

# **Progress report on the mainstreaming of equality and diversity within the University of the Highlands and Islands and our planned equality outcomes 2013 to 2017**

April 2015

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## **Introduction**

This report details the progress made to date in mainstreaming the equality agenda, in terms of the wider university partnership and specifically within the executive office; and the actions taken to deliver the equality outcomes we established for the executive office.

The past year has included the replacement of the university's equality and diversity working group with two new groups that bring together key leads throughout the partnership, through which we will further develop our equality plan.

We acknowledge that we still have more to do to integrate this agenda to all of our practices but we are confident that the plans we are putting in place for the next 24 months will enable us to achieve some significant improvements to benefit our workforce and our service users.

## **Equality mainstreaming report 2015**

The University of the Highlands and Islands aspires to be the United Kingdom's leading integrated university; encompassing further and higher education. Awarded university title by the Privy Council in 2011, we want to be recognised for the quality of our students' experience and for their achievement. Our worldwide reputation is being built upon our innovative approach to learning and our distinctive research and curriculum; enriched by the people, natural environment, economy, culture and heritage of our region and its communities. We are locally based, regional in structure and have national and international reach. We want to act as a force for economic, social and cultural change across our region as well as meeting the needs of individual learners.

Our approach to equality and diversity therefore needs to be regional as well as local in perspective and our equality outcomes have to take account of parity of experience and outcome in very different contexts: from city-based campuses to remote, rural learning centres and from students in large classes to individuals studying online.

There has been considerable progress since the report on our equality outcomes and mainstreaming was published in April 2013. That report was written from an executive

office perspective with a focus on executive office staff, rather than students. This was because, at the time of drawing up the equality outcomes, it was felt more appropriate for partner colleges to lead on the student and local staff experience aspect. We believe that it is important that this report on progress covers the previously published equality outcomes, but also includes progress on mainstreaming equality and impact with a focus on how the university is bringing about change.

Various discussions internally and with the equality challenge unit helped us to explore the responsibility of the university to oversee and have governance responsibility for the student as well as the staff experience in relation to the public sector equality duties and equality outcomes, and we have been creating an internal infrastructure to allow us to do this.

We have reconstituted a lead role for the university in equality and diversity and the new post of equality outcomes adviser (currently Helen Duncan, based at Perth College UHI) offers an opportunity to articulate equality and diversity throughout the university and refine the original equality outcomes at strategic regional level. The post holder will support and advance the implementation of the university's policies and strategies on equality and diversity. Main responsibilities of the post are:

- To provide specialist advice, guidance and leadership on equality and diversity issues.
- To coordinate and contribute to the development, monitoring and enhancement of strategy, policy and procedure on equality and diversity, ensuring that these reflect student and staff perspectives appropriately and promote best practice throughout the university.
- To establish, develop and/or support initiatives, committees, networks and forums that can progress the equality outcomes of the university and its partners.
- To advise and support the university and its partners in the collation, monitoring, analysis and publication of relevant equality data.
- To identify, manage and report on risks associated with the role.

In addition, the university has established two groups to take forward this agenda. The equality outcomes group meets quarterly to look at equalities issues relating to students,

curriculum and staff across the university. Its main aims are to support university court in the promotion of equality and diversity through all its activities and in ensuring that the university's strategic goals direct effective implementation and prioritisation of strategic equality mainstreaming themes and equality outcomes. Representatives are drawn from key groups of staff across the university. The second innovation has been the establishment of the equalities practitioner network: this brings together staff from across the partner colleges with an interest in, or responsibility for, equality and diversity in a more informal information sharing and awareness raising approach. The creation of these two groups is a significant step forward in how the university will manage and enhance our operations and strategy in relation to equalities.

As independent institutions, each of the university's academic partners has responded individually to the requirements to report on their progress in respect of the Equality Act 2010. Nonetheless, the academic partners have been actively engaged in the development and implementation of the equality agenda across the university and in the identification of common themes that can be pursued collaboratively.

In terms of engagement with our staff the collaborative activities undertaken included:

- Staff surveys
- Online training modules
- The equality assessment in relation to the Research Excellence Framework 2014

Whilst our work in enhancing the student experience has included:

- The development of an online counselling service
- The development of an additional support online system
- Removing barriers to participation and to successful outcomes for care leavers
- The university's institutional disabled students' allowance accreditation
- The development of the university's careers and employability services

Case studies outlining these activities are included in the appendix to this document.

In addition, as part of our equality plan we have begun to gather and share examples of equality mainstreaming from across the partners, such as:

- North Highland College UHI has established a student equality ambassadors group with a remit focussed on promoting and improving equality across the college.
- Perth College UHI has developed a range of staff development resources to support staff awareness of equality and diversity.
- Sabhal Mòr Ostaig UHI is developing a Gaelic in-house training programme for staff.
- Shetland College UHI has introduced talk boxes into the college to empower the learner voice.

Further information on these activities along with additional case studies are available on the equalities page of the university website.

### **Executive office equality outcomes**

The executive office is the administrative headquarters for the University of the Highlands and Islands. The main locations are at two sites in Inverness, Ness Walk and Fairways, but we also have staff located throughout the university network. At the end of March 2015, we employed 233 (209.56 full time equivalent) staff.

In 2013 we developed five key outcomes for the executive office to take forward, these were:

- Improve engagement with the equality impact assessment process so that it is mainstreamed within all our business processes
- Improve awareness of the equality and diversity agenda through the provision of guidance and training for executive office staff, university court members and UHISA executive members
- Ensure no groups are disadvantaged in being able to access information on websites maintained by executive office and all publications produced by executive office
- Enhance understanding of the composition of the executive office staff, university court and UHISA executive membership through the collection of protected characteristics data
- Enhance equality of opportunity for all through the collection and monitoring of the protected characteristics through the recruitment process

Our progress against these targets and the action plan we developed to take these forward are detailed in appendices 9 to 13. The publication of this report provides a timely opportunity to review progress and assess whether these targets have been achieved and also are now 'mainstreamed', are still 'works in progress', or are still appropriate and whether we should be looking to focus our attention on other aspects of the equality and diversity agenda beyond 2015. This work will be undertaken alongside the development of a set of equality outcomes at a strategic regional level, for the university as a whole, during the remainder of 2015.

### **Equal pay within executive office**

The executive office has continued to use the analytical job evaluation scheme that was in place at the time of the 2013 report. As in 2013, the remuneration committee retains responsibility for determining the remuneration package for senior staff roles. Our equal pay statement is available on the website.

An equal pay review was planned to run subsequent to our progression onto the new computerised human resources system, however as this has been delayed an analysis (appendix 14) of the distribution of roles against the grading structure has been derived from the data submitted as part of our 2013/14 Higher Education Statistics Agency staff record. As in 2013, this analysis shows that for those roles subject to the job evaluation process there is little difference in the average salary level, with the pay gap ranging between -1.8% to +3% in favour of women.

However, whilst equal pay is being maintained within the grade structure, the overall gender pay gap across grades three to eight has been calculated as 9%. This figure rises to 14% with the addition of those employees in management grade 1. When roles in respect of which the remuneration committee retains responsibility for determining the salary of are included the overall gender pay gap increases to 31%. Clearly we need to do further analysis of these figures to ascertain whether we have an internal structure which is giving rise to these gender pay gaps or are suffering from the impact of wider societal issues including occupational segregation and the nature of our location in the UK.

## **Our future plans**

From analysing equality outcomes and equality actions set from across the partnership, we have begun to identify the following common equality themes:

- Governance and management
- Stakeholder engagement and partnerships
- Inclusive communications, marketing and materials
- Data and disclosure
- Promoting equality, diversity and inclusion
- Student understanding and knowledge of equality and diversity

This initial work acts as a starting point on our journey to build a comprehensive overview of equality and diversity across the partnership and will enable the university to articulate how its activity fits together both strategically and operationally. The overview will also act as a vehicle to share good practice, enabling partners to learn from each other and also ensure that effective governance is secured in respect of equality and diversity.

Following the publication of partner college equality mainstreaming reports on 30 April 2015 (including the progress made towards the achievement of the equality outcomes set) we will be able to analyse further the equality work that is being carried out across the university partnership and progress our development of a set of equality outcomes at a strategic regional level.

We plan to publish this set of equality outcomes in December 2015.

## Appendix 1

### **Key area where progress has been made with regard to equality and diversity:**

Engagement with staff in mainstreaming equality and diversity across the university has been focussed in three areas since 2013. The first of these was a survey staff on their experience and awareness of the equality and diversity agenda

### **Action we have taken to progress this key area:**

In 2014 the executive office and eight of the academic partners undertook a joint, online staff survey examining eight key aspects of the employment experience, one of which was equality and diversity.

In order to ensure the process was fair and transparent the survey was administered by Scotinform, and staff were assured that their responses would be anonymised, non-attributable and that their employers would only have access to the analysis of the data, with the raw data being retained securely by Scotinform.

### **Measures we are using to monitor our progress:**

We used two measures to monitor our progress in this respect; firstly, at the individual institutional level through benchmarking the data against that which we had collected from the survey in 2012; and secondly from two key performance indicators for equality and diversity awareness, which we identified as a consequence of the 2012 survey. They are:

- I am confident that equality concerns within XXX will be dealt with promptly and appropriately; and,
- I understand my personal responsibilities for ensuring and promoting equality at work

The scores (1= disagree strongly and 5 = agree strongly) for the two indicators are intended to indicate the extent to which respondents agreed or disagreed with the statements.

### **Evidence of progress that has been made:**

A total of 1,069 completed questionnaires were received: based on 2,148 staff this is a reasonable average response rate of 50%. The response rate for individual partners varied from 22% to 72%. Overall there was generally a positive response from all partners about equality and diversity in the workplace. Responses to the statements on equality and diversity showed a reasonably consistent response from all partners. There were particularly high levels of agreement that 'I understand my personal responsibilities for ensuring and promoting equality at work'. The collective mean responses for both the key performance indicators referred to above rose in 2014, from 3.7 to 3.8 and 3.7 to 4.2 respectively.

In respect of the executive office a total of 169 responses were received, based on a total sample of 260, this represents a good overall response rate of 65%. Although down on the 74% response rate achieved in 2012 it was still the second highest response rates amongst the partners. Agreement was highest with the statement 'I understand my personal responsibilities for ensuring and promoting equality at work', with 90% of our staff agreeing or strongly agreeing with this statement, up from 87% in 2012.

Respondents were less likely to agree with 'I am confident that equality concerns within XXX will be dealt with promptly and appropriately': although the response was up from the previous survey with 68% indicating they strongly agreed or agreed with this statement, compared with 61% in 2012.

**Challenges that have been faced in progressing this key area:**

A key challenge in both 2012 and 2014 was ensuring that as many staff as possible had (and took up) the opportunity to participate in the survey. Focussed communications and repeated assurances as to the confidentiality of responses, by both individual employers and Scotinform ensured that the overall participation rate remained high.

**Further action we intend to take:**

Whilst the analysis indicates that staff are increasingly aware of the equality and diversity agenda, further work needs to be undertaken to address both the level of participation

and the our understanding of the agenda in preparation for the subsequent survey (2016).

## Appendix 2

**Key area where progress has been made with regard to equality and diversity:**

Engagement with staff in mainstreaming equality and diversity across the university has been focussed in three areas since 2013. The second of these was the implementation of online training modules to support this awareness.

**Action we have taken to progress this key area:**

As part of our commitment to raising awareness of the general equality duty the executive office and eight academic partners have worked with Marshall ACM to develop a suite of multimedia courses on equality and diversity, safeguarding (child and adult), data protection, health and safety, Bribery Act, stress management and recruitment and selection.

**Measures we are using to monitor our progress:**

Participation and successful completion rates are monitored by each partner.

**Evidence of progress that has been made:**

As indicated above participation and successful completion rates are monitored by each partner, and not currently collected and benchmarked centrally.

Whilst the executive office has yet to migrate to the Marshall ACM suite, analysis of the data we have from our existing equality and diversity courses indicates that participation rates were between 82% and 87%.

**Challenges that have been faced in progressing this key area:**

The rate of implementation of the individual courses has varied amongst the participating partners, as each required some degree of customisation to ensure their contents reflected the local structures and policies in place. As with the staff survey, encouraging participation is key to raising awareness of the issues and ensuring that staff commenced and then successfully completed the courses has been a major challenge.

**Further action we intend to take:**

We are now looking to add to this suite with a bespoke module on equality impact assessment being developed between Perth College UHI and the university's educational development unit.

Whilst each partner has systems in place for undertaking impact assessments, we recognise that the quality of these assessments can be greatly improved through the review of existing documentation and processes and through the introduction of common training and guidance.

Such a review is currently taking place within the executive office and new documentation will be introduced over the coming months to ensure robust equality assessments are embedded into our strategic and operational decision making for service reviews, policy development and employment practices.

### Appendix 3

**Key area where progress has been made with regard to equality and diversity:**

Engagement with staff in mainstreaming equality and diversity across the university has been focussed in three areas since 2013. The third of these was ensuring an appropriate and equitable approach to the selection of staff for inclusion in the Research Excellence Framework 2014.

**Action we have taken to progress this key area:**

All relevant staff associated with the submission were provided with access to the online training modules, supplemented with specific face-to-face training and an online module from Marshall ACM which all staff who participated on the selection panels were required to successfully complete. A baseline equality assessment was carried out, using data available from the submission to the 2008 Research Assessment Exercise.

**Measures we are using to monitor our progress:**

As the selection process for the Research Excellence Framework 2014 progressed further assessments were scheduled, namely:

- A baseline equality assessment on the staff across the university who were eligible for potential inclusion in the submission.
- A further equality assessment subsequent to the process of staff allocation to units of assessment, and as we applied the agreed quality threshold for inclusion that were outlined in our approved code of practice.
- At the end of the selection process, a final equality assessment on the actual submission was made by the university.

**Evidence of progress that has been made:**

The final pool of staff submitted to numbered 81 and consisted of 33 (41%) female staff and 48 (59%) male staff, representing a significant improvement in the gender mix over the proportion (23%) of female staff submitted for the 2008 exercise. It is worth noting that, individual circumstances were a consideration in 70% (23) of the female submissions

and 32% (15) of the submissions from male staff. Comparing the data from our final submission with the summary data produced by the national team in February 2014, we can see that 47% of our submissions benefitted from the consideration of individual circumstances compared with 29% of the total submissions. Whilst the proportion of complex cases (2.5%) in our submission is comparable with that for the national figures (1.8%), the proportion of clearly-defined cases at 44.5% is considerably higher than 27% national figure. Breaking down these figures into the three principal categories of: early career researchers, part time and maternity we find our submission:

- mirrors the national proportion (18.5% compared to 18%) with regard to early career researchers
- but significantly exceeds the national proportion (6%) with regard to part-time working, career breaks or secondments at 22% of our submission
- is more than double (11%) the proportion of submissions in respect of maternity, paternity or adoption leave

These figures indicate that the consideration of individual circumstances in the selection process for Research Excellence Framework 2014 has had a positive impact upon the number of female and part-time researchers included in the university's final submission.

**Challenges that have been faced in progressing this key area:**

As highlighted elsewhere, data collection is a key challenge for the university, which was overcome in this instance through direct contact with all of the staff identified as eligible for inclusion.

**Further action we intend to take:**

This data has already been fed back into discussion on the university's preparation for the next Research Excellence Framework, in particular how the consideration of individual circumstances can be communicated and utilised to enhance research activity amongst our staff and thus any submission we make to a future exercise.

We will also be commencing work on our application for an institution-wide bronze award under the Athena SWAN programme during 2015, with a view to individual partners or departments pursuing the silver award in future years.

## Appendix 4

<b>Key area where progress has been made with regard to equality and diversity:</b>
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University online counselling service

<b>Action we have taken to progress this key area:</b>
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As an initial small pilot, an online counselling service was offered to students at Argyll College UHI, Perth College UHI and Sabhal Mòr Ostaig UHI and was then launched across the university partnership on university mental health day, 18 February 2015.

It was anticipated that students who are unable to access face to face counselling might be more likely to contract for online session's eg geographically isolated, transport difficulties, disabled, parents with children, not restricted to certain times of day etc.

The service is offered as part of the wider student support services and is offered in addition to face to face counselling services currently available at some academic partners. The online counselling service is committed to offering a service which is welcoming to students of all ages and walks of life and which is supportive and non-discriminatory.

<b>Measures we are using to monitor our progress:</b>
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- Data kept of enquiries and clients who go on to contract for sessions.
- Evaluation forms

<b>Evidence of progress that has been made:</b>
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- Feedback from initial clients who have accessed the service has been positive, in that it has enabled them to see things from a different perspective and to continue with their studies. Issues have included depression, anxiety and anger.
- A second cohort of students are currently undergoing training
- One student has so far completed training and is also very busy with face to face work

**Challenges that have been faced in progressing this key area:**

- initially there has been a small uptake of students (initial clients from target groups)
- unforeseen staffing issues meant that caution was required in advertising the service
- each counsellor can currently only manage to take on one or two online clients

**Further action we intend to take:**

- to advertise the service more widely across the partnership
- to evaluate the service

## Appendix 5

### **Key area where progress has been made with regard to equality and diversity:**

Additional support online system

### **Action we have taken to progress this key area:**

The accessibility assessment management module online project has been set up to develop a web-based version of the strategic information technology systems accessibility assessment management module (the university's additional support online system – details at <http://www.uhi.ac.uk/en/students/support>).

The project is being implemented in phases and its overall aim is to enable students with disclosed additional support needs and relevant staff to view and work from a single source of data from within university records (<https://www.studentjourney.uhi.ac.uk>).

The additional support online system records a student's interactions with academic partner student services and is open to further and higher education students. A key benefit is that it promotes further transparency in the provision of student support and promotes the student as an equal partner in this process. This in turn assists the university in delivering an equivalent experience of additional support for students across the university partnership.

### **Measures we are using to monitor our progress:**

- Monitoring of a development list – created to identify and prioritise areas of work
- Feedback from users of the system – students/staff/student support practitioners

### **Evidence of progress that has been made:**

Phase 1 of the accessibility assessment management online project commenced early 2014 and was completed in September 2014. The project was commended by the judging panel in the university's inaugural student support initiative award.

Over 600 personal learning support plans have been created in the new system for students across the university partnership.

Identified areas for development are being prioritised. For example, consideration is being given to the addition of a feature to allow relevant documentation (medical letters, etc) to be uploaded into the system in support of a student's entitlement to access recommended support measures and the development of reports on demand to support the activities of the university's disabled student allowance validation service.

Staff using the system, report that it is intuitive and user friendly. Practitioners report that details of the support measures and arrangements agreed for a student are more accessible.

**Challenges that have been faced in progressing this key area:**

It has been challenging at times to develop common workflows and the project has benefitted significantly from the technical expertise and input of the university's management information system manager and student systems analyst.

It has also proved challenging to gather specific feedback on the system via the online feedback form in university records.

**Further action we intend to take:**

Phase 2 commenced in early 2015 and will provide an opportunity to refine and develop the system further. Likely developments in Phase 2 include:

- Refinement of the tool used to refer an applicant or current student to academic Partner support services once an additional need is disclosed.
- An amendment to the current set up to make it easier for staff to support students who are studying multiple courses at once – eg higher level students.

Phase 2 will also provide an opportunity to develop a more coherent strategy to promote the system to students and staff, and to promote systematic use of the online feedback form in university records.

## Appendix 6

### **Key area where progress has been made with regard to equality and diversity:**

Removing barriers to participation and to successful outcomes for care leavers

### **Action we have taken to progress this key area:**

A care leavers working group has been formed and meet quarterly to share good practice and assist university colleges to mainstream support for care leavers eg assisting partner college applications to the Buttle Trust.

Care leaver specific information is now available on the student support area of the university website.

### **Measures we are using to monitor our progress:**

- minutes of discussions and agreed actions of the care leavers group
- reports from attendance at external events
- <http://www.uhi.ac.uk/en/students/support/care-leavers>
- number of successful college applications to the Buttle Trust

### **Evidence of progress that has been made:**

- increase in students or applicants identified as care leavers
- increased numbers of disclosed care leavers in further and higher education

### **Challenges that have been faced in progressing this key area:**

- conflicting pressures on staff to attend meetings
- identification of numbers of care leavers in further and higher education to provide benchmark data

**Further action we intend to take:**

- continue to monitor progress
- continuing care leavers working group – biannual meetings and email conversations
- to support further applications from partner colleges to the Buttle Trust
- continued attendance by members of executive office student support team and members of the care leavers group at relevant external events, eg transforming transitions: engaging students with care experience Wednesday 28 January 2015 – University of the West of Scotland’s Paisley campus

## Appendix 7

**Key area where progress has been made with regard to equality and diversity:**

The university's institutional disabled students' allowance accreditation

**Action we have taken to progress this key area:**

The university's institutional disabled students' allowance accreditation is symptomatic of the university's widening access ethos. It enhances the equalities and accessibility credentials of the partnership by providing equity of access to disabled students' allowance funding for all university students wishing to apply for the allowance.

The university's video conferencing infrastructure has made the disabled students' allowance needs assessment process more accessible for remote learners in particular, and for students in locations without a qualified assessor on site. This approach also provides assessors with sufficient flexibility to deliver the needs assessment at a pace suitable for the student, over several sessions as appropriate.

The institutional nature of the university's disabled students' allowance accreditation has enabled common procedures to be collectively developed and implemented for the university partnership.

The university's disabled students' allowance student webpage

(<http://www.uhi.ac.uk/en/students/support/>) continues to be updated as required.

Student guidelines have been published on this page in response to feedback from recently-assessed students, who felt that more detail of university needs assessment processes would have benefitted them.

**Measures you are using to monitor our progress:**

- Annual updates submitted to the Scottish Government are key measures of the university's ongoing institutional disabled students' allowance accreditation.

- Internal online quality monitoring forms completed by needs assessors to ensure that quality standards have been satisfied for each needs assessment conducted by the university.
- A questionnaire survey offered to all students assessed by the university.
- The university's red button (<http://www.uhi.ac.uk/en/students/support/>).
- Staff feedback from university needs assessors and members of the university's disability practitioners group.
- Student support practitioners feedback via an online comments form.
- Register of qualified and trainee assessors - updated annually.

**Evidence of progress that has been made:**

The university's approach to needs assessment is increasingly being recognised as innovative and has attracted interest from other multi-campus institutions in Scotland. In 2012 the university won JISC's innovation and technology award: access and inclusion for its case study on its collaborative approach to assessing the needs of remote learners (<http://www.rsc-scotland.org/?p=514>).

The university has quality assured more than 200 disabled students' allowance needs assessments in total, since first achieving accreditation status in May 2011.

The university currently has 12 qualified disabled students' allowance needs assessors. This includes the university's disability support coordinator, who can assess students peripatetically as required.

A number of student support practitioners are currently in training and this will enable the university to further increase the capacity of its team of needs assessors in due course.

Student support practitioners have commented that the university's approach to needs assessment strengthens the university's student support community by promoting an

ongoing dialogue between needs assessors and academic partner student support practitioners.

Feedback from assessed students has been similarly positive. One 2014/15 recipient of disabled students' allowance commented that:

"I found my assessors and student services staff absolutely fantastic, incredibly supportive and reassuring. They gave me the confidence to return to study despite my disabilities."

The university's institutional disabled students' allowance accreditation has provided an impetus for the development of inclusive policies and practices more widely. For example, the university has developed a recording of taught sessions (disabled students' allowance) policy, which will align with the university's overarching recording of taught sessions policy, currently under development.

**Challenges that have been faced in progressing this key area:**

The most consistent challenge to date has been to gather feedback in a systematic manner from students assessed for disabled students' allowance by the university. It has also been challenging to identify ways in which examples of existing good practice can be shared amongst university needs assessors.

**Further action we intend to take:**

- Exploring ways to gather student feedback more systematically, and increase response rates to the survey currently offered to assessed students.
- Exploring ways of gathering feedback from student support practitioners more systematically, and considering how examples of good practice can be identified and shared amongst needs assessors.
- Developing of the university's online disabled students' allowance quality monitoring form.
- Developing relevant on-demand reports to support the activities of the university's disabled students' allowance validation service.

- Coordinating the development of an online resource that needs assessors can use when introducing technologies to students.
- Arranging a student support development day aimed at needs assessors and disability practitioners, focussing on current technologies and the integration of technologies with university services.

## Appendix 8

<b>Key area where progress has been made with regard to equality and diversity:</b>
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Careers and employability services

<b>Action we have taken to progress this key area:</b>
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The university careers education, information, advice and guidance policy has been revised and updated. It lays out how the central careers centre works in partnership with academic partner services and clearly outlines the requirement for careers and employability services delivered at academic partner level to be impartial, accessible and student focused.

The university placement learning policy is also currently being reviewed with a focus on strengthening policy guidelines including the addition of an addendum to policy documentation focussing specifically on equality and diversity considerations in the context of student placement.

The development of the staff practitioner placement guidance and the development of an accompanying employer and student guide will also contain detailed guidance on expectations and legislative requirements as they relate to the Equality Act.

<b>Measures we are using to monitor our progress:</b>
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- an annual report that will report on achievement of the policy roles and responsibilities
- quarterly reports summarising guidance interventions, information activities and employer contacts
- monthly employer and student feedback on the use of the jobs database
- client feedback which is monitored and used to implement service improvements
- annual feedback from academic partners
- continuing membership of Association of Graduate Careers Advisory Services
- continuing staff membership of the Career Development Institute

**Evidence of progress that has been made:**

The service has traditionally performed very well in terms of equality. We have a dedicated web page providing information on the issue of equality in the workplace:

<http://www.uhi.ac.uk/en/students/careers/applying-for-work/equality-in-the-workplace>

Since at least 2012, the 'Stonewall University Guide' recognises that we have "specific career advice for LGB students"

Student feedback has shown that guidance services are very well received, with 100% of clients saying they would recommend the service to a friend, and 100% saying they found the advice very helpful or quite helpful (2013-14 data).

Feedback from academic partners has helped the centre to develop services and improve marketing to ensure that all students who may benefit are aware of the service.

Examples of comments from students:

- "again, whole service was fantastic. I didn't feel rushed and could discuss any issues I had with the application and interview process fully"
- "it was great to be able to discuss my goals with someone on a confidential basis. The advice given was very relevant and gave me some good resources to consider"

We continue to retain membership of the Association of Graduate Careers Advisory Services and work within their equal opportunities policy.

Our careers advisor is a member of the Career Development Institute and so her guidance work is governed by their code of ethics which includes equality.

**Challenges that have been faced in progressing this key area:**

- data collection and monitoring – the data we have around the protected characteristics of clients accessing our services is limited
- gathering feedback on the service

**Further action we intend to take:**

- Student placement policy - revised guidelines which are due to be made available in advance of the next academic year will clearly outline roles and responsibilities at a university, partner college, and student and employer level.
- To work on feedback mechanisms and impact measurement - as part of the annual planning process the careers and employability centre team will be involved in a series of three workshops which will focus on the establishment of key performance indicators and more effective impact measurement measures.
- To develop a process for recording guidance sessions on our student records management system - a resolution would mean we had access to further details and reporting on the students who take up the services.
- To track student engagement through the potential use of the customer relationship management systems that other higher education careers services use.
- The establishment of a placement practitioner network will provide a vehicle for the delivery of staff continuing professional development. It is intended that a core aspect of delivery will focus on requirements of the Equality Act 2010.

## Appendix 9

**Key area where progress has been made with regard to equality and diversity:**

Improve engagement with the equality impact assessment process so that it is mainstreamed within all our business processes

**Action we have taken to progress this key area:**

Having reviewed our existing process for equality impact assessment we have revised the process and associated documentation with the intention of introducing these into our business processes over spring and summer 2015.

A bespoke emodule on equality impact assessment is being developed between Perth College UHI and the university's educational development unit to support the implementation of the revised process.

**Measures we are using to monitor our progress:**

Embedding the process at an early stage into our strategic and operational decision making will ensure that equality issues are considered at an early stage, that assessments are undertaken and the results are published in a timely manner.

**Evidence of progress that has been made:**

The development of revised documentation and the ongoing development of the emodule.

**Challenges that have been faced in progressing this key area:**

Resourcing and maintaining the impetus for this work has been a challenge in the face of competing priorities. But following the reconstitution of a lead role for the university in equality and diversity and the new post of equality outcomes adviser the work has progressed.

**Further action we intend to take:**

As indicated above, a revised process is due to be implemented in 2015.

## Appendix 10

**Key area where progress has been made with regard to equality and diversity:**

Improve awareness of the equality and diversity agenda through the provision of guidance and training for executive office staff, university court members and the student association executive members

**Action we have taken to progress this key area:**

As indicated in Appendix 2, the executive office has previously provided guidance and training to its staff through a number of online modules and is in the process of migrating to a suite of modules which is being jointly used across the partnership.

Members of the university court will have access to the new online modules and have received bespoke training, delivered by the equality challenge unit, in December 2014. This session was recorded with the intention of making it available to new members of court on their appointment, including the president of the students association.

External speakers have been appointed to discuss the importance of support for liberation groups at most student councils including, for example the National Union of Students women's officer in April 2014. Students' association officers have also been regular attendees at equality and diversity national student events, including the National Union of Students lesbian, gay, bisexual and transgender and women's conferences.

**Measures we are using to monitor our progress:**

Participation and successful completion rates are monitored and reports are regularly made to senior management.

**Evidence of progress that has been made:**

Whilst the executive office has yet to migrate to the Marshall ACM suite, analysis of the data we have from our existing equality and diversity courses indicates that participation rates amongst were between 82% and 87%.

A record is maintained of those members of university court who participated in the training or have subsequently accessed the recording.

Increased awareness within the students' association has led to the introduction of specialist officer roles within the executive including lesbian, gay, bisexual and transgender, mature students, disabilities and women's officers. The association has also been very keen to ensure that gender neutral documents are produced by the university, for example with the student representation project. There have been a number of sponsored societies established, including the mature students, feminist and Christian societies in the last two years.

**Challenges that have been faced in progressing this key area:**

Ensuring that staff commence and then successfully complete the courses has been a major challenge.

Scheduling the training delivery for court members in line with their meeting days, ensured their participation and the recording of the session can be accessed by future court members.

Ensuring that sponsored clubs and societies, and the sharing of specialist knowledge and developments can take place across many different locations.

**Further action we intend to take:**

The migration to the new suite of online modules will provide access to a common source of guidance and training for staff, university court and the students' association executive, which will be supplemented with additional training and guidance as required.

## Appendix 11

### **Key area where progress has been made with regard to equality and diversity:**

Ensure no groups are disadvantaged in being able to access information on websites maintained by executive office and all publications produced by executive office

### **Action we have taken to progress this key area:**

#### **Publications**

Using best practice recommendations

[https://www.gov.uk/government/publications/inclusive-communication/using-a-range-of-communication-channels-to-reach-disabled-people--2:](https://www.gov.uk/government/publications/inclusive-communication/using-a-range-of-communication-channels-to-reach-disabled-people--2)

- We have updated our website publications section to make it clearer that our publications can be produced in alternative formats.
- We have engaged a supplier to provide large format and Braille versions of publications where appropriate.

#### **Website**

- Improved our understanding of our content management system. This means we have been able to improve the standard of the underlying mark-up on our pages and puts us in a much stronger position to respond to feedback from website users should they identify any areas where they would benefit from some adjustment to our approach
- Systematically reduced (with a view to completely removing) a dated aspect of our content management system which did not follow best practice in its presentation of information
- Introduced new, user-tested designs for key pages to ease access to information. These designs are being gradually rolled out to more of our pages and take account of the ways in which our users are now browsing the website, presenting the information better on a wider variety of devices
- Made adjustments where usability and contrast issues have been raised

#### **Events**

- We have updated our events information and joining instructions to ensure anyone attending our events is welcomed and accommodated appropriately.
- We always use the following text in both English and Gaelic in events communications:

For enquiries about video-conference facilities in your area for this lecture, contact the events team [events@uhi.ac.uk](mailto:events@uhi.ac.uk) We will do our best to fulfil your requirements to allow you to fully participate in this event. Please let us know if you have any special requirements such as hearing loops, video-conference links, wheelchair access, high backed chair, hand-outs in advance and/or in alternative formats such as large print etc.

Airson cheistean mu ghoireasan co-labhairt bhidio san sgìre agad fhèin airson na h-òraid seo, cuir fios gu sgioba nan tachartasan [events@uhi.ac.uk](mailto:events@uhi.ac.uk) Nì sinn ar dìcheall gus coinneachadh ris na feumalachdan agaibh gus leigeil leibh pàirt iomlan a ghabhail san tachartas seo. Cuiribh fios thugainn ma bhios feumalachdan sònraichte agaibh leithid cothrom air co-labhairt bhidio, lùban claisneachd, cothrom cathair-cuibhle, cathair le cùl àrd, fiosrachadh clò-bhuailte ro-làimh agus/no ann an cruthan eadar-dhealaichte leithid clò mòr agus msaa.

- We use and publicise the use of induction loop systems when available at venues.
- For large university events we endeavour to provide a signer for the deaf.

#### **Measures we are using to monitor our progress:**

We have not had any direct requests for alternatives to print publications.

Webteam has oversight in order to ensure that as the website evolves, any changes remain inclusive.

Accessibility arrangements are embedded into our events process.

#### **Evidence of progress that has been made:**

Our publications and details of their alternative formats can be found at:

<http://www.uhi.ac.uk/en/about-uhi/facts-and-figures/publications>

The live website demonstrates our progress.

Our events have always been organised in such a way to make accessible. The change we made was making sure that was publicised to attendees. See text above.

**Challenges that have been faced in progressing this key area:**

Understanding our content management system.

The availability of signers for the deaf in more rural locations has restricted us from providing this service at all our large events.

**Further action we intend to take:**

To continually monitor what we do implement incremental improvements and improve it in line with changing requirements and any other issues which arise.

## Appendix 12

### **Key area where progress has been made with regard to equality and diversity:**

Enhance understanding of the composition of the executive office staff, university court and students' association executive membership through the collection of protected characteristics data.

### **Action we have taken to progress this key area:**

#### **Executive office staff**

As our planned progression to a computerised human resources system, has been delayed to spring 2015 we have been unable to honour our intention to collect monitoring data for all the protected characteristics. However we have continued to collect and maintain the equality information we've historical held on our staff: gender, age, ethnicity and disability.

#### **University court**

Court has set itself a target, in line with the Scottish Government's gender code compliance, to seek to achieve a minimum of 40% female membership by December 2019. Court currently had a composition of 30% female membership.

#### **University of the Highlands and Islands students' association**

The students association has lacked the infrastructure to be fully sustainable and effective. A strategic Scottish Funded Council project to create a new further and higher education student association covering the Highlands and Islands is putting the foundation stones in place that would, inter alia, involve an enhanced staffing resource. A general manager will have oversight of the working of the new association, including responsibilities for the monitoring and reporting of protected characteristics data. The new association should be in place in the summer of 2015.

### **Measures we are using to monitor our progress:**

Through analysis and reporting through the appropriate management/committee structure about the data we are currently collecting.

**Evidence of progress that has been made:**

As indicated above, we have continued to collect and maintain the equality information we've historical held on our staff. The table constructed in 2013 detailing the data returned to the Higher Education Statistics Agency in respect of executive office employees has been updated to include the data for both 2012/13 and 2013/14 and is attached. Analysis of the data shows relatively little fluctuation in the profile of our employees over the period 2012-14.

As staff development opportunities are managed at the departmental level we have no central record of activity to analyse in respect of the protected characteristics.

There were no issues addressed through the disciplinary or grievance procedures that related to equality and diversity.

During the 2012/14 period 64 members of staff left the employment of executive office, and their profile broadly reflected the composition of the remaining staff.

The students' association were initially resistant to the idea of collecting protected characteristic data about our students, primarily because of fears that it might lead to the identification of particular students at lowly populated centres. The university worked with students' association to explain the safeguards and the rationale for the collection of the data and to communicate this effectively to the student body.

**Challenges that have been faced in progressing this key area:**

The delay in implementing our migration to a computerised human resources system has meant that we have had to continue to report on the basis of a limited dataset.

The students' association has not been monitoring protected characteristics data due to resourcing issues but it is anticipated that a more effective approach will be undertaken once the new association is established.

**Further action we intend to take:**

Our planned progression to a computerised human resources system, during spring 2015 will allow us to collect monitoring data for all the protected characteristics. Consideration will be given as to whether this facility should be extended to encompass university court and the students' association going forward.

We are reviewing our approach to staff development within the executive office and the benefits of collecting and reporting on this data will be considered as part of this review.

Analysis of composition of Executive Office employees using HESA data during the period 2005 - 2014

	2005/06		2006/07		2007/08		2008/09		2009/10		2010/11		2011/12		2012/13		2013/14	
	Number	%																
<b>No. of employees (headcount)</b>	<b>116</b>		<b>142</b>		<b>187</b>		<b>233</b>		<b>248</b>		<b>230</b>		<b>228</b>		<b>251</b>		<b>274</b>	
<b>Age bands</b>																		
Teens	1	0.86	2	1.41					1	0.40								
20's	21	18.10	21	14.79	33	17.65	32	13.73	43	17.34	19	8.26	18	7.89	20	7.97	17	6.20
30's	31	26.72	47	33.10	61	32.62	82	35.19	78	31.45	70	30.43	79	34.65	78	31.08	83	30.29
40's	37	31.90	38	26.76	46	24.60	60	25.75	65	26.21	77	33.48	76	33.33	85	33.86	85	31.02
50's	21	18.10	25	17.61	35	18.72	48	20.60	50	20.16	56	24.35	46	20.18	56	22.31	68	24.82
60+	5	4.31	9	6.34	12	6.42	11	4.72	11	4.44	8	3.48	9	3.95	12	4.78	21	7.66
<b>Gender</b>																		
M	54	46.55	58	40.85	66	35.29	82	35.19	87	35.08	87	37.83	90	39.47	101	40.24	116	42.34
F	62	53.45	84	59.15	121	64.71	151	64.81	161	64.92	143	62.17	138	60.53	150	59.76	158	57.66
<b>Ethnicity</b>																		
11 White British	41	35.34	46	32.39	58	31.02	78	33.48	79	31.85	73	31.74	65	28.51				
12 White Irish	1	0.86	1	0.70	1	0.53	1	0.43	1	0.40	2	0.87	3	1.32				
13 White Scottish	60	51.72	79	55.63	100	53.48	122	52.36	142	57.26	137	59.57	139	60.96	146	58.17	151	55.11
19 Other White background	4	3.45	7	4.93	14	7.49	20	8.58	16	6.45	11	4.78	11	4.82	95	37.85	112	40.88
22 Black African	1	0.86	1	0.70														
31 Asian or Asian British - Indian			1	0.70	1	0.53	2	0.86	1	0.40	2	0.87	2	0.88	2	0.80	2	0.73
32 Asian or Asian British - Pakistani															1	0.40	1	0.36
33 Asian or Asian British - Bangladeshi																		
34 Chinese					1	0.53	1	0.43	1	0.40	1	0.43	1	0.44	1	0.40	1	0.36
39 Other Asian background					1	0.53	1	0.43	1	0.40					1	0.40	2	0.73
42 mixed White & Black African													1	0.44	1	0.40	1	0.36
49 other mixed					1	0.53												
80 other ethnicity			1	0.70	2	1.07	2	0.86	1	0.40								
90 not known	5	4.31	5	3.52	7	3.74	6	2.58	6	2.42	4	1.74	3	1.32	3	1.20	2	0.73
98 info refused	4	3.45	1	0.70	1	0.53							3	1.32	1	0.40	1	0.36
<b>disability</b>																		
1 no known disability	83	71.55	93	65.49	125	66.84	178	76.39	198	79.84	193	83.91	197	86.40	223	88.84	242	88.32
2 declared	2	1.72	8	5.63	9	4.81	7	3.00	8	3.23	5	2.17	5	2.19	5	1.99	6	2.19
9 no info provided	31	26.72	41	28.87	53	28.34	48	20.60	42	16.94	32	13.91	26	11.40	23	9.16	26	9.49
<b>Nationality</b>																		
GB UK	109	93.97	133	93.66	166	88.77	209	89.70	231	93.15	217	94.35	212	92.98	234	93.23	256	93.43
AU Australia					1	0.53	1	0.43	1	0.40	2	0.87	1	0.44	2	0.80	2	0.73
AT Austria	1	0.86																
BG Bulgaria			1	0.70	1	0.53	1	0.43	1	0.40	1	0.43	1	0.44	1	0.40	1	0.36
CM Cameroon	1	0.86	1	0.70														
CA Canada	2	1.72	2	1.41	4	2.14	4	1.72	2	0.81	3	1.30	2	0.88	1	0.40	1	0.36
CN China					1	0.53	1	0.43	1	0.40	1	0.43	1	0.44	1	0.40	1	0.36
FI Finland					1	0.53	1	0.43										
FR France	1	0.86	1	0.70														1
DE Germany					1	0.53	1	0.43	1	0.40			1	0.44	1	0.40	1	0.36
GR Greece					1	0.53	1	0.43	1	0.40								
IS Iceland	1	0.86	1	0.70														
IN India							1	0.43	1	0.40	2	0.87	2	0.88	2	0.80	2	0.73
IR Iran					1	0.53	1	0.43										
IE Ireland							1	0.43	1	0.40	1	0.43	2	0.88	2	0.80	3	1.09
JP Japan					1	0.53	1	0.43	1	0.40								
PL Poland					1	0.53	2	0.86	2	0.81	1	0.43						1
ZA South Africa									1	0.40	1	0.43						
ES Spain	1	0.86	1	0.70	2	1.07	1	0.43	1	0.40					1	0.40		
SE Sweden					1	0.53	1	0.43										
US USA			2	1.41	5	2.67	5	2.15	2	0.81								2
IT Italy							1	0.43	1	0.40	1	0.43	2	0.88	2	0.80	1	0.36
PT Portugal													2	0.88	2	0.80	1	0.36
PK Pakistan															1	0.40	1	0.36
ZZ Not Known													2	0.88	1	0.40		
<b>Terms of employment</b>																		
Open-ended	94	81.03		0.00	144	77.01	176	75.54	172	69.35	178	65.68	185	72.55	189	72.69	199	72.63
Fixed-term	22	18.97		0.00	43	22.99	57	24.46	75	30.24	87	32.10	61	23.92	57	21.92	54	19.71
Atypical									1	0.40	6	2.21	9	3.53	14	5.38	21	7.66
<b>Mode of employment</b>																		
full-time	101	87.07		0.00	157	83.96	191	81.97	195	78.63	205	75.65	194	76.08	196	75.38	198	72.26
part-time	15	12.93		0.00	30	16.04	42	18.03	52	20.97	60	22.14	52	20.39	50	19.23	55	20.07
atypical									1	0.40	6	2.21	9	3.53	14	5.38	21	7.66

## Appendix 13

### **Key area where progress has been made with regard to equality and diversity:**

Enhance equality of opportunity for all through the collection and monitoring of the protected characteristics through the recruitment process.

### **Action we have taken to progress this key area:**

#### **Executive office staff**

Applicants are encouraged to use our recruitment online portal, although applications can be made in alternative formats if requested (none were during the period in question).

The portal enables us to collect data for seven of the protected characteristics

#### **University court**

A nominations committee has been established to review the experience and expertise within the court and to seek out and recommend new independent members. The collection and monitoring of protected characteristics will be part of this process.

### **Measures we are using to monitor our progress:**

The data for each of the protected characteristics is captured at the respective application, interview and appointment stage for each vacancy.

### **Evidence of progress that has been made:**

Between the period 1 April 2013 and 16 February 2015, we received 576 applications for employment in respect of 68 vacancies; an analysis of this data is attached. A 'traffic light' colour coding has been used to show where the percentage scores at each stage are 5% above or below the percentage scores reported in 2013. The colour coding is based on the following:

Colour	Mean score
Red	5% or more below
Green	5% or more above

**Challenges that have been faced in progressing this key area:**

There has been little change in the proportion of applicants choosing not to disclose their information, so there clearly is an ongoing reluctance on the part of some applicants to identify their protected characteristics and we will continue to examine how we can improve the process and engage with applicants so that they feel more confident in declaring this information.

**Further action we intend to take:**

In reviewing the data we were unable to identify any issues that would have caused the changes indicated by the traffic light system, but we will keep these under review and share the data with our academic partners in order to ascertain if they are experiencing similar responses, which may be indicative of the equality and diversity issues facing the region as a whole.

**Analysis of executive office recruitment data (1 April 2013 – 16 February 2015)**

<b>Gender</b>	<b>Male</b>	<b>Female</b>	<b>Not disclosed</b>
Applications number (%)	219 (38)	352 (61)	5 (1)
Interviewed number (%)	90 (37)	150 (61)	5 (2)
Appointed number (%)	25 (42)	33 (56)	1 (2)

<b>Age</b>	<b>16-19</b>	<b>20's</b>	<b>30's</b>	<b>40's</b>	<b>50's</b>	<b>60's</b>	<b>Not disclosed</b>
Applications number (%)	0 (0)	122 (21)	174 (31)	152 (26)	105 (18)	11 (2)	12 (2)
Interviewed number (%)	0 (0)	40 (16)	72 (30)	76 (31)	49 (20)	2 (1)	6 (2)
Appointed number (%)	0 (0)	10 (17)	17 (29)	17 (29)	13 (21)	1 (2)	1 (2)

<b>Ethnicity</b>	<b>White British</b>	<b>White other</b>	<b>Black and minority ethnic</b>	<b>Dual heritage</b>	<b>Not disclosed</b>
Applications Number (%)	412 (72)	102 (17)	40 (7)	10 (2)	12 (2)
Interviewed Number (%)	178 (72)	32 (17)	13 (6)	5 (2)	7 (3)
Appointed Number (%)	47 (79)	10 (17)	1 (2)	0 (0)	1 (2)

<b>Disability</b>	<b>Yes</b>	<b>No</b>	<b>Not disclosed</b>
Applications number (%)	29 (5)	536 (93)	11 (2)
Interviewed number (%)	8 (3)	229 (94)	8 (3)
Appointed number (%)	3 (5)	55 (93)	1 (2)

<b>Marital status</b>	<b>Civil partnership</b>	<b>Married</b>	<b>Separated</b>	<b>Divorced</b>	<b>Widowed</b>	<b>Single</b>	<b>Not disclosed</b>
Applications number (%)	22 (4)	255 (44)	12(2)	31 (5)	2 (1)	229 (40)	25(4)
Interviewed number (%)	11 (4)	129 (52)	4 (2)	12 (5)	1 (1)	73 (30)	15 (6)
Appointed number (%)	1 (2)	33 (56)	2 (3)	3 (5)	1 (2)	17 (29)	2 (3)

<b>Religion or belief</b>	<b>None</b>	<b>Christian</b>	<b>Muslim</b>	<b>Hindu</b>	<b>Jewish</b>	<b>Buddhist</b>	<b>Other</b>	<b>Not disclosed</b>
Applications number (%)	285 (49)	193 (33)	12 (2)	10 (2)	1 (1)	5 (1)	11 (2)	59 (10)
Interviewed number (%)	137 (45)	69 (38)	6 (3)	1 (1)	0 (0)	2 (1)	4 (2)	26 (10)
Appointed number (%)	25 (42)	25 (42)	1 (2)	0 (0)	0 (0)	0 (0)	2 (3)	6 (11)

<b>Sexual orientation</b>	<b>Heterosexual</b>	<b>Bisexual</b>	<b>Gay man</b>	<b>Lesbian</b>	<b>Other</b>	<b>Not disclosed</b>
Applications number (%)	514 (89)	7 (1)	4 (1)	3 (1)	2 (1)	46 (8)
Interviewed number (%)	214 (87)	4 (2)	3 (1)	1 (1)	0 (0)	23 (9)
Appointed number (%)	53 (89)	0 (0)	0 (0)	1 (2)	0 (0)	5 (9)

## Appendix 14

<b>Pay gap analysis by Grade</b>	<b>Male</b>	<b>Female</b>	<b>Pay gap (%)</b>
Grade executive office 3			
Average salary*	-	15908	n/a
Grade executive office 4			
Average salary	18765	19331	3.0
Grade executive office 5			
Average salary	23855	24263	1.7
Grade executive office 6			
Average salary	30712	30782	0.2
Grade executive office 7			
Average salary	36825	36130	(1.8)
Grade executive office 8			
Average salary	45351	44894	(1.0)
Grade management 1			
Average salary	50743	49782	(1.8)
Senior staff			
Average salary	83029	97500	17

Source: University of the Highlands and Islands HESA Staff Record submission 2013/14

\* Full-time equivalent in all instances