



**OUTER HEBRIDES
INNSE GALL**

UHI Outer Hebrides

Mainstreaming Report and Equality Outcomes Progress Report

April 2021 to April 2025



Mainstreaming and equality outcome progress

April 2021 to April 2023

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1. Executive Summary

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

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

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

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

2. Introduction

Lews Castle College UHI was rebranded in the spring of 2022 to UHI Outer Hebrides.

The boards of management of UHI Outer Hebrides, UHI North Highland and UHI West Highland have formally approved a merger proposal. It is now with Scottish Government for approval and it is hoped that the vesting date will be August 2023.

UHI Outer Hebrides 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 UHI Outer Hebrides 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 135 in March 2023, the College is one of the largest employers in the Western Isles after the local council and health board.

3. Commitment

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

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

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

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

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

4. The Legal Context

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

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

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

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

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

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

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

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

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

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

5. An Overview of the Mainstreaming Report and Equality Outcomes

Mainstreaming

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

Mainstreaming equality has several benefits including:

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

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

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

Equality Outcomes

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

Equality Impact Assessment

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

Evidence Base

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

Involvement

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

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

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

Commissioning and Procurement

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

Reporting

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

6. Progress Report

EQUALITY OUTCOME ONE - Representative Staff and Student Populations

UHI Outer Hebrides, as an employer and provider of education, should be representative of the communities it serves.

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

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

Age

The Western Isles is an aging population, the largest age group at 22% are the 45 to 59 year olds, within the College staff, this was also the largest age group at 41% for the 45 to 54 year olds and 23% for the 55 to 64 year olds. The age profile of the student population has not changed significantly since 2021, although we saw an increase up to 32% in the student population aged 16 to 24 years in session 2020/21, however the sessions either side have sat at around 25% for this age group.

Disability

In the Western Isles, 21% of the population have a disability or long-term health condition. In College 2% of staff consider that they have a disability and 21% 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 30% of staff are Christian with 11% stating they have no religion or faith. In the student population we have seen a rise in students stating no religion from 39% to 43%, and Christian decreasing from 48% to 38%

Sex

In the Western Isles, 49% are male and 51% are female. In the staff population the gender split is 38% male and 62% female while in the student population it's 57% male and 43% female.

EQUALITY OUTCOME TWO – Equality in Employment

UHI Outer Hebrides, 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 has recently procured and implemented an online HR system which will enable a more efficient collection and monitoring of our staffing profile. Progress on the collection of all protected characteristics data is being made year on year although the staffing profile for 2023 saw a lower return from staff with 53% not submitting a response. This could be due to staff navigating the new HR system, we are confident that this will improve.

In the period July 2021 to March 2023, the staff head count has not changed significantly. The gender balance is currently 38% male and 62% female. In terms of management positions, 50% of the Executive Leadership Team are female and on the College Management Team 60% 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 gender pay gap has not changed significantly since the last report in 2021. 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

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

Good progress continues to be made in collecting and monitoring students' protected characteristics however, it remains difficult to make comparison with external data sources. The Scottish Funding Council annually published a 'College Performance Indicators Report' which allows us to compare our students' performance with the rest of Scotland in terms of age, disability, ethnicity and sex.

PROGRESS REPORT

The enrolment data below has been updated to include sessions 2019/20, 2020/21 and 2021/22. The impact of COVID 19 in session 2020/21 is reflected in a significantly lower number of overall enrolments at the end of that session of just 875. In 2021/22 enrolments increased as the economy started to return to normal with a final enrolment figure of 1702. We will continue to monitor performance in our protected characteristics internally and against the sector.

Enrolments by age group for courses lasting 160 hours or more

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

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

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

Updated Data

	Completed Successfully							
	Sector %	UHIOH%	Sector %	UHIOH%	Sector %	UHIOH%	Sector %	UHIOH%
Academic Year	2018/19	2018/19	2019/20	2019/20	2020/21	2020/21	2021/22	
41 & over	72.7	85.2	75.8	91.9	76.0	86.2	*	79.3
25 to 40	72.7	84.8	74.4	81.4	73.5	70.7	*	86.4
21 to 24	70.6	60.7	72.3	57.1	71.2	65.0	*	71.4
18 to 20	69.4	54.7	71.4	86.2	68.4	71.4	*	69.8
18 & under	61.5	68.5	65.2	73.9	60.3	63.3	*	59.2

* Sector not available yet

Enrolments by disability for courses lasting 160 hours or more

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

Updated Data

	Completed Successfully							
	Sector %	UHIOH%	Sector %	UHIOH%	Sector %	UHIOH%	Sector %	UHIOH%
Academic Year	2018/19	2018/19	2019/20	2019/20	2020/21	2020/21	2021/22	
Disability	65.5	73.1	65.7	72.7	65	63.8	*	71.3

* Sector not available yet

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

Enrolments by ethnic minority for courses lasting 160 hours or more

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

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

Updated data

	Completed Successfully							
	Sector %	UHIOH%	Sector %	UHIOH%	Sector %	UHIOH%	Sector %	UHIOH%
Academic Year	2018/19	2018/19	2019/20	2019/20	2020/21	2020/21	2021/22	
Ethnic minority	69.9	66.7	72	80	70.5	50	*	57.1

* Sector not available yet

Enrolments by gender for courses lasting 160 hours or more

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

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

Updated data

	Completed Successfully							
	Sector %	UHIOH%	Sector %	UHIOH%	Sector %	UHIOH%	Sector %	UHIOH%
Academic Year	2018/19	2018/19	2019/20	2019/20	2020/21	2020/21	2021/22	2021/22
Female	65.7%	72.6	69.1	74.5	66.4	67.7	*	57.4
Male	69.4%	66.2	69.7	82.7	66.9	67.3	*	72.9
Other	-	100	-	-	-	-	*	-

* Sector not available yet

Annex A: The Mainstreaming Report 2021 to 2025

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

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

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

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

Annex B: Equality Outcomes Progress Report

EQUALITY OUTCOME ONE – Our People – Students and Staff

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

Activity

Improve student success across all protected characteristics.

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

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

Measuring Progress

Annual student data disaggregated by protected characteristics.

Implementation of new HR system.

Annual staff data disaggregated by protected characteristics.

Monitor engagement from health and wellbeing events.

Collect feedback from students from their class representatives

Protected Characteristics

All.

PROGRESS REPORT

The implementation of a new HR system has enabled, and in time should improve, the data capture for all staff protected characteristics in a supportive manner.

The College has ensured students and staff feel more supported with their mental health and wellbeing by employing an on-site Counsellor and Mental Health Co-ordinator.

Wellbeing events are also being held regularly within the College for both staff and students.

There has been a lot of activity through the Student Services department to support our students with a large variety of events organised and good feedback reported. Events are monitored through Student Services with attendance recorded. Events are also a good opportunity for students to talk to Student Services to give them informal feedback. Forms are also issued to students for suggestions on how to make their student experience better with Student Services reporting on how these suggestions have been actioned.

There are monthly Student Voice Rep. meetings held with HISA and Student Services. The minutes are shared with the Senior Management, Estates and the Student Services Manager after each meeting and actions are formed on the back of this.

EQUALITY OUTCOME TWO – Place – our Estate

UHI Outer Hebrides recognises the importance of welcoming and accessible spaces to provide a safe, secure and inspirational environment.

Activity

Install gender neutral facilities across all College buildings.

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

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

Measuring Progress

Completed the transfer to new facilities.

Audit completed and actions are implemented.

Updated signage across all College buildings.

Protected Characteristics

All.

PROGRESS REPORT

There are a number of accessible toilets on campus which are gender neutral.

Some walls within the college are painted in visually contrasting colours to make it easier for staff and students with visual impairments to navigate. Most doors have door guards fitted to keep doors open, making access for physically impaired staff and students easier. Students with physical impairments are assisted whilst on campus to make accessibility easier and there is a classroom where an IT desk has been set up for students with accessibility issues.

College signage is currently under review as part of the college merger process in August 2023 when we hope to make more progress in these areas.

EQUALITY OUTCOME THREE – Learning and Teaching

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

Activity

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

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

Focus on accessible course materials for a blended learning approach.

Measuring Progress

Delivery of staff development activities in equality issues.

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

Delivery of curriculum focused staff development training.

Protected Characteristics

All.

PROGRESS REPORT

The Student Services team have delivered Autism Awareness workshops to staff.

As part of the Sharing Good Practice sessions which are delivered to staff, a session on accessibility of course materials was chaired by our college champions for ALLY and Brightspace. This provided staff with the tools to make online teaching materials more accessible.

NEW NATIONAL EQUALITY OUTCOMES

The Equality Outcomes Action Plan will be revisited in academic year 2022/23 to take into account the newly published Equality Human Rights Commission and Scottish Funding Council National Outcomes Guidance. UHI and its partners, including the new merged college, are exploring options to develop a more joined up approach.

SFC Equality and Diversity Information

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 2023, we had a headcount of 135. Each member of staff has the opportunity to disclose and update their equality information at any time during their employment.

Age

	%
16 - 24	1
25 - 34	3
35 - 44	9
45 - 54	19
55 - 64	13
65+	1
Prefer not to answer	1
Not disclosed	53

Disability

Do you consider that you have a disability?	%
Yes	2
No	42
Prefer not to answer	3
Not disclosed	53

Gender reassignment

Is your gender identity the same as the gender you were assigned at birth?	%
Yes	45
Prefer not to answer	2
Not disclosed	53

Marriage and civil partnership

What is your legal marital status?	%
Married	31
Living with Partner	3
Other	10
Prefer not to answer	3
Not disclosed	53

Pregnancy

Are you currently pregnant?	%
No	45
Prefer not to answer	2
Not disclosed	53

Maternity

Have you given birth within the past 26 weeks?	%
No	45
Prefer not to answer	2
Not disclosed	53

Ethnicity

What is your ethnic origin?	%
White Scottish	31
White British	10
Other White	4
Other	1
Prefer not to answer	1
Not disclosed	53

Religion or belief

What is your religion or belief?	%
Christian	30
No religion or faith	11
Other	2
Prefer not to answer	4
Not disclosed	53

Sex

	%
Female	26
Male	19
Prefer not to answer	2
Not disclosed	53

Sexual Orientation

What is your sexual orientation?	%
Heterosexual	42
Other	2
Prefer not to answer	3
Not disclosed	53

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 2021 was 126 and the total number of applicants appointment in 2021 was 14. The total number of applicants in 2022 was 93 and the total number of applicants appointment in 2022 was 26.

Age

	2021		2022	
	Applicants	Appointed	Applicants	Appointed
	%	%	%	%
16 - 24	7	21	3	8
25 - 34	13	7	13	19
35 - 44	24	14	13	15
45 - 54	25	14	32	31
55 - 64	8	14	19	12
65+	1	-	2	-
Prefer not to answer	17	21	17	19

Disability

Do you consider that you have a disability?	2021		2022	
	Applicants	Appointed	Applicants	Appointed
	%	%	%	%
Yes	6	-	6	-
No	80	79	86	96
Prefer not to answer	8	14	6	4

Gender identity

Is your gender identity the same as the gender you were assigned at birth?	2021		2022	
	Applicants	Appointed	Applicants	Appointed
	%	%	%	%
Yes	86	93	95	92
No	2	-	-	-
Prefer not to answer	6	7	5	8

Marriage and civil partnership

What is your legal marital status?	2021		2022	
	Applicants	Appointed	Applicants	Appointed
	%	%	%	%
Single	32	29	35	38
Married/Civil Partnership	31	36	47	58
Living with Partner	12	21	9	-
Other	14	-	4	4
Prefer not to answer	7	14	4	-

Pregnancy

Are you currently pregnant?	2021		2022	
	Applicants	Appointed	Applicants	Appointed
	%	%	%	%
No	89	93	95	96
Prefer not to answer	5	7	5	4

Maternity

Have you given birth within the past 26 weeks?	2021		2022	
	Applicants	Appointed	Applicants	Appointed
	%	%	%	%
No	88	93	90	92
Prefer not to answer	5	7	10	8

Ethnicity

What is your ethnic origin?	2021		2022	
	Applicants	Appointed	Applicants	Appointed
	%	%	%	%
White British English	14	7	17	4
White British Scottish	54	71	63	81
Other White	6	-	6	8
Other	14	7	5	4
Prefer not to answer	7	7	8	4

Religion or belief

What is your religion or belief?	2021		2022	
	Applicants	Appointed	Applicants	Appointed
	%	%	%	%
Christian	48	64	54	58
No religion or faith	23	14	28	23
Other faith/belief	8	-	2	-
Prefer not to answer	16	14	16	19

Sex

	2021		2022	
	Applicants	Appointed	Applicants	Appointed
	%	%	%	%
Female	44	79	51	69
Male	47	14	46	31
Prefer not to answer	2	7	3	-

Sexual Orientation

What is your sexual orientation?	2021		2022	
	Applicants	Appointed	Applicants	Appointed
	%	%	%	%
Bisexual	-	7	1	7
Heterosexual/Straight	80	86	91	88
Prefer not to answer	10	7	8	12

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 session 2021/22, we had 1702 enrolments.

Age

	%
<16	39
16 - 24	23
25 - 34	10
35 - 44	7
45 - 54	9
55 - 64	8
65+	4

Disability

	%
Declared Disability	21
No Disability	79

Gender reassignment

Does your gender match your sex as registered at birth?	%
Yes	76.8
No	0.5
Prefer not to answer	22.7

Marriage and civil partnership

Which best describes your current marital or partnership status?	%
Married	14.9
Same sex relationship/civil partnership	0.4
Other	44.8
Prefer not to answer	39.9

Pregnancy and Maternity

Are you currently pregnant or been pregnant in the past year?	%
Yes	1.0
No	61.3
Prefer not to answer	15.7
Not disclosed	22.0

Ethnicity

Ethnic Origin	%
White Scottish	82.0
White English	7.6
White British	3.4
Other White	5.0
Other	1.6
Not disclosed	0.3

Religion or belief

What, if any, religion, religious denomination or body do you belong to?	%
Christian	31.5
Christian Catholic	6.8
None	42
Other faith/belief	1.8
Prefer not to answer	17.0

Sex

	%
Female	42.7
Male	56.9
Other	0.4

Sexual Orientation

What is your sexual orientation?	%
Bisexual	2.3
Gay man/woman	0.9
Heterosexual/Straight	76.9
Other	0.2
Prefer not to answer	19.8

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 2020 the gender pay gap (i.e. the difference between men's and women's earnings as a percentage of men's earnings) based on median gross hourly earnings (excluding overtime) for full-time employees decreased to 9.0% from 7.4% in 2019¹.

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 pay relevant staff.

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

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

¹ Office for National Statistics Annual Survey of Hours and Earnings

Annex E: Equal Pay Policy

Introduction

UHI Outer Hebrides 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.