

Mainstreaming Report and Equality Outcomes 2025 - 2029

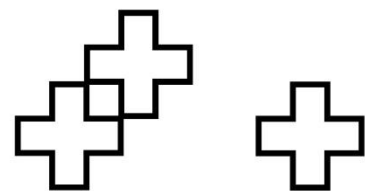
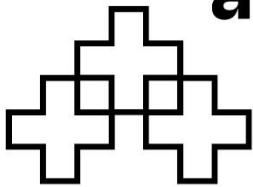


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Executive Summary

This is the first publication of the UHI North, West and Hebrides Mainstreaming Report and Equality Outcomes as required by the Public Sector Equality Duty.

The Equality Act 2010 was introduced in October 2010 to streamline existing equalities legislation and to protect individuals and groups from unfavourable treatment on grounds of protected characteristics. It introduced the concept of nine “protected characteristics” which are nine areas where discrimination, harassment and victimisation would be illegal. They are:



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 Public Sector Equality Duty came into force on 5 April 2011, and requires public bodies to take steps to:

- ✚ Eliminate unlawful discrimination, harassment and victimisation
- ✚ Advance equality of opportunity between people who share a protected characteristic and those who do not; and
- ✚ Foster good relations between people who share a protected characteristic and those who do not

The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 came into force on 27 May 2012. The specific equality duties are not an end in themselves; they are designed to help public sector organisations meet the general duty effectively. The Specific Duties require public bodies to publish four yearly reports setting Equality Outcomes and detailing progress in mainstreaming equality into daily operations, reporting on progress in these areas within two years.

The specific equality duties which the College are required to publish are:

- ✚ A mainstreaming report every four years
- ✚ 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 every two years
- ✚ Gender pay gap information
- ✚ A statement on equal pay and occupational segregation in relation to gender

The College will publish a Mainstreaming Report on progress made to achieve the Equality Outcomes not later than 30 April 2027, and subsequently at intervals of not more than two years from the publication of the previous report.

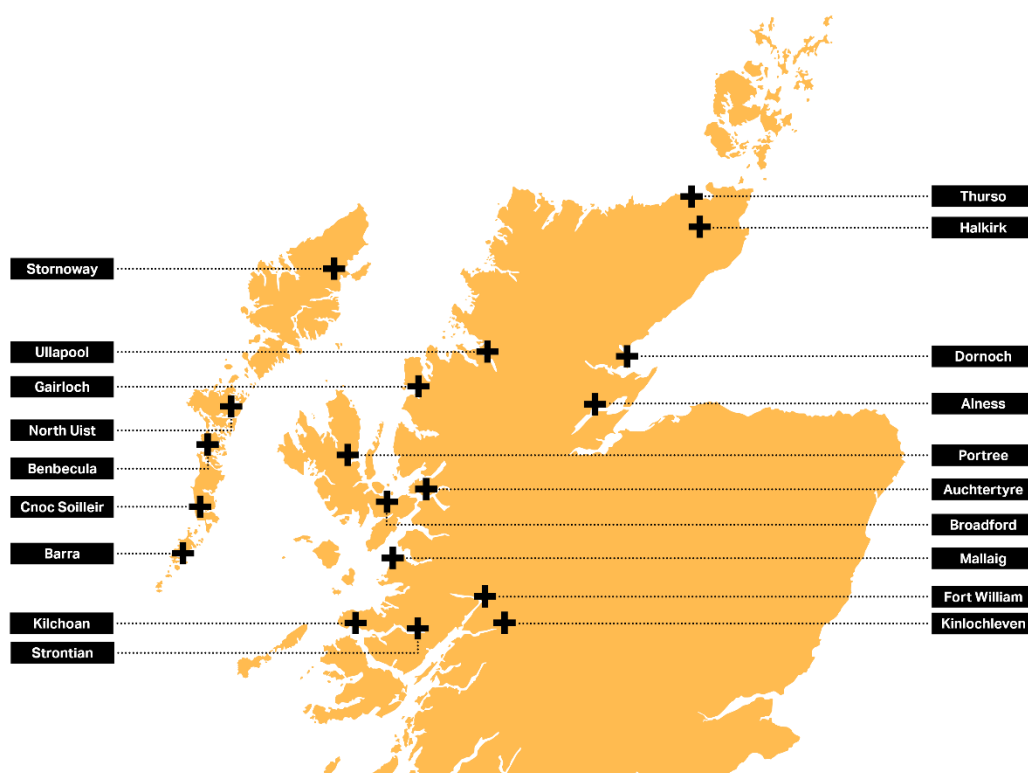
The College will publish not later than 30 April 2029 and subsequently at four yearly intervals an updated set of Equality Outcomes.

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

Introduction

On 1 August 2023 UHI North Highland, UHI Outer Hebrides and UHI West Highland merged to form UHI North, West and Hebrides, with Scottish Government approval.

By coming together, UHI North, West and Hebrides creates an anchor institution of scale and impact within UHI, and the region, supporting circa 9000 students and 600 staff across 19 learning centres and campuses stretching across the North and West Highlands, Skye and Outer Hebrides. This will create a more sustainable organisation with combined capacity and resource to grow the curriculum, research, and innovation; develop existing and new partnerships to support employers, address skills gaps and retain, attract, and nurture talent; and become more responsive to the social, cultural, and economic opportunities in our regions.



Proudly rooted in the culture, location, and landscapes of the North and West Highlands, Skye, and Outer Hebrides, we are connecting our rural and island communities and delivering relevant and distinctive learning and research opportunities, shaped by their needs and ambitions.

We also provide a skills pipeline for the region's growth sectors, including net zero decarbonisation, renewable energy, engineering, advanced manufacturing and technologies, space ports and land and sea-based industries, as well as Gaelic.

As an anchor institution in the region, our aim is to have a transformative impact on our communities by encouraging people to live, work and study here by providing opportunities for people to shape their futures in a changing world.

Our Vision, Mission, Values, and Behaviours

Vision	To be an anchor institution for the region – a connected, flexible, distributed and sustainable learning organisation, opening doors to a world of opportunity
Mission	We will connect rural and island Scotland, pioneering distinctive education and research opportunities to enable our students and communities to shape their futures in a changing world.
Values	<p>Trust We take pride in what we do. We are highly trusted by our students, our staff and our partners. We are recognised for our leadership and dedication to deliver more for all whom we serve.</p> <p>Integrity We take responsibility for all we do, assuring full transparency and accountability. We ensure that people are at the heart of everything we do and that our organisation operates in collaboration and openness, with an ethos of dignity and respect for everyone.</p> <p>Excellence We are ambitious for our learners, our staff, our College and our communities. We drive innovation. We aim to be sector leaders and benchmark our performance on national and international standards.</p>
Behaviours	<p>Be Bold We are confident in our ability to transform tertiary education for our region, connecting individuals and communities to learning and education.</p> <p>Be Agile We encourage new ways of thinking and support our people to explore new ways of thinking and doing things. We respond and adapt quickly through innovation.</p> <p>Be collaborative People working together are at the heart of everything we do. We value our ability to collaborate through a diverse workforce, where everyone's voice matters.</p>

Commitment

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.

We recognise the key role of the College in serving our community and, with our staff and students, are committed to addressing discrimination and inequality by ensuring a culture which promotes equality, diversity and inclusion for all students and staff. We aim to provide safe, inclusive spaces for our staff, students, stakeholders and visitors where everyone feels valued, welcome and included.

Core Values

Our strategic goals set out our core values which underpin our decisions and actions:

- ✚ To become a financially sustainable joined-up organisation
- ✚ To grow curriculum, particularly into key areas that link with our research and commercial opportunities
- ✚ To grow research and knowledge exchange through connecting our current specialisms and developing them alongside our region's potential
- ✚ To have cohesive and responsive business development teams who can respond effectively and purposefully to opportunities of scale
- ✚ To enhance the student experience through connecting our sites, resources, communities, and multi-location programmes
- ✚ To have resilient team structures and depth of resource to address changing priorities, opportunities, and economic difficulties

Further to our College strategic goals we have a key strategic aim within our People & Culture Strategy to ensure that the College is an employer of choice, attracting the highest quality people locally and into the area to enhance the student experience, whilst ensuring equality of opportunity and working towards increasing the diversity of our staffing profile and that of the local community.

Our Student Engagement Strategy sets out the direction and commitment of the College ensuring that student engagement is at the heart of the organisation and that every student is given the opportunity to fulfil their goals and to thrive academically and personally. Underpinning this are aims which include students feeling part of a supportive and inclusive education.

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 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.

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 UHI Equality, Diversity and Inclusion Committee
- ✚ The Equality, Diversity and Inclusion Practitioners Network
- ✚ CDN Equality, Diversity 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.



The Mainstreaming Report and Equality Outcomes 2025 to 2029

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

We recognise the key role of the College in serving our communities 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.

The Mainstreaming Report will be a working document and the Board of Management and staff of the College are committed to monitoring and reviewing progress in delivering our Equality Outcomes Plan for 2025 to 2029.

In 2019, the Equality and Human Rights Commission (EHRC) and Scottish Funding Council (SFC) entered into a strategic partnership to enhance leadership and oversight in tackling persistent inequalities in the tertiary system.

As part of this work, a series of National Equality Outcomes (NEOs) were developed with an expectation that educational institutions across Scotland contribute to these as part of their Public Sector Equality Duty.

NEOs were published by the SFC in January 2023 and have been developed using the following principles:

- ✚ All nine protected characteristics outlined in the Equality (Scotland) Act 2010 should be included
- ✚ The focus of this work is student inequality, but consideration has been given to staff inequality as it directly impacts on students in relation to their experience and the representation of the tertiary system
- ✚ The NEOs should be evidence based and based on significant inequalities.

As this is our first Mainstreaming Report as a newly merged College, we have aligned the NEOs to the Equality Outcomes set by our three legacy Colleges in order to incorporate them into the new College strategic goals and to enable us to carry on the work and progress our individual Colleges had previously made. We will take steps to contribute to the achievement of these NEOs, where appropriate, for our students and staff.

Based on the nine protected characteristics we have developed a set of planned equality outcomes. 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 feel safe and feel like they belong and that we create a positive environment where staff and students can work and study and achieve their full potential without fear of discrimination. Our chosen NEOs will incorporate that theme of feeling safe.

National Equality Outcomes	
Protected Characteristic	Outcome
Age	The retention outcomes for university students aged 25 and over will improve
	The success rates for college students aged under 19 will improve
Disability	The success and retention rates of college and university students who declare a mental health condition will improve
	Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course
	Disabled staff and students report feeling safe in the tertiary system
	Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards and university Courts
Gender Reassignment	Trans staff and students report feeling safe to be themselves in the tertiary system
Race	Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress
	Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist
	Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards
	Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching college staff to align with student representation in the sector
Religion or Belief	Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose
Sex	Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose
	Institutions can evidence approaches that prevent and respond to violence, harassment and abuse

	Men (staff and students) know how to access mental health support (recognising intersectionality within that group)
	Institutions will have regard to significant imbalances on courses and take action to address it
Sexual Orientation	Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college

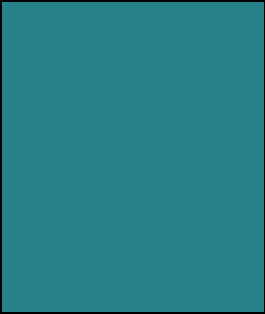
Equality Outcome 1	The success and retention rates of students who declare a mental health condition will improve								
Activity	<ul style="list-style-type: none"> ✚ Student Engagement and Wellbeing Officers deliver activities to raise awareness of mental health and how our student support services teams can support students before and throughout their academic journey. ✚ Qualified student counsellors provide face to face or online counselling sessions to students. After referral students are offered six to eight sessions. ✚ The College is partnered with Spectrum.Life. This allows students to access free 24/7 out of hours mental health support in different ways eg phone, text, WhatsApp. 								
Action Plan	<ul style="list-style-type: none"> ✚ In session 2023/24 31% of our further education students who declared a disability indicated it was due to mental health issues. The success of these students on accredited courses is 53%. We will look to support students with mental health difficulties and work with them to remain engaged with their studies and help reduce withdrawal rates due to mental health. <div data-bbox="501 1057 1377 1570" data-label="Figure"> <p style="text-align: center;">MENTAL HEALTH SUCCESS RATE</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Success</td> <td>53%</td> </tr> <tr> <td>Withdrawn</td> <td>26%</td> </tr> <tr> <td>Partial Success</td> <td>21%</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> ✚ Develop the skills of our Student Engagement and Wellbeing Officers to include more mental health training. ✚ Signpost students to Spectrum.Life especially during holiday periods when campuses are closed. ✚ Deliver an annual calendar of wellbeing events and activities. ✚ Continue to roll out the Suicide Prevention Action Plan. 	Category	Percentage	Success	53%	Withdrawn	26%	Partial Success	21%
Category	Percentage								
Success	53%								
Withdrawn	26%								
Partial Success	21%								

	+ Gather evidence on wellbeing from student surveys, including measures of students' awareness of how to access support.
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Equality Outcome 2	Disabled staff and students report feeling safe in the tertiary system
Activity	<ul style="list-style-type: none"> ✚ As a Disability Confident Employer, we are committed to take action to improve how we recruit, retain and develop disabled people. We want to build a culture where staff feel safe to disclose any disability or long-term health condition. ✚ The College uses clear, high-contrast signage and colour scheme to improve accessibility for those who are visually impaired. The colour schemes are designed to make more clear changes in location, surfaces and obstacles to make navigating the College campus easier and safer. ✚ Our Outer Hebrides Campus Redevelopment project was designed to increase the opportunities available to the College to deliver highly skilled technical STEM courses via distance learning modalities, improving the capability of the College to deliver education to those who are unable to attend campus during regular hours. ✚ As part of our student application, enrolment and throughout their student journey we encourage students to disclose any disabilities to provide appropriate support as required. Our learner support team are then able to follow up any requirements with curriculum, this is especially important to online students who do not have direct physical access to academic staff. We also include signposting across our online systems on the support that is available. ✚ Student support work closely with curriculum to identify any needs that may develop throughout the academic year. ✚ UHI have adopted a system default for Microsoft Teams, our method of online teaching, of no one other than the host being able to share screen. This helps to prevent any inappropriate content being shared. ✚ Online information sessions are offered to all students, to help them with familiarisation with the Virtual Learning Environment and the online virtual classroom. This helps to build their digital confidence before starting courses. ✚ Students who disclose a disability which impacts on their learning are allocated a named learning support worker.
Action Plan	<ul style="list-style-type: none"> ✚ Review and align the equality data collected from recruitment through to employment.

	<ul style="list-style-type: none"> ✚ A range of student spaces are being developed to facilitate students meeting in large or small groups, in busy or quiet areas of the College. The variety of spaces on offer have been designed to be accessible, configurable and easy to navigate through which will help facilitate students socialising in an environment that meets their individual needs. ✚ Revise student disability provisions to ensure they remain relevant and to embed provisions which should be anticipatory for all students (such as provision of lecture slides in advance). ✚ Consider the potential of incorporating Adjustment Passports into the workplace. ✚ Carrying out regular fire drills at different times of the day and week allowing Estates staff and fire marshals to have hands on experience on evacuation processes for any staff, student or visitors who may require assistance. ✚ Improve the experience of disabled staff and students as evidenced by engagement surveys; student voice representation and through Highlands and Islands Student Association. ✚ Continue to implement and review the College's British Sign Language Action Plan. ✚ Embed approach to improving accessibility within Estates Master planning.
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Equality Outcome 3	Institutions can evidence approaches that prevent and respond to violence, harassment and abuse
Activity	<ul style="list-style-type: none"> ✚ Continue to embed a Gender-Based Violence (GBV) Policy that safeguards staff and students when responding to incidences of GBV. ✚ Online training course to raise awareness of GBV issues for college and university staff available via College Development Network. It was designed by UHI and made available to the sector and to all staff to form part of the equality and diversity training suite for staff. ✚ A dedicated area within Brightspace which links to external agencies and resources for all genders including rape and abuse. ✚ As part of UHI a GBV disclosure toolkit has been developed for our students. It is understood that the first step can be very difficult which is why an accessible online form has been developed if students need to tell us about potential, past or present GBV. ✚ Robust Safeguarding policy and procedure are in place with a mandatory training module for all staff and a ✚ A GBV student e-learning module available via UHI and created by Rape Crisis Scotland. It will help students to recognise potential GBV happening to them and to others. ✚ Named safeguarding officers with all information published on our website with relevant links.
Action Plan	<ul style="list-style-type: none"> ✚ Strengthen partnerships with key organisations, including Police Scotland, Rape Crisis Scotland and Women's Aid and promote training opportunities. ✚ Continue to provide counselling for staff and students through either an in-person counsellor or virtual counsellor through Health and Mind. ✚ Continue to have GBV disclosures being investigated promptly and appropriately. ✚ Encourage staff to engage with the GBV training module and work with line managers to identify, prevent and respond to these behaviours. Offer training to staff to raise awareness of GBV and opportunities for continual professional development.

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- ✚ Identify barriers that are faced for those who experience GBV in a College context and target work on raising awareness of GBV and the response within the College community.
 - ✚ Strengthen the existing Safeguarding team through additional training and enhance the current resource.

Equality Outcome 4	Staff and students know how to access mental health support (recognising intersectionality within that group)
Activity	<ul style="list-style-type: none"> ✚ A dedicated Wellbeing site on SharePoint for all staff to access with links to mental health agencies ✚ Employee benefits package, Vivup, provides a range of benefits to support mental, physical and financial wellbeing ✚ On-site and remote counsellors available for staff and students ✚ Implementing the HSE Stress Management Standard alongside the Working Minds campaign to drive a culture of change that ensures that we assess the risks of work-related stress, take action to prevent it and support good mental health for all employees. ✚ NHS Highland Occupational Health and Wellbeing Service provides confidential and impartial advice to employers to manage health at work. They offer a wide range of services to help protect employees from any hazards at work and to support them to continue or return to work after illness or injury. ✚ A Wellbeing Self-assessment Tool is available for staff to use on Brightspace. It is provided by the Scottish Association for Mental Health and can be completed anonymously but also shared if chosen. ✚ Continue to provide mental health information, support and services which are accessible to staff and students.
Action Plan	<ul style="list-style-type: none"> ✚ Raise awareness of the resources available to staff and students through monthly newsletters, posters, SharePoint sites and ensure clear signposting to available services for all staff ✚ Monitor the use of the resources available and how often they are accessed ✚ Review and update the Wellbeing site on SharePoint ensuring it is current and relevant ✚ Organise wellbeing initiatives throughout campuses ✚ Implementation of a Staff Wellbeing Handbook

	<ul style="list-style-type: none"> ✚ Develop partnerships with local organisations to develop joint action plans and solutions for mental health. ✚ Create safe spaces within College in response to the increased demand on staff and student mental health. ✚ Develop a framework to ensure specific barriers to learning are addressed. Hold regular appointments with learning support and student engagement and wellbeing where students can speak to a member of the team to flag any barriers they are have to learning which are then assessed and actioned as necessary. ✚ Provide mental health information throughout the College, including on support and services which are accessible to staff and students. Our student engagement and wellbeing team circulates out of hours support to all students prior to breaks and College closures should they require support out with College hours.
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Equality Outcome 5	Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college
Activity	<ul style="list-style-type: none"> ✚ Celebration of LGBTQ+ history month and events. ✚ Gender neutral toilets created and private changing areas. ✚ Awareness-raising posters displayed on campus noticeboards. ✚ Social media campaigns to relay events and activities on and off site.
Action Plan	<ul style="list-style-type: none"> ✚ Consult with staff and students by survey whether they feel confident and safe enough to report on their sexual orientation. ✚ Offer employees of the College the option of a rainbow security lanyard. ✚ Achieve LGBTQ+ Charter status so that everyone studying, working at or visiting the College feels safe, equal, welcome and supported. ✚ Develop Student and Staff LGBTQ+ forum and LGBTQ+ history month events. ✚ Have the Rainbow flag flying on the College campus. ✚ Include contact details for LGBTQ+ support to the Recharge and College website. ✚ Cultivating a supportive community of peers, including Highlands and Islands Student Association.

Next Steps

The College's Equalities, Diversity and Inclusion Committee will lead our work to make further progress against the outcomes.

Evidence Base

Board of Management Gender Profile

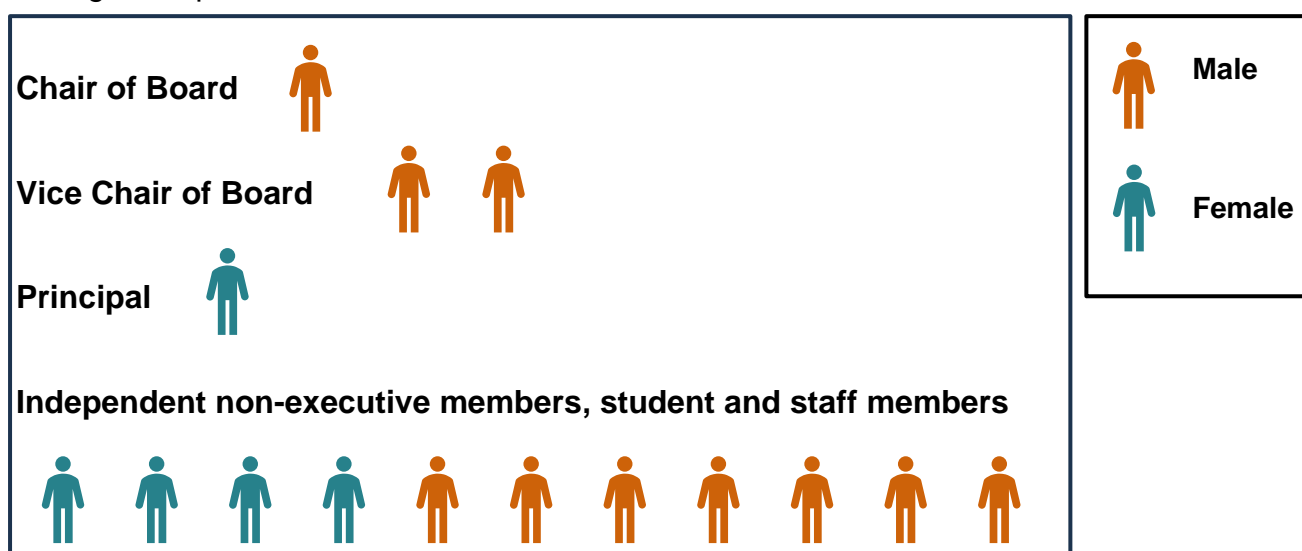
The UHI North, West and Hebrides Board of Management was established under the Further and Higher Education (Scotland) Act 1992. Board membership includes external members drawn from the community, and internal members comprising the Principal, elected members from teaching and support staff and a student member. External Board members serve on a voluntary basis without remuneration.

The role of the Board of Management is as follows:

- ✚ Every College in Scotland should be headed by an effective Board of Management, which is unambiguously and collectively responsible for overseeing the College's activities, determining its future direction and fostering an environment in which the College Mission is achieved and the potential of all learners is maximised. The Board of Management must ensure compliance with the statutes, ordinances and provisions relating to the College and its framework of governance and, subject to these, take all final decisions on matters of fundamental concern to the College and be accountable for these.

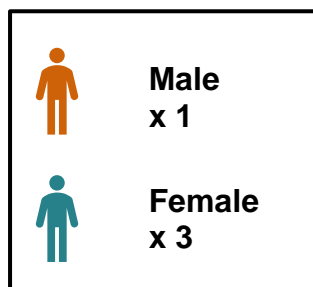
The Board of Management can have between 13 and 18 members. Non-executive, professional services staff, and teaching staff members are generally appointed for an initial term of four years. Non-executive members may seek an extension of four years. The student members are nominated for a one-year term, with the option of re-appointment for a further one-year term. The Principal is a Board member for as long as they are in post. All non-executive positions are voluntary and unremunerated.

To support to the work of this report and the wider College the induction program for new Board members includes Equality & Diversity training delivered via College Development Network. The current Board of Management has 15 members and their gender profiles are:

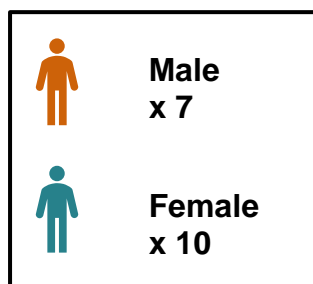


The current gender split of the Board is 67% male and 33% female. In relation to non-executive members our gender split is 70% male and 30% female. We recognise that we fall short of the gender representation objective set by the Gender Representation on Public Boards (Scotland) Act 2018 to that 50% of an authority's non-executive board members are women. We will be reviewing how our future vacancies are listed and advertised to attract more women.

Executive Leadership Team Gender Profile



Senior Management Team Gender Profile

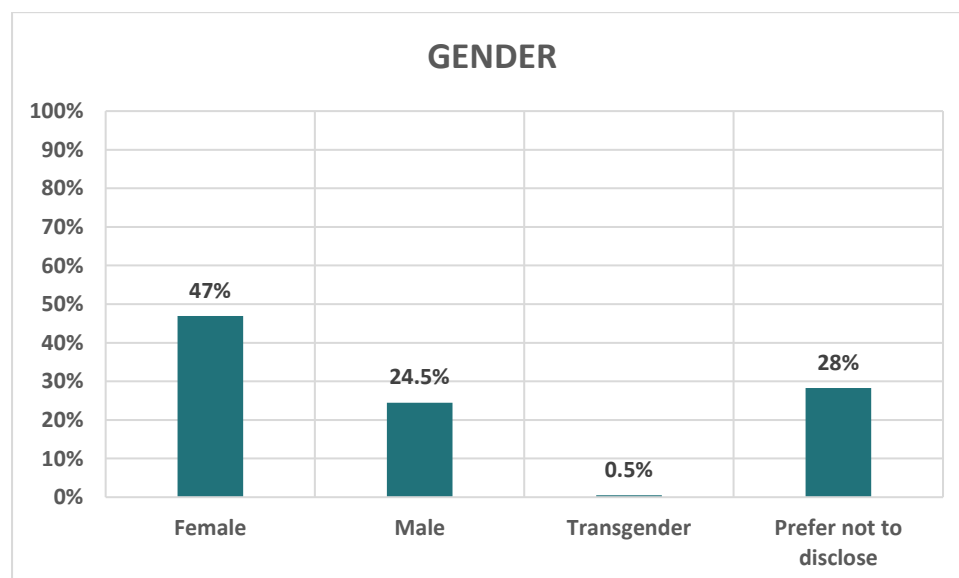
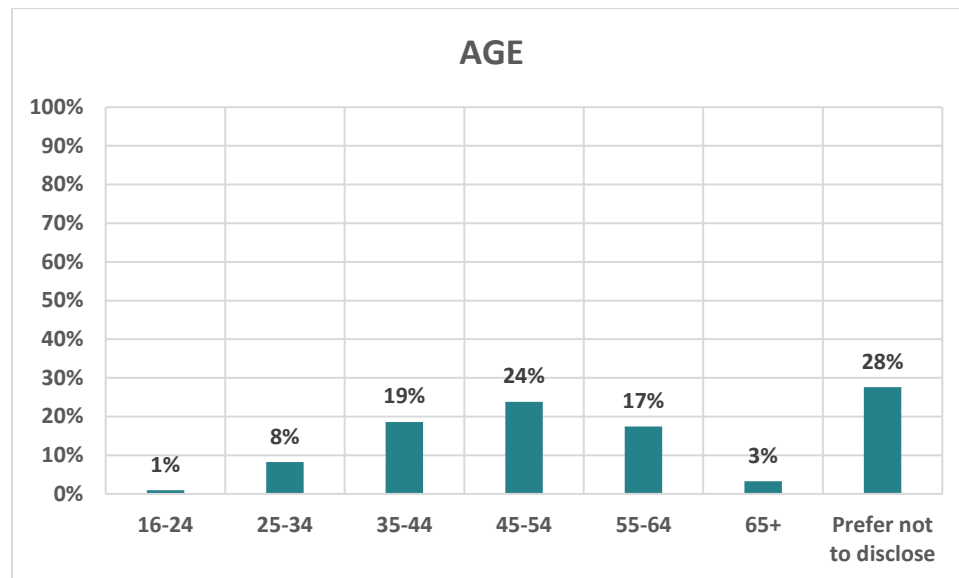


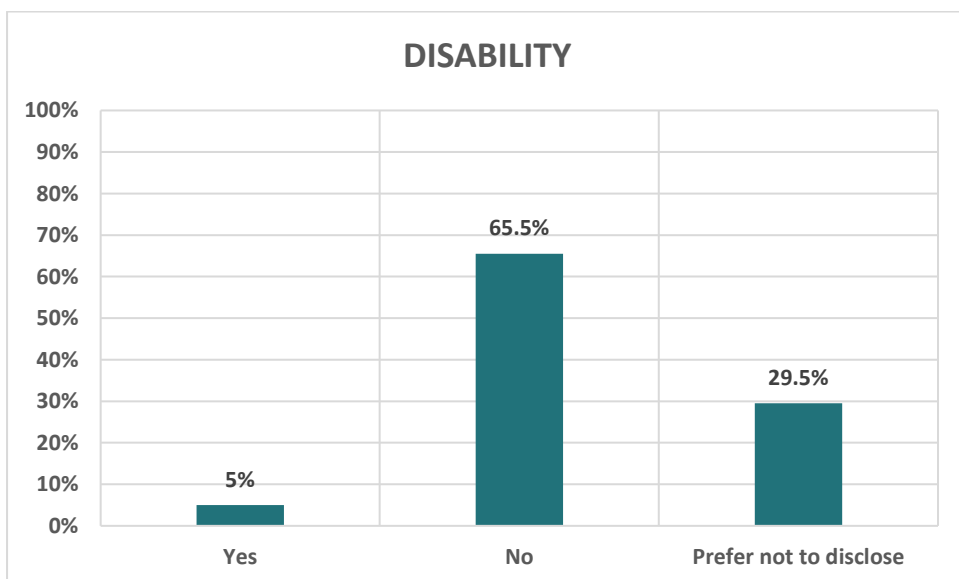
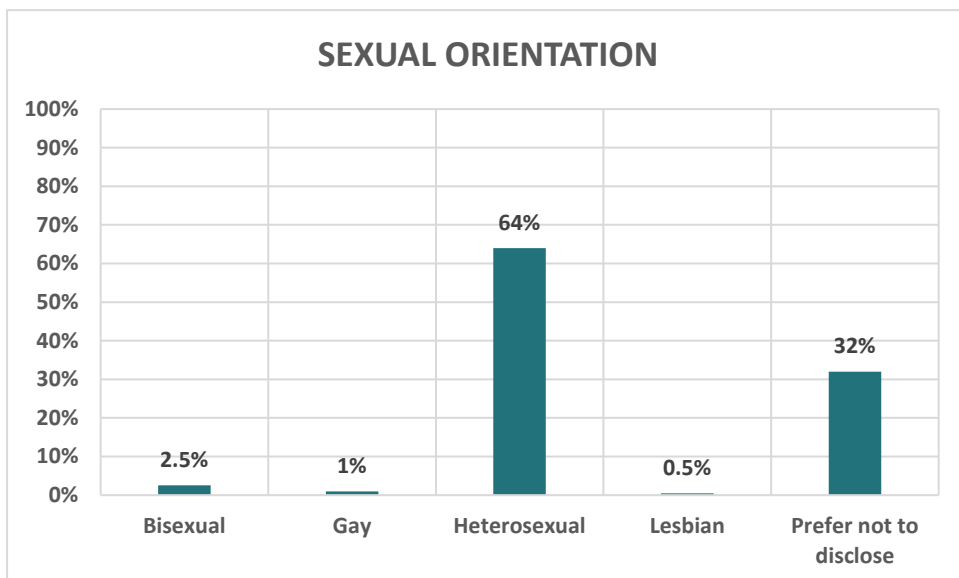
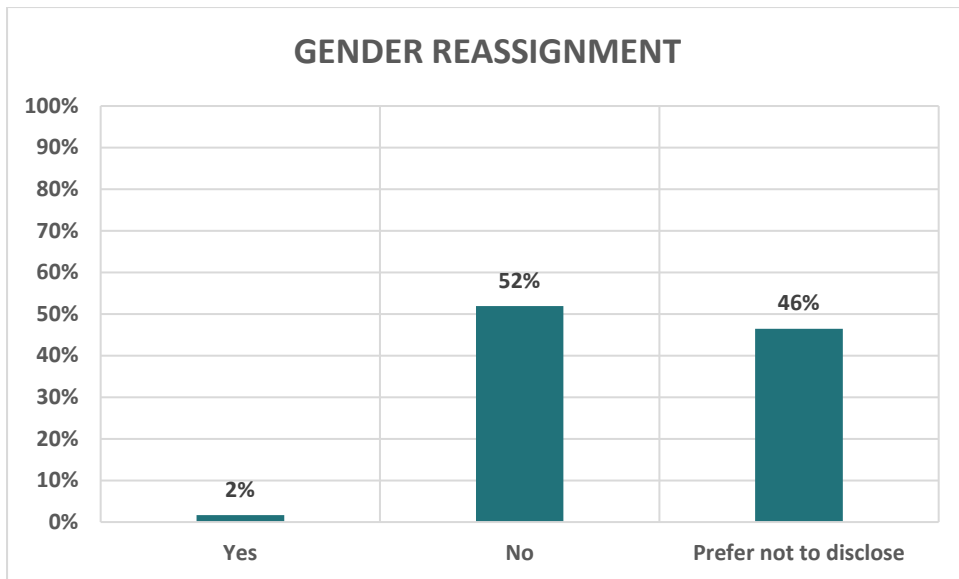
The current gender split for our Executive Leadership Team is 25% male and 75% female. For our Senior Management Team, it is 46% male and 54% female leading to a combined gender split of 41% male and 59% female.

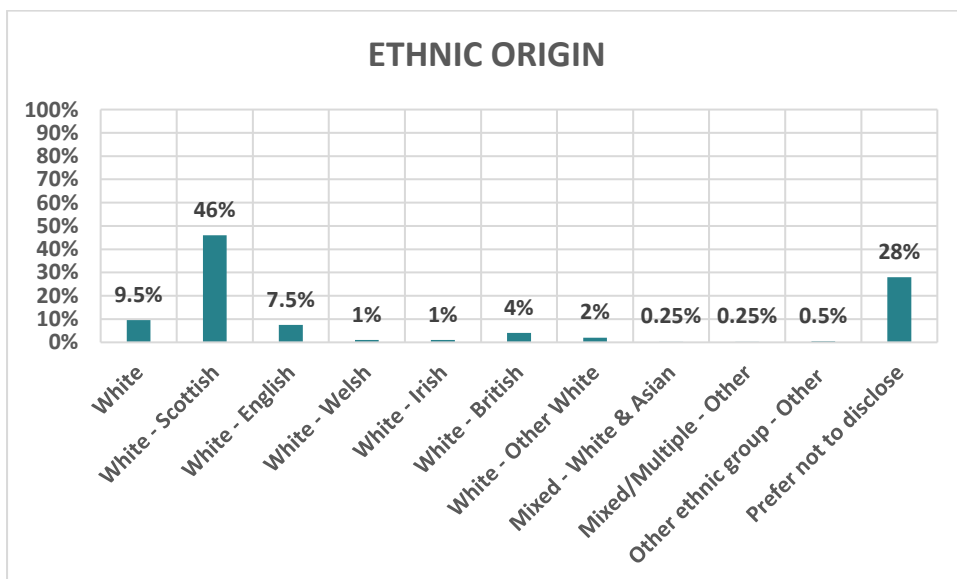
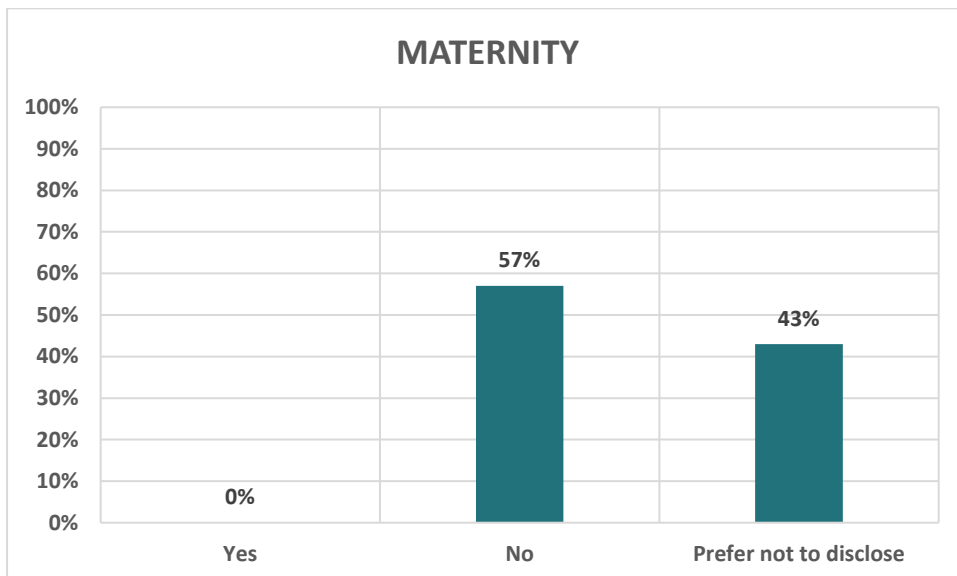
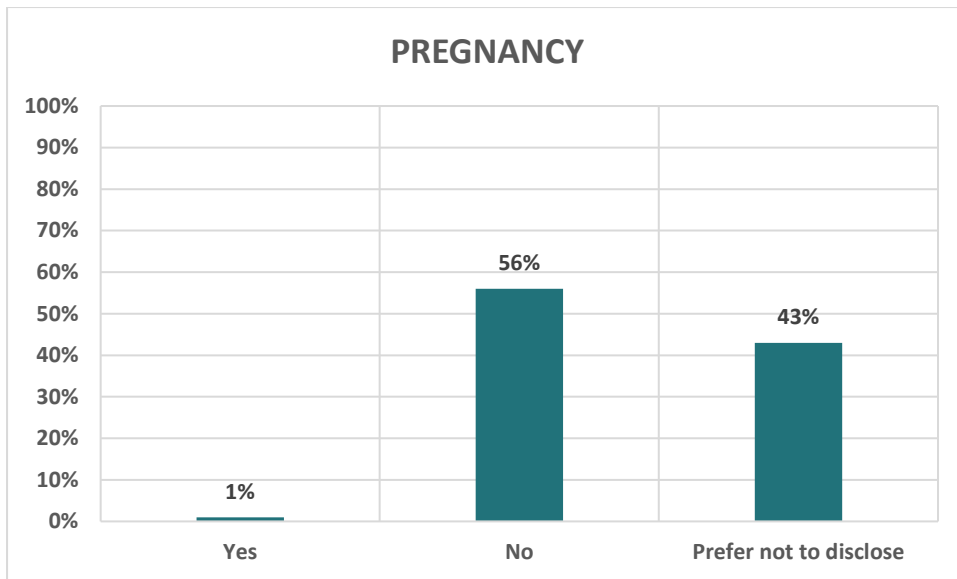
Staff Equality Profile

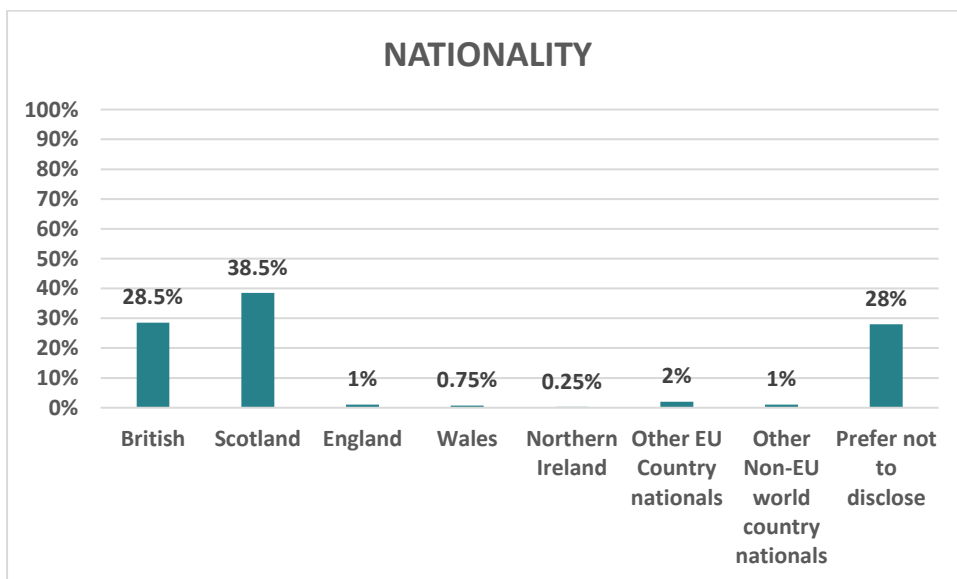
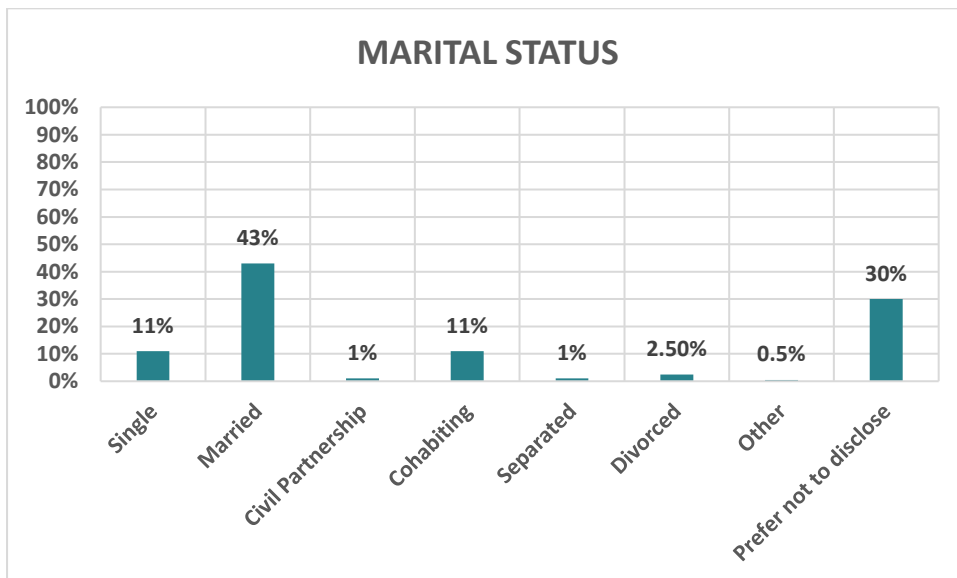
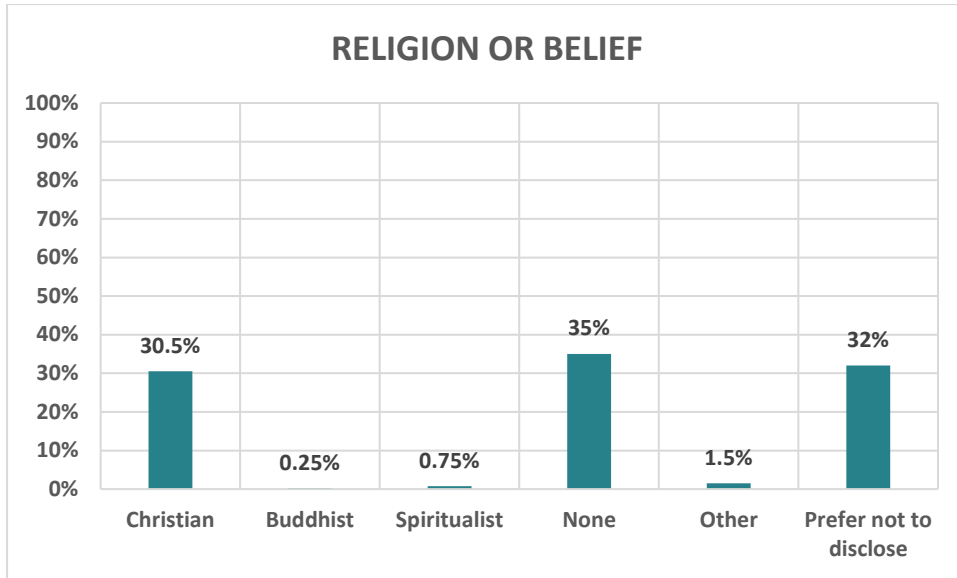
At the end of February 2025, we had a headcount of 424 permanent and fixed term staff. Whilst this data is updated annually each member of staff has the opportunity to disclose and update their equality information at any time during their employment.

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





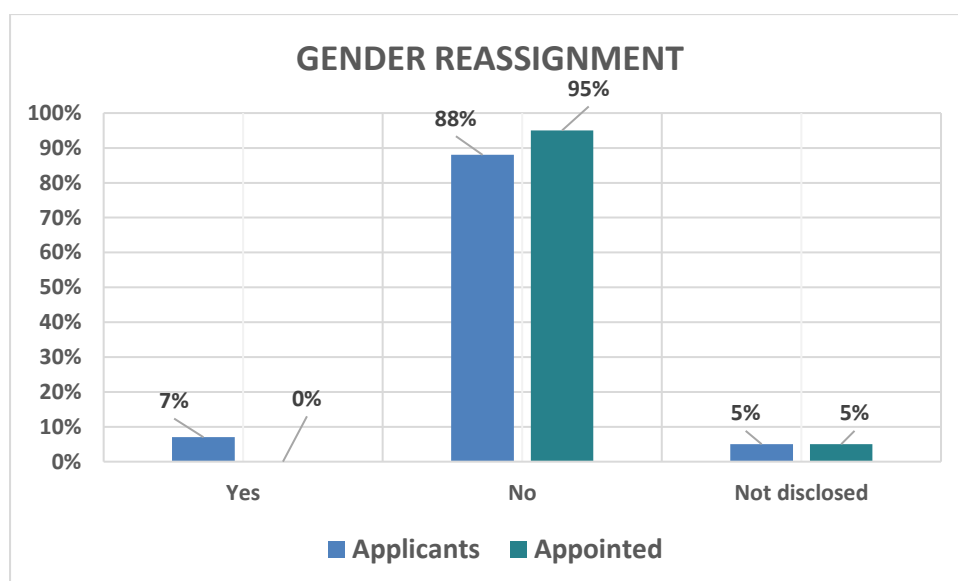
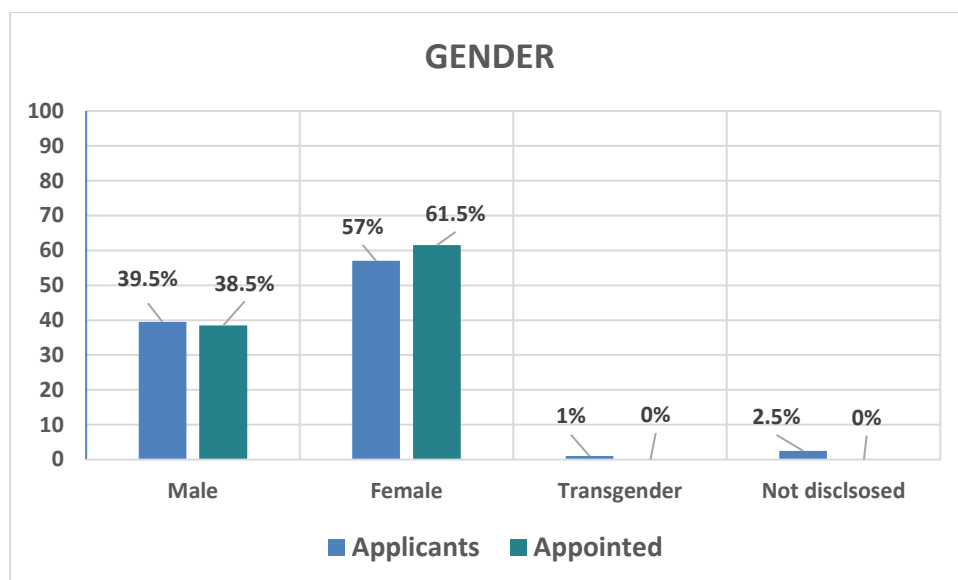




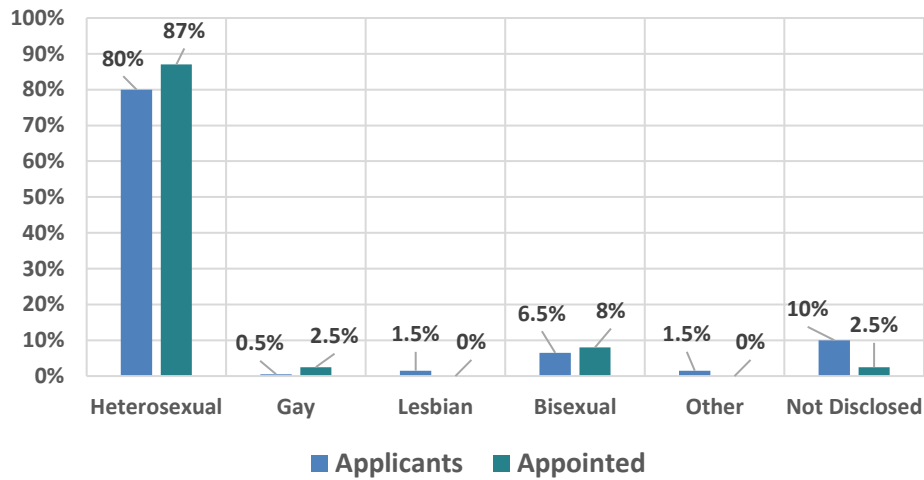
Recruitment Equality Profile

The total number of applicants for external vacancies from 1 August 2023 to 31 July 2024 was 215 and the total number of applicants appointed were 39.

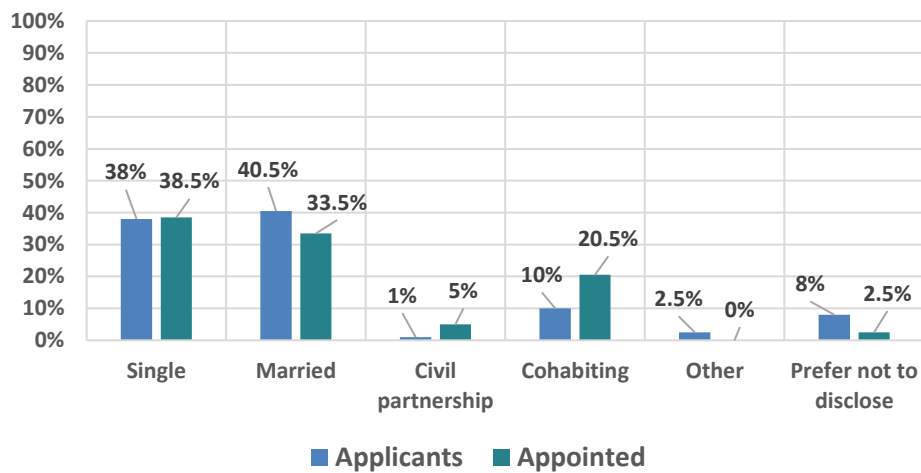
The College has collected and maintained the following equality information for applicants and applicants appointed:



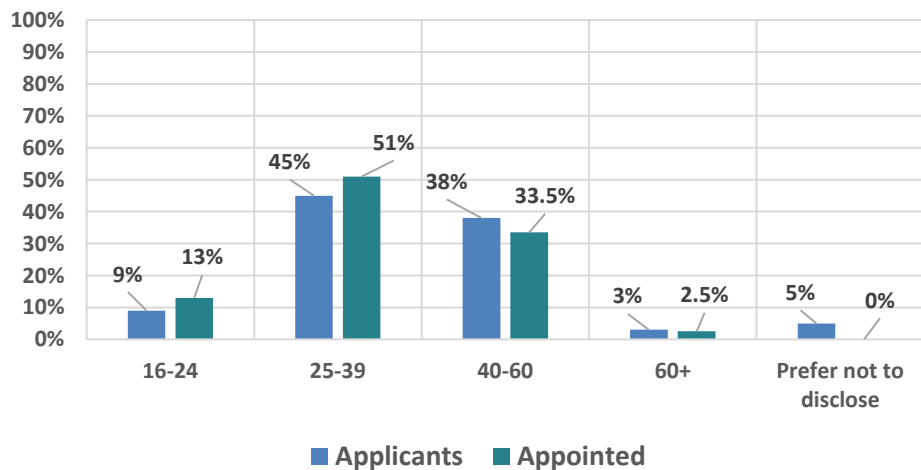
SEXUAL ORIENTATION



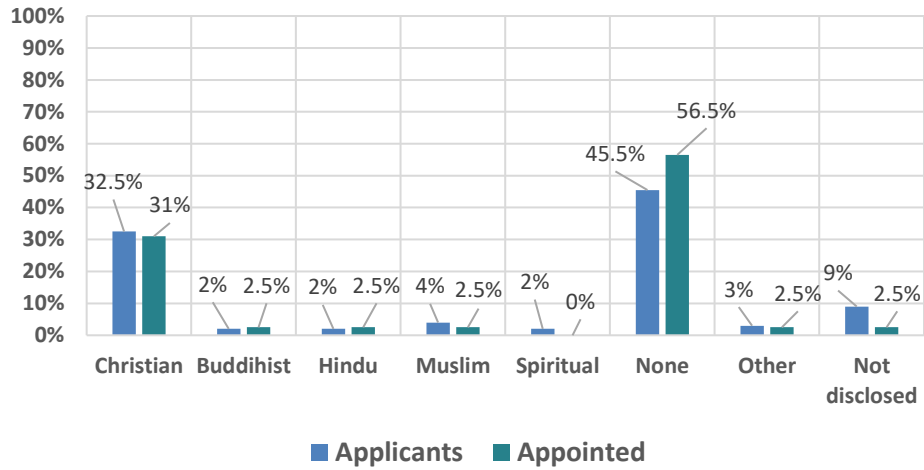
MARITAL STATUS



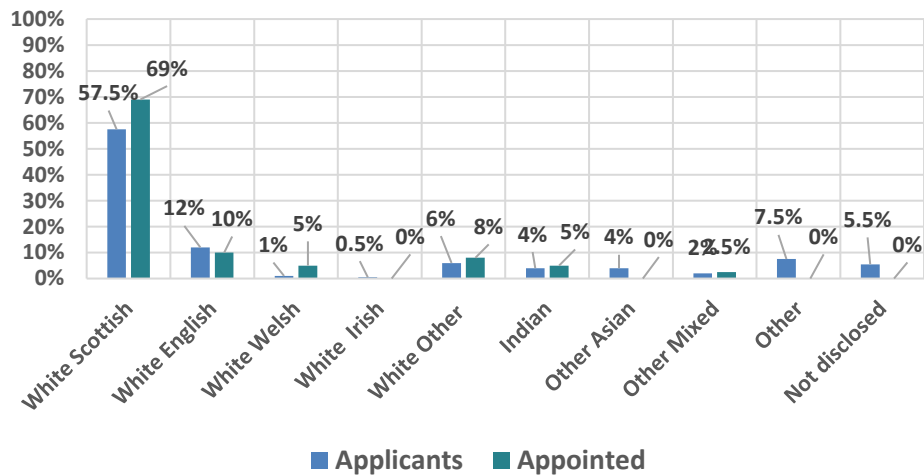
AGE



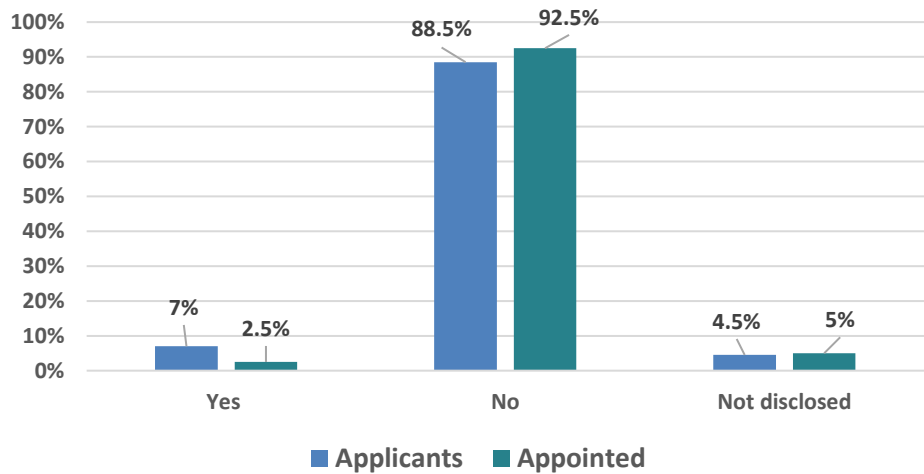
RELIGION / BELIEF



ETHNIC ORIGIN



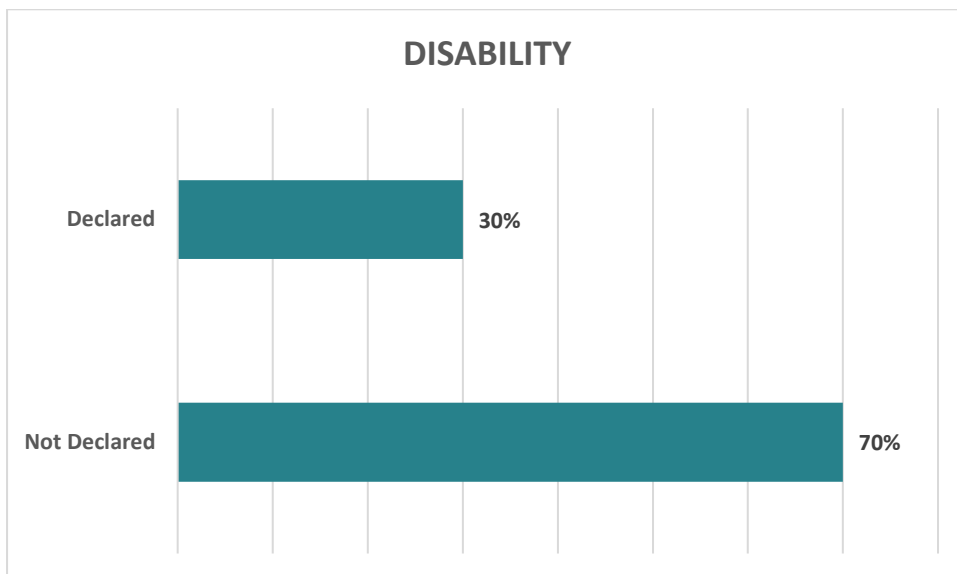
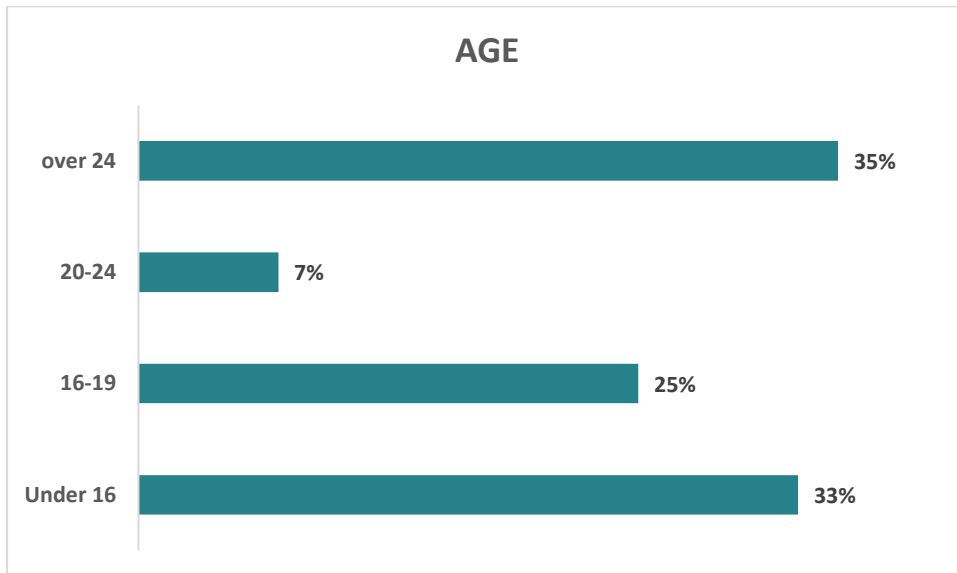
DISABILITY



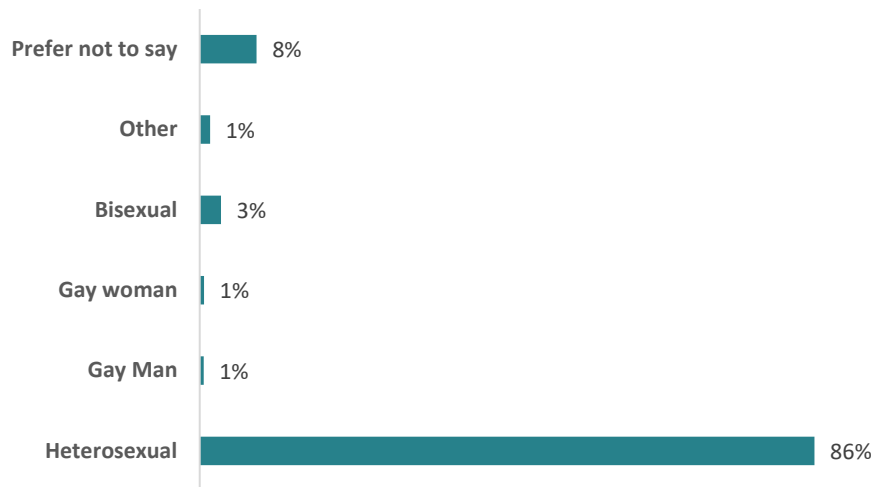
College Students – Further Education

In session 2023/24 we had 5,123 enrolments.

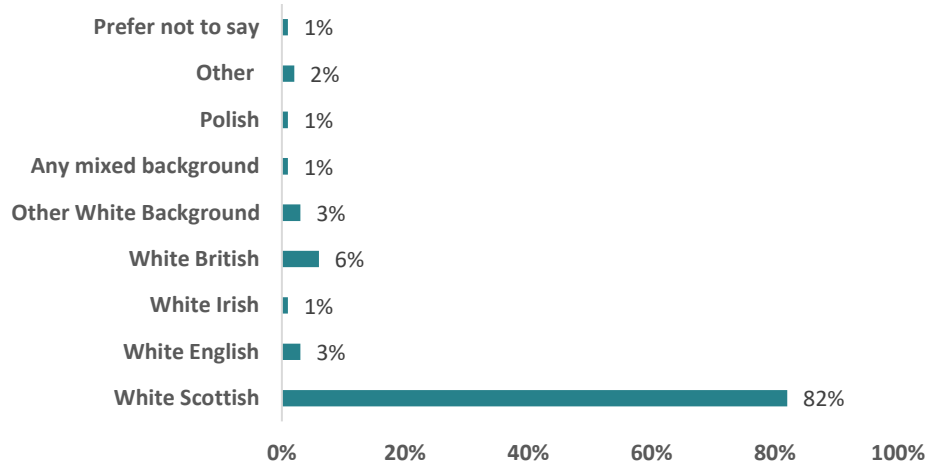
The College has collected and maintained the following equality information for further education students:



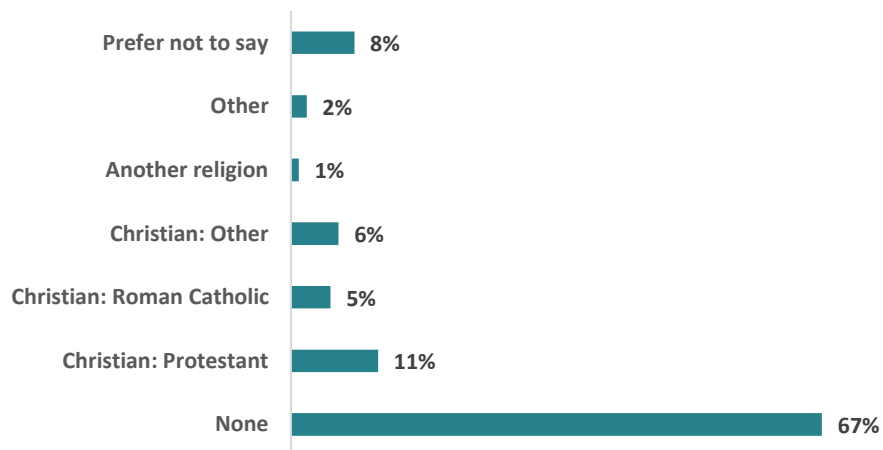
SEXUAL ORIENTATION

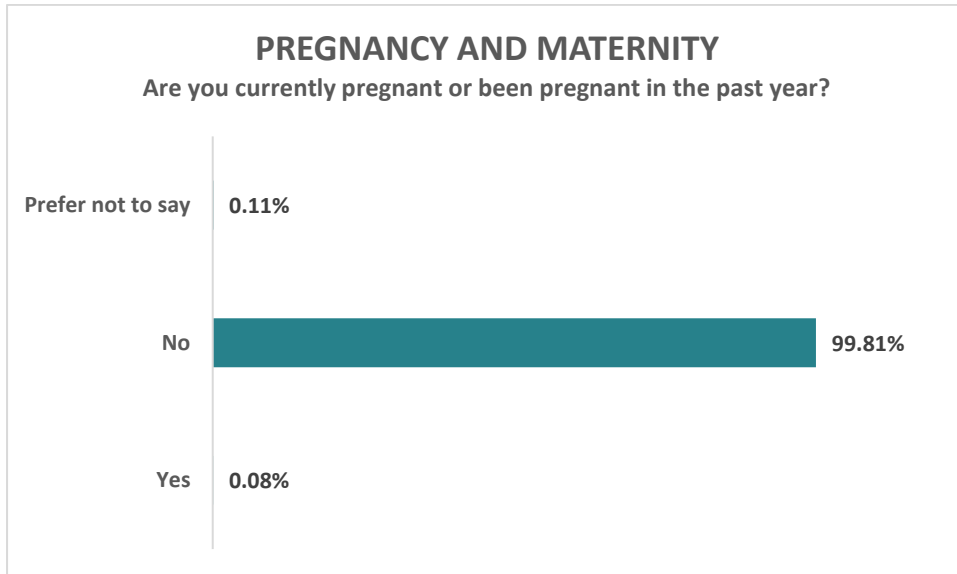


ETHNICITY

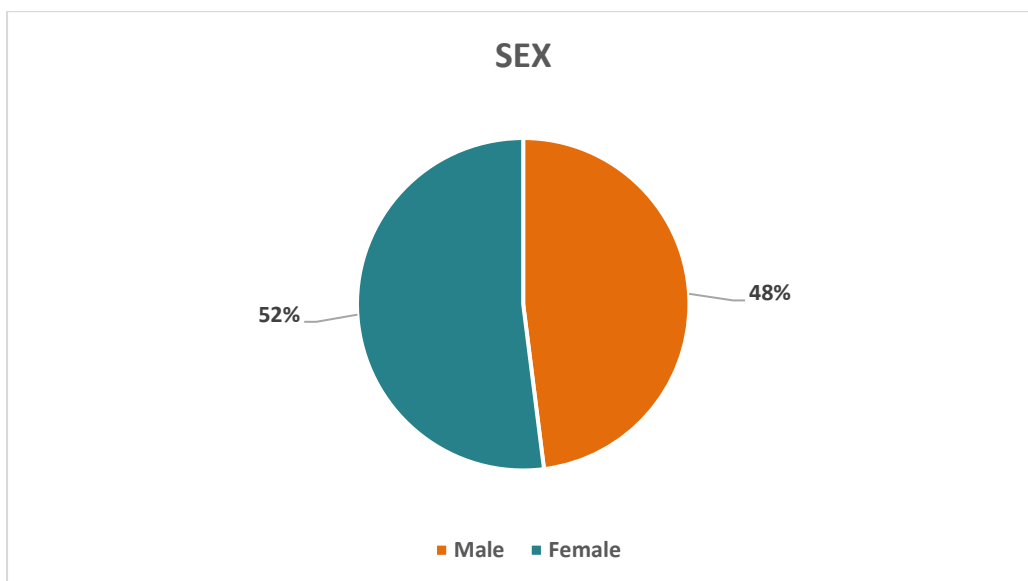


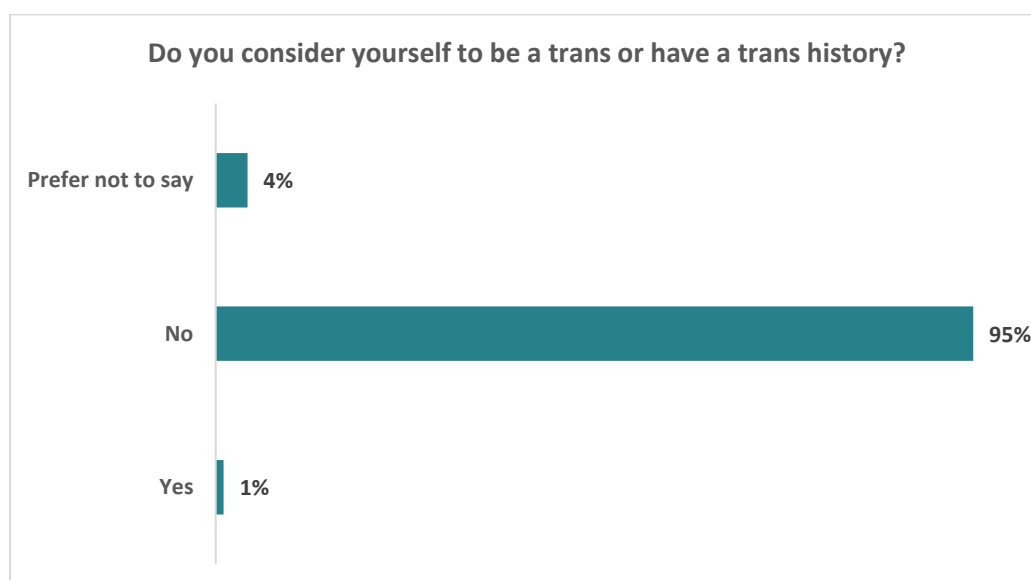
RELIGION OR BELIEF





As part of the College's reporting to the Scottish Funding council we collect the sex of student along with a further two questions on gender for students aged 16 and over.





Gender Pay Gap Report

UHI North, West and Hebrides is required as an employer to carry out Gender Pay Gap Reporting under the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017.

The College is committed to the fair treatment of all staff irrespective of gender which is part of an overall strategy in placing equality and diversity at the heart of everything we do.

The data presented below has been prepared in accordance with the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017. The figures are based on data as at 1 April 2024.

It is important to note that gender pay gap is not the same as equal pay. Unequal pay is when women are paid less than men for doing equal work. UHI North, West and Hebrides pays equal pay to employees for equal work across the whole workforce.

A gender pay gap is a measure of the difference in the average pay of men and women across the entire College, regardless of the nature or level of their work. It highlights the different number of men and women across all roles.

Headline Gender Pay Gap Figures

Mean

The mean gender pay gap is the difference between the average hourly earnings of men and women.

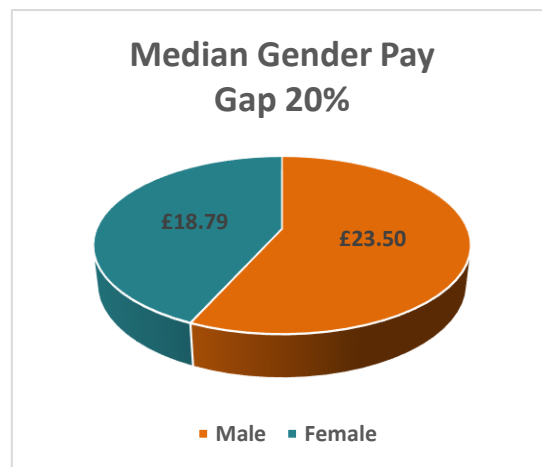
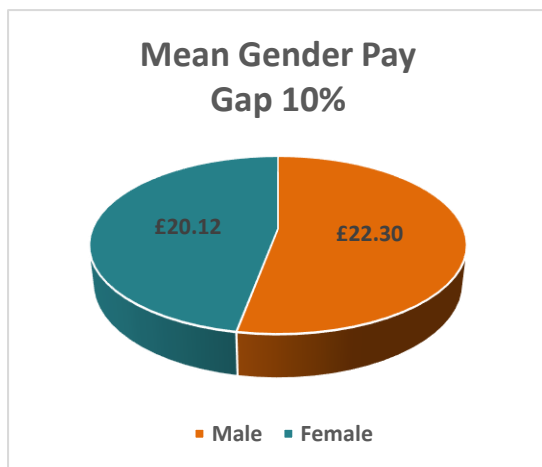
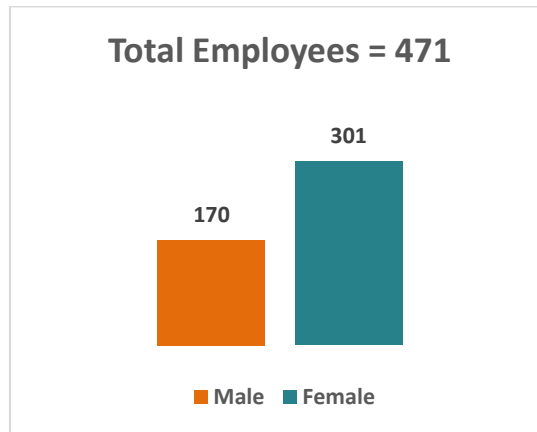
Median

The median pay gap is the difference between the midpoints in the ranges of hourly earnings of men and women. It takes all salaries in the sample, lines them up in order from lowest to highest, and picks the middle salary.

Quartiles

Quartiles are where an organisation is split into four equally sized portions of employees based on their hourly **earnings** and then the **gender** split is recorded.

All Staff



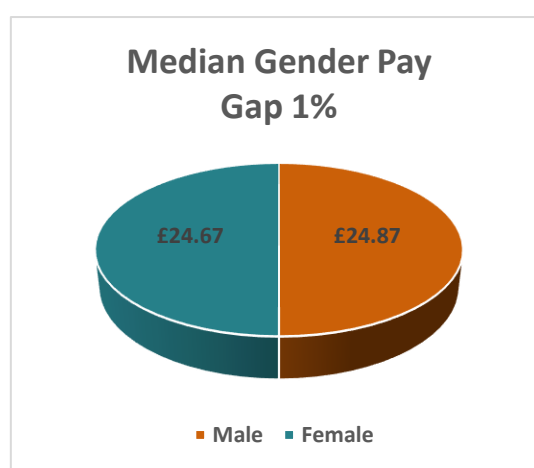
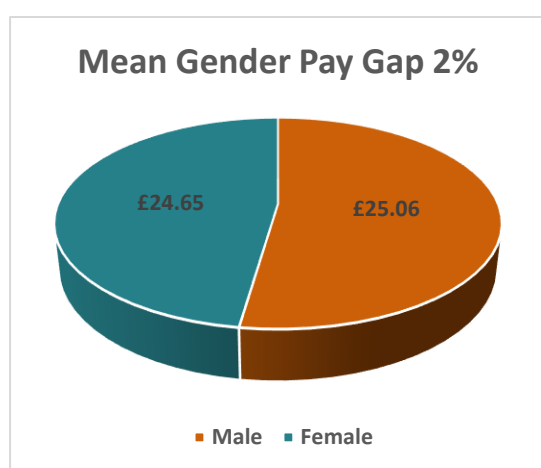
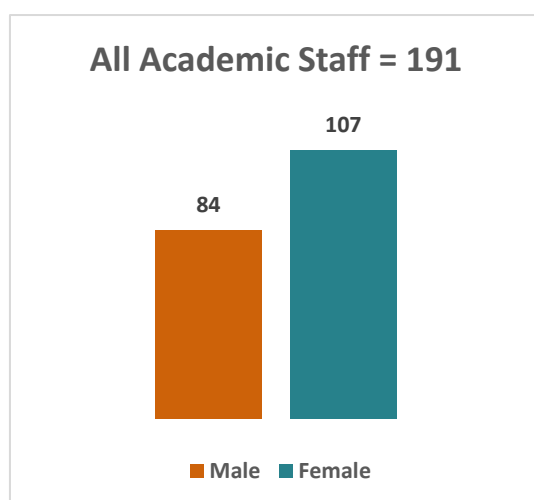
The gender pay gap is not as a result of people being paid differently for the same job. It occurs because of the distribution of the genders within the workforce as show below:

Proportion of females and males in each hourly rate quartile pay band is as follows:

Pay Quartile	Males	Females
Upper Quartile	48.31%	51.69%
Upper Middle Quartile	40.68%	59.32%
Lower Middle Quartile	32.20%	67.80%
Lower Quartile	23.08%	76.92%

When we look at the two main sections of the workforce, i.e. academic and non-academic, separately, the picture is as follows:

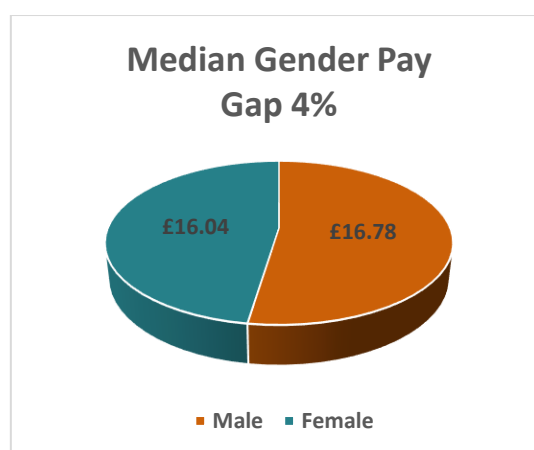
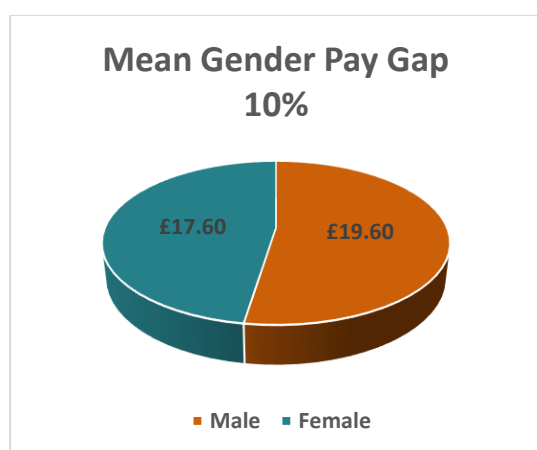
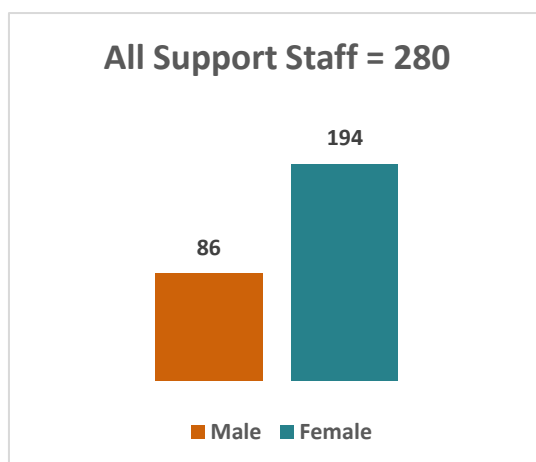
Academic Staff



Proportion of females and males in each hourly rate quartile pay band is as follows:

Pay Quartile	Males	Females
Upper Quartile	52.08%	47.92%
Upper Middle Quartile	45.83%	54.17%
Lower Middle Quartile	33.33%	66.67%
Lower Quartile	44.68 %	55.32%

Support Staff



Proportion of females and males in each hourly rate quartile pay band is as follows:

Pay Quartile	Males	Females
Upper Quartile	42.86%	57.14%
Upper Middle Quartile	31.43%	68.57%
Lower Middle Quartile	20.00%	80.00%
Lower Quartile	28.57%	71.43%

When analysing the gender pay gap by occupational groupings, non-teaching staff significantly contribute to the gender pay gap.

Steps to Bridge the Gap

We are continually reviewing and improving our recruitment processes. We have introduced an anonymised recruitment process to reduce the potential for unconscious bias and unconscious bias training for those on selection interview

panels. We will take positive action by encouraging male applicants to apply for posts in the Lower and Lower Middle pay quartiles.

There are a variety of family friendly policies in place including flexible working, hybrid working and significant opportunities for part-time and term time only working which traditionally attract more female staff who, in line with societal norms, typically have greater caring responsibilities.

We offer all jobs as flexible to remove the barriers faced by women who are more likely to have to negotiate flexible working or accept part-time jobs that are often lower paid.

We will continue to monitor pay and reward at UHI North, West and Hebrides, including gender pay and equal pay, on a regular and on-going basis so that all employees are treated fairly, irrespective of their gender and in accordance with our values and commitment to Equality & Diversity.

Equal Pay Statement

Introduction

UHI North, West and 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 regardless of their sex, race or disability. 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.

National Bargaining

The College is a signatory to the National Joint Negotiating Committee and, as such, pay awards and amendments to relevant terms and conditions are now determined through National Bargaining.

Living Wage Employer

The College is a Living Wage Employer and is committed to ensuring that every member of staff is earning a real Living Wage. The real Living Wage is typically higher than the minimum wage set by law and is the only UK wage rate based on the cost of living and is calculated each year and announced as part of Living Wage Week.

Actions

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.
- Inform employees of the method of determining pay levels.
- Respond to grievances on equal pay as a priority.
- Review progress every two years.