



Equality Mainstreaming Report 2017

Contents

- 1. Introduction**
- 2. Progress against previous Equality Outcomes**
- 3. Equality Outcomes 2017 - 2021**
- 4. Governance and Leadership**
- 5. Mainstreaming Activity**
- 6. Employee Data**
- 7. Equal Pay Statement 2017**
- 8. Next Steps**
- 9. Appendices**

1. Introduction

This report (for 2015 and 2016) provides an update on the College's progress against previously published outcomes and updates these outcomes in the light of the experience to date.

The Report also contains updated employee data for 2016 and 2017 to bring these sets up to date.

We also publish our gender, disability and race pay gap information with associated comment.

The report contains evidence of some mainstreaming activity which helps us to address the general equality duty.

2. Progress against previous Equality Outcomes 2013 - 2017

We have made limited progress against the outcomes we set ourselves in 2013 (see appendix 1).

Equality Theme – Institutional Leadership and Governance

Outcome – To increase female representation on the College Board of Management (or equivalent body) membership to at least **40%** by **30th April 2017**.

- *Although we have not managed to achieve the 40% female Board membership we aspired to, we have made a significant improvement in this area. In 2013, we had 2 female members (16% of total) and we now have 5 (30% of total). We are putting in place a comprehensive plan of actions to enable us to meet our 50/50 responsibilities by 2020 (see section 3 Governance and Leadership).*

Outcome – To recruit one disabled Board member by **April 2015**.

- *We have not, to date, succeeded in recruiting a disabled Board member. As with female membership, we will address this issue through our action plan designed to promote a more diverse Board membership.*

Outcome - To mainstream equality impact assessment into all College Policies, Practices and relevant Decision-Making areas by **April 2015**.

- We have achieved this outcome, with Equality Impact Assessment Training being undertaken by all Managers and policy/decision makers. Our Assessments are all published externally and we have introduced refresher training on our e-compliance suite to maintain the training/skills level, going forward.

Equality Theme – Staffing

Outcome - To achieve completion and compliance standards for staff disclosure of equality data across all 9 protected characteristics, including staff recruited prior to the Equality Act 2010.

- Achieving **50%** completion* of an updated Equality Monitoring Form from all staff recruited *prior* to the introduction of the new Equality PCs by **30th April 2013**.
- Achieving **40%** compliance** by the **30th April 2013**.
- Achieving **80%** completion by **31st March 2014**.
- Revisit non-compliant staff annually, thereafter, and achieve an increase of **>5%** year on year from **31st March 2013**.
- Achieve **70%** compliance by **31st March 2017**.

* **Completion** is where the form is completed but where 1 or more options of non-disclosure have been exercised

** **Compliance** is where full disclosure has been provided

- This outcome was designed to promote both disclosure and compliance for all staff to enable us to update our evidence base for future reporting. We have undertaken 2 significant communications exercises in the 4 year period to try to explain to staff why this outcome was important.

Surprisingly, this has been an area where we have met with some resistance from staff, particularly in the areas of religion, disability and sexuality. Analysis of the current employee data information reveals that there are large numbers of existing staff who have still not completed the form for certain categories;

2015

Religion or Belief – 106 staff have chosen not to complete the form/box or not disclose.

Sexual Orientation – 102 staff have chosen not to complete the form/box or not to disclose.

Disability – 99 staff have chosen not to disclose whether they have a disability.

2016

Religion or Belief – 92 staff have chosen not to complete the form/box or not disclose.

Sexual Orientation – 93 staff have chosen not to complete the form/box or not to disclose.

Disability – 87 staff have chosen not to disclose whether they have a disability.

In addition, anecdotal feedback suggests that many staff, particularly longer serving staff believe strongly that these aspects of their lives are not the business of their employer. It is not our intention to pursue this further because (apart from the progress outlined below) this is an area which will resolve itself, over time, as the workforce evolves and longer term staff retire (with new recruits being required to fill in the newer PC questionnaire and also, seemingly, being more open to disclosure and compliance). The statistical evidence above supports this prognosis.

Outcome - Gender

- To publish Gender employment information by **April 2013** (currently happens)
- To publish Gender pay gap information by **April 2013**.
- To publish gender equality outcomes and report progress by **April 2015**.
- To publish a statement on equal pay (by gender) by **April 2013**

- *Achieved.*

Outcome - Disability

- To publish Disability employment information by **April 2013** (currently happens)
- To publish equality outcomes and report progress by **April 2015**.
- To publish a statement on equal pay (by disability) by **April 2017**
- *Achieved.*

Outcome - Race

- To publish Race employment information by **April 2013** (currently happens)
- To publish Race equality outcomes and report progress by **April 2015**.
- To publish a statement on equal pay (by Race) by **April 2017**
- *Achieved in part – the profile of our staffing does not enable us to publish meaningful data on race and pay.*

Outcome Employment

- To increase the ratio of female modern engineering apprentices by **1** each year (August intake) - ie, 2 in year 2 and 3 in year 3.
- To increase male employees by **5%** in the hospitality section by **30th April 2017**.
- To increase male employees in the Care and Creative Arts Team by **5%** by **30th April 2017**
- To increase male employees in the BARS Team by **5%** by **30th April 2017**

- Items 1 and 4 have been achieved (although we ceased to recruit apprentices in 2014). We have not achieved any progress in items (areas) 2 and 3.

Equality Theme – Staff Development

Outcome – All employees (100%) to have undertaken the UHI (or equivalent) compliance awareness training within 1 month of recruitment as part of induction.

- **TBC – We will update this section shortly.**

Outcome - All employees to receive tier 2 soft-skills training (UHI model or equivalent) by **31st March 2015**

- *Partially achieved. Around 70 of our staff attended a staff conference session aimed at discussing and improving softer skills in 2015.*

Outcome - Identify and deliver appropriate training in Equality Impact Assessment to all relevant staff by **31st March 2014**

- *Achieved in full.*

Equality Theme – Communication

Outcome - To produce an annual equality report which contains equality outcomes, a statement of progress against outcomes (including an action plan) and which celebrates successes by **30th April** each year. The report must also make particular reference to progress in the mainstreaming of equality.

- *We have reverted to bi-annual reporting, but otherwise, we have completed this outcome.*

Outcome – To undertake a full (equality) stakeholder analysis by December 2013 and to develop effective consultation frameworks for Equality Impact Assessment **by April 2014.**

- *We have not achieved this outcome due to difficulties establishing appropriate committee arrangements to facilitate it. The re-constituted equality committee have this included in its work plan as part of a strategy*

development objective and we will undertake this separate to outcome activity as part of that development.

3. Equality Outcomes 2017 – 2021

In common with many other institutions, the College recognises that the first cycle of outcomes was very much a learning experience. We did not fully recognise the longer-term strategic focus of outcomes in respect of the requirement to try to ensure a more holistic and pan-societal impact. This is something we have tried to address with the new outcomes (see appendix 2).

The new outcomes are much less specific, concentrating on more general and long term changes in all protected characteristics. Underlying and underpinning these will be an action plan, designed by our equality committee, to begin the work of moving these outcomes forward. We will review the action plan bi-annually and will publish our first plan in August 2017.

A key theme of the new approach is to identify those “influencers” whom we need to work with to help us effect change. We do not believe that we can progress the changes required by intervening solely at the point of entry to College. The key life/career decisions have, in the main, already been established by that point.

We believe, therefore, that we can best influence the choices made by young people by finding a way to influence them, and the other influencers, at an earlier intervention point. The strategy for doing this effectively is currently under discussion.

4. Governance and Leadership

North Highland College UHI recognises that we have not managed to achieve a gender-balanced board throughout the period covered by this report (see table). This reflects the difficulty the College has had in recruiting and retaining female members.

Year	Male	Female	Vacancies
June 2013	10	2	4
June 2014	11	0	5
June 2015	12	1	5
June 2016	12	5	1
April 2017	12	5	1

The maximum number of Board members in 2013 and 2014 was 16 in line with the provisions of the Further and Higher Education (Scotland) Act 1992. The Post 16 Education (Scotland) Act 2013 increased this number to 18 for assigned, incorporated colleges.

Promotion of greater diversity

The North Highland College UHI Board of Management is committed to meeting its Public Sector Equality Duty and the actions we will take to continue to improve the diversity of the North Highland College Board of Management will include:

- The development of a succession plan which will include the use of data on protected characteristics
- The use of a variety of media to attract candidates with protected characteristics, for example promoting vacancies through Changing the Chemistry (<http://changingthechemistry.org/>) and encouraging members of the Highland Business Women's Club (<http://hbw.scot/>) to apply
- The use of Social Media to appeal to and engage with more diverse groups
- Using positive imagery by promoting the profiles of current female board members on the College website and in other media during recruitment campaigns
- Holding an open evening during recruitment campaigns, where potential applicants can meet board members, learn about the role and about the College as well as asking questions in an informal setting

- Proactively encouraging applications from under represented constituencies.

5. Other Mainstreaming Activity

- ❖ We identified a significant problem with access to training and development opportunities for our part time staff. We have a very high ratio of part time staff and so this was a significant problem for the organisation. We conducted a survey of part time staff and the responses appeared to indicate 2 main problems:
 - Much of the training was held on days on which they were not contracted to work, and:
 - Their perception was that we were not remunerating them fairly for their attendance, that is, we expected them to come in for training even where they were fully timetabled and we did not pay them to attend. This was identified as potentially discriminatory and a solution was required.

We developed a new scheme to pay part-time staff to attend training events and encouraged them to participate more frequently. The outcome was effective. With these barriers reduced attendance by part time staff increased and the engagement, particularly at our 2 annual staff conferences, increased significantly.

- ❖ Over recent years we have taken significant steps to better promote diversity amongst our students. Each year, around 250 students from all disciplines undertake a diversity awareness event. This positions students in a number of situations which force them to undertake a task/activity as someone with a difference. One example is being asked to undertake a physical task whilst having a physical impairment to highlight the perspective of a disabled person.

6. Employee Data

The College has recently (separately) published the following employee data;

Staff Profile 2015

<https://www.northhighland.uhi.ac.uk/about-us/Currentstaff1Dec2015.pdf>

Staff Profile 2016

<https://www.northhighland.uhi.ac.uk/about-us/Currentstaff1Dec2016.pdf>

Recruitment 2015

<https://www.northhighland.uhi.ac.uk/about-us/RecruitmentBreakdown2015.pdf>

Recruitment 2016

<https://www.northhighland.uhi.ac.uk/about-us/RecruitmentBreakdown2016.pdf>

Retention 2015

<https://www.northhighland.uhi.ac.uk/about-us/LeaversBreakdown2015.pdf>

Retention 2016

<https://www.northhighland.uhi.ac.uk/about-us/LeaversBreakdown2016.pdf>

Continuous Professional Development 2015

<https://www.northhighland.uhi.ac.uk/about-us/CPDBreakdown2015.pdf>

Continuous Professional Development 2016

<https://www.northhighland.uhi.ac.uk/about-us/CPDBreakdown2016.pdf>

Gender Pay Gap 2015 / 2016

<https://www.northhighland.uhi.ac.uk/about-us/GenderPayGapV2.pdf>

Pregnancy and Maternity 2015

<https://www.northhighland.uhi.ac.uk/about-us/PregnancyandMaternity2015.pdf>

Pregnancy and Maternity 2016

<https://www.northhighland.uhi.ac.uk/about-us/PregnancyandMaternity2016.pdf>

7. Equal Pay Statement 2017

<https://www.northhighland.uhi.ac.uk/about-us/EqualPayStatement2017.pdf>

8. Next Steps

Over the next 2 year cycle we are committed to establish, through our Equality Committee, an action plan to enable us to progress our updated outcomes.

Our outcomes are unlikely to bear fruit over a short-term period, as the actions to support them will concentrate more strategically on those groups (influencers) who have a wider societal influence on the types of course and career our learners seek post-school.

We will publish our action plan by **August 2017**.

We are not yet in a strong position to use our employment information to better perform the general equality duty. There are several factors which have led us to this situation.

- The very large geographic area covered by a very small College – this makes analysis of any available statistical information, eg census data, very complicated

- Being a small College we do not have specialists able to focus on and analyse data to a high level
- The North Highlands does not have a typically diverse race population, making it especially difficult to recruit certain ethnic minorities

The new College Equality Committee have begun work on the analysis of the census data, but have not been able to draw informed conclusions about how we can use it to achieve the general duty due to accessibility and analytical barriers – this is something we hope to overcome in the near future.

In some areas, we have been able to use the data more effectively. For example, the introduction of the part-time payment scheme for staff development was designed following an analysis of CPD take-up, which showed that part-time staff were not taking up events etc at the same level as full-time staff. This situation has now improved as the scheme has become more widely used.

8. Appendices

Appendix 1

North Highland College Equality Outcomes 2013 - 17

<https://www.northhighland.uhi.ac.uk/about-us/EqualityOutcomes2013.pdf>

Appendix 2

Equality Outcomes 2017 - 2021

<https://www.northhighland.uhi.ac.uk/about-us/EqualityOutcomes201721.pdf>

April 2017