



Lews Castle College UHI

Mainstreaming Report and Equality Outcomes April 2021 to April 2025



University of the
Highlands and Islands
Lews Castle College

Oilthigh na Gàidhealtachd
agus nan Eilean
Colaiste a' Chaisteil



Mainstreaming and equality outcome report

April 2021 to April 2025

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1. Executive Summary

This Mainstreaming Report and second update of our 2017-2021 Equality Outcomes outlines our current position with meeting the requirements of the Public Sector Equality Duty which was created by the Equality Act 2010. The duty came into force in April 2011 and covers age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation. The public sector equality duty is in 2 parts – the public sector equality duty in the Equality Act 2010 itself, which is often referred to as the ‘general duty’ and specific equality duties introduced by Scottish Ministers through regulations. The specific equality duties are not an end in themselves; they are intended to enable the better performance of the general equality duty.

As the College is a listed public authority subject to the specific equality duties it is required to publish the following:

- A mainstreaming report 2021 to 2025 (which includes employee information).
- Annual employee information together with details of the progress made in gathering and using the information to better meet the duty.
- A report on progress made towards achieving the equality outcomes published in 2023.
- Gender pay gap information.
- A statement on equal pay and occupational segregation in relation to gender.

Please ask Student Services if you, or someone you know, would like this document in a large print (16pt) or an electronic format.

2. Introduction

Lews Castle College UHI is one of 13 partners in The University of the Highlands and Islands (UHI) which delivers Higher Education throughout the Highlands and Islands of Scotland. The College is also one of 9 Further Education Colleges which delivers Further Education courses within specific localities across the Highlands and Islands. For Lews Castle College UHI the specific locality for this provision is the Western Isles with campuses in the islands of Lewis, North Uist, Benbecula and Barra. With a workforce of 130 in June 2021, the College is one of the largest employers in the Western Isles after the local council and health board.

3. Commitment

We recognise the key role of Lews Castle College in serving our community and, with our staff and students, are committed to addressing discrimination and inequality by ensuring a culture which promotes equality, diversity and inclusion for all students and staff. Our Strategic Plan sets out our core values which underpin our decisions and action. The core value of Embracing Fairness will give a high value to inclusiveness and will treat individuals with respect and assist them in pursuit of their personal objectives. To do this, we will demonstrate the highest level of respect for each other, proactively promoting equality and diversity.

We have developed a set of planned equality outcomes covering the following protected characteristics.

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

It is important that we are an organisation that promotes equality, fosters good relations and tackles discrimination and inequality. It is important that our staff and student populations reflect the communities we serve and that we create a positive environment where staff and students can work and study and achieve their full potential without fear of discrimination. As such we have identified three areas of focus for this coming reporting period:

- People – Students and staff
- Place – Estates
- Learning and Teaching

4. The Legal Context

The Equality Act 2010 came into force in October 2010 providing a modern, single legal framework with clear, streamlined law that will be more effective at tackling disadvantage and discrimination. The Equality Act 2010 brings together, harmonises and in some respects extends the previous equality legislation. It aims to make it more consistent, clearer and easier to follow in order to make society fairer. The Equalities Act 2010 brings together 9 big equality laws and about 100 smaller laws.

The Equality Act 2010 introduced the concept of nine “protected characteristics” which are nine areas where discrimination, harassment and victimisation would be illegal. They are:

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

The College falls within the definition of a public sector body and in terms of The Equality Act 2010 must comply with the equality duty known as the Public Sector Equality Duty. This duty is in two parts: a general duty and a specific duty. The general equality duty for the public sector is to have due regard to the need to:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- Advancing equality of opportunity between people who share a protected characteristic and those who do not
- Fostering of good relations between people who share a protected characteristic and those who do not

This general duty replaces the three previous individual duties of Race, Disability and Gender.

In May 2012 the Scottish Government published the Equalities Act 2010 Specific Duties Scotland Regulations 2012. This specific duty requires that public sector bodies publish a set of equality outcomes which it considers will enable the body to better perform the general equality duty and update the progress made in achieving these outcomes.

The College also falls under the specific provisions which have been made within the Equality Act 2010 in respect of Further and Higher Education Institutions. Guidance has been published by the Equality and Human Rights Commission (EHRC), the body assigned with overall authority to ensure and if necessary, enforce compliance with the Equality Act 2010.

In terms of its duties and responsibilities, the EHRC's guidance to Further and Higher Education Institutions prohibits discrimination against, harassment or victimisation of prospective students, students attending the institution and in limited circumstances, former students.

These duties are in addition to the obligations the College has in respect of its role as an employer and a service provider.

5. An Overview of the Mainstreaming Report and Equality Outcomes

Mainstreaming

Mainstreaming equality simply means integrating equality into the day-to-day working of the College. This means taking equality into account in the way the College goes about its business as a provider of education and as an employer.

Mainstreaming equality has several benefits including:

- Equality becomes part of the structures, behaviours and culture of the College, to the benefit of staff and students.
- The College knows and can demonstrate how, in carrying out its business, it is promoting equality.
- Mainstreaming equality contributes to continuous improvement in our performance.

The Mainstreaming Report and Equality Outcomes are strategic documents which will enable the College to better perform the three elements of the general equality duty. It will also support our commitment to equality issues and our broader aims of:

- Promoting a College wide understanding of equality and diversity by embedding it in our existing policies and procedures.
- Enhancing the College's reputation as an education provider and employer.
- Improving the experience of students and staff.

Equality Outcomes

Are measurable improvements in the experiences of students and staff that contribute to a fairer and more inclusive Lews Castle College UHI. They are the practical activities that support the delivery of mainstreaming equality.

Equality Impact Assessment

One of the tools that the College uses to ensure that its commitment to mainstreaming equality is successful is an Equality Impact Assessment which is applied to all policies and procedures prior to implementation to assess their impact in relation to those with protected characteristics, identify actions for improvement and ensure that they are fit for purpose.

Evidence Base

The College requires sufficient reliable evidence of the impact its policies and procedures are having, or are likely to have, on people with different protected characteristics.

Involvement

Involvement is a broad term intended to cover the whole range of ways in which the College interacts with the students, staff and other stakeholders over and above providing education or employment. The College cannot involve everyone, in every decision, all of the time. Therefore, on a per decision basis, we take a proportionate approach in deciding who to involve, and the extent of the exercise.

In addition, to the internal consultation process with staff and students, we involve external organisations in the consultation process. Our key partners are:

- The University of the Highlands and Islands
- The Equality, Diversity and Inclusion Practitioners Network
- Outer Hebrides Community Planning Partnership
- Advance HE
- CDN Access and Inclusion Network

Commissioning and Procurement

The College works in partnership with Advanced Procurement for Universities and Colleges for commissioning and procurement. The College is committed to best value and promoting equality and diversity in commissioning and procurement.

Reporting

The College will publish a Mainstreaming Report on progress made to achieve the Equality Outcomes in 2023, and subsequently at intervals of not more than two years from the publication of the previous report.

6. Progress Report on Equality Outcomes 2017 to 2021

EQUALITY OUTCOME ONE - Representative Staff and Student Populations

Lews Castle College, as an employer and provider of education, should be representative of the communities it serves.

In both the staff and student populations the College has improved the collection and monitoring of protected characteristics. There is evidence of improved disclosure rates, however there are no external data sources available to compare gender reassignment, marriage or civil partnership, pregnancy or maternity, or sexual orientation. There was a lower staffing response this year resulting in much lower percentages than anticipated.

Scotland's Census 2011 was used to compare the College populations with that of Eilean Siar (Western Isles).

Age

The Western Isles is an aging population, the largest age group at 22% are the 45 to 59 year olds, within the College staff, this is also the largest age group at 39% for the 45 to 54 year olds and 26% for the 55 to 64 year olds. The age profile of the student population has not changed significantly since 2021, although we have seen an increase up to 32% in the student population aged 16 to 24 years old.

Disability

In the Western Isles, 20% of the population have a disability or long-term health condition. In College 2% of staff consider that they have a disability and 26% of students have disclosed a disability.

Ethnicity

In the Western Isles, over 99% of the population are of white ethnicity. Both the staff and student ethnicity profiles reflect the ethnicity of the population as a whole.

Religion and belief

In the Western Isles, the majority of the population are Christian 74% with 18% stating they have no religion. In College 26% of staff are Christian with 19% stating they have no religion or faith. Our student population has remained similar to 2019 with 48% Christian and 39% stating no religion.

Sex

In the Western Isles, 49% are male and 51% are female. In the staff population the gender split is 33% male and 20% female while in the student population it's 48% male and 52% female.

EQUALITY OUTCOME TWO – Equality in Employment

Lews Castle College UHI, as an employer, should ensure equality of opportunity in relation to recruitment, retention, promotion and professional development of staff across all protected groups.

The College is currently in the process of procuring an HR system enabling a more efficient collection and monitoring of our staffing profile. Progress on the collection of all protected characteristics data is being made year on year although the staffing profile for 2020 saw a lower return from staff with 46% not submitting a response. This was due to a number of factors including the recent Cyber incident experienced across UHI.

In the period March 2019 to June 2021, the staff head count has not changed significantly. The gender balance has changed from 33% male and 67% female to 38% male and 57% female. In terms of management positions, 100% of the Executive Leadership Team are female and the College Management Team 83% of the staff are female.

Prior to 2018 we did not collect recruitment data. A new process has now been put in place to collect information on applicants and applicants appointed but it is a manual process which is time-consuming. We will look at ways to try and improve this process and will also now include data from applicants interviewed. The data collected during 2020 reflects the current staff composition.

The high gender pay gap of 27% is disappointing and can be explained by more females in lower paid posts such as Cleaning and Nursery and more males in higher paid posts such as middle management. The College is committed to providing a fair objective and transparent pay system which is free from gender bias. It is committed to taking action to ensure that it provides equal pay for men and women for like work and work of equal value.

EQUALITY OUTCOME THREE – Equality in Education

Lews Castle College UHI, as an education provider, should ensure equality of opportunity in relation to application, enrolment, retention, attainment, progression and destination of students across all protected groups.

Good progress continues to be made in collecting and monitoring students' protected characteristics however, it remains difficult to make comparison with external data sources. The Scottish Funding Council annually published a College Performance Indicators Report¹ which allows us to compare our students' performance with the rest of Scotland in terms of age, disability, ethnicity and sex. The implementation of the Access and Inclusion Strategy and the Gender Action Plan has further enabled the College to promote a culture of wellbeing, equality and inclusion.

Enrolments by age group for courses lasting 160 hours or more

	Completed Successfully %	Completed with Partial Success %	Further Withdrawal %	Early Withdrawal %
Academic Year	2018/19	2018/19	2018/19	2018/19
41 & over	85.2	7.4	7.4	-
25 to 40	84.8	4.3	8.7	2.2
21 to 24	60.7	21.4	14.3	3.6
18 to 20	54.7	26.4	18.9	-
18 & under	68.5	20.2	8.5	2.8

Our successful completion rate of 18 & under age group had fallen below sector levels in 2017/18 at 63.3% but has seen an increase in 2018/19 with completion rates now at 68.5%. More effective student support mechanisms tailored towards their needs has been a factor in this increase.

	Completed Successfully	
	Sector %	Lews Castle College UHI %
Academic Year	2018/19	2018/19
41 & over	72.7	85.2
25 to 40	72.7	84.8
21 to 24	70.6	60.7
18 to 20	69.4	54.7
18 & under	61.5	68.5

¹ College Performance Indicators Report 2018-19 (19/20 will be updated once published)

Enrolments by disability for courses lasting 160 hours or more

	Completed Successfully %	Completed with Partial Success %	Further Withdrawal %	Early Withdrawal %
Academic Year	2018/19	2018/19	2018/19	2018/19
Disability	73.1	14	11.8	1.1

The performance levels of students with a disability is still well ahead of sector levels reported in 2018/19.

	Completed Successfully	
	Sector %	Lews Castle College UHI %
Academic Year	2018/19	2018/19
Disability	65.5	73.1

Enrolments by ethnic minority for courses lasting 160 hours or more

	Completed Successfully %	Completed with Partial Success %	Further Withdrawal %	Early Withdrawal %
Academic Year	2018/19	2018/19	2018/19	2018/19
Ethnic minority	66.7	16.7	16.7	-

The performance levels of students from an ethnic minority decreased quite significantly in 2018/19 compared with 85.7% in 2017/18.

	Completed Successfully	
	Sector %	Lews Castle College UHI %
Academic Year	2018/19	2018/19
Ethnic minority	69.9	66.7

Enrolments by gender for courses lasting 160 hours or more

	Completed Successfully %	Completed with Partial Success %	Further Withdrawal %	Early Withdrawal %
Academic Year	2018/19	2018/19	2018/19	2018/19
Female	72.6	14.9	11.3	2
Male	66.2	21.2	9.6	3
Other	100	-	-	-

Rates of successful completion for all genders are well above sector levels although there was a slight dip in the successful completion rates for males in 2018/19. We've seen in previous years that the male success completion percentage has always been higher than the female rate but in 2018/19 the female success has been greater than the males. Part of this can be attributed to an increase in the number of female students successfully completing courses in the Technology Department.

	Completed Successfully	
	Sector %	Lews Castle College UHI %
Academic Year	2018/19	2018/19
Female	65.7%	72.6
Male	69.4%	66.2
Other	-	100

Annex A: The Mainstreaming Report 2021 to 2025

Our purpose is to deliver excellence in learning and teaching, research and enterprise to our students locally, regionally, nationally and internationally remains our focus.

The Board of Management and staff of Lews Castle College UHI continue to be committed to monitoring and reviewing progress in delivering our Equality Outcomes Plan for 2021 to 2025.

During the period 2021 to 2025 the focus of our activity in addressing the equality and diversity agenda within the College will be focused on three areas:

- People – Students and staff
- Place – Estates
- Learning and Teaching

EQUALITY OUTCOME ONE – Our People – Students and Staff

Lews Castle College UHI recognises and values the contribution of its students and staff to achieve a one College culture that promotes equality and diversity.

Activity

Improve student success across all protected characteristics.

Improve the data capture for all staff protected characteristics in a supportive manner.

Students and staff feel more supported with their mental health and wellbeing.

Measuring Progress

Annual student data disaggregated by protected characteristics.

Implementation of new HR system.

Annual staff data disaggregated by protected characteristics.

Monitor engagement from health and wellbeing events.

Collect feedback from students from their class representatives

Protected Characteristics

All.

EQUALITY OUTCOME TWO – Place – our Estate

Lews Castle College UHI recognises the importance of welcoming and accessible spaces to provide a safe, secure and inspirational environment.

Activity

Install gender neutral facilities across all College buildings.

Audit and review our buildings for visually impaired and physically disabled students.

Review and update our cross-College signage considering any adjustments related to protected characteristics.

Measuring Progress

Completed the transfer to new facilities.

Audit completed and actions are implemented.

Updated signage across all College buildings.

Protected Characteristics

All.

EQUALITY OUTCOME THREE – Learning and Teaching

Lews Castle College UHI recognises the importance of having an approach to the delivery of learning and teaching that allows access to all students and ensures that all methods of delivery meet not only the highest of standards but also support all our learners to achieve their potential.

Activity

Increasing staff understanding and awareness of how to support students across the protected characteristics through focused staff development.

Identify courses with significant gender imbalance taking steps to improve recruitment as appropriate.

Focus on accessible course materials for a blended learning approach.

Measuring Progress

Delivery of staff development activities in equality issues.

Monitor application, enrolment and retention student data disaggregated by gender.

Delivery of curriculum focused staff development training.

Protected Characteristics

All.

Annex C: Evidence Base

College Staff

The College has collected and maintained the following equality information for existing staff:

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

At the end of June 2021, we had a headcount of 130. Each member of staff has the opportunity to disclose and update their equality information at any time during their employment.

Age

	%
16 - 24	5
25 - 34	9
35 - 44	19
45 - 54	39
55 - 64	26
65+	2

Disability

Do you consider that you have a disability?	%
Yes	2
No	47
Prefer not to answer	5
Not disclosed	46

Gender reassignment

Is your gender identity the same as the gender you were assigned at birth?	%
Yes	52
Prefer not to answer	2
Not disclosed	46

Marriage and civil partnership

What is your legal marital status?	%
Married	35

Living with Partner	8
Other	9
Prefer not to answer	2
Not disclosed	46

Pregnancy

Are you currently pregnant?	%
No	52
Prefer not to answer	2
Not disclosed	46

Maternity

Have you given birth within the past 26 weeks?	%
No	52
Prefer not to answer	2
Not disclosed	46

Ethnicity

What is your ethnic origin?	%
White Scottish	36
White British	11
Other White	5
Prefer not to answer	2
Not disclosed	46

Religion or belief

What is your religion or belief?	%
Christian	26
No religion or faith	19
Prefer not to answer	9
Not disclosed	46

Sex

	%
Female	33
Male	20
Not disclosed	50

Sexual Orientation

What is your sexual orientation?	%
Heterosexual	48
Other	2
Prefer not to answer	4
Not disclosed	46

Recruitment

The College has collected and maintained the following equality information for applicants and applicants appointed:

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

The total number of applicants in 2020 was 87 and the total number of applicants appointment in 2020 was 6.

Age

	Applicants	Appointed
	%	%
16 - 24	6	-
25 - 34	16	17
35 - 44	20	17
45 - 54	26	50
55 - 64	14	17
65+	-	-

Disability

Do you consider that you have a disability?	Applicants	Appointed
	%	%
Yes	3	33
No	84	50
Prefer not to answer	13	17

Gender identity

Is your gender identity the same as the gender you were assigned at birth?	Applicants	Appointed
	%	%
Yes	94	100
Prefer not to answer	-	-
Not disclosed	6	-

Marriage and civil partnership

What is your legal marital status?	Applicants	Appointed
	%	%
Single	29	33
Married/Civil Partnership	41	67
Living with Partner	11	-

Other	8	-
Prefer not to answer	10	-

Pregnancy

Are you currently pregnant?	Applicants	Appointed
	%	%
No	95	100
Prefer not to answer	5	-

Maternity

Have you given birth within the past 26 weeks?	Applicants	Appointed
	%	%
No	95	100
Prefer not to answer	5	-

Ethnicity

What is your ethnic origin?	Applicants	Appointed
	%	%
White British English	15	33
White British Scottish	49	67
Other White	18	-
Other	9	-
Prefer not to answer	8	-

Religion or belief

What is your religion or belief?	Applicants	Appointed
	%	%
Christian	33	50
No religion or faith	31	50
Other faith/belief	10	-
Prefer not to answer	25	-

Sex

	Applicants	Appointed
	%	%
Female	55	67
Male	44	33
Prefer not to answer	1	-

Sexual Orientation

What is your sexual orientation?	Applicants	Appointed
	%	%
Bisexual	2	-
Heterosexual/Straight	85	100
Prefer not to answer	13	-

College Students – Further Education

The College has collected and maintained the following equality information for further education students:

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

At the end of June 2021, we had 694 enrolments.

Age

	%
<16	21
16 - 24	32
25 - 34	10
35 - 44	9
45 - 54	10
55 - 64	10
65+	6

Disability

	%
Disabled	26
Not disabled	74

Gender reassignment

Does your gender match your sex as registered at birth?	%
Yes	94
No	1
Prefer not to answer	5

Marriage and civil partnership

Which best describes your current marital or partnership status?	%
Married	22
Other	62
Prefer not to answer	16

Pregnancy and Maternity

Are you currently pregnant or been pregnant in the past year?	%
Yes	2
No	83
Prefer not to answer	1
Not disclosed	14

Ethnicity

Ethnic Origin	%
White Scottish	80
White English	9
White British	4
Other White	4
Other	2
Not disclosed	1

Religion or belief

What, if any, religion, religious denomination or body do you belong to?	%
Christian	41
Christian Catholic	7
None	39
Other faith/belief	3
Prefer not to answer	10

Sex

	%
Female	52
Male	48
Other	-

Sexual Orientation

What is your sexual orientation?	%
Bisexual	3
Heterosexual/Straight	82
Other	2
Prefer not to answer	13

Annex D: Gender Pay Gap

The gender pay gap is complex and has many causes, it refers to the difference between the earnings of women compared with men. Although not directly measuring equal pay for equal work, the national measure provides a high-level indicator of women's and men's relative earning power. In the UK in 2020 the gender pay gap (i.e. the difference between men's and women's earnings as a percentage of men's earnings) based on median gross hourly earnings (excluding overtime) for full-time employees decreased to 9.0% from 7.4% in 2019².

The gender pay gap is calculated on the basis of the median gross pay of women and men. The difference between the two is expressed as a percentage of the median gross pay for men. The formula used is:

$$\frac{M-F}{M} \times 100$$

(F= the median gross pay for women, and M= the median gross pay for men)

The College has calculated the gender pay gap in terms of gross hourly earnings for all full time staff.

	Median Gross Hourly Earnings of Full-time Staff	
	2019	2021
Male	£20.51	£20.61
Female	£15.82	£15.05
Pay Gap	22.9%	27%

This straight comparison of women's and men's pay does not take into account the grade structure or the different ratio of women and men within that grade structure. When these elements are taken into account and like for like comparisons are made, then the gender pay gap, where it exists, is considerably less than 27%. It is generally accepted that the majority of the wage gap is not due to explicit discrimination, but rather is due to the different choices made by each gender. The College is committed to exploring the gender pay gap and applying the Equal Pay Policy.

² Office for National Statistics Annual Survey of Hours and Earnings

Annex E: Equal Pay Policy

Introduction

Lews Castle College UHI is an equal opportunities employer and is committed to the principle of equal pay for like work and work of equal value for all its employees. The College understands that equal pay between men and women is a legal right under both UK and European law.

Legal Framework

The relevant legislation concerning equal pay is: Equal Pay Act 1970, Sex Discrimination Act 1975, Equal Pay (Amendment) Regulations 1983, Pensions Act 1995, Sex Discrimination (Public Authorities) (Statutory Duties) (Scotland) Order 2007 and the Equality Act 2010. The rights under this legislation apply to all employees of the College whether full or part-time, on temporary, fixed-term or permanent contracts.

Equal Pay Statement

The College supports the principle of equality of opportunity for all staff. As good business practice the College is committed to providing a fair, objective and transparent pay system which is free from gender bias. It is committed to taking action to ensure that it provides equal pay for men and women for like work and work of equal value.

Actions to implement policy

In order to put its commitment to equal pay into practice the College will:

- Regularly conduct equal pay audits for all employee groups to ensure that pay arrangements are fair, just and lawful.
- Monitor pay statistics annually.
- Plan and implement required action in partnership with Trades Union representatives.
- Provide training and guidance for those involved in determining pay.
- Inform employees of the method of determining pay levels.
- Respond to grievances on equal pay as a priority.
- Review progress every two years.