



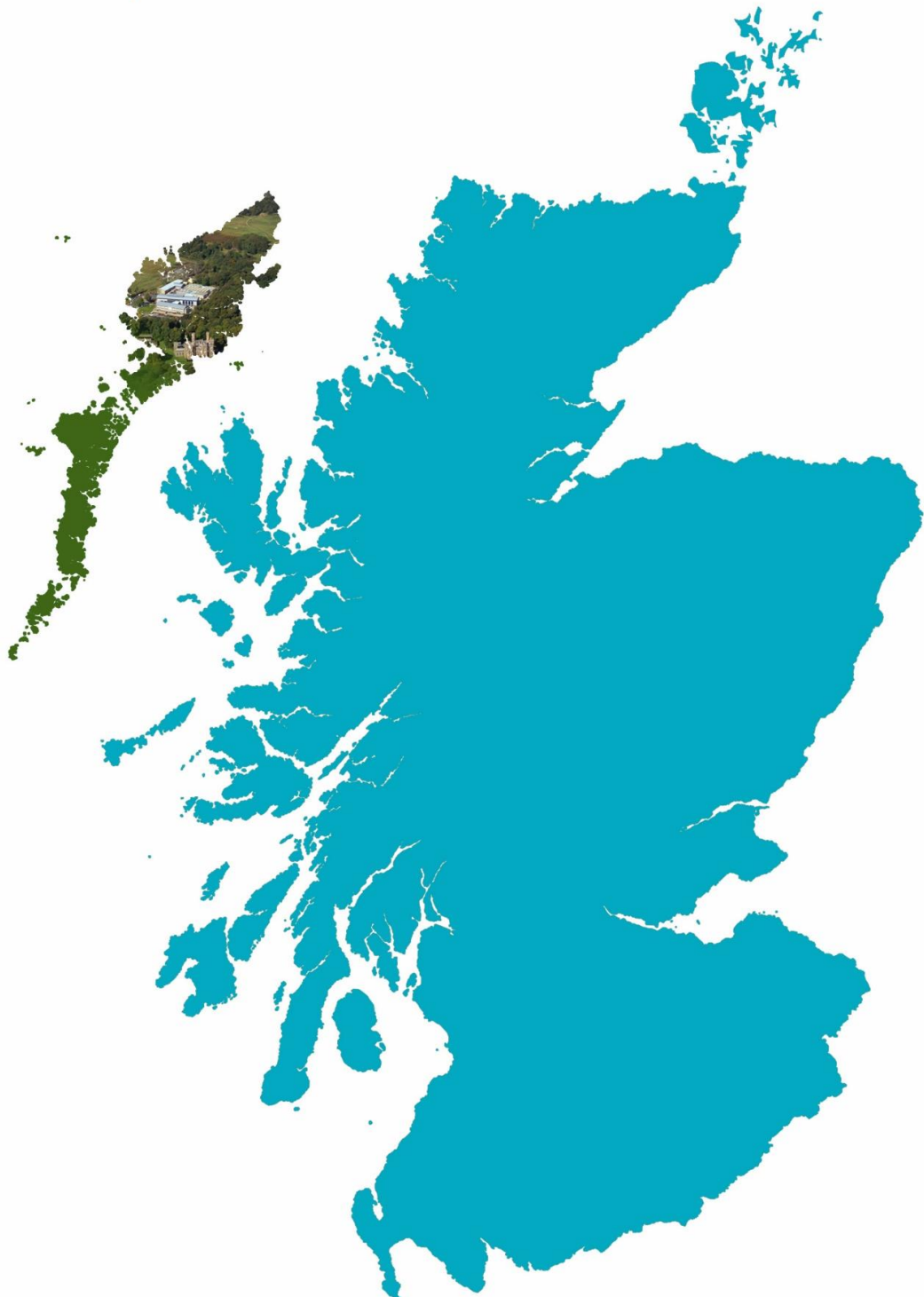
University of the  
Highlands and Islands  
Lews Castle College

Oilthigh na Gàidhealtachd  
agus nan Eilean  
Colaisde a' Chaisteil

# Lews Castle College UHI

## Mainstreaming Report and Equality Outcomes

April 2017 to April 2021



# **Mainstreaming and equality outcome report**

## **April 2017 to April 2021**

### 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 on Equality Outcomes 2013 to 2017 .....	7
Annex A: The Mainstreaming Report 2017 to 2021.....	11
Annex B: Equality Outcomes 2017 to 2021 .....	13
Annex C: Evidence Base.....	17
Annex D: Gender Pay Gap.....	22
Annex E: Equal Pay Policy.....	23

## 1. Executive Summary

This is our third 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, 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 2017 to 2021 (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 2013.
- 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 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 139 in March 2017, the College is the third largest employer 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 educating and changing the behaviours of those who create barriers which prevent individuals from achieving their full potential. Embracing Fairness and Promoting Inclusiveness are two of our Core Values.

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. We will continue with the Equality Outcomes we identified in 2013:

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 2013, 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 on 30 April 2015. A further update of the equality outcomes set in 2013 along with a new report covering the period 2017 to 2021 was published on 30 April 2017.

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.

Highlands and Islands Equality Forum.

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 on Equality Outcomes 2013 to 2017

### 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 is work to be done to achieve staff and student populations that are representative of the population of the Western Isles. The college performs well in the protected characteristics of age, disability and ethnicity but less so in the gender balance.

Representative staff and student populations will continue to be an equality outcome.

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 31% for the 45 to 54 year olds and 28% for the 55 to 64 year olds. The age profile of the student population is also changing, there are fewer young students with only 26% of the student population aged 16 to 24 years old, that age group represented 35% in 2013 and 40% in 2015.

#### Disability

In the Western Isles, 20% of the population have a disability or long term health condition and in college 1% of staff and 19% 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. We do not record the religion or belief of our staff, however in the student population 50% are Christian and 42%, state they have 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 67% female while in the student population it's 58% male and 42% female.

## **EQUALITY OUTCOME TWO – Equality in Employment**

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

Some progress has been made in collecting and monitoring the protected characteristics of staff however, it remains difficult to make comparison with external data sources. In the period March 2013 to March 2017, the staff head count decreased by 12%, and the gender balance changed from 40% male and 60% female to 33% male and 67% female. New posts continue to attract traditional applicants, for example all the applicants for a post in Technology were male and only 5% of applicants for a post in IT Support were female. In terms of management positions, 60% of senior managers are female and in middle management 50% of the staff are female.

The high gender pay gap of 23% 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 in Employment will continue to be an equality outcome.

## EQUALITY OUTCOME THREE – Equality in Education

**Lews Castle College, 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 college compares favourably to the rest of the sector both in overall performance and performance within protected characteristic groups. The development of an Access and Inclusion Strategy in 2017 will further enable the college to promote equality in education.

Equality in education will continue to be an equality outcome.

### Success by age group for courses lasting 160 hours or more

	2012-13		2013-14		2014-15		2015-16	
Age	Sector	LCC UHI	Sector	LCC UHI	Sector	LCC UHI	Sector	LCC UHI
<b>41 &amp; over</b>	75.0%	85.0%	74.6%	72.7%	74.2%	96.3%	70.0%	89.7%
<b>25 to 40</b>	72.0%	81.8%	73.0%	70.0%	72.7%	92.9%	72.0%	71.2%
<b>21 to 24</b>	69.0%	66.7%	70.7%	73.0%	70.0%	72.5%	69.9%	59.4%
<b>18 to 20</b>	70.0%	65.1%	71.6%	72.2%	70.2%	74.0%	70.7%	71.0%
<b>Under 18</b>	66.0%	68.0%	66.6%	74.0%	63.8%	72.5%	62.9%	64.1%

Across the sector the lowest successful completion rates are achieved by the youngest students, those under 18 years of age. The highest successful completion rates are achieved by the oldest students, those over 41 years of age. This is not the trend at the College where students aged between 21 and 24 years of age are often the least successful.

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

	2012-13		2013-14		2014-15		2015-16	
	Sector	LCC UHI	Sector	LCC UHI	Sector	LCC UHI	Sector	LCC UHI
<b>Disability</b>	68.0%	77.3%	68.0%	73.7%	65.9%	82.2%	65.4%	79.4%

Across the sector, rates of successful completion for students disclosing a disability decreased during the four year period. At the College the rates have increased and are now 14% ahead of the sector level.

<sup>1</sup> [College Performance Indicators 2015-16](#), [College Performance Indicators 2014-15](#), [College Performance Indicators 2013-14](#), [College Performance Indicators 2012-13](#)

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

	2012-13		2013-14		2014-15		2015-16	
	Sector	LCC UHI	Sector	LCC UHI	Sector	LCC UHI	Sector	LCC UHI
Ethnic Minority	65.0%	66.7%	67.3%	84.6%	70.2%	25.0%	71.8%	75.0%

The performance levels of students from an ethnic minority rose to 75% and is well ahead of sector levels.

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

	2012-13		2013-14		2014-15		2015-16	
	Sector	LCC UHI	Sector	LCC UHI	Sector	LCC UHI	Sector	LCC UHI
Female	67.0%	67.5%	68.4%	67.0%	66.8%	67.5%	64.9%	60.5%
Male	69.0%	71.6%	70.6%	77.0%	69.1%	84.3%	69.5%	78.0%

Across the sector, rates of successful completion for female students have decreased during the four year period. At the College the rates fluctuated and decreased significantly in academic year 2015 to 2016. Across the sector, rates of successful completion for male students have remained constant. At the College the rates fluctuated but remained high and well ahead of sector levels. In academic year 2015 to 2016, the gap between female and male successful completion was 5% nationally but 18% at the College. The College is committed to reducing this gap to 5% by 2021 and is compiling a Gender Action Plan to address gender imbalances.

## **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 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 and Promoting Inclusiveness are two of our Core Values.

The Board of Management and staff of Lews Castle College 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 2013 to 2017 the focus of our activity in addressing the equality and diversity agenda within the College was on these four areas:

### **Curriculum**

To promote equality, diversity and inclusiveness in our Curriculum the College use an adaptation of the QELTM Curriculum Audit Tool to examine materials and identify areas for improving lectures, handouts and assessment materials. Every Semester we audited a sample from programmes at SCQF levels 2 to 11 and have now included online learning and assessment materials in the sample.

In January 2014, Education Scotland identified as a development point in the External Review Report that “not all staff consistently promote equality and diversity in learning and teaching activities”. In response to that development point the College delivered staff development training in equality and diversity during August 2014, August 2015 and August 2016. Training materials used include those from the College Development Network and the Equality Challenge Unit.

In January 2015, Education Scotland cited an “Example of Excellent Practice” in the provision of enterprise and volunteering activities for students with additional support needs. Most courses include activities to promote equality, examples include students fundraising for charities such as the Alzheimers Society and Amnesty International. The College also participates in awareness raising events such as Diwali and Holocaust Memorial Day.

The College delivers, as part of the staff and student development programme, awareness raising events to promote equality for example Women in STEM and See Me Scotland.

In partnership with the local authority, new curriculum was introduced in 2016 to provide learning opportunities for Syrian refugees.

### **Committee Structure and Reporting**

It was felt that having a separate Equality and Diversity committee was a barrier to mainstreaming equality and in September 2014, the Equality and Diversity Committee was disbanded. Equality issues are now included in the remit of the Student Journey, Excellence in Learning and Teaching and Quality Committees. These committees meet four times a year and report to the Academic Board. The membership represents academic staff, support staff and students. At course level, course teams consider and report on equality issues in terms of enrolment, retention and achievement.

### **Establishing Support Forums**

While the college now records data on LGBT people, it has struggled to establish a support forum for LGBT staff and students, this makes it difficult to measure how many are being affected by prejudice and discrimination. However, it has been successful in establishing support for students who disclose mental health difficulties.

### **Research**

In 2016, three members of staff are engaged in a research project entitled "Development of a Digital Toolkit to Support Staff to Support Students with Mental Health Conditions" and have successfully bid for funding from AMOSSHE, the student services organisation.

## 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 and Promoting Inclusiveness are two 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 will continue in 2017 to 2021 with the three Equality Outcomes we identified in 2013:

- 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, 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, 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, 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 2013 we had a headcount of 159, in March 2015 the headcount was 138 and in March 2017 it was 139. Whilst this data is updated annually in line with our HESA Staff Record submission, each member of staff has the opportunity to disclose and update their equality information at any time during their employment.

### Age

Age Band	2013		2015		2017	
	No.	%	No.	%	No.	%
16 - 24	5	3%	4	3%	8	6%
25 - 34	26	16%	12	9%	14	10%
35 - 44	39	25%	36	26%	32	23%
45 - 54	53	33%	42	30%	43	31%
55 - 64	32	20%	39	28%	39	28%
65+	4	3%	5	4%	3	2%

### Disability

Disclosed	2013		2015		2017	
	No.	%	No.	%	No.	%
Disabled	2	1%	3	2%	2	1%
Not disabled	150	94%	123	89%	127	92%
Not disclosed	7	5%	12	9%	10	7%

## Ethnicity

Ethnic Origin	2013		2015		2017	
	No.	%	No.	%	No.	%
White Scottish	141	89%	115	83%	116	83.5%
White English	11	7%	11	8%	13	9%
White Irish	1	0.6%	5	4%	5	4%
White Welsh	2	1%	2	1.4%	2	1.4%
Other White	1	0.6%	3	2.2%	2	1.4%
<b>WHITE TOTAL</b>	<b>156</b>	<b>98%</b>	<b>136</b>	<b>98.6%</b>	<b>138</b>	<b>99.3%</b>
Caribbean						
African						
Indian	2	1%	1	0.7%	1	0.7%
Pakistani						
Bangladeshi						
Chinese						
Any Mixed	1	0.6%	1	0.7%		
Other Black						
Other Asian						
Other Ethnic Group						
<b>BLACK MINORITY ETHNIC TOTAL</b>	<b>3</b>	<b>2%</b>	<b>2</b>	<b>1.4%</b>	<b>1</b>	<b>0.7%</b>
Not disclosed						
College Total	<b>159</b>		<b>138</b>		<b>139</b>	

## Gender

Gender	2013		2015		2017	
	No.	%	No.	%	No.	%
Female	95	60%	83	60%	93	67%
Male	64	40%	55	40%	46	33%

In such a small community, we are concerned that staff will be identified if we publish information on gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief and sexual orientation. Therefore, we have only published data on age, disability, race and sex.

## College Students – Further Education

The College has collected and maintained the following equality information for Further Education students:

- Age.
- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

At the end of March 2013 we had 1178 enrolments, in March 2015 enrolments were 1105 and in March 2017 it was 1087.

### Age

Age Band	2013		2015		2017	
	No.	%	No.	%	No.	%
<16	176	15%	154	14%	236	22%
16 - 24	409	35%	442	40%	285	26%
25 - 34	159	13%	118	11%	158	15%
35 - 44	165	14%	155	14%	139	13%
45 - 54	164	14%	135	12%	133	12%
55 - 64	83	7%	73	7%	89	8%
65+	22	2%	28	3%	47	4%

### Disability

	2013		2015		2017	
	No.	%	No.	%	No.	%
Disabled	153	13%	195	18%	207	19%
Not disabled	1023	87%	902	82%	880	81%
Not disclosed	2	<1%	8	1%	0	0%

### Gender Identity

	2013		2015		2017	
	No.	%	No.	%	No.	%
No	UA	UA	5	0.6%	4	0.37%
Yes	UA	UA	769	87.8%	912	84%
Information refused	UA	UA	102	11.6%	171	16%

### Pregnancy (female only)

	2013		2015		2017	
	No.	%	No.	%	No.	%
Yes	UA	UA	6	0.7%	1	0.22%
No	UA	UA	628	72%	259	56%
Refused	UA	UA	29	3.3%	5	1%
Not answered	UA	UA	213	24%	196	43%

### Maternity <26 weeks (female only)

	2013		2015		2017	
	No.	%	No.	%	No.	%
Yes	UA	UA	0	0%	1	0.22% %
No	UA	UA	629	72%	260	65%
Refused	UA	UA	31	4%	5	1%
Not answered	UA	UA	216	24%	195	42%

### Ethnicity

	2013		2015		2017	
	No.	%	No.	%	No.	%
White Scottish	980	83%	881	79.8%	877	81%
White English	72	6%	82	7.4%	95	8.74%
White Irish	15	1%	6	0.5%	3	0.28%
White Welsh	7	1%	10	0.9%	4	0.37%
Other White	93	8%	115	10.4%	97	9%
<b>WHITE TOTAL</b>	<b>1167</b>	<b>99%</b>	<b>1094</b>	<b>99%</b>	<b>1076</b>	<b>99%</b>
Caribbean						
African	1	0.08%	1	0.09%		
Indian	1	0.08%	1	0.09%		
Pakistani	2	0.17%			1	0.09%
Bangladeshi						
Chinese			1	0.09%		
Any Mixed			4	0.36%	4	0.37%
Other Black			4	0.36%	1	0.09%
Other Asian	7	0.59%			1	0.09%
Other Ethnic Group					2	0.18%
<b>BLACK MINORITY ETHNIC TOTAL</b>	<b>11</b>	<b>1%</b>	<b>11</b>	<b>1%</b>	<b>9</b>	<b>0.84%</b>
Not disclosed			0	0%	2	0.18%
<b>College Total</b>	<b>1178</b>		<b>1105</b>		<b>1087</b>	

### Religion or Belief

	2013		2015		2017	
	No.	%	No.	%	No.	%
Any other	UA		13	1.2%	10	0.92%
Buddhist			3	0.3%	1	0.09%
Christian			457	41%	446	41%
Christian Catholic			112	10%	97	9%
Muslim			2	0.2%	3	0.3%
No religion			471	43%	459	42%
Information refused			47	4.3%	71	7%

### Gender

	2013		2015		2017	
	No.	%	No.	%	No.	%
Gender						
Female	489	42%	478	43%	461	42%
Male	689	58%	627	57%	651	58%

## Sexual Orientation

	2013		2015		2017	
	No.	%	No.	%	No.	%
Bisexual	UA		1	0.1%	5	0.46%
Gay man			3	0.3%	5	0.46%
Gay woman			1	0.1%	2	0.18%
Heterosexual			781	89%	756	70%
Information refused			90	10.5%	319	29%

## 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 2016 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 9.4% from 9.6% in 2015<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		
	2013	2015	2017
Male	£18.05	£19.99	£19.64
Female	£15.78	£14.60	£15.10
Pay Gap	12.6%	26.9%	23.1%

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 23.1%. In the two year period since 2015, the gender pay gap has decreased by 3%, a factor in this decrease is a number of males leaving higher paid research posts. 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, 2016 Provisional Results



## **Annex E: Equal Pay Policy**

### **Introduction**

Lews Castle College 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.

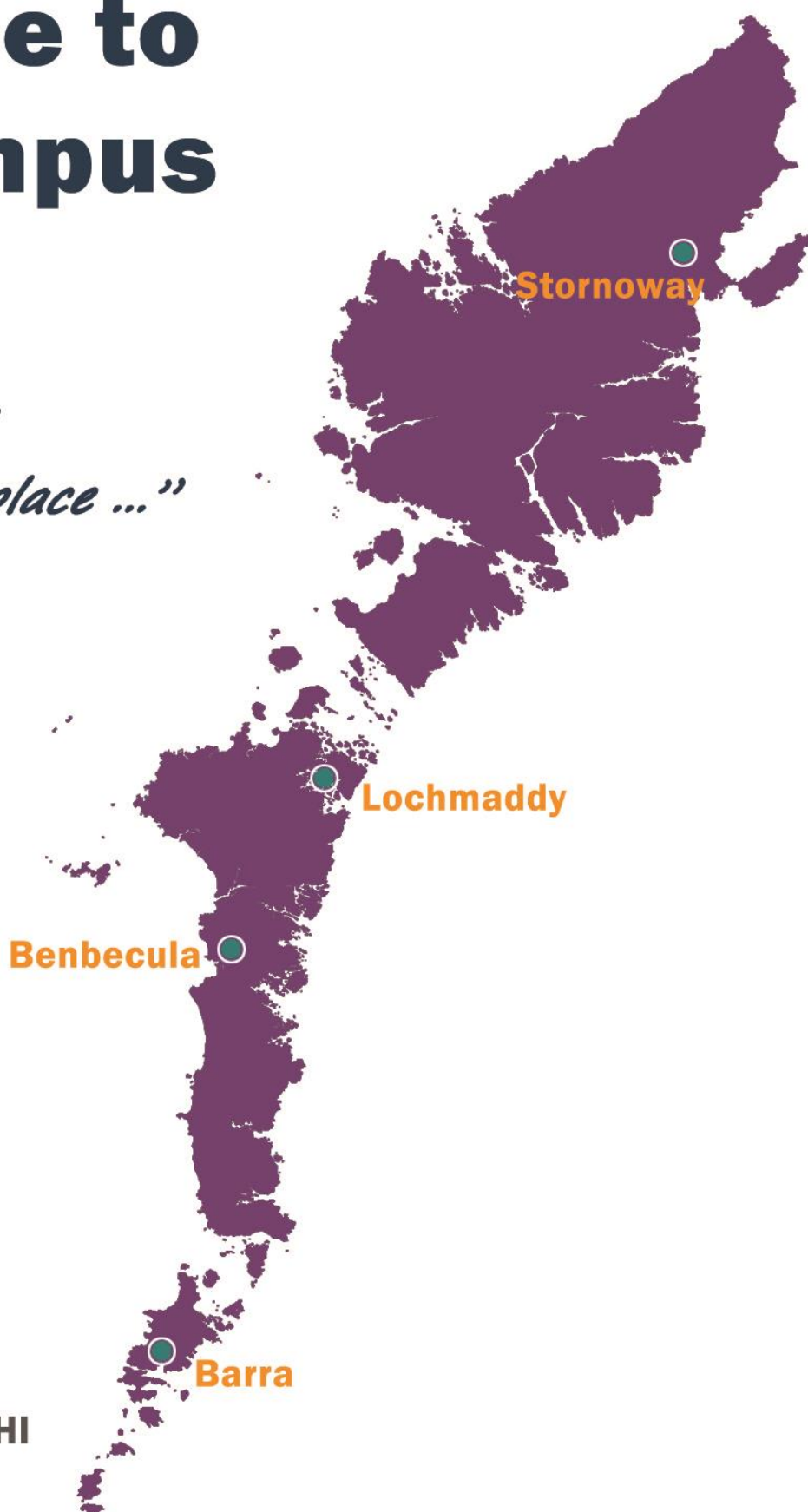
### **Actions to implement policy**

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>