University of the
Highlands and Islands
Moray College

Annual Employment Data Report
Session 20/21

November 2021

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Annual Employment Data

This report details the Moray College UHI's process to gather, monitor and utilise employee equalities data to better meet the general equality duty.
The general equality duty requires the College to have due regard to the need to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

1.1   Moray College UHI Mission, Vision and Values

Mission Statement - the purpose of the college is:
"To transform lives and to be at the heart of transformation in Moray and in the wider region"
The college will achieve this mission through activities related to teaching, learning, research and the support of students.

Vision Statement - the college's vision is that it will become 'famous' for:
- the high quality of its teaching and learning
- its partnership work with stakeholders: including UHI, schools, employers and the community (through its partnership planning structures)
- the positive impact and outcomes of the work it does
- its values, for "doing the right things in the right way"

Values Statement - The college has developed an expression of each of the following values in order to be able to model linked behaviours that will generate the organisational culture that the college seeks to foster.
- Collaboration – We are a friendly college. We work collaboratively in our teams and across teams. We share the best of what we do as part of our interaction with each other. We are part of UHI and it is part of us. We fully play our part in UHI's development. We are generous with our time. We take time to listen, and to explain. We are always keen to help, to look together for ways of doing things better.
- Openness – We are a local college with an outward-facing perspective. We embrace change. We seek to be innovative in what we do and how we do it, curious to learn from the best in our sector to become the best. We reflect and discuss what we do and how we do it. We are always learning.
- Respect – We are accountable for what we do and how we do it. You can depend on us to do what we say we will. We agree our priorities and stick to them. We make decisions as close to possible to where their impact is. We are considerate, supportive, and caring. People feel valued because we value them
- Excellence – We focus on our strengths, and on what we do well. We take every opportunity to recognise and celebrate our successes. We take pride in our work and seek to inspire and excite others. We are persistent in looking

to achieve what is possible. We know our stats and use them to improve. We are driven by our mission and vision though, not our data.

In the 2019 staff survey referred to in section 1.4 below, respondents were most likely to feel that they knew what Moray College is trying to achieve and were aware of the College's values. It is important that the college Values are embedded in all that we do to ensure that behaviours are consistent with those values.

1.2   Organisational Structure

The college offers a very diverse range of employment opportunities with a number of variants to the main terms and conditions (in relation to options for term time working, flexible working, part time and full time working etc). Posts offered range from cleaning, clerical, administration, technical and management to teaching in vocational and academic areas. As is described within the Annual Employment Equalities Data Section below, the college employs a high proportion of female staff, perhaps reflecting the flexibility, part time and term time nature of much of the employment opportunities offered. The college has undergone a period of significant change over the previous 12 months particularly in relation to working arrangements during the ongoing covid pandemic.

1.3   Pay and Grading

In furtherance of the College's commitment to equal pay and, as reported in previous Mainstreaming Reports, Moray College UHI undertook a job evaluation project which supported the implementation of a new pay and grading structure in January 2011. The most recent equal pay review (undertaken in 2021 and based on March 2021 salary payments), demonstrates that, whilst the college still has an overall gender pay gap, there are no significant gender pay gaps within grade when considering grades in relation to gender, disability or race. The College Equal Pay 2021 document provides more information in relation to this.

Moray College UHI became a signatory to the National Joint Negotiating Committee in 2015 and, as such, pay awards and amendments to relevant terms and conditions are now determined through National Bargaining. It is the case that separate agreements emerge from the NJNC for teaching and support staff and this has impacted upon the relative position of these groups. It has also been agreed that a National Job Evaluation Scheme will be applied to NJNC related support staff posts with outcomes backdated to 1 September 2018. This work commenced in 2019 with the production of job evaluation questionnaires for all support staff roles covered by the agreement. This documentation has been evaluated in 2020 and 2021 and it is intended that the outcome will be communicated and implemented in 2022. This too is likely to impact upon the relative position of our teaching and support staff.

1.4   Staff Survey 2019

The college has undertaken a staff survey for a number of years. In 2012 a new survey instrument was developed in collaboration with participating Academic Partners of UHI which included aspects of Equality and Diversity. The fourth survey of this type was conducted in 2019. The staff survey has consistently had an

impressive response rate and 60% of college staff responded to the 2019 survey. Respondents to the 2019 survey were most likely to agree that they understood their own personal responsibilities for ensuring and promoting equality at work. Responses across this section of the survey were generally positive, with good agreement that respondents had received effective equality training although slightly less confidence that equality concerns would be dealt with promptly and appropriately.

1.5   Staff Development

Staff development in relation to equalities matters begins at the induction stage of employment at Moray College UHI. Each individual is supported, by their line manager, through the newly reviewed Induction Section on the college virtual learning environment, Brightspace. Equality and Diversity is a key element of this. Thereafter, development on equalities issues including equality impact assessment is built into staff development weeks as appropriate and as identified through the Professional Review process or informed through developments such as in response to priorities set at national level or through the Scottish Funding Council and the relevant professional standards. In addition, the College subscribes to Marshall ACM on-line training, ('Diversity in the Workplace'), which allows for comprehensive coverage of staff as well as tracking of completion. Staff are required to undertake this training at least every three years.

As has already been stated, results from the 2019 Staff Survey indicated that a high proportion of respondents (89%) understood their personal responsibilities for ensuring and promoting equality at work and 74% of respondents agreed that that they had received effective equality training.

Staff and students are communicated with via a variety of media including newsletters, meetings, through the management structure, events, internet, the Moray Hub on sharepoint, e-mail and virtual learning environment.

1.6   Equalities Data Collection for Staff

The College had an Equality Outcome that, "College data collection and monitoring systems are comprehensive, covering all protected characteristics and are embedded in decision making and actions at all levels" and a commitment, "achieving a 100% response rate of PC data by staff". Significant progress has been made in relation to this with very high disclosure rates in seven protected characteristics, whilst information is held centrally in relation to one protected characteristic (pregnancy and maternity). Gender reassignment is a protected characteristic which is yet to be rolled out to staff for monitoring purposes.

The table below provides information in relation to the disclosure rates for staff within the relevant periods. It is a positive aspect that disclosure rates in the college are so high, perhaps indicating that staff feel able to disclose data in confidence. It should be noted that where a member of staff has taken the option to decline information then this is considered to be a disclosure.

Table 1: Protected Characteristic Disclosure Rate

Protected Characteristic	Disclosure Rate at March 2020	Disclosure Rate at March 2021
Sex	100%	100%
Race	99%	99%
Disability	98%	97%
Sexual orientation	97%	97%
Religion or belief	84%	84%
Age	100%	100%
Marriage and Civil Partnership	93%	93%

1.7   Equality Impact Assessment

All HR Policies and Procedures have been subject to Equality Impact Assessment. HR Policies and Procedures were updated in the 20/21 session in accordance with the HR Policy Review Timetable. The objective is to ensure that the HR Policy Review Group is fully informed when considering new and reviewed HR Policies and Procedures.

1.8   Annual Employment Equalities Data – Sessions 20/21

Data has been collected and presented for the above session to allow comparisons and identifications of potential trends. The data covers the following protected characteristics:
- Sex
- Race
- Disability
- Age
- Religion or belief
- Sexual Orientation
- Marital Status

Data arising from the following processes is analysed and reference is made to the college population and 2011 local and national census data (where available).
- New employees
- Internal Appointments
- Recruitment Applications
- Leavers
- Grievances, Capability and Conduct Hearings (given low numbers and the statistical relevance of this data a qualitative review is undertaken during the policy review process rather than the presentation of data for these matters)

The data collected and analysed is based on all staff contracted within the specific academic session (rather than the 'as at' figure recorded in Table 1) and records headcount. Information is held centrally in relation to the protected characteristic Pregnancy and Maternity and it has been identified that a gap exists in the college's central monitoring in relation to gender reassignment.

It should be noted that the census information is based upon the entire population whereas the college staff population is that of working age. Although we are to some extent not comparing like with like, the comparison is considered to be helpful in

relation to highlighting some areas which may require may some further investigation.

1.8.1 Moray College Staffing Profile

Table 2: Sex

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 20/21
Sex			
Male	48.5	49.2	30%
Female	51.5	50.8	70%
Not Stated			

Our figures show, as is common with the education sector, that Moray College UHI continues to employ a higher percentage of women than that reflected in both the Scottish and Moray population. The ratio between men and women employed within the College has not significantly altered over an extended period and it is considered that this is perhaps reflective of the types of posts offered and the part time, term time and fixed term nature of many of the college posts, which would traditionally be more suited to those seeking flexibility for caring and other responsibilities. This assertion is supported when considering this data alongside the College Equal Pay Statement where the impact of occupational segregation is apparent.

Table 3: Ethnic Origin

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 20/21
Ethnic Origin			
White Scottish	84	77.7	73.6%
White Other British	7.9	18	16.4%
White Irish	1.0	0.5	0.6%
White Other	3.2	2.8	6.7%
Asian, Asian Scottish or Asian British	2.7	0.6	0.3%
Other ethnic groups	1.3	0.5	1.2%
Information refused/NK			1.2%

The monitoring categories for this protected characteristic have been aligned with the census. The data suggests that the college population has lower proportions of White Scottish and higher proportions of White Other British in the Moray area and in employment at Moray College than national figures. This is perhaps due to the presence of the MOD bases in the area and working populations that these bring to the area.

The proportions of Other ethnic groups nationally and in Moray are low and this is reflected in the college population.

Overall, there is a high level of disclosure for this protected characteristic for the college.

Table 4: Disability

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 20/21
Disability*			
Info Declined/NK			2.4%
No	70.1	70.9	91.8%
Yes			5.8%

*   long term health condition in the census

The census is less helpful in relation to benchmarking when considering disability as it focusses on population health rather than disability. There is, again, a high disclosure rate in the college for this protected characteristic.
The college had, for a significant time, held the government 'Positive About Disability' double tick symbol and has, on a consistent basis, met the standards applied by that scheme in the attraction, support and retention of disabled staff. The college has now migrated to the new Disability Confident Scheme and has retained that award which is currently valid until December 2021.

Table 5: Age

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 20/21
Age			
16-29	18.5	16.1	5.8%
30-44	20	19	27.9%
45-59	21.1	21.3	47.3%
60+	25.3	23.2	19.1%
Not Stated			

When comparing the ages of the college population with the data in the census it should be noted that the college population only includes those of working age, rather than all ages which are contained in the census. Staff aged between 45 and 59 make up the majority of the College's staff and the proportions of younger staff are relatively low.

Table 6: Sexual Orientation

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 20/21
Sexual Orientation	Not recorded	Not recorded	
Heterosexual			87%
Lesbian			0.6%
Other			0%
Bisexual			1.5%
Gay			0.3%
Unknown/Info declined			10.6%

Again, a protected characteristic with a high level of disclosure overall. It is not possible however to compare the college population with census figures for this protected characteristic.

Table 7 Religion or Belief

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 20/21
Religion or Belief			
Christian	53.8	50	43%
Muslim	1.4	0.3	0%
Other Religions	1.1	0.9	12.4% inc AGN
No Religion	36.7	41.2	16.1%
Unknown	7.0	7.7	28.5%

It is interesting to note that the level of No Religion is much lower in the college population than in the Moray and Scottish population. It is difficult however to draw conclusions from this when the unknown level is so high.

Table 8: Marital Status

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 20/21
Marital Status			
Single	35.4	28.8	14.2%
Married**	45.4	51.8	69.5%
Separated	3.2	3.1	2.7%
Divorced	8.2	8.5	3.6%
Widowed	7.8	7.9	0.6%
Other			2.1%
Not Known			7.3%

**   college figures include cohabiting

The lower proportions of single employees when considered alongside the census figures can be explained when considering that the census covers the whole population.

Pregnancy and Maternity

Whilst this is a protected characteristic which is not monitored through self disclosure on the HR system, central records are held in relation to those staff who are pregnant or take maternity leave during the period. In the session 20/21 we had five members of staff begin maternity leave.

As an organisation with a high proportion of female staff, it is not surprising perhaps that we have a larger number of pregnant staff and maternity periods than might be expected of an organisation of our size. We believe that those staff are well supported with maternity provisions which are more generous than statutory provisions, a positive approach in relation to flexible working and also a specific contact person for those who are embarking on maternity periods and are navigating through the relevant requirements and implications.

It is also worth noting that, as a result of the impact assessment process, it was determined that the college provisions for paternity leave should be improved upon to be more beneficial than that provided by statutory provisions. This is now in place

and a similar, more favourable approach is also applied to those undertaking leave for adoption.

1.7.2 Recruitment

Being a process which could be considered to have a high potential for an adverse impact on those in particular groups, the Recruitment and Selection Procedure is one which has been reviewed and amended in light of previous impact assessments.

The data and statistics are interesting but have their limitations and are therefore used to identify any further investigation.   Previous further investigations have demonstrated that the college, like many other organisations, experiences occupational segregation. The terms and conditions which, in large measure, incorporate term time working and do not require weekend work, impact upon the profile of those seeking to work in the college.

In order to monitor this activity, three elements are considered: Applications, how these applications are translated into appointments and internal staff appointments. These have been considered with reference to the Scottish population. This is as a result of the college's move towards recruitment through recruitment websites and social media, which has had a consequent impact on the area from which the college is attracting applications. This is evident through the locations of the applicants for posts. There is caution to be exercised in this comparison with census data however as, as has already been stated, we are reaching out to the working age population rather than the population as a whole

Table 9: Sex

	Scottish Pop'n Profile %	% of Applications 20/21 (External Adverts)	% of Internal Staff appointments 20/21	% of total New Starts 20/21
Gender				
Male	48.5	32.8%	15.7%	33%
Female	51.5	67.2%	84.3%	67%
Not Stated				

The figures show that we have a higher proportion of applications from females than is represented in the country. This is a trend for the college which tends to attract a greater number of female applicants due to the flexible working practices and the family friendly policies and procedures which can appeal to females who may be carers within the family. The nature of many of the College vacancies which can be advertised more frequently can be female orientated roles too, such as administration, clerical and cleaning.

Table 10: Ethnic Origin

	Scottish Pop'n Profile %	% of Applications 20/21(External Adverts)	% of Internal Staff appointments 20/21	% of total New Starts 20/21
Ethnicity				
White Scottish	84	62.2%	66.7%	47%
White Other British	7.9	22.7%	23.5%	26.7%
White Irish	1.0	1.7%	0%	6.7%
White Other	3.2	6.7%	9.8%	6.7%
Asian, Asian Scottish or Asian British	2.7	4.2%	0%	13%
Other ethnic groups	1.3	2.5%	0%	0%
Information refused/NK	0	0%	0%	0%

We continue to attract applications from a lower proportion of White Scottish candidates to externally advertised posts (this is more marked for external appointments). This is also reflected when considering those that are appointed. It is considered that this is reflective of the more mobile working population brought with the local MOD bases where the college benefits from the skills and experiences brought with the families moving into the area.

Table 11: Disability

	Scottish Pop'n Profile %	% of Applications 20/21 (External Adverts)	% of Internal Staff appointments 20/21	% of total New Starts 20/21
Disability*				
Info Declined/NK		6.8%	5.9%	0%
No	70.1	87.2%	88.2%	93.3%
Yes		6%	5.9%	6.7%

*   long term health condition in the census

Again, the census is less helpful in relation to benchmarking when considering disability as it focusses on population health rather than disability. The figures would seem to suggest however that the proportion of those who have declared a disability is lower in both external applications and internal appointments. Within the session the college has retained it's 'Positive About Disabled People' accreditation to the 'Disability Confident' Scheme. We are therefore committed to demonstrating progression and taking positive action to attract, recruit and retain disabled people.

Table 12: Age

	Scottish Pop'n Profile %	% of Applications 20/21 (External Adverts)	% of Internal Staff appointments 20/21	% of total New Starts 20/21
Age				
16-29	18.5	16.8%	2%	20%
30-44	20	26.9%	33.3%	40%
45-59	21.1	31.1%	41.2%	26.6%
60+	25.3	23.5%	21.5%	13.4%
Not Stated	0	1.7%	2%	0%

This protected characteristic is one in which the comparison against the census is impacted as we are comparing total population against working age population. The trend over the years has been that we attract the vast majority of applications from individuals who are over 29 years old which could be due to qualification and experience requirements of posts advertised.

Table 13: Sexual Orientation

	Scottish Pop'n Profile %	% of Applications 20/21 (External Adverts)	% of Internal Staff appointments 20/21	% of total New Starts 20/21
Heterosexual		95.8%	92.1%	86.6%
Lesbian		0%	0%	0%
Other		0%	0%	0%
Bisexual		1.7%	0%	6.7%
Gay		0%	2%	0%
Unknown/Info declined		2.5%	5.9%	6.7%

It is positive to note the improvement in disclosure rates as a percentage of external applications received. Although this translates through to the percentage of new starts who do not disclose (1 individual), the relatively low numbers being considered in this category inflate this percentage. However, this is an area where there is limited benchmarking information and therefore it is difficult to arrive at any meaningful conclusions.

Table 14: Religion or Belief

	Scottish Pop'n Profile %	% of Applications 20/21 (External Adverts)	% of Internal Staff appointments 20/21	% of total New Starts 20/21
Religion or Belief				
Christian	53.8	46.5%	55%	40%
Muslim	1.4	0%	0%	0%
Other Religions	1.1	6.2%	0%	6.7%
No Religion	36.7	20.5%	6%	20%
Unknown	7.0	26.8%	39%	33.3%

It is interesting to note that whilst disclosure rates across the protected characteristics are high, this is the protected characteristic which has the highest level of unknown and information declined. There are also higher proportions of applicants and new starts declaring their religion or belief as 'other' than is evident in the Scottish population. It may be that some confusion over reporting categories may be contributing to this.

Table 15: Marital Status

	Scottish Pop'n Profile %	% of Applications 19/20 (External Adverts)	% of Internal Staff appointments 19/20	% of total New Starts 19/20
Marital Status				
Single	35.4	33.6%	9.8%	20%
Married**	45.4	51.3%	70.5%	53.4%
Separated	3.2	0%	4%	0%
Divorced	8.2	0.8%	0%	0%
Widowed	7.8	0.8%	2%	0%
Other	0	2.5%	0%	6.6%
Not Known	0	11%	13.7%	20%

** college figures include cohabiting and civil partnership

The figures show that, for this protected characteristic, we attract applications from generally similar proportions of marital status as is reflected in the general population. We do however have a higher level of new starts who have not advised of their marital status. This is a newer area of monitoring for the college.

1.7.3 Staff Retention
The college has, for a number of years, monitored, by protected characteristic, not only those that join and progress in the college but also those that leave the college. The leavers data is benchmarked against the college staffing profile as detailed in the tables below although it should be noted that low numbers can affect the statistical relevance.

Table 16: Sex

	Moray College Profile % of all contracted staff 20/21	% of total Leavers 20/21
Gender		
Male	30%	16.7%
Female	70%	83.3%
Not Stated		

There are a greater number of females leaving the employment of the College compared with profile of staff. This may be because of the impact that covid-19 has had on particular professions, such as the Nursery, where the staff tend to be female

and there were a greater number of leavers from this area of the College than any other. It may also be the case that females have re-evaluated their position in the workplace as a result of covid-19 implications due to caring responsibilities that can be associated with their sex, i.e. home-schooling, isolating with elderly relatives, and chosen to leave employment.

Table 17: Ethnic Origin

	Moray College Profile % of all contracted staff 20/21	% of total Leavers 20/21
Ethnicity		
White Scottish	73.6%	70.8%
White Other British	16.4%	20.8%
White Irish	0.6%	0%
White Other	6.7%	0%
Asian, Asian Scottish or Asian British	0.3%	0%
Other ethnic groups	1.2%	4.2%
Information refused/NK	1.2%	4.2%

The proportions of leavers by this protected characteristic generally reflect the college population figures. In this session there have been no leavers who are categorised as 'unknown' ethnic origin. The 4.2% against 'information refused/NK' here, is for one individual who has selected 'prefer not to say' as ethnic origin. This is positive to know that the disclosure rate for this characteristic is improving year on year.

Table 18: Disability

	Moray College Profile % of all contracted staff 20/21	% of total Leavers 20/21
Disability*		
Info Declined/NK	2.4%	4.2%
No	91.8%	95.8%
Yes	5.8%	0%

*   long term health condition in the census

Figures for this protected characteristic support a similar conclusion to that in relation to ethnic origin in the table above in that the leavers whose disability status is noted as 'info declines/unknown' relates to one individual who has selected 'prefer not to say' as disability status. No employee who declared a disability left the employment of the College in the 20/21 session.

Table 19: Age

	Moray College Profile % of all contracted staff 20/21	% of total Leavers 20/21
Age		
16-29	5.8%	4.2%
30-44	27.9%	29.2%
45-59	47.3%	41.6%
60+	19.1%	25%
Not Stated		

It is perhaps expected that the proportion of leavers (compared to the college population) at age 60+ will be higher as shown in 20/21. The other categories are consistent with the profile which may indicate there was less 'movement' of employees due to the difficult employment market and recruiting environment caused by the impact of covid-19.

Table 20: Sexual Orientation

	Moray College Profile % of all contracted staff 20/21	% of total Leavers 20/21
Sexual Orientation		
Heterosexual	87%	91.7%
Lesbian	0.6%	0
Other		0
Bisexual	1.5%	0
Gay	0.3%	0
Unknown/Info declined	10.6%	8.3%

Again these are relatively low numbers to be considering, so there are two individuals who are counted in the 'unknown/info declined' category, one of which has elected 'not to say' their sexual orientation and the other is 'unknown'.

Table 21: Religion or Belief

	Moray College Profile % of all contracted staff 20/21	% of total Leavers 20/21
Religion or Belief		
Christian	43%	50%
Muslim		0
Other Religions	12.4% inc AGN	0%
No Religion	16.1%	33.3%
Unknown	28.5%	16.7%

This is the protected characteristic which has the lowest disclosure rate in college and therefore the highest level of 'unknown'.

<u>Table 22: Marital Status</u>

	Moray College Profile % of all contracted staff 20/21	% of total Leavers 20/21
Marital Status		
Single	14.2%	12.5%
Married**	69.5%	62.5%
Separated	2.7%	0
Divorced	3.6%	0
Widowed	0.6%	0
Other	2.1%	0
Not Known	7.3%	25%

** college figures include cohabiting

When considering the leavers who have declared themselves to be married, it is clear that they are less likely to leave. This may be as a result of this category of staff being less able to move away for work.

1.7.4 Staff Grievance, Capability and Conduct Matters

The college has considered monitoring data in relation to formal grievances, conduct hearings and capability hearings. It is intended that this data inform the impact assessment process but, fortunately, numbers of these matters in session 20/21 are low and therefore there is no statistical relevance. More valuable to the evaluation and impact assessment process is the experiences obtained from the different perspectives in the utilisation of these procedures and this reflection on the experience of using the procedures contributes to the procedural review process