



University of the  
Highlands and Islands  
Lews Castle College

Oilthigh na Gàidhealtachd  
agus nan Eilean  
Colaisde a' Chaisteil

# Lews Castle College UHI

## Mainstreaming Report and Equality Outcomes

### Progress Report

April 2017 to April 2019



# Mainstreaming report and equality outcome progress

## April 2017 to April 2019

### Contents

1. Executive Summary .....	1
2. Introduction .....	2
3. Commitment .....	2
4. The Legal Context.....	3
5. An Overview of the Mainstreaming Report and Equality Outcomes .....	5
6. Progress Report.....	7
Annex A: The Mainstreaming Report 2017 to 2021.....	12
Annex B: Equality Outcomes 2017 to 2021 .....	14
Annex C: Evidence Base.....	18
Annex D: Gender Pay Gap.....	26
Annex E: Equal Pay Policy.....	27

## 1. Executive Summary

This is our fourth Mainstreaming Report and the second update of our Equality Outcomes as required by 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, 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
- 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 2017
- Gender pay gap information
- A statement on equal pay and occupational segregation in relation to gender

Full copies of this report are available at our website: <http://www.lews.uhi.ac.uk>

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 136 in March 2019, the College is the one of the largest employer in the Western Isles.

## 3. Commitment

We recognise the key role of Lews Castle College UHI in serving our community and, with our staff and students, are committed to addressing discrimination and inequality by educating and changing the behaviours of those who create barriers which prevent individuals from achieving their full potential. Our core value of Embracing Fairness commits to giving a high value to inclusiveness, treating individuals with respect and assisting them in the pursuit of their personal objectives.

We have developed a set of 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 Equality Outcomes which address these issues:

- Representative Staff and Student Populations
- Equality in Employment
- Equality in Education

## 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, in April 2017, public sector bodies publish a set of equality outcomes which it considers will enable the body to better perform the general equality duty and updates the progress made in achieving these outcomes by 30 April 2019.

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 a number of 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 so as 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
- Equalities Practitioner Network
- Outer Hebrides Community Planning Partnership
- Diversity and Equality Steering Group
- The Scottish College's Liaison Group
- The Equality Challenge Unit

### **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 not later than 30 April 2019, and subsequently at intervals of not more than two years from the publication of the previous report.

The College will publish not later than 30 April 2021 and subsequently at four yearly intervals an updated set of Equality Outcomes.



## 6. Progress Report

### EQUALITY OUTCOME ONE - Representative Staff and Student Populations

**Lews Castle College UHI, 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. The College performs well in the protected characteristics of age, disability, ethnicity and gender balance.

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 33% for the 45 to 54 year olds and 29% for the 55 to 64 year olds. The age profile of the student population has not changed significantly since 2017, there are still fewer young students with only 26% of 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 4% of staff consider that they have a disability and 14% 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 57% of staff are Christian with 25% stating they have no religion or faith. Our student population reflects a similar outcome with 55% Christian and 36% stating no religion.

#### Sex

In the Western Isles, 49% are male and 51% are female. In the staff population the gender split is 38% male and 57% female while in the student population it's 54% male, 45% female and 1% other.

## **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 defining a process and guidelines to ensure that a systematic review of the College staffing profile is carried out each year. This will include the collection of all protected characteristics data and a process for monitoring, reviewing and reporting outcomes.

Significant progress has been made in collecting and monitoring the protected characteristics of staff. We explained why we are gathering the data and what we will use it for. Staff were reassured that the information they provide will remain confidential and be kept securely. In the period March 2017 to March 2019, 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, 50% of senior managers are female and in middle management 46% 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 2018 reflects the current staff composition.

The high gender pay gap of 22.9% 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 has been 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 Report<sup>1</sup> 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 which 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

Academic Year	Completed Successfully		Completed with Partial Success		Further Withdrawal		Early Withdrawal	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
41 & over	88.5%	92.1%	5.1%	5.3%	5.1%	0%	1.3%	2.6%
25 to 40	71.4%	77.8%	10%	7.4%	14.3%	7.4%	4.3%	7.4%
21 to 24	72.2%	66.7%	8.3%	7.7%	13.9%	20.5%	5.6%	5.1%
18 to 20	74.6%	50.8%	7.9%	10.8%	12.7%	26.2%	4.8%	12.3%
18 & under	73.1%	63.3%	10.4%	22.6%	10.9%	7.3%	5.7%	6.8%

Young learners in the 18 & under age group account for 55% of full time learners. In 2017-18, the successful completion rate of 18 to 20 year old learners fell to 50.8%, well below sector levels. As these learners make up the largest group, this is a significant factor in the reduction of the College successful completion rate. There is a need to improve the successful completion rate for younger learners to align with sector levels. These learners require a more effective student support mechanism tailored to their needs.

Academic Year	Completed Successfully		
	Sector	Lews Castle College	
	17-18	16-17	17-18
41 & over	74.5%	88.5%	92.1%
25 to 40	72.9%	71.4%	77.8%
21 to 24	70.4%	72.2%	66.7%
18 to 20	70.6%	74.6%	50.8%
18 & under	63.5%	73.1%	63.3%

<sup>1</sup> College Performance Indicators Report 2017-18

### Enrolments by disability for courses lasting 160 hours or more

	Completed Successfully		Completed with Partial Success		Further Withdrawal		Early Withdrawal	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
Disability	77.8%	74%	7.9%	13.5%	11.1%	10.4%	3.2%	2.1%

While the performance levels of students with a disability fell by 4.1% in 2017-18, it is still well ahead of sector levels.

	Completed Successfully		
	Sector	Lews Castle College	
Academic Year	17-18	16-17	17-18
Disability	67%	77.8%	73.7%

### Enrolments by ethnic minority for courses lasting 160 hours or more

	Completed Successfully		Completed with Partial Success		Further Withdrawal		Early Withdrawal	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
Ethnic minority	100%	85.7%	0%	14.3%	0%	0%	0%	0%

The performance levels of students from an ethnic minority decreased by 14.3% in 2017-18 but is still well ahead of sector levels.

	Completed Successfully		
	Sector	Lews Castle College	
Academic Year	17-18	16-17	17-18
Ethnic minority	71.4%	100%	85.7%

### Enrolments by sex for courses lasting 160 hours or more

	Completed Successfully		Completed with Partial Success		Further Withdrawal		Early Withdrawal	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
Female	71.9%	62%	10.5%	12.7%	12.9%	13.3%	4.8%	12%
Male	79%	69.8%	7.4%	17.1%	9.2%	9.8%	4.4%	3.4%
Other	100%	100%	0%	0%	0%	0%	0%	0%

Rates of successful completion for female students have dropped by 9.9% in 2017/18 and are now below sector levels by 5.1%, however the gender gap is closing and reached the target of 5%. Appropriate actions have been identified in the Gender Action Plan. Rates of successful completion for male students are on a par with sector levels. The difference between female and male performance can be attributed to the large numbers of male students successfully completing courses in the Technology Department.

	Completed Successfully		
	Sector	Lews Castle College	
Academic Year	2017-18	2016-17	2017-18
Female	67.1%	71.9%	62%
Male	69.8%	79%	69.8%
Other	-	100%	100%

## Annex A: The Mainstreaming Report 2017 to 2021

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

We recognise the key role of Lews Castle College UHI in serving our community and, with our staff and students, are committed to addressing discrimination and inequality by educating and changing the behaviours of those who create barriers which prevent individuals from achieving their full potential. Embracing Fairness is one of our Core Values.

The Board of Management and staff of Lews Castle College UHI are committed to monitoring and reviewing progress in delivering our Equality Outcomes Plan for the promotion of equality and diversity across the organisation.

During the period 2017 to 2019 the focus of our activity in addressing the equality and diversity agenda within the College was on:

- All campuses now offer an inclusive learning environment with innovative Price Group 5 projects such as the Hebridean Gardeners and the Introduction to Further Education course providing access routes for specific groups of learners;
- 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;
- Working in partnership with the local branch of Who Cares? Scotland to effectively deliver Corporate Training events to staff and the Board of Management;
- The student association (HISA) promoting events such as Holocaust Memorial Day, Diwali and Pride to celebrate diversity and facilitate an ethos and culture of inclusion;
- Ensuring effective partnerships through working with local organisations such as Advocacy Western Isles, Who Cares? Scotland and Citizens Advice Scotland to support learners who are experiencing difficulties such as homelessness, caring responsibilities and debt, life experiences which can impact negatively on the learner journey;
- Offering an increased counselling service to learners. The service is delivered face to face in our Stornoway campus and remotely using Skype. The service is well established and has a good track record of supporting learners experiencing difficulties with their mental health;
- In response to the regional and national focus on a need for equity in access to further education, improved attainment for all and improved life chances for disadvantaged groups, the Highlands and Islands Region has developed a strategy to drive improvement levels of attainment in further education across the partnership. The College collaborated on the development of the Regional Strategy for Enhancement of Further Education Attainment and is committed to its implementation;

- The College has a good record for providing learning opportunities for learners who experience barriers to learning, particularly learners disclosing a disability. The attainment rate for these learners is consistently higher than sector levels.

## Annex B: Equality Outcomes 2017 to 2021

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 educating and changing the behaviours of those who create barriers which prevent individuals from achieving their full potential. Embracing Fairness is one of our Core Values.

As a result of involvement with our staff, students and stakeholders, we have developed a set of 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 Equality Outcomes which address these issues:

- Representative Staff and Student Populations
- Equality in Employment
- Equality in Education

The College will publish a Mainstreaming Report on progress made to achieve the Equality Outcomes not later than 30 April 2019, and subsequently at intervals of not more than two years from the publication of the previous report.

The College will publish not later than 30 April 2021 and subsequently at four yearly intervals an updated set of Equality Outcomes.



## **EQUALITY OUTCOME ONE - Representative Staff and Student Populations**

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

### **Activity**

Improved disclosure of staff and student protected characteristics

Comparison with external data sources

Review and report on data gathered and use this equality information to inform College policy

### **Measuring Progress**

Annual staff data disaggregated by protected characteristics

Annual student data disaggregated by protected characteristics

Year on year increase in response rates

### **Protected Characteristics**

All

## **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.**

### **Activity**

Improved disclosure of staff protected characteristics

Improve recording of recruitment, retention, promotion and professional development of all staff

Increase staff understanding of equality issues

Review and report on data gathered and use this equality information to inform College policy

### **Measuring Progress**

Recruitment, retention, promotion and professional development staff data disaggregated by protected characteristics

Delivery of staff development activity in equality issues

### **Protected Characteristics**

All

## **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.**

### **Activity**

Improved disclosure of student protected characteristics

Improve recording of student progression and destination

Increase student understanding of equality issues

Review and report on data gathered and use this equality information to inform College policy

### **Measuring Progress**

Application, enrolment, retention, attainment, progression and destination student data disaggregated by protected characteristics

Delivery of student development activity in equality issues

Evidence of increased levels of retention, attainment, progression and destination of minority groups

### **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 March 2019 we had a headcount of 136. Each member of staff has the opportunity to disclose and update their equality information at any time during their employment.

#### Age

	%
16 - 24	3
25 - 34	10
35 - 44	21
45 - 54	33
55 - 64	29
65+	4

#### Disability

<b>Do you consider that you have a disability?</b>	<b>%</b>
Yes	4
No	88
Prefer not to answer	4
Not disclosed	4

#### Gender reassignment

<b>Is your gender identity the same as the gender you were assigned at birth?</b>	<b>%</b>
Yes	92
Prefer not to answer	1
Not disclosed	7

### Marriage and civil partnership

<b>What is your legal marital status?</b>	<b>%</b>
Single	16
Married/Civil Partnership	59
Divorced	4
Living with Partner	11
Other	1
Prefer not to answer	2
Not disclosed	7

### Pregnancy

<b>Are you currently pregnant?</b>	<b>%</b>
Yes	1
No	84
Prefer not to answer	6
Not disclosed	9

### Maternity

<b>Have you given birth within the past 26 weeks?</b>	<b>%</b>
No	85
Prefer not to answer	5
Not disclosed	10

### Ethnicity

<b>What is your ethnic origin?</b>	<b>%</b>
White Scottish	68
White English	4
White British	12
Other White	6
Other	1
Prefer not to answer	1
Not disclosed	8

### Religion or belief

<b>What is your religion or belief?</b>	<b>%</b>
Christian	57
No religion or faith	25
Other faith/belief	4
Prefer not to answer	9
Not disclosed	5

### Sex

	<b>%</b>
Female	57
Male	38
Not disclosed	5

### Sexual Orientation

<b>What is your sexual orientation?</b>	<b>%</b>
Heterosexual/Straight	88
Other	1
Prefer not to answer	4
Not disclosed	7

## 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 2018 was 96 and the total number of applicants appointment in 2018 was 14.

### Age

	<b>Applicants</b>	<b>Appointed</b>
	<b>%</b>	<b>%</b>
16 - 24	22	36
25 - 34	19	21
35 - 44	27	29
45 - 54	20	14
55 - 64	7	
65+	1	
Prefer not to answer	1	
Not disclosed	3	

### Disability

<b>Do you consider that you have a disability?</b>	<b>Applicants</b>	<b>Appointed</b>
	<b>%</b>	<b>%</b>
Yes	7	
No	89	100
Prefer not to answer	3	
Not disclosed	1	

### Gender identity

<b>Is your gender identity the same as the gender you were assigned at birth?</b>	<b>Applicants</b>	<b>Appointed</b>
	<b>%</b>	<b>%</b>
Yes	95	100
Prefer not to answer	4	
Not disclosed	1	

### Marriage and civil partnership

What is your legal marital status?	Applicants	Appointed
	%	%
Single	33	43
Married/Civil Partnership	47	43
Living with Partner	9	7
Other	6	7
Prefer not to answer	4	
Not disclosed	1	

### Pregnancy

Are you currently pregnant?	Applicants	Appointed
	%	%
No	94	100
Prefer not to answer	4	
Not disclosed	2	

### Maternity

Have you given birth within the past 26 weeks?	Applicants	Appointed
	%	%
No	91	100
Prefer not to answer	7	
Not disclosed	2	

### Ethnicity

What is your ethnic origin?	Applicants	Appointed
	%	%
White British English	18	14
White British Scottish	64	72
White British Welsh	3	7
White Irish	2	
Other White	6	7
Pakistani	2	
Other	2	
Prefer not to answer	2	
Not disclosed	1	

### Religion or belief

What is your religion or belief?	Applicants	Appointed
	%	%
Christian	48	50
No religion or faith	37	43
Other faith/belief	6	7
Prefer not to answer	8	
Not disclosed	1	



## Sex

	<b>Applicants</b>	<b>Appointed</b>
	<b>%</b>	<b>%</b>
Female	58	57
Male	39	43
Prefer not to answer	2	
Not disclosed	1	

## Sexual Orientation

<b>What is your sexual orientation?</b>	<b>Applicants</b>	<b>Appointed</b>
	<b>%</b>	<b>%</b>
Bisexual	3	
Heterosexual/Straight	86	100
Other	2	
Prefer not to answer	8	
Not disclosed	1	

## 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 March 2019 we had 1254 enrolments.

### Age

	%
<16	20
16 - 24	26
25 - 34	14
35 - 44	12
45 - 54	12
55 - 64	11
65+	5

### Disability

	%
Disabled	14
Not disabled	85
Not disclosed	1

### Gender reassignment

<b>Does your gender match your sex as registered at birth?</b>	<b>%</b>
Yes	95
No	1
Prefer not to answer	4

### Marriage and civil partnership

<b>Which best describes your current marital or partnership status?</b>	<b>%</b>
Married	25
Other	30
Prefer not to answer	9
Not disclosed	36

### Pregnancy and Maternity

<b>Are you currently pregnant or been pregnant in the past year?</b>	<b>%</b>
Yes	1
No	64
Prefer not to answer	8
Not disclosed	27

### Ethnicity

<b>Ethnic Origin</b>	<b>%</b>
White Scottish	78
White English	8
White British	6
Other White	6
Other	1
Not disclosed	1

### Religion or belief

<b>What, if any, religion, religious denomination or body do you belong to?</b>	<b>%</b>
Christian	45
Christian Catholic	11
Muslim	1
None	36
Other faith/belief	1
Prefer not to answer	6

### Sex

	<b>%</b>
Female	45
Male	54
Other	1

### Sexual Orientation

<b>What is your sexual orientation?</b>	<b>%</b>
Bisexual	1
Heterosexual/Straight	90
Other	1
Prefer not to answer	8

## 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 2017 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 9.1% from 9.4% in 2016<sup>2</sup>.

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:

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

(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	
	2017	2019
Male	£19.64	£20.51
Female	£15.10	£15.82
Pay Gap	23.1%	22.9%

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 22.9%. 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.

---

<sup>2</sup> Office for National Statistics Annual Survey of Hours and Earnings, 2017 Provisional Results

## **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

# Welcome to Our Campus

*"... a great college  
in a magical place ..."*



**Lews Castle College UHI**

Stornoway

Isle of Lewis

Outer Hebrides

HS2 0XR

Tel: +44 (0)1851 770000

Website: <http://www.lews.uhi.ac.uk>