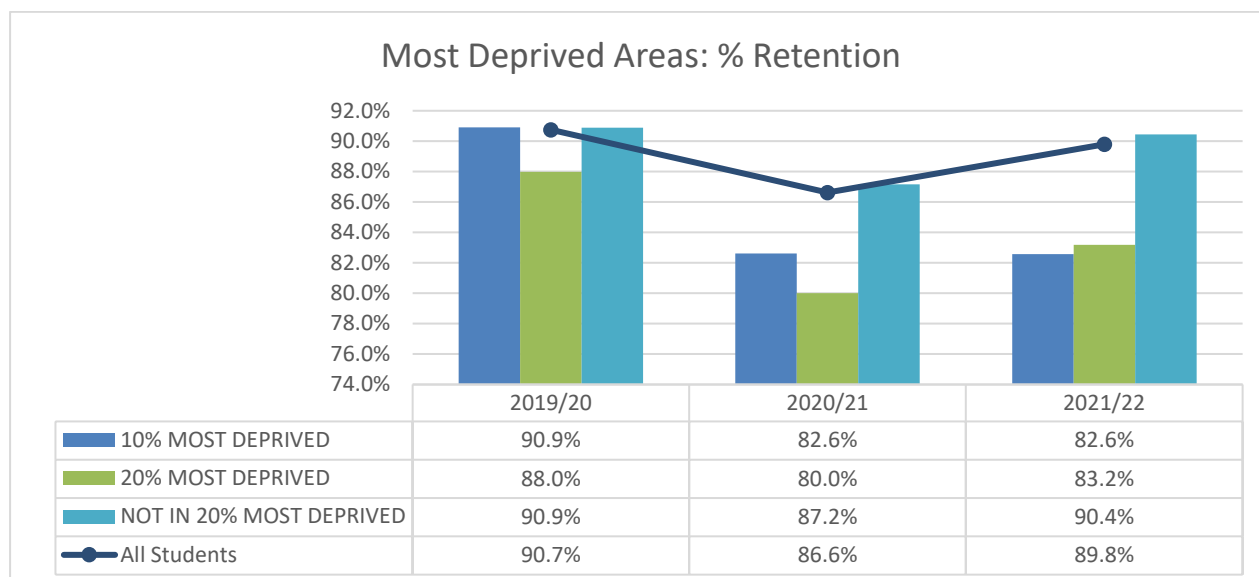
Whilst there was a decline in the retention rate of students from the most deprived areas in 2020/21, the rate increased for those in the 20% most deprived areas in 2021/22.

Gender: % Retention

	2019/20	2020/21	2021/22
FEMALE	87.9%	80.7%	85.4%
MALE	93.1%	91.0%	92.8%
OTHER	90.0%	92.0%	76.7%
All Students	90.7%	86.6%	89.8%
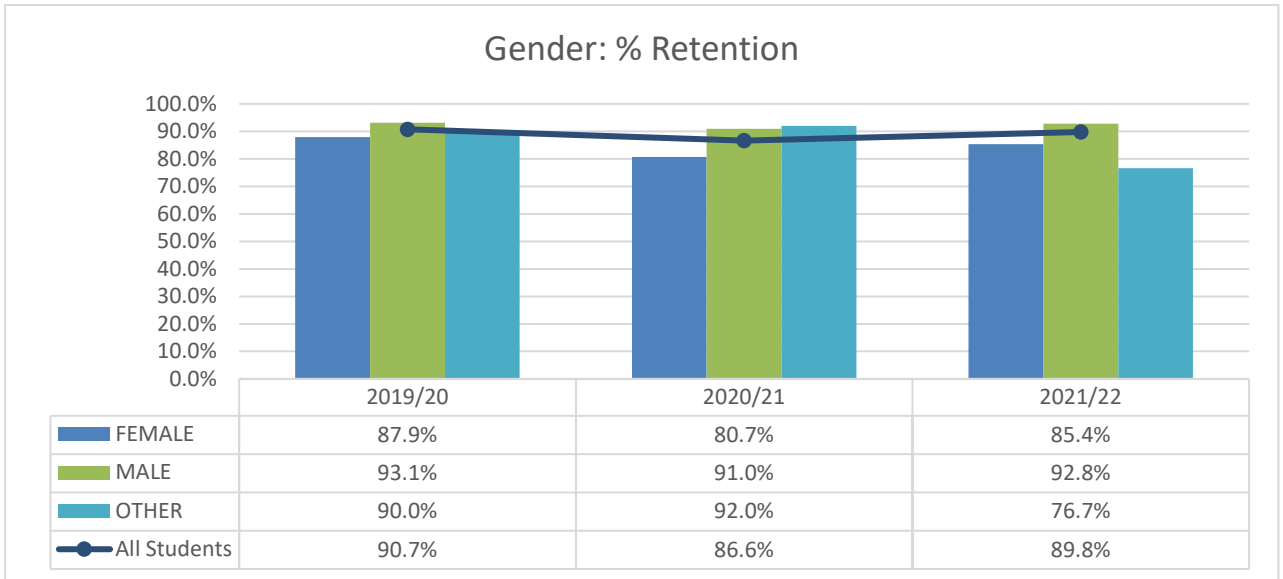
Retention improved in 2021/22 from the previous year. Retention rates for male students are higher than for females.

Age Group: % Retention

	2019/20	2020/21	2021/22
ROA Under 16	93.1%	78.6%	92.9%
ROA 16-19	85.9%	81.7%	82.2%
ROA 20-24	91.4%	90.1%	93.6%
ROA Over 25	94.0%	91.7%	94.0%
All Students	90.7%	86.6%	89.8%
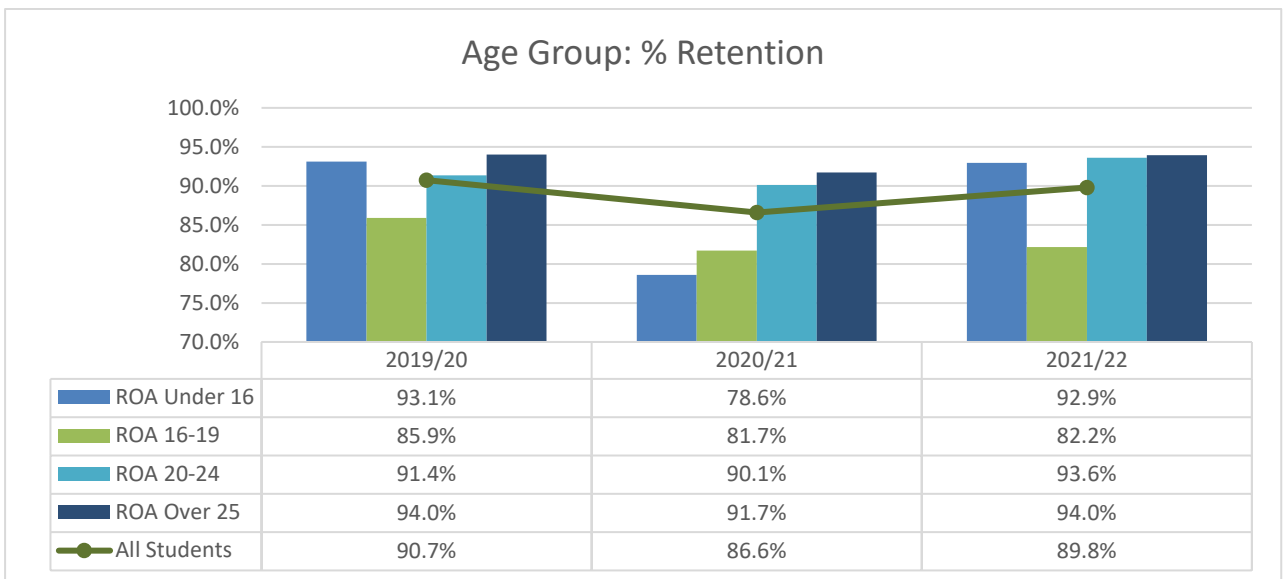
Retention rates for all students decreased during 2020/21, however there was a significant improvement for students under 16 during 2021/22, this includes students on our Senior Phase course offering.
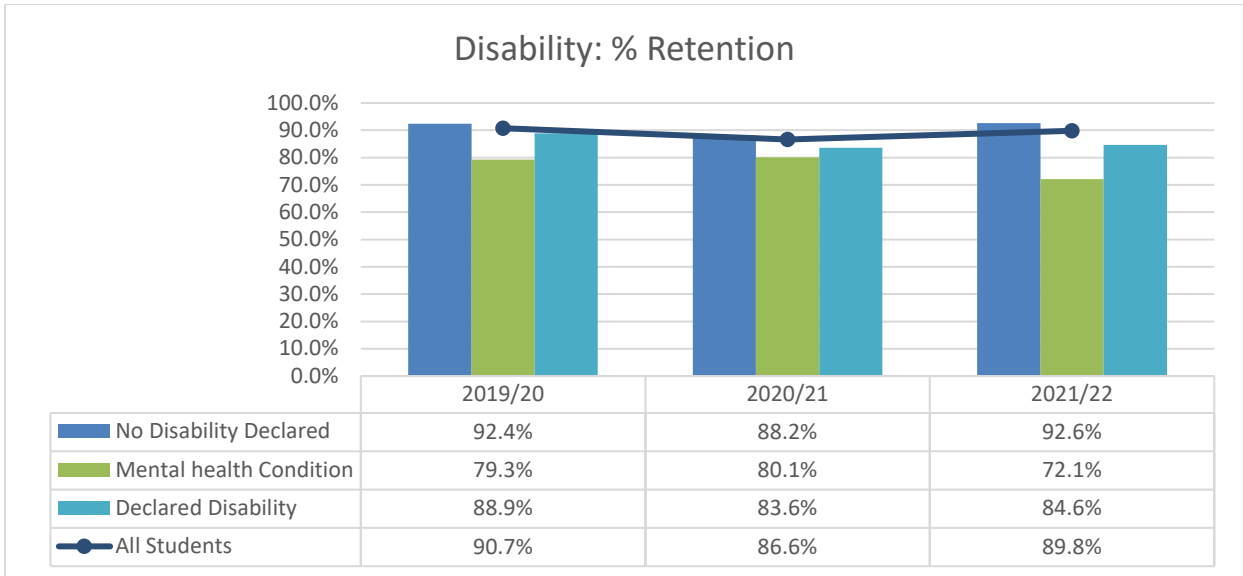
Disability: % Retention

	2019/20	2020/21	2021/22
No Disability Declared	92.4%	88.2%	92.6%
Mental health Condition	79.3%	80.1%	72.1%
Declared Disability	88.9%	83.6%	84.6%
All Students	90.7%	86.6%	89.8%

*Students who have declared a mental health condition are additional to those who have declared other disabilities.

The retention rates for students who have declared a disability declined in 2020/21 similar to the same rate as all students. However, the retention rate for those who have declared a mental health condition remained relatively static in 202/21 and declined in 2021/22.

Care Experienced: % Retention

	2019/20	2020/21	2021/22
NO	89.0%	85.6%	87.6%
NOT DISCLOSED	98.0%	97.6%	98.2%
PREFER NOT TO SAY	90.4%	71.1%	76.2%
YES	85.3%	73.1%	74.3%
All Students	90.7%	86.6%	89.8%
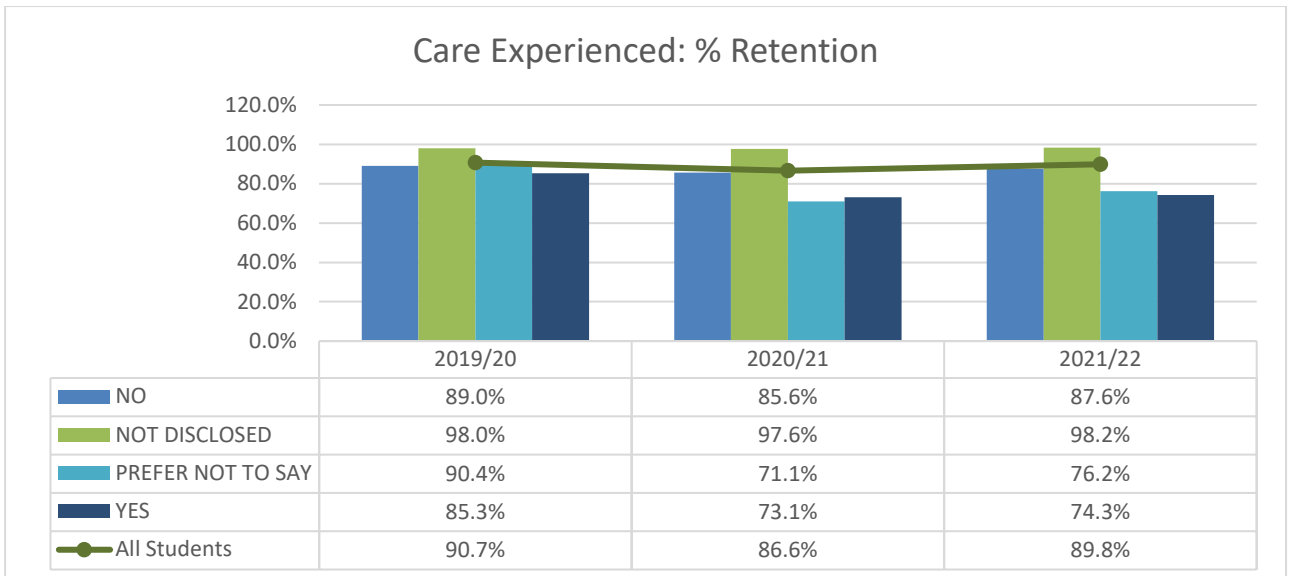
The retention rates for Care Experienced students declined in 2020/21 by 12.2% compared to a decline of 4.5% for all FE students.

6   Case Studies

Protected Characteristic: Race

We have witnessed larger numbers of students enrolling with refugee/asylum seeker status, from countries such as Ukraine and Afghanistan since AY 21-22. These students were primarily joining our ESOL courses to improve their English language skills. Due to these students fleeing traumatic situations in their war-torn home countries, ESOL lecturers were observing greater pastoral needs within their class groups. Students needed support to address housing and financial issues, and to ensure they were being correctly supported/made aware of external agencies, funds and supports. Students were displaced, vulnerable, and were experiencing the effects of trauma- many of them could be observed as having PTSD and would become upset during class. We already ran 'Read Aloud' sessions in The Bothy twice a week, for students with English as an additional language to practice their English reading and speaking skills, but we needed to provide further practical and emotional support to these students beyond this.

We have set up a weekly peer support group for refugee students, named ESOL Bothy Group, hosted in The Bothy (our workshop and peer support venue). This has allowed relevant support staff to have regular contact with this group of students to address their arising pastoral needs. It allows for more in-depth discussions to take place out with class time and facilitate supportive friendships through shared experience of displacement.

Support has also included help with funding applications, enrolment process and getting them familiar with the technology they need to use. These sessions also helped staff to gain a better understanding of the students from an individual perspective and to start to build a rapport with them, and to begin a working relationship, which has proven to be very beneficial as the term has progressed.

Protected Characteristic: Disability

We have developed The Bothy on campus to be a space which supports all students but in particular learners with a disclosed disability.

The learning support team offer a tranquil drop in space which also provides an ongoing schedule of various study skills workshops, giving all learners flexible options to upskill themselves as learners. This has been particularly beneficial for learners who experience social anxiety or sensory hypersensitivity and who can find our busy catering and study areas overwhelming. This makes their breaktimes challenging instead of restful, so really impacts on their learning and their overall student experience. We wanted to provide a space in UHI Inverness that was calm, quiet, and offered a friendly face when needed.

Learners now have a drop-in space that feels calm and nurturing, in addition to their other choices of breakout spaces on campus. Many learners appreciate having a space to work in where they are known to staff and can access a friendly face or receive a quick answer to their query. Often this allows the team to address small issues straight away, avoiding referral e-mails and appointment wait times. It also means that emotional support is immediate, as The Bothy team are trained to support learners in distress and appropriately assess their needs. The room makes use of many de-escalating tools, such as low lighting, white noise, sensory lamps, soft furnishings and plants, fidget objects and weighted blankets. The room also has two small internal rooms for private discussions, furnished using the same trauma-informed approach.

As part The Bothy's weekly programme of offerings, we can have academic staff delivering core skills support, the Wellbeing Officer running a Managing Anxiety workshop, the Student Support team meeting with refugee learners, the Learning Technologist delivering assistive technology training, and the Funding Officer running drop-in sessions. All content is replicated with e-resources and online workshop recordings in The Bothy virtual learning environment.

Although challenging to directly correlate the development of The Bothy to our improved retention this academic year, we know from learner and staff qualitative feedback that the support provided through The Bothy has helped to maintain individuals on their programme and prevent withdrawals. We have also seen an increase in student satisfaction amongst those disclosing a disability.

Protected Characteristic: Disability

It was recognised that there is a need for our Brightspace virtual learning environment to be as accessible for students as possible. *Legislation.gov.uk* set accessibility standards for websites and public bodies - The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 (legislation.gov.uk) which came into force in the UK on 23 September 2018, with further information on how this affects institutions here Meeting accessibility regulations.

In academic year 2021/22 a software tool, Blackboard Ally (BB Ally), was integrated into Brightspace, to provide guidance and support for lecturers to update their learning resources to become more accessible. The software uses a traffic light system to identify where a document is not accessible and offers guidance on how to resolve the issues. It offers an overall accessibility percentage score for each Brightspace module (0% to 100%) and lists the material in order of low score content, allowing staff to work efficiently when editing.

For students, alternative formats are offered for viewing resources. These include converting a document into an audio file, or into an online document readable via a mobile device or tablet and other formats such as braille, which supports our visually impaired students. Training was provided to lecturers by our Digital Skills Training Officer, who is also an Accessibility Champion. Engagement with the tool was promoted through additional material such as the *12 Days of Accessibility*, in our SharePoint area. This area lists resources on how to edit materials to be more accessible and the site has had 292 views so far.

All new lecturers are introduced to BB Ally at their Learning & Teaching Induction. Ongoing training for existing lecturers is offered regularly and plans are underway to provide training for relevant professional services staff who also create material for students and other staff members.

7 Equality Theme – Staff Development

Outcome:

All teaching and professional services staff have access to high quality professional learning on all aspects of equality, diversity and inclusion which impact on their practice and an awareness of how they can enhance their practice.

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

Corporate Induction & mandatory training

All new staff have completed a mandatory Corporate Induction programme and ongoing mandatory training on the following topics:

1. Diversity in the workplace
2. Equalities Act 2010
3. Unconscious Bias
4. Safeguarding
5. Student Carers
6. Corporate Parenting
7. Care experienced students
8. PREVENT
9. Wellbeing & Learning Support
10. Gender Based Violence

Learning & Teaching Induction

All new teaching staff complete a mandatory Learning & Teaching Induction programme which includes the topics listed below. The programme includes input from students to underpin the importance of the student voice.

1. Student partnership & Student experiences
2. Technology enhanced learning including assistive technologies, the virtual learning environment & Smartboards
3. Building a rapport with students
4. Supporting students
5. The inclusive classroom

Team Development Days

Every Curriculum and Professional Services team is allocated a day to focus on specific development relevant to their staff. In some cases, visiting speakers attend, or whole teams undertake relevant training together. Examples of such training include student support and digital tools to support student learning.

Staff Conference

Staff conferences were held in June 2021 and June 2022, with approximately 250 staff attending each one.
A variety of workshops explored themes relating to equality and diversity including:

- The Inclusive Classroom
- The Student Voice
- Trans Awareness
- Understanding our students

External Training & Conferences

Staff engaged with relevant external training events and conferences as indicated below, although figures for 2020/21 are lower than other years due to Covid19 lockdowns. Opportunities to engage in training are offered equally to all staff and staff are expected to share their learning with colleagues informally and through structured team meetings and staff development events.

Year	Female	Male
20-21	66	22
21-22	118	64

Examples of relevant training and conferences attended include:
- Transforming the response to domestic abuse
- Keeping the Promise – Care experienced students
- Makaton level 1
- Supporting Care Leavers
- Stand Alone conference
- Counselling the LGBTQ+ client
- Student Mental Health & Wellbeing conference
- Bloom – Mental Health training
- Certified Clinical Trauma
- Trans Awareness
- Annual Autism Conference
- Exploring the Mother/Father wound
- Digital wellbeing & corporate parenting
- Working with young people: sex & relationships

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- Supporting CYP with low mood & depression
- Understanding gambling harms
- Responding to sexual violence
- Trauma-Sensitive mindfulness training
- Safeguarding vulnerable teenagers

Staff working within the areas of Student Support and Wellbeing also undertook training in Gender Based Violence and Neuro Linguistic Programming

The provision of Mental Health First Aid training for staff remains a priority. All staff are encouraged to undertake this 2-day programme to enhance their own mental health and better support the mental health of our students. Currently 86 of our staff hold this qualification.

Additional Qualifications

UHI Inverness is committed to the development of all staff through the achievement of relevant postgraduate qualifications and funding is available equally to all staff.

8   Employee Data and Gender Pay Gap Report

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.

New Appointments 2020/21

Of the 24 staff appointed in 2020/21, 87.5% (21 posts) were female and 12.5% (3 posts) were male.

Of the 24 staff appointed in 2020/21, 79.2% (19 posts) were females appointed to support roles, and 12.5% (3 posts) were males appointed to support roles.

Of the 24 staff appointed in 2020/21, 8.3% (2 posts) were females appointed to teaching roles and 0% (0 posts) were males appointed to teaching roles.

Function	Number	Male	Male %	Female	Female %
Support	22	3	12.5%	19	79.2%
Support Management	0	0	0%	0	0%
EMT	0	0	0%	0	0%
Teaching	2	0	0%	2	8.3%
Teaching Management	0	0	0%	0	0%
Total	**22**	**3**	**12.5%**	**21**	**87.5%**

Of the 19 non-academic female appointments in 2020/21, 100% were appointed to non- management grades A-H with 0% appointed to management grades I-M.

Of the 3 non-academic male appointments in 2020/21, 100% were appointed to non-management grades A-H with 0% being appointed to management grades I-M.

Of the 2 academic appointments in 2020/21, 2 were female, both in Care, Health and Wellbeing.

New Appointments 2021/22
Of the 59 staff appointed in 2021/22, 61% (36 posts) were female and 39% (23 posts) were male.

Of the 59 staff appointed in 2021/22, 52.5% (31 posts) were females appointed to support roles, and 22% (13 posts) were males appointed to support roles.

Of the 59 staff appointed in 2020/21, 8.5% (5 post) were females appointed to teaching roles and 16.9% (10 posts) were males appointed to teaching roles.

Function	Number	Male	Male %	Female	Female %
Support	43	12	20.3%	31	52.5%
Support Management	1	1	1.7%	0	0%
SMT	0	0	0%	0	0%
Teaching	15	10	17%	5	8.5%
Teaching Management	0	0	0%	0	0%
Total	**59**	**23**	**39%**	**36**	**61%**

Of the 31 non-academic female appointments in 2021/22 100%, were appointed to non- management grades A-H with 0% appointed to management grades I-M.

Of the 13 non-academic male appointments in 2021/22, 92% were appointed to non-management grades A-H with 8% being appointed to management grades I-M.

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Of the 15 academic appointments in 2021/22, 10 were male, 6 in Construction and the Built Environment, 2 in Forestry, 1 in Engineering Technology and 1 in Business, Computing and Hospitality. Of the 5 female academic appointments, 2 were in Care, Health & Wellbeing, 1 was in Creative Arts, 1 was in Engineering Technology and 1 was in Business, Computing & Hospitality.

Applicants 2021/22

Gender

Applicants in 2021/22 totaled 491 individuals, 34% of which were female (167 individuals) and 31.4% of which were male (154 individuals). In 2021/22, 34.6% of applicants chose not to disclose gender (170 individuals).

Age

In 2021/22 the highest proportion of applicants were within the age range 30-49 (45.2%), followed by 50-59 year-olds (13.4%). However, 24% of applicants chose not to disclose their age when applying for a role.

Applicant Age Range data:

Age Range	2021/22	
	Number	**%**
0-29	63	12.8%
30-49	222	45.2%
50-59	66	13.4%
60+	22	4.5%
Not disclosed	118	24%
Total	**491**	100%

Consistent with the profile of applicants, the highest proportion of staff recruited in 2021/22 was within the age range of 39-49 (52.5%).

Recruited Staff Age-Range Data:

	2019/20		**2020/21**		**2021/22**	
Age Range	**Number**	**%**	**Number**	**%**	**Number**	**%**
0-29	11	16.4%	4	16.7%	14	23.7%
30-49	40	59.7%	11	45.8%	31	52.5%
50-59	13	19.4%	6	25%	11	18.6%
60+	3	4.5%	3	3%	3	5.1%

non disc	0	0%	0	0%	0	0%
Total	**67**	**100%**	**24**	**100%**	**59**	**100%**

Disability Declared

In 2021/22, 8.4% of applicants declared a disability, which shows an improvement on the 2019/20 figure (6.26%). This continues to be a strong focus and UHI Inverness is encouraged that it shows an improvement when measured against the last reference period.

Ethnicity

The highest proportion of applicants in 2021/22 were from a White Scottish background at 38%, with White British at 15.7% and White Other at 6.1%. Applicants from other Black and Ethnic Minority Groups totaled 10.4% (51 applicants). Of those 51 applicants, 2 were offered employment within UHI Inverness in 2021/22.

Core staff

Gender

The proportion of core staff across UHI Inverness divided by gender was:

GENDER	Proportion of Core Staff divided by Gender		
	2019/20	**2020/21**	**2021/22**
Female	63.17%	65.2%	64.9%
Male	36.83%	34.8%	35.1%

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

Academic Area	GENDER	Total			Gender %		
		2019/ 2020	2020/ 21	2021/ 22	2019/ 20	2020/ 21	2021/ 22
Business, Computing and Hospitality	Female	19	16	17	61.3%	59.3%	60.7%
	Male	12	11	11	38.7	40.7%	39.3%
Care, Health and Wellbeing	Female	30	34	40	75	79.1%	81.6%
	Male	10	9	9	25	20.9%	18.4%
Creative Arts	Female	35	34	36	81.4	85%	85.7%
	Male	8	6	6	18.6	15%	14.3%
Construction & the Built Environment	Female	2	3	2	5.9	10.7%	5.7%
	Male	32	25	33	94.1	89.3%	94.3%
Education and Applied Science	Female	26	24	27	72.2	82.8%	81.8%
	Male	10	5	6	27.8	17.2%	18.2%
Engineering Technology	Female	3	1	5	8.3	3.7%	16.1%
	Male	33	26	26	91.7	96.3%	83.9%
Forestry	Female	2	1	1	28.6	12.5%	10%
	Male	5	7	9	71.4	87.5%	90%
Optometry	Female	1	0	0	50	-	-
	Male	1	0	0	50	-	-

Traditional patterns of occupational segregation are reflected in the above figures, with those areas of particular concern being Creative Arts, which includes Hairdressing and Beauty, (85.7% female in 2021/22) where only one male member of staff teaches hairdressing; Education and Applied Science (81.8% female in 2021/22); and Care, Health and Wellbeing (81.6% female in 2021/22). This has remained fairly constant over the past three years.

Furthermore, patterns of male dominated occupational segregation are reflected, with those areas of particular concern being Construction and the Built Environment (94.3% male in 2021/22); Forestry (90% male in 2021/22); and Engineering Technology (83.9% male in 2021/22). Gender segregation has improved within Engineering Technology over the past two years and has remained fairly constant within the other areas.

Overall gender equality of academic staff has remained across the three years, with

only minor female dominance (58.4% female in 2021/22).

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 71.1 % 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 2021/22, are Admissions and Student Funding, Human Resources, Professional Development and Wellbeing and Learning Support. However, within Central Administration, Library and LRC and Quality, Gender segregation has improved.

Male dominated Support Areas remain Estates and Campus Services (87.5% male in 2021/22), and ICT Services (66.7% in 2021/22). However, Gender segregation has improved within ICT Services over the past three years.

Support Area	GENDER	Total			Gender %		
		2019/ 20	2020/ 21	2021/ 22	2019/ 20	2020/ 21	2021 /22
Access and Progression	Female	16	10	10	84.2%	83.3%	83.3%
	Male	3	2	2	15.8%	16.7%	16.7%
Admissions and Student Funding	Female	8	10	11	100%	100%	100%
	Male	0	0	0	-	0%	-
Business Solutions	Female	14	11	14	93.3%	91.7%	87.5%
	Male	1	1	2	6.7%	8.3%	12.5%
Early Years and Childcare Services	Female	18	0	0	100%	0	-
	Male	0	0	0	-	0	-
Estates and Campus Services	Female	2	2	1	25%	25%	12.5%
	Male	6	6	7	70%	75%	87.5%
Finance	Female	11	7	8	72.7%	87.5%	100%
	Male	1	1	0	27.3%	12.5%	-
Central Administration	Female	12	11	12	100%	100%	92.3%
	Male	2	0	1	-	-	7.7%
Health and	Female	0	0	0	-	-	-

Safety	Male	1	1	1	100%	100%	100%
Hospitality	Female	13	12	11	68%	75%	73.3%
	Male	5	4	4	32%	25%	26.7%
Human Resources	Female	5	5	5	100%	100%	100%
	Male	0	0	0	-	-	-
ICT Services	Female	1	1	3	11.1%	20%	33.3%
	Male	8	4	6	88.9%	80%	66.7%
Information Development	Female	1	1	1	100%	100%	100%
	Male	0	0	0	-	-	-
Library & LRC	Female	6	2	2	100%	100%	66.7%
	Male	0	0	1	-	-	33.3%
Professional Development	Female	3	2	4	100%	100%	100%
	Male	0	0	0	-	-	-
Quality	Female	4	2	4	100%	66.7%	20%
	Male	0	1	1	-	33.3%	80%
Research	Female	9	7	9	56.3%	63.6%	60%
	Male	7	4	6	43.7%	36.4%	40%
Student Records	Female	6	3	5	85.7%	75%	83.3%
	Male	1	1	1	14.3%	25%	16.7%
Wellbeing & Learning Support	Female		7	9	14.3%	100%	100%
	Male		0	0	14.3%	-	-

Part time working
<u>2019/20</u>
Of the 410 staff working at UHI Inverness 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).

<u>2020/21</u>

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Of the 330 staff working at UHI Inverness in 2020/21, 43.6% (144 staff) were employed on part-time contracts. Of those, 79.2% were female and 20.8% male. Of the 144 staff who worked part-time, 57.6% (83 staff) represented academic staff and 42.4% (61 staff) support staff.

Of the 83 academic staff on part-time contracts, 25.3% were male (21 staff) and 74.7% female (62 staff).

Of the 61 support staff on part-time contracts, 14.8% were male (9 staff) and 85.2% female (52 staff).

The total percentage of female staff on fixed-term contracts in 2020/21 was 50% (2 staff) and the total percentage of male staff on fixed-term contracts was 50% (2 staff).

2021/22

Of the 382 staff working at UHI Inverness in 2021/22, 42.4% (162 staff) were employed on part-time contracts. Of those, 78.4% were female and 21.6% male. Of the 162 staff who worked part-time, 56.2% (91 staff) represented academic staff and 43.8% (71 staff) support staff.

Of the 91 academic staff on part-time contracts, 25.3% were male (23 staff) and 74.7% female (68 staff).

Of the 71 support staff on part-time contracts, 16.9% were male (12 staff) and 83.1% female (59 staff).

The total percentage of female staff on fixed-term contracts in 2021/22 was 2.4% (9 staff) and the total percentage of male staff on fixed-term contracts was 1.8% (7 staff).

Age Range

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% (14 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 (20.4%) 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.

2020/21
Age Range Data for 2020/21:

Age Range	Staff	%	Support	%	Academic	%
16-29	7	2.1%	7	2.1%	0	-
30-49	121	36.7%	66	20%	55	16.7%
50-59	135	40.9%	59	17.9%	76	23%
60+	67	20.3%	29	8.8%	38	11.5%
TOTAL	**330**	**100%**	**161**	**48.8%**	**169**	**51.2%**

In 2020/21 the highest percentage (40.9%) of all staff fall within the age range 50-59 and 36.7% fall within the age range 30-49. 20.3% of all staff fall within the 60+ age range and 2.1% (7 staff) of all staff fall within the age range of 16-29.

The highest percentage of support staff (20%) in 2020/21 were within the age range 30-49. This is compared to the next largest group of support staff within the age range 50-59 at 17.9%.

The highest percentage of teaching staff (23%) were within the age range 50-59. The next largest group of teaching staff are within the age range 30-49 (16.7%).

For 2020/21, the lowest percentage of staff (2.1%) is within the age group of 29 and under, all of which were within the support staff group.

2021/22
Age Range Data for 2021/22:

Age Range	Staff	%	Support	%	Academic	%
16-29	14	3.7%	13	3.4%	1	0.3%
30-49	149	39%	82	21.5%	67	17.5%
50-59	149	39%	68	17.8%	81	21.2%
60+	70	18.3%	33	8.6%	37	9.7%
TOTAL	382	100%	196	51.3%	186	48.7%

In 2021/22 the highest percentage of all staff fall within the age ranges 30-49 (39%) and within the age range 50-59 (39%). 18.3% of all staff are within the 60+ age range and 3.7% (14 staff) of all staff are within the age range of 16-29.

The highest percentage of support staff (21.5%) in 2021/22 were within the age range 30-49. This is compared to the next largest group of support staff within the age range 50-59 at 17.8%.

The highest percentage of teaching staff (21.2%) were within the age range 50-59. The next largest group of teaching staff are within the age range 30-49 (17.5%).

For 2021/22, the lowest percentage of staff (3.7%) is within the age group of 29 and under, with 3.4% of roles within the support staff group.

Declared Disability

2019/20
In 2019/20 6.3% (26 staff) staff declared a disability; 13 support staff and 13 teaching staff members.

2020/21
In 2020/21 6.1% (20 staff) staff declared a disability; 10 support staff and 10 teaching

staff members.

<u>2021/22</u>
In 2021/22 6.3% (24 staff) staff declared a disability; 13 support staff and 11 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

<u>2019/20</u>
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 or other ethnic minority. In total 7.3% of staff have not declared their ethnic origin.

<u>2020/21</u>
The highest proportion of staff are White Scottish accounting for 63.9%, followed by White English 10.9 % and White Other 6.1%.

In 2020/21 3% (10 staff) have self-declared their ethnicity as Black or other ethnic minority. In total 12.1% of staff have not declared their ethnic origin.

<u>2021/22</u>
The highest proportion of staff are White Scottish accounting for 59.2%, followed by White English 10% and White Other 5.5%.

In 2021/22 2.9% (5 staff) have self-declared their ethnicity as Black or other ethnic minority. In total 18.6% of staff have not declared their ethnic origin.

Pay and Remuneration

UHI Inverness 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 2019/20, 2020/21, and 2021/22 are shown in the table below for core College staff:

Year	Average Hourly Rate
2019/20	£19.23
2020/21	£19.73
2021/22	£20.08

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

	2019/20	2020/21	2021/22
Female	£18.62	£20.06	£20.67
Male	£22.74	£22.65	£22.07

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

GRADE	GENDER	Total			Gender %		
		2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
A	Female	15	14	14	83.3%	4.24%	87.5%
	Male	3	0	2	16.7%	-	12.5%
B	Female	2	0	0	40%	-	-
	Male	3	2	3	60%	100%	100%
C	Female	23	10	9	76.7%	66.7%	60%
	Male	7	5	6	23.3%	33.3%	40%
D	Female	9	4	8	50%	50%	72.3%
	Male	9	4	3	50%	50%	27.3%
E	Female	39	30	38	75.5%	73.2%	74.5%
	Male	12	11	13	24.5%	26.8%	25.5%
F	Female	23	20	20	85.2%	87%	80%
	Male	4	3	5	14.8%	13%	20%
G	Female	8	13	17	44.4%	54.2%	58.6%
	Male	10	11	12	55.6%	45.8%	41.4%
H	Female	16	7	8	76.2%	87.5%	100%
	Male	5	1	0	23.8%	12.5%	-

I	Female	4	1	3	50%	33.3%	60%
	Male	4	2	2	50%	66.7%	40%
J	Female	5	4	4	71.4%	80%	66.7%
	Male	2	1	2	28.6%	20%	33.3%
K	Female	0	1	1	0%	100%	100%
	Male	0	0	0	0%	-	-
L	Female	3	-	2	100%	-	100%
	Male	0	-	0	0	-	-
M	Female	3	1	1	60%	100%	50%
	Male	2	0	1	40%	-	50%
N	Female	0	2	2	0%	100%	66.7%
	Male	2	0	1	100%	-	33.3%
O	Female	0	0	0	0%		-
	Male	1	1	1	100%	100%	100%
Teaching (including teaching management)	Female	106	99	108	54.9%	58.6%	58.1%
	Male	87	70	78	45.1%	41.4%	41.9%

GRADE	Average Hourly Rates		
	2019/20	**2020/21**	**2021/22**
A	£9.25	£9.98	£10.36
B	£10.26	£10.90	£10.99
C	£11.00	£11.37	£11.88
D	£12.32	£12.37	£12.85
E	£13.94	£14.07	£14.62
F	£15.89	£16.09	£16.64
G	£17.30	£18.02	£18.70
H	£20.13	£20.78	£21.10
I	£23.17	£23.94	£23.60
J	£24.59	£25.95	£25.90
K	n/a	£25.95	£27.30
L	£30.01	n/a	£31.61
M	£35.00	£32.87	£32.87
N	£43.85	£43.85	£43.85
O	£60.32	£60.32	£60.32

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Teaching Staff (including teaching management)	£22.74	£24.49	£23.57

Median Pay Gap

UHI Inverness *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 %

2019/20
(£22.74 - £18.62) / £22.74 x 100 = **18.12%**

2020/21
(£22.65 - £20.06) / £22.65 x 100 = **11.43%**

2021/22
(£22.07 - £20.67) / £22.07 x 100 = **6.34%**

UHI Inverness Median Gap has significantly decreased within the past three years.

Mean Pay Gap

UHI Inverness *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

2019/20
(£20.40 - £18.63) / £20.40 x 100 = **8.68%**

2020/21
(£20.45 - £18.63) / £20.45 x 100 = **7.04%**

2021/22
(£20.75 - £19.48) / £20.75 x 100 = **6.12%**

UHI Inverness Mean Gap has significantly decreased within the past three years.

Leaver Diversity monitoring

UHI INVERNESS

Leavers 2019/20

Gender

There were 63 leavers in 2019/20 of which 69.8% were female and 30.2% were male.

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**

Leavers 2020/21

Gender

There were 72 leavers in 2020/21 of which 75% were female and 25% were male.

Of academic staff leavers, 56.3% were female (9 staff) and 43.8% were male (7 staff). Of support staff leavers, 80.4% were female (45 staff) and 19.6% were male (11 staff).

Age Range

The age range of leavers in 2020/21 was predominantly 30-49 (48.6%), with the lowest proportion being 16–29 and 50-59 year-olds (13.9% each).

23.6% of leavers were over 60 years old.

Teaching/Support Age Ranges 2020/21:

Age Range	Leavers	Support	Teaching
16-29	10	8	2
30-49	35	31	4
50-59	10	8	2
60+	17	9	8
Total	**72**	**56**	**16**

Leavers 2021/22

<u>Gender</u>

There were 42 leavers in 2021/22 of which 52.4% were female and 47.6% were male.

Of academic staff leavers, 46.2% were female (6 staff) and 53.8% were male (7 staff). Of support staff leavers, 55.2% were female (16 staff) and 44.8% were male (13 staff).

<u>Age Range</u>

The age range of leavers in 2021/22 was predominantly 30-49 (45.2%), with the lowest proportion being 16–29-year-olds (14.3%).

16.7% of leavers fell into the age range 50-59, and 23.8% of leavers were aged over 60.

<u>Teaching/Support Age Ranges 2021/22:</u>

Age Range	Leavers	Support	Teaching
16-29	6	6	0
30-49	19	15	4
50-59	7	5	2
60+	10	3	7
Total	**42**	**29**	**13**

Disability and Ethnicity of Leavers

Declared Disability:

	2019/20	2020/21	2021/22
Declared Disability	3.1% (2)	2.8%	4.5%

Ethnicity:

Ethnicity	2019/20	2020/21	2021/22
White Scottish	50% (32)	52.8% (38)	54.5% (38)
White English	4.7% (3)	15.3% (11)	6.8% (3)
White Irish	0%	0%	2.3% (1)
White Welsh	0%	0%	2.3% (1)
White Other	10.9% (7)	9.7% (7)	11.4% (5)
White Polish	0%	0%	2.3% (1)
Black African	1.6% (1)	0%	2.3% (1)
Asian Chinese	0%	1.4% (1)	0%
Asian Other	0%	1.4% (1)	0%
Prefer not to say	0%	0%	0%
Undisclosed	32.8% (21)	15.3% (11)	18.2% (8)

9 Our Future Focus and Adoption of the New National Equality Outcomes (NEO)

We welcome the new national equality outcomes and recognise that these focus on the inequalities which are evidenced to be persistent on a national scale. We recognise that through adoption of the NEOs we are working towards making our tertiary system fairer and equitable.

We also recognise that adoption of the NEOs means UHI Inverness does not need to separately report to SFC on equality issues but instead can signpost our contributions to the NEOs throughout our work and in our Regional Outcome Agreement.

As such we will adopt the NEOs for the remainder of the current public sector equality duty reporting period (2021-25).

We are aware that the adoption of the NEOs does not replace our commitment to uphold the legal duties placed upon us to have due regard to the need to:

- ✓ Eliminate unlawful discrimination, harassment and victimization and other conduct that is prohibited by the Equality Act 2010.
- ✓ Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- ✓ Foster good relations between people who share a protected characteristic and those who do not.

These legal duties will be embedded across all of our work and in the culture and ethos we continue to develop. Adoption of the NEOs for 2023-25 confirms our support for advancing equality across the nine protected characteristics outlined in the Equality (Scotland) Act 2010 including:

- Age
- Disability
- Gender-reassignment
- Pregnancy and maternity
- Marriage and civil partnership
- Race
- Religion or belief
- Sex
- Sexual orientation

Although the focus of our work will be on student inequality, but we will consider staff inequality as it directly impacts on students in relation to their experience and representation in our tertiary context.