

Equality Mainstreaming Report and Employee Information Sabhal Mòr Ostaig - June 2021

Available in large print (16pt)

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Tha Sabhal Mòr Ostaig na charthannas

clàraichte an Alba SC002578



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Foreword by Principal

The Board of Directors, Staff and Students of Sabhal Mòr Ostaig – Scotland’s National Centre for Gaelic Language and Culture – recognise and celebrate the principles and values embodied in equality and reflected in our practices; and we therefore warmly welcome this report for 2020-21.

We recognise that supporting the health of our staff, students and other stakeholders has been a core part of our work in the past year, a year framed by the exigencies of Covid; and for this reason, we are proud of the work done by our team to promote good mental and physical health. The expansion of the Student Services Team and the creation of a new senior post marks our deepening commitment to supporting students.

Providing services and support during a challenging year has been extremely important to supporting students’ and indeed staff mental health: the report reflects very considerable success in doing so through providing services to our students and other patrons, some of which are new (e.g. online short courses) and some of which were delivered using new technology or teaching techniques.

We continue to strive to address the lower numbers of males applying for college courses, through, for example, using imagery in marketing materials that are expected to be of interest to potential male students.

Our teaching staff, support staff and our marketing team have also worked over the past year to improve inclusivity in all kinds of policies and materials, in order to support the principle of equal opportunities. I would like to thank our students and staff for their commitment to the principle of equal opportunities and for their work in taking this forward during 2020-21.



Introduction

Background

Sabhal Mòr Ostaig, which has continued as an independent educational institution since it was founded in 1973, is unique in that it is the only college of FE/HE in the United Kingdom offering advanced courses solely through the medium of Gaelic. As such, it has a critical role to play in ensuring the development and support of the Gaelic language, culture and heritage through educational, cultural, promotional and economic programmes and activities.

Though a relatively small and new institution, Sabhal Mòr Ostaig has been characterised by rapid expansion of activities over the years. Sabhal Mòr Ostaig became a founding member of the UHI project in 1994 resulting in university title being awarded in January 2011. Since its inception, the College has welcomed learners from varying backgrounds and lifestyles and it is our aim to ensure that this continues and is built upon.

Our Mission

Sabhal Mòr Ostaig is committed to being a centre of excellence for the development and enhancement of the Gaelic language, culture and heritage, by providing quality educational, training and research opportunities through the medium of Scottish Gaelic; and by interacting innovatively with individuals, communities and businesses, to contribute to social, cultural and economic development. The College is an all-Gaelic educational institution and business, and the College's prime objective is to defend, support and develop the Gaelic language.

Our Mainstreaming Vision

Our mainstreaming vision is to be an inclusive community in which everyone, whatever their background, age, nationality or identity is able to participate without constraint.

Commitment to Equality

We at Sabhal Mòr Ostaig believe that discrimination on any grounds is unacceptable in our College. We welcome the duties introduced by the Equality Act 2010 (the Act) and will continue to work towards improving our performance as an Equalities employer and education provider within the relevant legislative framework.

We will continue to seek to make equality a central part of the way we work, by putting it at the centre of our policy-making, service delivery, and employment practice.

We will strive to improve the information which we collect about our staff and students and to become more effective at monitoring and reviewing data accordingly.

We are always conscious of the positive nature of equality duties and we wish to be proactive, and prevent discrimination before it occurs – that is, from the outset we consider our decisions and policies to make sure that they are fair for everyone – staff and students alike.

The systematic way in which we do this is by producing Equality Impact Assessments, which thoroughly analyse our practices, and establish whether the practice affects different groups of people in different ways.

The assessments involve gathering information to help identify the effect of a policy or practice and taking action to eliminate any actual or potential discrimination or disadvantage which is identified. Impact assessments also look for opportunities to promote equality.

This report highlights the progress that the College has made in mainstreaming equality against our Equality outcomes, published in April 2017. It also refers to our revised outcomes and Action Plan which will lead us into a cycle of improvement and progress which enables us to meet and, we hope, to exceed, the general and specific duties imposed upon us by the Act.

The Public Sector Equality Duty (April 2011)

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The protected characteristics are:-

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

Examples of Good Practice

Gender Based Violence Awareness

| | |
|---|---|
| <i>Equality Duty</i> | <ul style="list-style-type: none">➤ <i>Eliminate Unlawful Discrimination</i>➤ <i>Advance Equality of Opportunity</i> |
| <i>Protected Characteristics</i> | <ul style="list-style-type: none">➤ <i>Gender</i> |

Sabhal Mòr Ostaig has prioritised and participated in initiatives aimed at raising awareness of Gender-based violence amongst students and staff.

Recent initiatives include

Attendance at UHI Awareness-raising event on GBV by two staff members.

GBV lanyard support card issued to all staff members

GBV posters in Gaelic and English in all bedrooms in campus accommodation, toilets and other suitable places.

GBV information page added to college website.

Regular discussion of GBV initiatives at safeguarding committee.

Designated phone line and email address for safeguarding and GBV concerns.

Student support staff have completed the following training:-

UHI Student Development Day - Gender-based violence training.

Domestic Abuse Policy Guidance for UK Universities.

Training event organised by Rape Crisis Scotland.

All Care/Safeguarding Committee members have completed RCS training module.

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Jon Schueler Scholarship

| | |
|---|--------------------------------|
| <i>Equality Duty</i> | ➤ <i>Foster good relations</i> |
| <i>Protected Characteristics</i> | ➤ <i>Race/Ethnicity</i> |

Irish artist and curator, Conor O’Grady, has now taken up his residency at Sabhal Mòr Ostaig, under the Jon Schueler Residency Programme which has now been running for 8 years at the National Centre for Gaelic Language and Culture on the Isle of Skye.

The Scholarship is a unique partnership between SMO and the Jon Schueler Charitable Trust with support from the Royal Scottish Academy. It was established to celebrate and remember the life, work and artistic influence of internationally renowned artist and abstract expressionist painter, Jon Schueler (1916-1992), and in recognition of his very special relationship with the landscape and environment of the Sound of Sleat.

Based in Counties Donegal and Mayo, O’ Grady was educated in Fine Art at Dublin Institute of Technology and at the National College of Art and Design. He is widely published and is the recipient of several awards and commissions including: Siamsa Tíre Artist-In-Residence at the National Folk Theatre of Ireland, Tralee (2018); Krems AIR Artist-In-Residence, Kunsthalle Krems, Lower Austria (2017) and Home Residency DAS Digital Art Studios Artist-In-Residence, Belfast (2017). Conor has exhibited in solo and group exhibitions nationally and internationally including: Damnatio Memoriae, a solo show at Ballina Arts Centre, Mayo (2019); Culture Prize Presentation, Stadtmuseum, St. Polten, Austria (2017-18) and exhibitions in Dublin, Tasmania, Melbourne and London.

On his Scholarship, Conor explained: “During the residency I will use active-research techniques, dialogue, informal interviews and other means of information gathering, including material investigation in order to research the language, history, folklore, and traditional culture of the island and the people who live here, with a specific emphasis on how these are common within Scotland and Ireland.

Last year’s Jon Schueler Scholarship recipient, Kim Anderson from Australia, is currently working towards two exhibitions - one in Hobart in December, and one in Melbourne next June, both of which will feature images developed from her residency. She has also been shortlisted in 4 major drawing prizes, including the prestigious Jacaranda Acquisitive Drawing Award 2020.

Seachdain nan Teaghlach / Family Week

Part of the summer Short-course programme

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|----------------------------------|---|
| <i>Equality Duty</i> | <ul style="list-style-type: none">➤ <i>Foster good relations</i>➤ <i>Advance Equality of Opportunity</i> |
| <i>Protected Characteristics</i> | <ul style="list-style-type: none">➤ <i>Age</i> |

Seachdain nan Teaghlach is a family learning event for Gaelic speaking families which is hosted by Sabhal Mòr every year. Initiated by CLADRG (Community Learning and Development Review Group for Gaelic) it is run by the college and funded by Bòrd na Gàidhlig.

This week-long event is open to families with children being educated through the medium of Gaelic and offers the opportunity for parents to attend one of the college's language courses while their children take part in a wide range of sports, arts and other activities through the medium of Gaelic.

Due to Covid-19 it was not going to be possible to run the week as normal this year, however 18 families still took part in the online event (26 adults and 28 children). The 5-day programme from Mon to Fri was delivered on Zoom, with other pre-recorded resources available to download during and after the week. Adults received online Gaelic classes (live) at different levels, for grammar and conversation; pre-recorded videos and PowerPoint presentations and additional notes to support individual learning.

Councillor Calum Munro, Chair of The Highland Council Gaelic Committee said "Seachdain nan Teaghlach is an important event for Gaelic medium families as it provides an excellent opportunity for both parents and children to develop their Gaelic language skills in an informal setting. The project enables parents to improve their Gaelic language skills and their children are able to engage with Gaelic Medium peers from other schools across Scotland through participation in a series of online Gaelic activities. Seachdain nan Teaghlach is a good example of best practice in successful partnership working between The Highland Council Gaelic Team and Sabhal Mòr Ostaig, which is ratified in the Memorandum of Understanding between both organisations."

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| <i>Equality Duty</i> | <ul style="list-style-type: none">➤ <i>Foster Good relations</i> |
| <i>Protected Characteristics</i> | <ul style="list-style-type: none">➤ <i>Age</i> |

Cùrsaichean Goirid /Short Courses

| | |
|---|---|
| <i>Equality Duty</i> | <ul style="list-style-type: none">➤ <i>Advance Equality of Opportunity</i>➤ <i>Foster Good relations</i> |
| <i>Protected Characteristics</i> | <ul style="list-style-type: none">➤ <i>All</i> |

Sabhal Mòr Ostaig started delivering short courses in 1973 and since then has welcomed thousands of people, from all over the world, to our campus in Skye, and since 2020, to our online provision.

Applicants are asked to provide information on disabilities and other needs and this information is shared with tutors, as appropriate, as well as being used to allocate suitable accommodation.

Learning resources can be amended e.g. large print, coloured paper or Braille and each student is asked to complete an end-of-course evaluation to let us know how well their needs were met.

Since we also deliver online courses this promotes equality of opportunity in that students can access their Gaelic classes without facing the financial hurdle of travel costs. The online courses are offered at different times of the day to enable greater participation from students, all over the world and from tutors and students who are unable to travel.

This year, we are delivering an outdoor art course which we believe will attract students who are uncomfortable in confined spaces.

Looking ahead, we intend to develop a bursary system to offer support to those with financial challenges as well as offering support with childcare costs.

We also aim to source training on equalities and mental health for our tutors; we hope to deliver an online 'parent and child' Gaelic course, over the winter months, which we hope will provide an affordable learning opportunity to those for whom childcare and travel costs would be an obstacle.

Our working methods will continue to be flexible, to suit the needs of those attending our courses and our team will always work with our students and our tutors to ensure that they all have the best experience.

Fèill nan Oileanach air loidhne/Freshers' Fayre (online)

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|---|--|
| <i>Equality Duty</i> | <ul style="list-style-type: none">➤ <i>Advance Equality of Opportunity</i>➤ <i>Foster good relations</i> |
| <i>Protected Characteristics</i> | <ul style="list-style-type: none">➤ <i>Sexual Orientation</i>➤ <i>Age</i>➤ <i>Gender</i>➤ <i>Disability</i> |

Freshers' Fayre 2020 was an online event, held over three themed afternoons, to allow more groups to interact with students. The first afternoon focussed on Gaelic-language promotion with the second and third afternoons focussing on Health and Wellbeing and the local community, respectively.

The Health and Wellbeing event included sessions from Counsellors, Women's Aid and LGBT representatives.

The college ensures that the event is of interest to all students, and it continues to generate positive feedback.

Iomairtean Slàinte Inntinn/Mental Health Awareness

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|---|---|
| <i>Equality Duty</i> | <ul style="list-style-type: none">➤ <i>Advance Equality of Opportunity</i>➤ <i>Foster good relations</i> |
| <i>Protected Characteristics</i> | <ul style="list-style-type: none">➤ <i>Disability</i> |

The college's mental health strategy and action plan were agreed and implemented and events were organised to promote initiatives such as World Mental Health Day, National Stress Awareness Day and Time to Talk Day.

The online facility *Togetherall* is promoted regularly to students and staff and during lockdown the college has organised informal online chats for staff as well as an informal weekly video. The aim of these events has been to combat loneliness, to boost mental health and feedback, from students and staff, has been extremely positive.

Leudachadh ann an Seirbheisean Oileanach/Expansion of Student Services

| | |
|----------------------------------|---|
| <i>Equality Duty</i> | <ul style="list-style-type: none">➤ Advance Equality of Opportunity➤ Foster Good Relations |
| <i>Protected Characteristics</i> | <ul style="list-style-type: none">➤ All |

In 2021 Student Services were expanded with the appointment of a Student Services Head to work alongside the Student Services co-ordinator. This appointment allows both staff members more time to undertake formal and informal training as well as online meetings with individual students and face-to-face meetings when this is permissible again. This will also provide more capacity for promoting student engagement, particularly with those students who are part-time and choose to study by distance-learning.

Students have appreciated the support received, particularly during the lockdown period which necessitated classes and other student activities being online.

The Head of Student Service is a member of the College Management Team and chairs the *Buidheann Cùraim* (Care/Safeguarding Committee) allowing for greater prominence to be given to student welfare issues. Both student services team members have successfully completed modules in counselling skills with the Head of Student Services now undertaking a counselling course delivered by Rowan Consultancy.

Fallaineachd is Eacarsaich/Fitness and Exercise

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|----------------------------------|---|
| <i>Equality Duty</i> | <ul style="list-style-type: none">➤ Foster good relations➤ Advance Equality of Opportunity |
| <i>Protected Characteristics</i> | <ul style="list-style-type: none">➤ Race➤ Age➤ Gender➤ Disability |

Pre-lockdown activities

Students can participate in guided walks, hill climbs and sea-kayaking led by a staff member who is a qualified mountain leader and kayaking instructor. Students appreciate the opportunity to get together informally and enhance their Gaelic language skills, whilst undertaking an activity as well as learning about history, environment, flora and fauna. These activities are popular with students of all ages and provide those who normally live out-with the Highlands with an opportunity to appreciate and admire the local landscape.

During lockdown students and staff were encouraged to take up the Strava challenge which involved a range of activities, including sports, art and photography, designed to be accessible to all, irrespective of fitness level or disability.

Cothroman Eacarsaich is Dannsa /Exercise and Dance Workshops

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| <i>Equality Duty</i> | ➤ <i>Foster good relations</i> |
| <i>Protected Characteristics</i> | ➤ <i>Age</i> ➤ <i>Gender</i> ➤ <i>Disability</i> |

There is a weekly aerobics class and Pilates class available to all students and staff, and the different nature of the activities attracts a wide range of ages and abilities. They promote physical as well as mental health in different ways, especially the Pilates class focusing on strength, movement and relaxation, which helps students and staff wind down after classes and work. It is a relaxed way of bringing students and staff together.

During lockdown these activities were available via online platforms and proved to be popular with students and staff as a means of keeping in touch while improving their physical and mental health.

Cuairt-litir nan Oileanach/Student Newsletter

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|---|--|
| <i>Equality Duty</i> | ➤ <i>Foster good relations</i> ➤ <i>Advance Equality of Opportunity</i> |
| <i>Protected Characteristics</i> | ➤ <i>All</i> |

From early in the 2020/21 academic session, students have received a weekly bilingual email newsletter with information on the latest COVID news and how this affects them, other college news, recipes, photos, links to useful websites for study skills and mental health awareness.

These newsletters have proved extremely popular with students who have praised the informal nature, the opportunity to contribute and participate and their regularity.

In addition, the first edition of the College's wellbeing newsletter Sunnd was produced and published online. This contained helpful advice, web and phone links as well as pictures and stories.

Caraidean Cànan is Cothroman Còmhairidh/Gaelic Buddy Scheme and Online conversation groups

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|---|--|
| <i>Equality Duty</i> | <ul style="list-style-type: none"> ➤ <i>Promote Equality of Opportunity</i> ➤ <i>Foster Good Relations</i> |
| <i>Protected Characteristics</i> | <ul style="list-style-type: none"> ➤ <i>Race</i> ➤ <i>Age</i> ➤ <i>Disability</i> |

All students, on campus, distance learning and short course students, have the opportunity to be paired up with a language buddy to practise their language skills and boost their speaking confidence. This creates links between students and staff and between students from all over the world. Students can speak Gaelic face to face, on the phone or over the internet and this enables them to practise their spoken language and meet other Gaelic speakers from other countries.

For distance-learning and short-course students this is often their only social contact through the medium of Gaelic and they have provided feedback which shows it to be extremely beneficial for their confidence and language proficiency and helps them to maintain their skills and progress with their studies. They feel connected to the Gaelic world through their language buddy, regardless of their geographical location. Students on campus find the scheme helpful, if not essential, to break the habit of speaking English to their peers, and it creates a bridge for them to move to a lifestyle in Gaelic.

To complement this, the college has run weekly conversation groups for students, since the COVID lockdown. These have been organised at suitable times to encourage participation from international students and have been well received by students. In addition to developing Gaelic skills, these sessions and the opportunity to converse informally has been beneficial to their mental health.

Dearbh-aithne Gnè/Gender Identity

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|---|--|
| <i>Equality Duty</i> | <ul style="list-style-type: none"> ➤ <i>Promote Equality of Opportunity</i> |
| <i>Protected Characteristics</i> | <ul style="list-style-type: none"> ➤ <i>Gender</i> |

During the staff induction week of January 2020 there were two training sessions on Gender Identity delivered face-to-face by UHI Equalities Advisor. These were tailored sessions with one being for the Management Team and the other session for all other staff.

In 2019 college also re-signed some of the toilet facilities so that they would be gender neutral.

| | |
|----------------------------------|--|
| Equality Duty | ➤ <i>Promote Equality of Opportunity</i> |
| Protected Characteristics | ➤ <i>Disability</i> |

Counselling Service at Sabhal Mòr Ostaig 2019/20

A confidential and professional counselling service is available, free of charge, to all college students and staff in both English and Gaelic.

The counselling service is part of the wider Student Services which aims to support students to complete their studies successfully and to help all students and staff to achieve changes which they have identified and to improve and sustain their wellbeing.

The service is well-publicised, throughout the college in posters and leaflets, on the website and by word of mouth. Students and staff members may self-refer or seek referral through a tutor, Student Services, their line manager or Human Resources.

Counselling is usually offered both face-to-face and online, however due to the lockdown necessitate by Covid-19 Corona Virus, the service has been entirely online since March 2020 and offers sessions by speaking via video, voice only or phone and in writing by email, or text.

The following data relates to the academic year 2019/20

- With funding from the Scottish Government and allocated through the Scottish Funding Council, an additional counsellor was appointed in November 2019
- In 2019/20 there was a 300% increase in student clients accessing the counselling service compared to the previous year, 2018/19.
- 13% of students who graduated in October 2019 had accessed the counselling service at some point during their studies.
- All students who accessed the counselling service in 2019/20 either graduated successfully or progressed as continuing students in 2020/21.

The following comments were received from clients in response to a question on how the counselling service in 2019/20 had helped them:

- *It was very helpful being able to talk through the things that were bothering me. Counselling has helped me understand my thinking better – both the aspects that help me and the aspects that can pull me down.*
- *It helped me to notice patterns of thinking that lower my self-esteem; it helped me to pay attention to my needs; it reflected a different perspective.*
- *Counselling has helped me massively with anxiety and how I choose to deal with those situations. This is such a valuable service for staff and students at the college.*
- *I found the service very helpful, giving me the tools to make sense of situations i found myself in and how best to deal with them.*

Bhideothan is Brathan Màrgaidheachd/Marketing Posts and Videos

| | |
|----------------------------------|--|
| Equality Duty | ➤ <i>Promote Equality of Opportunity</i> ➤ <i>Foster good relations</i> |
| Protected Characteristics | ➤ <i>Race</i> ➤ <i>Gender</i> ➤ <i>Disability</i> ➤ <i>Sexual Orientation</i> |

| Event | Where | Date | People Reached |
|--|---------------------|------------------|-----------------------|
| Pride Month | Social Media | All of June 2021 | 1,023 |
| International womens Day | Social Media | 8 March 21 | 3,269 |
| University Mental Health Day | Social Media | 4 March 21 | 1,591 |
| Health and Wellbeing Gaelic fitness Video(no 4) | Social Media | 22 Feb 21 | 1,619 |
| Internationa Mother Tongue Language Day | Social Media | 21 Feb 21 | 1,339 |
| Health and Wellbeing Gaelic fitness Video(no 3) | Social Media | 15 Feb 21 | 1,243 |
| Health and Wellbeing Gaelic fitness Video(no 2) | Social Media | 8 Feb 21 | 1,184 |
| LGBT History Month | Social Media | 3 Feb 21 | 1,066 |
| Health and Wellbeing Gaelic fitness Video(no 1) | Social Media | 1 Feb 21 | 2,264 |
| Togetherall Digital Mental Health Service | Social Media | 28 March 21 | 809 |
| YoungMinds #HelloYellow Day | Social Media | 9 Oct 2020 | 1,349 |
| Mental Health Awareness Week | Social Media | 21 May 2020 | 1,288 |
| University Mental Health Day | Social Media | 5 March 2020 | 1,374 |

Governance and Accountability

The Principal of Sabhal Mòr Ostaig is responsible for the efficient running of the College and has overall responsibility for the delivery of its Strategic Plan. The Principal is also accountable to the Board of Directors in ensuring the College meets its statutory obligations.

Oversight of equalities matters was handled on behalf of the Senior Management Team by the College's Equalities Committee. Since then, the Chair of the committee has taken on the role of Staff Board Member on the Board of Directors and the Director of Corporate Affairs now also sits on the Equalities Committee. This ensures Equality is given priority and the Board shall now be appraised of relevant equalities data and outcomes at each Board meeting. Further information on Board level engagement can be found in the Mainstreaming Equality and Diversity within the Sabhal Mòr Ostaig Board of Directors section further down. These are positive recent developments, to help increase the equalities profile at the College, and we look forward to reporting on further progress in the next reporting cycle. The Chair of the Equalities is also invited to present information to the Senior Management Team as and when appropriate. All staff complete Equalities training, in either Gaelic or English, as part of their induction to the College.

Procurement

Sabhal Mòr Ostaig works in partnership with APUC – Advanced Procurement for Universities and Colleges – to ensure that best practice in terms of equality, diversity, sustainability, ethics and value for money, is maintained throughout the procurement process. The College complies with its legal obligations regarding EU procurement directives and regulations on competitive tendering for purchases and contracts which fall under the requirements of APUC. Sabhal Mòr Ostaig is responsible for meeting its legal obligations even when an external contractor provides its functions.

Sabhal Mòr Ostaig Gender Pay Gap Information

| SMO Mean Gender Pay Gap | |
|--------------------------------|---------|
| 2013 | 28.85% |
| 2015 | 18.61% |
| 2017 | 16.27% |
| 2018 | 13.70% |
| 2019 | -11.17% |
| 2020 | -17.81% |

| SMO Mean Hourly Rate (by Gender) | | |
|---|--------|--------|
| | M | F |
| 2013 | £20.38 | £14.50 |
| 2015 | £20.31 | £16.53 |
| 2017 | £20.74 | £17.23 |
| 2018 | £17.95 | £15.49 |
| 2019 | £17.63 | £19.60 |
| 2020 | £18.92 | £22.29 |

| SMO Median Hourly Rate (by Gender) | | |
|---|--------|--------|
| | M | F |
| 2017 | £19.71 | £16.27 |
| 2018 | £17.61 | £14.55 |
| 2019 | £18.63 | £16.20 |
| 2020 | £19.53 | £17.15 |

| SMO Median Pay Gap (Percentage) | |
|--|--------|
| 2017 | 16.95% |
| 2018 | 17.34% |

The Gender Pay Gap continues to fall from a high point of 28.85% in April 2013 to a negative pay gap of 17.81% in 2020.

This is mainly due to the appointment of a Female Principal, Vice Principal and Finance Director occupying roles that were held previously by male staff.

The College introduced the Living Wage during 2015 and this had a very positive impact on the hourly rate for women. However, although historically there was a higher number of women in the Hospitality department, there has since been a marked increase in males working within these departments which has also impacted on the reduction of the Gender Pay Gap. Support staff received national increases agreed by the Employers' Association under the aegis of Colleges Scotland. Lecturers have also benefited from a harmonisation programme which brings them all on to a National Pay Scale.

The Senior Management Team was previously made up of 3 males and 3 females and the broader College Management Team is a larger group with 5 males and 6 females. It is encouraging to have additional female representation on the Senior Management and the College Management teams.

Equal Pay Statement

Sabhal Mòr Ostaig supports the principle that all employees should receive equal pay for the same or like work or work rated as equivalent or of equal value. We aim to eliminate any sex bias in our pay system. We understand that equal pay between men and women is a legal right under both domestic and European law.

The Board of Directors

The Board has signed up to the 50:50 by 2020 pledge and had previously (in 2018) been at 50:50. Changes on the Board has meant that we are currently sitting at 55:45 (non-executive members).

The breakdown which is recorded by Colleges Scotland annually is as follows:

| Board of Directors | M | F |
|------------------------------|----------|----------|
| Non-exec | 6 | 5 |
| Staff | 1 | 1 |
| Student | 0 | 0 |
| SMT (excl. Principal) | 3 | 3 |

We have undertaken Unconscious Bias in 2019 and have co-opted a member of the Board from our Alumni which we hope will add to the diversity of the Board and reduce the average age. All Board members undertake Equalities training as part of their induction and Equalities is a standing item on Board agendas.

Conclusion

Sabhal Mòr Ostaig continues to work towards creating a more diverse workforce within the context of Gaelic speaking applicants and we are proud of the broad range of learners studying the language around the world, many of whom come to the College for a Short Course.

We fully recognise the importance of taking proactive steps to address areas of concern and hope to achieve even greater progress in the next two years. We are grateful for all the assistance and training provided to us via *AdvanceHE* and other bodies and organisations who are always able and willing to support us in this endeavour.

Appendix 1: Staff Recruitment – July 2019 to June 2021 by Protected Characteristics

Staff Recruitment Jul 2019 to Jun 2021 by Protected Characteristics

1. Age

| Age Band | No of Applicants | % of Applicants | Interviewed | % of Applicants Interviewed | Interviewed as % of Total | Appointed | % of Interviewees Appointed | Appointed as % of Total |
|------------------------|-------------------------|------------------------|--------------------|------------------------------------|----------------------------------|------------------|------------------------------------|--------------------------------|
| 16 to 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 20 to 29 | 17 | 42.5 | 13 | 46.5 | 32.5 | 1 | 6 | 2.5 |
| 30 to 39 | 7 | 17.5 | 2 | 7 | 5 | 0 | 0 | 0 |
| 40 to 49 | 7 | 17.5 | 6 | 21.5 | 15 | 1 | 14 | 2.5 |
| 50 to 59 | 7 | 17.5 | 7 | 25 | 17.5 | 5 | 71 | 12.5 |
| 60 to 63 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 64 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Prefer not to disclose | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 40 | 100 | 28 | 100 | 70 | 7 | | |

2. Sexual Orientation

| Sexual Orientation | No of Applicants | % of Applicants | Interviewed | % of Applicants Interviewed | Interviewed as % of Total | Appointed | % of Interviewees Appointed | Appointed as % of Total |
|------------------------|------------------|-----------------|-------------|-----------------------------|---------------------------|-----------|-----------------------------|-------------------------|
| Bisexual | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Gay Man | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Gay Woman/Lesbian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Heterosexual/Straight | 26 | 65 | 20 | 71 | 50 | 4 | 20 | 10 |
| Other | 4 | 10 | 0 | 0 | 0 | 0 | 0 | 0 |
| Prefer not to disclose | 10 | 25 | 8 | 29 | 25 | 3 | 30 | 7.5 |
| | 40 | 100 | 28 | 100 | | | | |

3. Gender

| Gender | No of Applicants | % of Applicants | Interviewed | % of Applicants Interviewed | Interviewed as % of Total | Appointed | % of Interviewees Appointed | Appointed as % of Total |
|------------------------|-------------------------|------------------------|--------------------|------------------------------------|----------------------------------|------------------|------------------------------------|--------------------------------|
| Female | 28 | 70 | 18 | 64 | 45 | 4 | 22 | 10 |
| Male | 10 | 25 | 10 | 36 | 25 | 3 | 30 | 7.5 |
| Prefer not to disclose | 2 | 5 | 0 | 0 | 0 | 0 | | |
| | 40 | 100 | 28 | 100 | 60 | | | |

4. Gender at Birth

| Gender at Birth | No of Applicants | % of Applicants | Interviewed | % of Applicants Interviewed | Interviewed as % of Total | Appointed | % of Interviewees Appointed | Appointed as % of Total |
|------------------------|-------------------------|------------------------|--------------------|------------------------------------|----------------------------------|------------------|------------------------------------|--------------------------------|
| Female | 28 | 70 | 18 | 64 | 45 | 4 | 22 | 10 |
| Male | 10 | 25 | 10 | 36 | 25 | 3 | 30 | 7.5 |
| Prefer not to disclose | 2 | 5 | 0 | 0 | | 0 | | |
| | 40 | 100 | 28 | 100 | | 7 | | |

5. Disability

| Disability Status | No of Applicants | % of Applicants | Interviewed | % of Applicants Interviewed | Interviewed as % of Total | Appointed | % of Interviewees Appointed | Appointed as % of Total |
|------------------------|------------------|-----------------|-------------|-----------------------------|---------------------------|-----------|-----------------------------|-------------------------|
| Disabled | 7 | 17.5 | 3 | 11 | 7.5 | 1 | 33 | 2.5 |
| Not Disabled | 22 | 55 | 17 | 61 | 42.5 | 2 | 12 | 30 |
| Prefer not to disclose | 11 | 27.5 | 8 | 29 | 20 | 4 | 36 | 10 |
| | 40 | 100 | 28 | 100 | | | | |

6. Religion

| Religion | No of Applicants | % of Applicants | Interviewed | % of Applicants Interviewed | Interviewed as % of Total | Appointed | % of Interviewees Appointed | Appointed as % of Total |
|-----------|------------------|-----------------|-------------|-----------------------------|---------------------------|-----------|-----------------------------|-------------------------|
| Buddhist | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Christian | 14 | 35 | 9 | 32 | 22.5 | 3 | 33 | 7.5 |
| Hindu | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Religion | No of Applicants | % of Applicants | Interviewed | % of Applicants Interviewed | Interviewed as % of Total | Appointed | % of Interviewees Appointed | Appointed as % of Total |
|------------------------|-------------------------|------------------------|--------------------|------------------------------------|----------------------------------|------------------|------------------------------------|--------------------------------|
| Jewish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Muslim | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sikh | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| None | 4 | 10 | 2 | 7 | 5 | 0 | 0 | 0 |
| Other | 1 | 2.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Prefer not to disclose | 21 | 52.5 | 17 | 61 | 42.5 | 4 | 24 | 10 |
| | 40 | 100 | 28 | 100 | | | | |

7. Marital Status

| Marital Status | No of Applicants | % of Applicants | Interviewed | % of Applicants Interviewed | Interviewed as % of Total | Appointed | % of Interviewees Appointed | Appointed as % of Total |
|------------------------|------------------|-----------------|-------------|-----------------------------|---------------------------|-----------|-----------------------------|-------------------------|
| Civil-Partnership | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dissolved | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Divorced | 5 | 12.5 | 1 | 3.5 | 2.5 | 0 | 0 | 0 |
| Married | 4 | 10 | 4 | 14 | 10 | 0 | 0 | 0 |
| Separated | 1 | 2.5 | 1 | 3.5 | 2.5 | 0 | 0 | 0 |
| Single | 14 | 35 | 10 | 36 | 25 | 2 | 20 | 5 |
| Widowed | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Prefer not to disclose | 16 | 40 | 12 | 43 | 30 | 5 | 42 | 12.5 |
| | 40 | 100 | 28 | 100 | | | | |

8. Ethnic Origin

| Ethnic Origin | No of Applicants | % of Applicants | Interviewed | % of Applicants Interviewed | Interviewed as % of Total | Appointed | % of Interviewees Appointed | Appointed as % of Total |
|---|-------------------------|------------------------|--------------------|------------------------------------|----------------------------------|------------------|------------------------------------|--------------------------------|
| Asian- Indian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian - Pakistani | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian - Bangladeshi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian - Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black - Caribbean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black - African | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black - Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 38 | 95 | 28 | 100 | 70 | 7 | 25 | 17.5 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mixed Ethnic Background – Asian and White | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mixed Ethnic Background – Black African and White | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mixed Ethnic Background – Black Caribbean and White | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Ethnic Origin | No of Applicants | % of Applicants | Interviewed | % of Applicants Interviewed | Interviewed as % of Total | Appointed | % of Interviewees Appointed | Appointed as % of Total |
|---------------------------------|-------------------------|------------------------|--------------------|------------------------------------|----------------------------------|------------------|------------------------------------|--------------------------------|
| Mixed Ethnic Background – Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Ethnic Background | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Prefer Not to Disclose | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | |

| | | | | | | |
|-------------------------------|----|----|----|---|----|----|
| Christian | 17 | 47 | 11 | 5 | 62 | 7 |
| None | 25 | 60 | 22 | 8 | 53 | 11 |
| Other | 7 | 86 | 9 | 3 | 50 | 4 |
| Prefer not to disclose | 17 | 59 | 14 | 3 | 30 | 4 |

