



University of the  
Highlands and Islands  
Argyll College

Oilthigh na Gàidhealtachd  
agus nan Eilean  
Colaiste Earra-Ghàidheil

## MAINSTREAMING REPORT 2020

## EQUALITY OUTCOMES 2021 – 2025

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## Introduction:

Argyll College UHI became an assigned college in December 2018. As Argyll College was not previously assigned, we did not report in 2017: as such we were not required to publish updates in April 2019 and will first report in April 2021.

UHI and 10 academic partners, including Argyll College UHI each report separately on progress and planned equalities work under the Public Sector Equality Duty (PSED). Due to the partnership structure, this results in significant duplication reporting on shared activities, and limiting opportunities to compare data.

Conversations at the Scottish HE/FE Equalities Forum (SEF) showed that Ayrshire College set shared outcomes with other public bodies in 2017 and consist of 3 merged colleges. Adopting this model the UHI partnership aims to develop a framework to replace each academic partner's autonomous reports with a single collaborative and comprehensive document.

The proposed format would cover employee and pay gap data as an evidence base, describing prior work through equality mainstreaming, and future work through equality outcomes. This will reflect shared activities, minimise duplication and will permit comparison of consistent staff and student data and demonstrate the full breadth of the diverse institution.

'One-size-fits-all' solutions do not work across our breadth of academic partners: flexibility is key. As such, the university's future PSED outcomes will look to contain a bank of actions that can be drawn on by academic partners based on local data, demand, and capacity. Academic partners who share issues and aspirations can develop work together, drawing on a wider pool of expertise.

Initial steps will involve setting up a group of all academic partner staff with EDI responsibilities, including staff, student and Senior Management/ governor representation, feeding into the university's senior EDI committee: EDICT. UHI's Equality and Diversity Advisor will lead the group, with backing from senior university and partnership staff. The group will establish a remit and reporting channels, looking to learn from local operations and form new collaborative relationships.

Proposed annual data returns and qualitative data exercises can inform future actions, which will be discussed and either progressed by the group, delegated to other committees or mainstreamed into existing functions and processes.

Annual data/ information returns will inform an annual partnership report to communicate successes, issues and opportunities internally. Content will be filtered by outcome, characteristic and academic partner, to simplify collation of local reporting. A thorough data protection impact assessment process will be developed with the partnership Data Protection Officer. The 2023 PSED updates will aim to reflect our intention to commit a single partnership report under an enhanced partnership framework in 2025.

This document will set out the ways in which Argyll College UHI is and continues to embed equality into day-to-day functions and operations. It will also provide information:

- Employee equality data
- Employee protected characteristic data – including recruitment & retention
- Gender Breakdown of Board of Governor members
- Student Equality Data
- Equality Outcomes 2021-2025

The Equality Act 2010 was introduced to streamline existing equalities legislation and protects individuals and groups from unfavourable treatment on grounds of protected characteristics, ie: age; disability; ethnicity; gender reassignment; marriage and civil partnership (in employment); pregnancy and maternity; religion/ belief; sex and sexual orientation.

The general public sector equality duty (PSED) came into force on 5 April 2011, and requires public bodies to take steps to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people from different groups
- Foster good relations between people from different groups, tackling prejudice and promoting understanding.

Each UK nation also has a requirement to meet specific duties, which exist to help public bodies better meet the general duties. Scottish Specific Duties commenced on 27 May 2012. The Specific Duties require public bodies to publish four yearly reports (from April 2013) setting Equality Outcomes and detailing progress in mainstreaming equality into daily operations, reporting on progress in these areas within 2 years. In Scotland this resulted in the public sector equality duty which consists of a general duty supported by specific duties.

The specific duties require Argyll College to:

- Report on progress on mainstreaming the general duty into college functions
- Develop and publish a set of equality outcomes to cover the protected characteristics
- Assess the impact of policies and practices against the needs of the general duty
- Gather and use information on employees
- Publish gender pay gap information
- Publish a statement on equal pay for gender, race and disability
- Have due regard to the general duty in specified procurement practices
- Publish information in a manner that is accessible

**Equality and Diversity Policy:**

The College's [Equality and Diversity Policy](#) sets out the commitment and approach to equality and diversity.

“Argyll College UHI (College) is an equal opportunities organisation and will treat all individuals and groups in an inclusive, positive and non-discriminatory way. The College welcomes the positive ethos and culture created by the involvement of different social, ethnic, racial, cultural and other groups within College life, and actively promotes the value of diversity amongst student and staff groups.”

**Access and Inclusion Strategy:**

The vision, aims and values of the College's [Access and Inclusion Strategy](#) aligns with the overall mission of the College, which is to:

“Provide high quality innovative education opportunities, contributing to the development of the Argyll economy and enhancing the quality of life for the communities the college serves”. To achieve this the College has the following values:

- To be inclusive – giving an opportunity of education for all.
- Of our Community – be engaged and responsive.
- Providing individualised learning – be innovative.
- Student centred – respect for the whole student (nurturing, supporting, personalisation).
- A valued contributor to education and economic development in Argyll and the Isles
- Good partners – to widen opportunities.

The College commits to having a culture that promotes and encourages inclusion and access at all levels and recognises this is paramount to success and achieving the overall mission.

## Board of Management Profile:

	Non-Executive Members (independent)		Executive Members (Staff)		Staff Members		Student Members		Totals	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Jan 2019	6	4	1	0	0	1	0	1	7	6
Jan 2020	5	2	1	0	0	1	1	0	7	3

From February 2020, 6 new female non executive members joined the board and 1 female non exec member left the board, giving an overall total board membership of 15 with 8 females and 7 males, a good gender balance.

## Staff Learning and Development:

All staff are enrolled on mandatory online training modules at the beginning of their employment, using the Learn Upon platform offered by Marshalls, and LIST training on the VLE platform BrightSpace – this includes Safeguarding and the most recent addition of gender-based violence training. As part of our Equality Outcomes and to ensure we continue to embed a culture of equality in the college we will be adding the Diversity in the Workplace module to the current modules required as mandatory for all staff. The college is currently producing a mandatory training pack, which will give all staff information and links to the available online modules.

## Staffing Profile:

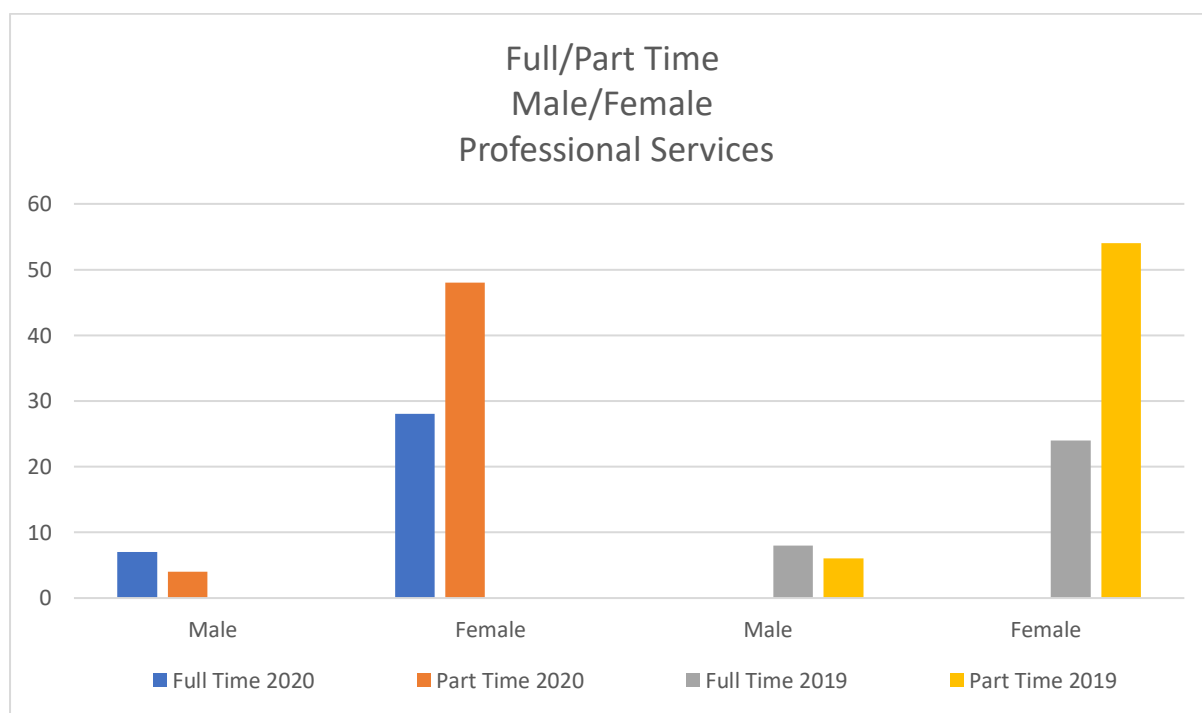
### Gender and Contracts:

The data for this mainstreaming report was captured over the calendar year between 1<sup>st</sup> January 2020 and 31<sup>st</sup> December 2020. During this time period the college employed 222\* staff on permanent, or fixed term contracts. 74% of staff are female and 36% staff are male, and no staff identify as transgender. Comparing the data captured over the same period in 2019 shows 69% of staff are female and 31% male.

21% of *all* female staff are employed full time, a similar figure to *all* male employees of which 20% are employed full time, an increase from the same period in 2019 where 18% of *all* female staff were employed on a full-time basis and 17% of *all* male staff.

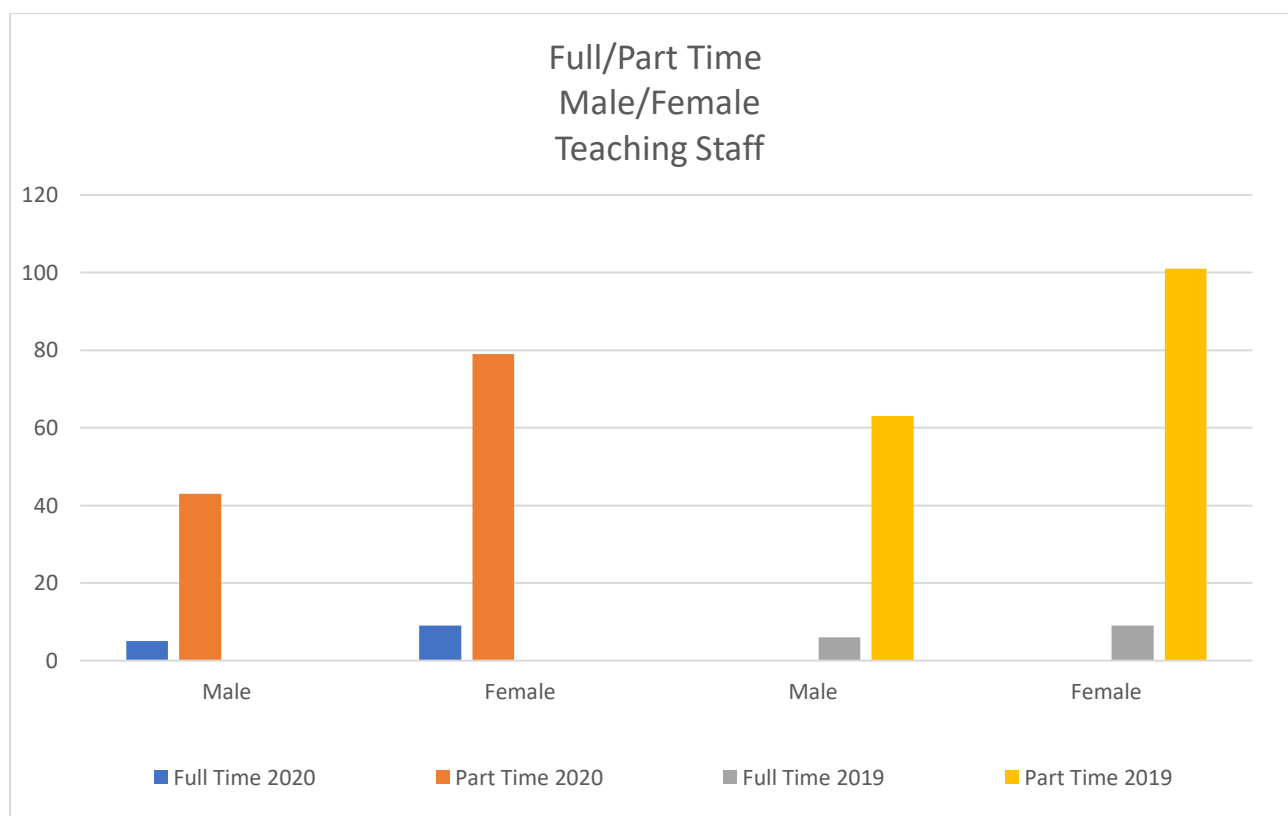
Of the 222 staff 87 are employed in professional services with 135 employed as teaching staff. Further analysis of this data shows of the 87 professional services staff employed, 76 (87%) are female and 11 (13%) are male. The split of full and part time professional services staff is as follows:

- 76 female – of these 28 are Full Time and 48 are part time - a 36/74 split for female professional services staff. Comparing these figures to staff data for 2019 where the full-time/part-time split was 24 (31%) full time and 54 (69%) part time the balance between full and part time female staff in professional services has remained relatively static.
- 11 male – of these 7 are full time and 4 are part time. The split between full and part time male professional services staff has not changed significantly between 2019 and 2020. In 2019 there were 8 full time and 6 part time, a 57%/43% split.



The data shows within teaching staff in 2020, 87 (65%) are female and 48 (35%) are male, very similar to the data captured for 2019 with 61% staff female and 39% male. The split of full and part time within the lecturing staff is as follows:

- 87 female lecturing staff
  - 9 (10%) are employed full time with 90% employed on a part time basis, this data is the same as data for 2019.
- 48 male lecturing staff
  - 5 (10.5%) employed full time and 43 (89.5%) employed on a part time basis, compared to 91% of part time and 9% full time in 2019.

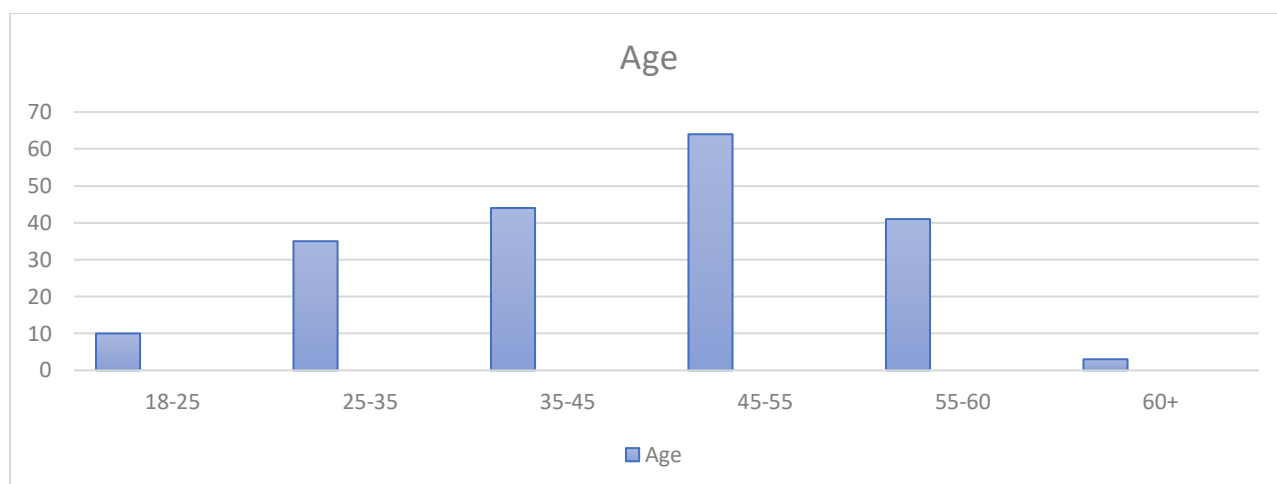


Figures taken from the [Scottish Funding Council Staffing Data](#) indicate that Argyll College has a higher percentage of females employed within both the teaching staff (54% in Scottish sector, compared to 65% in Argyll College) and professional staff (69% in the Scottish sector, compared to 88% in Argyll College).

*\*In June 2020 the nursery facility owned and run by the college ceased to continue, this resulted in 21 permanent and temporary staff no longer in employment, however for the purposes of this mainstreaming report they have been included in the figures noted above.*

### Age:

The age profile of staff employed in the College ranges from 19 – 70 years plus. 80% of staff employed are within the 19–59-year-old age bracket.



### Other protected characteristics:

- Less than 1% of staff have a declared disability, with a further 11.5% choosing to prefer not to disclose or where the status is unknown. Comparing the 2020 figures to the 2019, the numbers disclosing a disability are the same with less than 1% declaring a disability in the 2019 period, but there is a greater percentage of staff preferring not to disclose or where the status is unknown in the 2019 period, with 20% of staff recorded. This is not unique to Argyll College UHI, the Scottish Funding Council’s Staffing data report states “it is not known how this is impacted by the willingness of staff at our colleges to disclose a disability. However, colleges continue to work with staff to raise awareness and improve disclosure rates across all equality protected characteristics”.
- Almost all staff who have recorded their ethnic status have recorded as white (89%) of which 58% identifying as White Scottish, which is a slight change to the previous reporting period where 80% recorded as white with 53% identifying as White Scottish. Less than 20% of staff either preferring not to disclose or where the data is not known.
- Of the staff who have recorded their marital status 62% are married, and no-one is recorded as being in a civil partnership.
- 98% recorded as heterosexual, however 17% of staff have either prefer not to disclose or the status is unknown. This is linked to our equality outcomes where we aim to encourage staff in a supportive, inclusive and confidential manner to complete the Equality and Diversity screen within Cascade which is the secure HR platform used currently at Argyll College UHI.
- Disclosure of religion or religious belief is lower with 35% of staff preferring not to disclose, 55% disclosing and 10% where the information is not known. Of those who



did disclose a religious belief the majority (72%) identified as Christian. Some work will need to be carried out to improve this area of data held, ensuring staff are aware that this information is confidential and securely held. This has been addressed within the Equality Outcomes.

- Pregnancy/Maternity
  - 2020 Pregnancy and Maternity Leave Outcomes

Total Number of Pregnancies Reported: 5

No. Claiming Maternity Benefits	5
No. returned to work	3
No. remaining on a career break	0
No. returned on same T&Cs	1
No. returned flexible/change in job	2

### Flexible Working:

Argyll College UHI is a flexible employer, encouraging staff to explore the options to assist in achieving a manageable work/life balance. There have been 2 flexible working requests in 2020, both of which were approved and are now implemented.

### Staff retention:

During the reporting period of this report 1st January 2020 – 31<sup>st</sup> December 2020 the college had 85 staff leave employment. This relates mainly to part time teaching staff on fixed term contracts, employed to deliver short courses. In addition, 21 of the staff who were recorded as leaving employment in 2020 were employees who worked at the college nursery which ceased operating in June 2020. A comparison of the 2019 data details in the same reporting period a total of 69 employees were recorded as leaving employment, of which 11 (16%) worked in professional services and of those 11, 2 were full time employees. The remaining 58 leavers (84%) recorded in 2019 were employed as teaching staff and all were part time, 47% were male and 53% female.

The gender split of leavers in 2020 is similar to the overall staff composition, 75% female and 25% male. 80% of leavers identified as white, with 75% with no declared disability and 25% either declaring a disability or preferring not to disclose. Again, the religion and religious belief figures follow a similar pattern to earlier data where there is not the same willingness to disclose, with 62% either not known or preferring not to disclose. This is an area addressed within our Equality Outcomes where we need to encourage staff to share this data to ensure accurate reporting, and to allow the college to continue to develop the inclusive culture within equality and diversity.

### Recruitment:

In 2020 there were 137 applicants for vacancies, of the 137 applicants, 94 (69%) were female and 43 (31%) were male. From the 137 applications 67 progressed to the next stage

of the recruitment process and were invited to interview, with a 70/30% female and male split of interview candidates.

*\*\*Our previous application form did not collate monitoring data and therefore this mainstreaming update will not analyse data beyond applicant gender, however we have recently developed and revised the application form to include all required fields and in future updates and reports will be able to provide direct comparisons and detailed analysis of both applicants and interviewees.\*\**

Monitoring equality data is collated for interviewees, and from the 67 interviewees 78% recorded sexual orientation as heterosexual with the other 22% preferring not to disclose. 28% identified as Christian, with the remainder 72% preferring not to disclose religious beliefs. 94% of interviewees disclosed no disability and 76% identified as White Scottish.

Of the 67 applications who progressed to interview 25 were successful and offered employment in 2020, with 14 in teaching posts and 11 in professional services positions. In professional services 91% of successful applicants were female, and 9% male, for teaching roles the split is female 64% and male 36%.

## Student Profile:

Argyll College UHI is committed to giving all students an equal opportunity to succeed. Support services have been developed and enhanced over the last few years to strengthen this commitment, examples of this being the recruitment of a Mental Health Counsellor for students, the switch to using online support summary processes and allocating named staff for Care Experience students.

The college Support Services department now has three Support Officers equating to 1 FTE delivering both learning support and pastoral support to the student body. A key part of their role is also to support teaching staff and other professional services staff in their front line working with students. In addition to this there is now a 0.5 FTE Bursary Officer post and a 0.6 FTE Mental Health Counsellor.

With a more robust staffing structure in place it is now possible for Support Officers to be making contact with all students identified as having a protected characteristic, a priority group or an additional support for learning need. This has allowed the service to move from being re-active to proactive.

Argyll College UHI has 9 learning centres located across Argyll and Arran. Some of these centres are very small (two or three rooms) whilst the largest centre, Oban, has many more facilities. However a fundamental objective of Argyll College UHI's mission is to give equality of access and equality of experience to all our students across all our centres. This can be challenging at times but staff have become adept at working using remote methods - during the 2020/21 academic year at least 90% of additional learning support has been carried out over MS TEAMS and Webex links. Each centre has a Centre Manager who is a key contact during the student journey. Often this person will be the student's main link to support outwith their classes, and the centre staff work very closely with the Support Officers.

Key areas of activity are:

- Updated information on website at point of enquiry on how to access support and the services on offer from the college.
- Encouragement for students to disclose any kind of support need at any point in the student journey from application to completion of their course.
- More targeted literature sent to students at application on the range of support services available.
- A contextualised admissions process to encourage applications from students who do not have the standard entry requirements or come from a disadvantaged background.
- Preferential interview dates and times can be arranged for students with additional support needs or care experience.
- Development of a college induction process onto a virtual learning environment delivery module – always available for students to access.
- A named person is allocated to students for learning support and care experienced students.
- Personal Learning Support Plans for all students with additional support or Mental Health support requirements.
- Additional Assessment support and arrangements.
- Student Carers policy (UHI wide) adopted by UHI 27<sup>th</sup> March 2020.
- Adapting of delivery options to meet the Covid-19 related government guidelines.
- Area on the website linked to Covid-19 guidance and information.
- Provision of support to all students to access Digital Poverty funds and Covid support funds during 2020/21

## Student mental health and wellbeing

In 2019 the Scottish Funding Council provided funding to support greater provision of mental health support to students. Argyll College UHI used this funding to recruit a Mental Health Counsellor (0.6 FTE) early in 2020. The Counsellor took up the post in the week prior to the first Covid-19 related lockdown in March 2020 but quickly adapted to providing a service that could be accessible to as many students as possible. Face to face counselling was no longer an option but the Counsellor is now trained in remote delivery counselling, and has been able to provide this service via phone, Skype, email, Messenger – in short by whatever method suited and was available to the student. Surplus funding was released back to UHI to help provide a central core service across UHI, primarily the provision of Togetherall - a 24/7 online mental health support service.

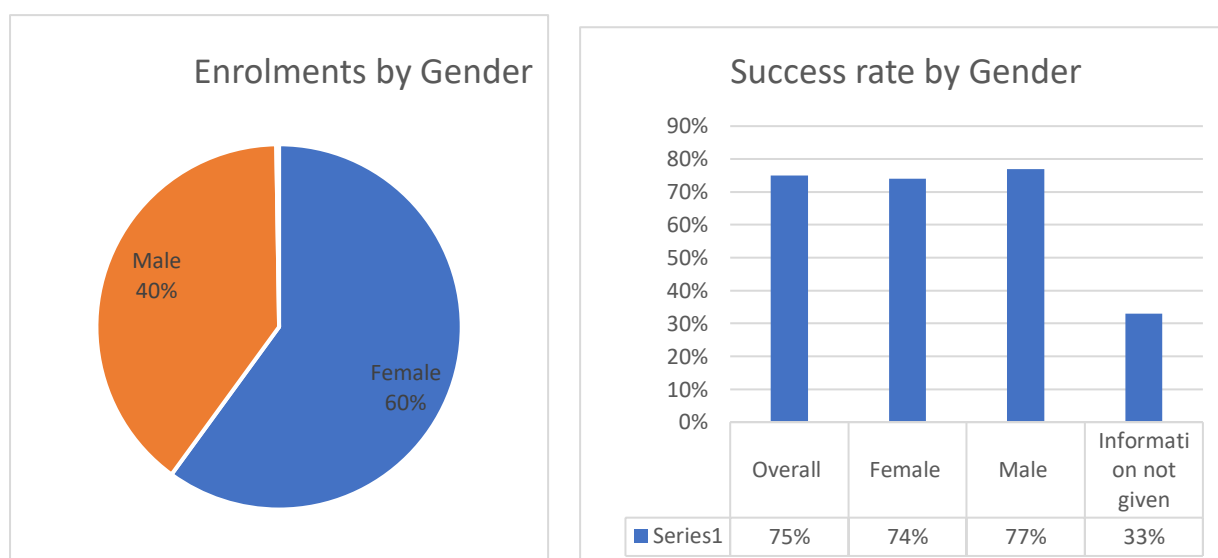
## Additional support and learning needs

Any student who identifies a support need which could impact on their learning is given a one to one meeting with a Support Officer. Together with the student the Support Officer will create a personal learning support plan (PLSP) which identifies the student's needs, and then details what support is required and how that should be carried out in order to reduce the barrier that the student may be facing. The summary of the support need is then shared with the relevant teaching and support staff to ensure the student's need are consistently met. This whole process is carried out using the UHI AAM system which enables all the information to be stored online safely and fully GDPR compliant. From this system it is then possible to ensure that only the relevant people have access to the relevant information.

## Student success rate data

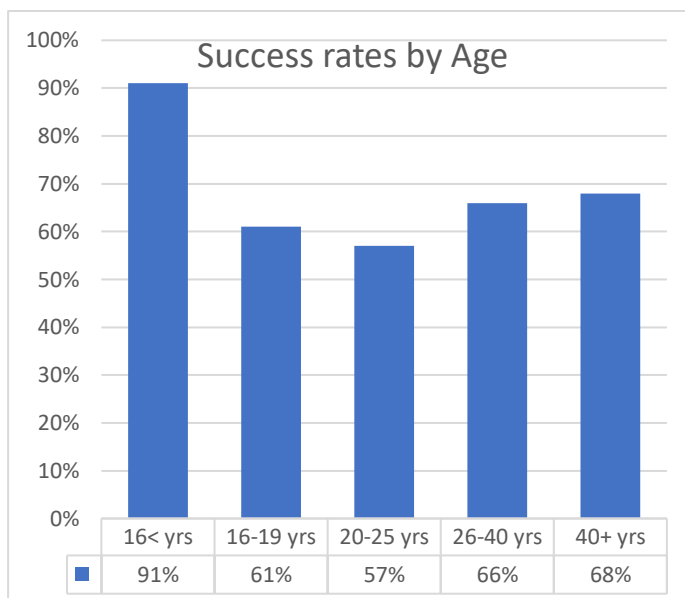
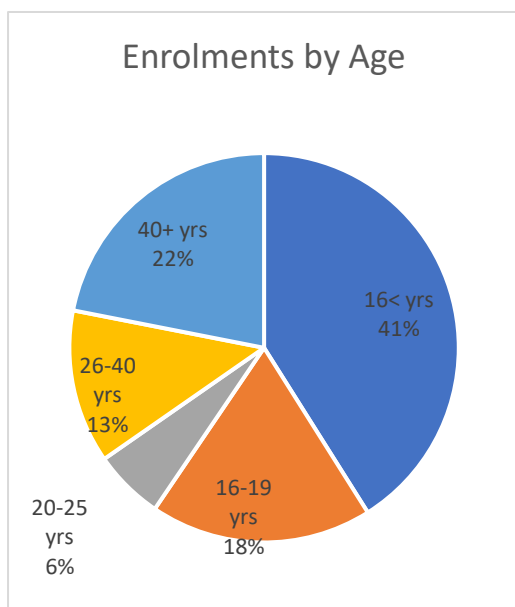
### Further Education

#### By Gender



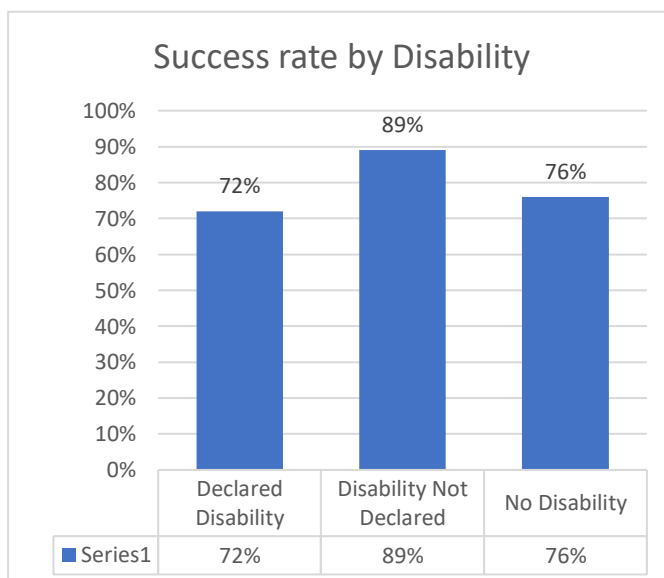
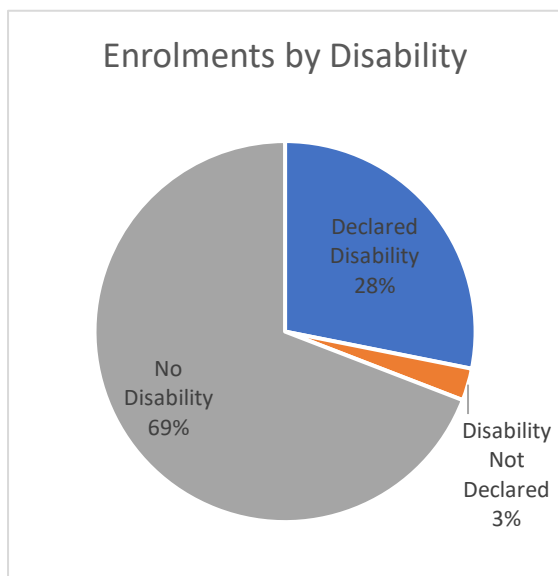
The success rate in the category where students had not given gender information is significantly lower. This has highlighted an area of concern which is being looked at.

**By Age**



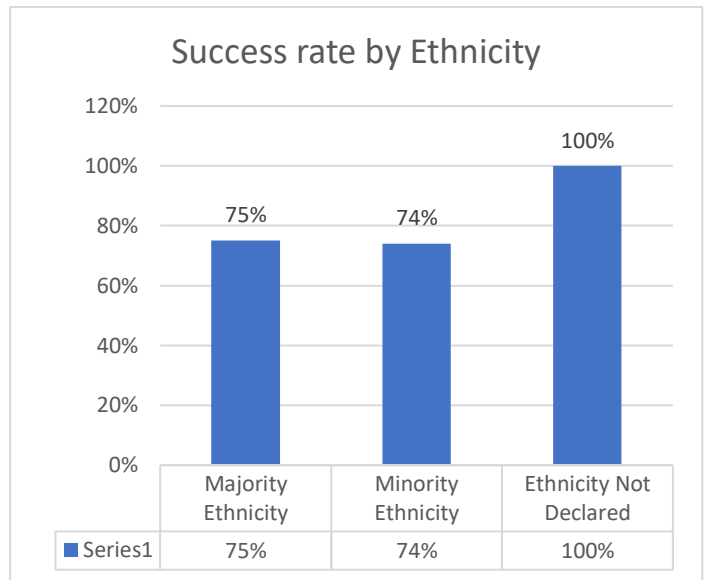
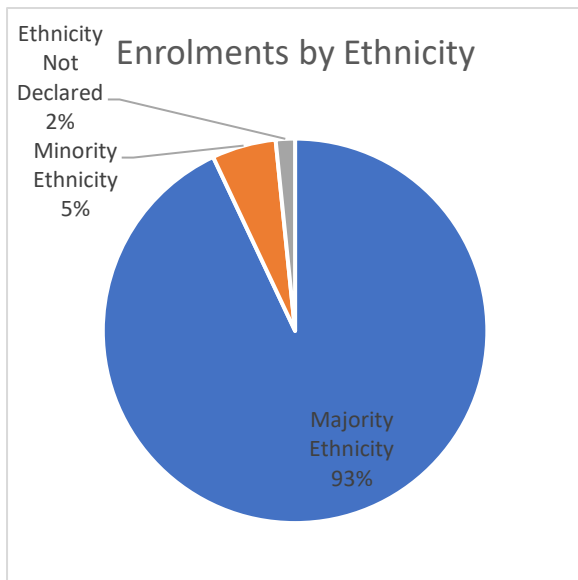
The above average success rate for 16 years and under is largely due to many of the courses this age group undertake not having a formally assessed element.

**By Disability**



These figures demonstrate that there is still an attainment gap between students with no disability and those with a declared disability.

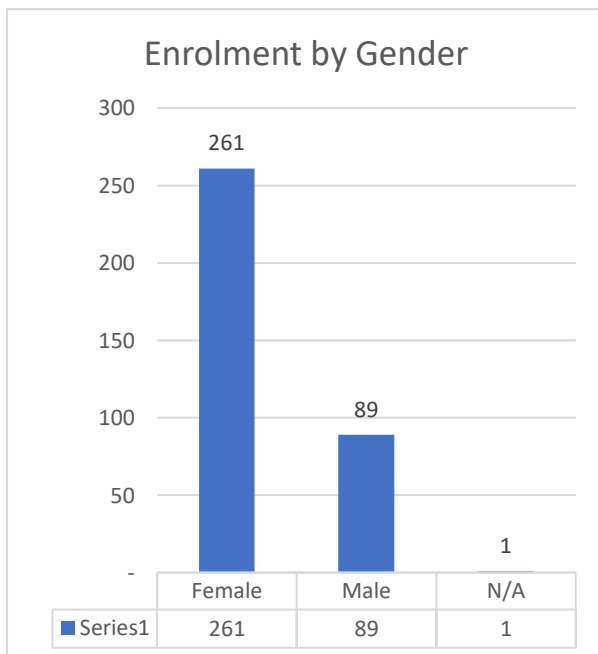
**By Ethnicity**



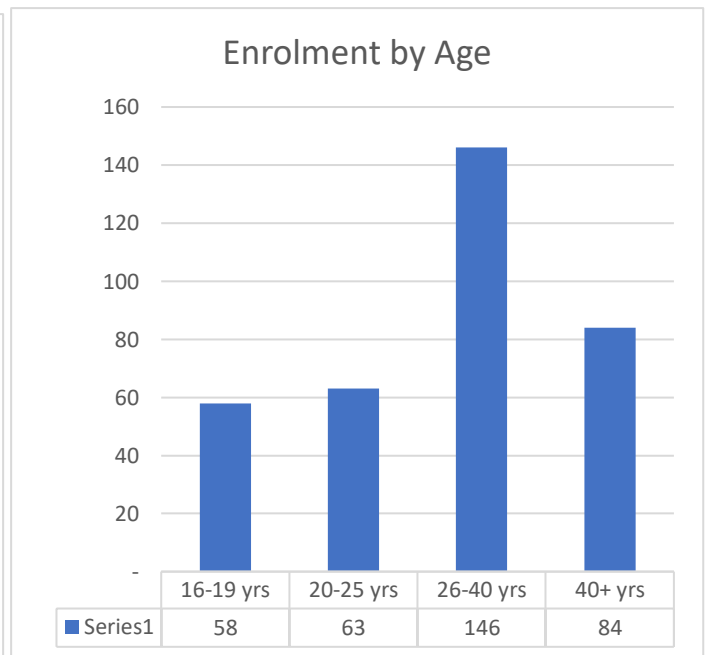
**Higher Education**

The success rates data at HE level is not currently available however the enrolment data is provided. This is an area that has been identified for fuller reporting in future.

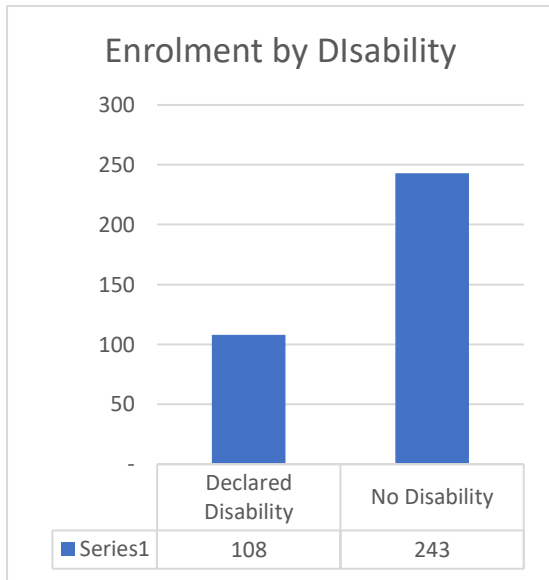
**By Gender**



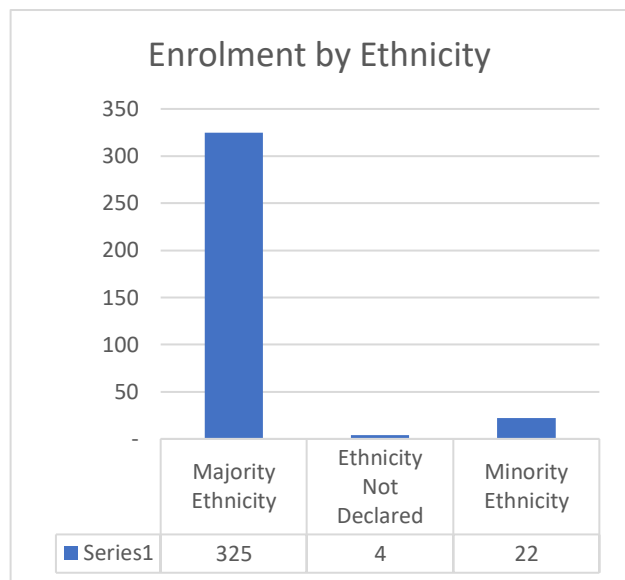
**By Age**



**By Disability**



**By Ethnicity**



## Equality Outcomes:

Equality Outcome	What we will do	Complete	In Progress	Planned	Not started
Culture of Equality in the organisation	To embed Equality awareness in all areas of the organisation			Planned	
	To ensure Equality Impact Assessments are embedded in all functions of the organisation		In Progress		
	Enhance the understanding of equality and diversity throughout the organisation through raising awareness and offering training.			Planned	
	All senior staff and those involved in policy writing have completed the new UHI Equality Impact Assessment online training module				Not started
	To review all college premises to ensure any barriers to equality and diversity are identified				Not started
	To add all staff into Diversity Training on Learn Upon platform to continue the work planned to embed equality and diversity in the workplace			Planned	
Staff Journey through recruitment and beyond	Collect data for all staff protected characteristics in a supportive manner		In Progress		
	Revise the application form to ensure all protected characteristics are captured at point of application, to improve future reporting.	Complete			
	During interview process to try to ensure gender balanced interview panel			Planned	
	Probation and induction processes are fully embedded into new start processes		In Progress		
	Diversity in the Workplace training module is completed within the probation period.				Not started
	Develop an exit process which captures all protected characteristics, use Cascade resource to improve this function				Not started
	Review of all HR Policies to ensure language incorporates all protected characteristics				Not started
Student journey	<b>Application</b> – ensure that opportunities are highlighted to address gender imbalance in some curriculum areas		In Progress		
	<b>Enrolment</b> – regular analysis of enrolment data to inform and highlight trends, enabling process to be put in place to address imbalances			Planned	
	<b>Declarations</b> – Ensure declarations (Care experienced, Caring responsibilities, disabilities etc) are tracked and followed up timeously to enable any required support to happen		In Progress		



	<b>Support</b> – Continue to promote the different support available – pastoral, learning support, financial support				
	<b>Mental Health</b> - Continue to develop the mental health support provision available to students, making maximum use of the additional funding available from the Scottish Funding Council for this				
	<b>Success rates</b> – continue to analyse and act on the success rate data to improve the student experience and remove / reduce barriers				
	<b>HE reporting</b> – Work with UHI services to be able to better scrutinise HE data, then to be able to act about the information gained from this				
Data and Evidence Collection	To encourage staff to complete Equality and Diversity data in Cascade to capture accurate data within all protected characteristics				
	To review Equality and Diversity data screen on Cascade to ensure it complies with all evidence gathering and aligns with equality mainstreaming data				
	Recruitment policy and practices are reviewed to reflect correct equalities data is captured				

## Appendix 1 – Staff Data 2020

### Breakdown of Staff Equality Monitoring

From 1<sup>st</sup> January 2020 – 31<sup>st</sup> Dec 2020

Gender	Staff
Male	59
Female	163
Transgender	0
<b>Total</b>	<b>222</b>

Ethnicity	Staff
White	34
White – Scottish	129
White – English	21
White – Welsh	1
White – Irish	2
White – other white background	10
Asian/Asian British	1
Black/African/Caribbean/Black British	1
Mixed Multiple – Other Mixed Background	0
Mixed/Multiple – white & Asian	0
Other Ethnic Groups	0
Prefer not to Disclose	1
Not Known	22
<b>Total</b>	<b>222</b>

Marital Status	Staff
Single	68
Married	126
Civil Partnership	0
Cohabiting/Partner	11
Other	2
Divorced	8
Separated	6

Prefer not to Disclose	0
Not known	1
<b>Total</b>	<b>222</b>

Religion or Belief	Staff
Christian	77
Buddhist	1
Hindu	0
Jewish	0
Muslim	2
Sikh	0
Spiritual	3
None	31
Other	8
Prefer not to Disclose	78
Not known	22
<b>Total</b>	<b>222</b>

Sexual Orientation	Staff
Bisexual	2
Gay	2
Heterosexual	180
Lesbian	1
Prefer not to Disclose	18
Not known	19
<b>Total</b>	<b>222</b>

Disability	Staff
Declared	18
No Disability	180
Prefer not to Disclose	5
Not known	19
<b>Total</b>	<b>222</b>

## Appendix 2 – Staff Data 2019

### Breakdown of Staff Equality Monitoring

From 1<sup>st</sup> January 2019 – 31<sup>st</sup> Dec 2019

Gender	Staff
Male	69
Female	202
Transgender	0
<b>Total</b>	<b>271</b>

Ethnicity	Staff
White	41
White – Scottish	144
White – English	21
White – Welsh	1
White – Irish	2
White – other white background	10
Asian/Asian British	1
Black/African/Caribbean/Black British	2
Mixed Multiple – Other Mixed Background	0
Mixed/Multiple – white & Asian	0
Other Ethnic Groups	0
Prefer not to Disclose	2
Not Known	47
<b>Total</b>	<b>271</b>

Marital Status	Staff
Single	86
Married	148
Civil Partnership	0
Cohabiting/Partner	10
Other	3
Divorced	11
Separated	8
Prefer not to Disclose	0
Not known	5
<b>Total</b>	<b>271</b>

Religion or Belief	Staff
Christian	87
Buddhist	1
Hindu	0
Jewish	0
Muslim	1
Sikh	0
Spiritual	3
None	35
Other	9
Prefer not to Disclose	86
Not known	49
<b>Total</b>	<b>271</b>

Sexual Orientation	Staff
Bisexual	2
Gay	2
Heterosexual	201
Lesbian	1
Prefer not to Disclose	19
Not known	46
<b>Total</b>	<b>271</b>

Disability	Staff
Declared	23
No Disability	194
Prefer not to Disclose	8
Not Known	46
<b>Total</b>	<b>271</b>

## Appendix 3 – Recruitment Data 2020

### Breakdown of Recruitment Equality Monitoring

2020

The college has collected and maintained the following equality information for applicants\* and interviewees.

- Gender
- Sexual Orientation
- Religion or belief
- Ethnic origin
- Disability

\*information on applicants for 2020 is limited to gender, a revised application form will now enable the College to report equality data on both applicants and interviewees. \*

The total number of applicants in 2020 was 137 and the total number of interviewees in 2020 was 67

Gender	Applicants	Interviewees
Male	43	20
Female	94	47
Transgender	0	0
Not Disclosed	0	0
<b>Total</b>	<b>137</b>	<b>67</b>

Sexual Orientation	Applicants	Interviewees
Heterosexual	No data	52
Gay	No data	0
Lesbian	No data	0
Bisexual	No data	0
Other	No data	0
Not Disclosed	No data	15
<b>Total</b>	<b>No data</b>	<b>67</b>

Religion/Belief	Applicants	Interviewees
Christian	No data	19
Buddhist	No data	0

Hindu	No data	0
Jewish	No data	0
Muslim	No data	1
Sikh	No data	0
Spiritual	No data	0
None	No data	2
Other	No data	1
Not Disclosed	No data	44
<b>Total</b>	<b>No data</b>	<b>67</b>

Ethnic Origin	Applicants	Interviewees
White Scottish	No data	51
White English	No data	7
White Welsh	No data	
White Irish	No data	1
White Other	No data	1
Indian	No data	
Other Asian	No data	
Other Mixed	No data	
Other	No data	1
Not disclosed	No data	6
<b>Total</b>	<b>No data</b>	<b>67</b>

Disability	Applicants	Interviewees
Yes	No data	3
No	No data	63
Not disclosed	No data	1
<b>Total</b>	<b>No data</b>	<b>67</b>

## Appendix 4 – Retention Data 2020

### Breakdown of Leavers Equality Monitoring

1<sup>st</sup> January 2020 – 31<sup>st</sup> December 2020

Gender	Staff
Male	21
Female	64
Transgender	0
<b>Total</b>	<b>85</b>

Ethnic Group	Staff
White	11
White – Scottish	40
White – English	11
White – Welsh	0
White – Irish	0
White – other white background	6
Asian/Asian British	0
Black/African/Caribbean/Black British	1
Mixed/Multiple – other mixed background	0
Mixed/Multiple – White & Asian	0
Other Ethnic Groups	0
Prefer not to disclose	0
Not known	16
<b>Total</b>	<b>85</b>

Marital Status	Staff
Single	37
Married	39
Civil Partnership	0
Cohabiting/Partner	3
Other	0
Divorced	2
Separated	4
Prefer not to Disclose	0



Not Known	0
<b>Total</b>	<b>85</b>

Religion or Belief	Staff
Christian	23
Buddhist	0
Hindu	0
Jewish	0
Muslim	0
Sikh	0
Spiritual	0
None	9
Other	0
Prefer not to Disclose	37
Not known	16
<b>Total</b>	<b>85</b>

Sexual Orientation	Staff
Bisexual	1
Gay	1
Heterosexual	61
Lesbian	0
Prefer not to Disclose	7
Not known	15
<b>Total</b>	<b>85</b>

Disability	Staff
Declared	5
No disability	64
Prefer not to disclose	1
Not known	15
<b>Total</b>	<b>85</b>

## Appendix 5 – Retention Data 2019

### Breakdown of Leavers Equality Monitoring

1<sup>st</sup> January 2019 – 31<sup>st</sup> December 2019

Gender	Staff
Male	30
Female	39
Transgender	0
<b>Total</b>	<b>69</b>

Ethnic Group	Staff
White	9
White – Scottish	26
White – English	4
White – Welsh	0
White – Irish	1
White – other white background	
Asian/Asian British	0
Black/African/Caribbean/Black British	1
Mixed/Multiple – other mixed background	0
Mixed/Multiple – White & Asian	0
Other Ethnic Groups	0
Prefer not to disclose	1
Not known	27
<b>Total</b>	<b>69</b>

Marital Status	Staff
Single	24
Married	36
Civil Partnership	0
Cohabiting/Partner	0
Other	1
Divorced	2
Separated	2
Prefer not to Disclose	0

Not Known	4
<b>Total</b>	<b>69</b>

Religion or Belief	Staff
Christian	18
Buddhist	0
Hindu	0
Jewish	0
Muslim	0
Sikh	0
Spiritual	0
None	5
Other	2
Prefer not to Disclose	17
Not known	27
<b>Total</b>	<b>69</b>

Sexual Orientation	Staff
Bisexual	0
Gay	0
Heterosexual	39
Lesbian	0
Prefer not to Disclose	3
Not known	27
<b>Total</b>	<b>69</b>

Disability	Staff
Declared	5
No disability	34
Prefer not to disclose	3
Not known	27
<b>Total</b>	<b>69</b>