



Annual Employment Data Report  
Session 2015/2016

April 2017

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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.

Moray College UHI has, for an extended period, considered monitoring data for employees and this process is continuously being refined to not only meet the needs of the emerging duties with regard to legislation but also to ensure that data is meaningful, comprehensive and relevant to fully inform the impact assessment process.

### 1.1 Moray College UHI Values

Moray College UHI appointed a new Principal in February 2016 and his arrival coincided with the expiry of the previous College Strategic Plan. This provided an excellent opportunity for the new Principal to engage staff, students and external stakeholders in full and robust discussions on the mission, vision and values of the organisation. Outcomes of this dialogue has been the development of a revised Mission Statement, Vision Statement and College Values as provided below. It was interesting to note throughout the extensive consultation, that there was a very strong feeling that it is not only what we do that's important to our staff but how we do it is equally, if not more, important. It was clear that Values are held as being of prime importance to those that engage with the college.

**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 2016 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. This is unsurprising given the consultation that had taken place around the time of the survey and it is important that steps be taken to ensure 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.

### **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. This pay and grading structure has been maintained with any new or regraded posts being subject to job evaluation in accordance with the College Regrading and Job Evaluation Procedure. For a period of time following the implementation of the pay and grading structure, protection was afforded to those posts which had been determined to be 'red posts' and a commitment was made to review the duties of these posts. This period has now expired and there are now no salary protection measures in place. The most recent equal pay review (undertaken in March 2017 and based on February 2017 salary payments), demonstrates that, whilst the college still has a gender pay gap across all grades, there are no significant pay gaps within grade when considering grades in relation to gender, disability or age. The College Equal Pay 2017 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. Whilst agreed pay awards to date have allowed the maintenance of the grading structure, this too will be dictated by National Bargaining where separate negotiations happen at side tables for teaching and support staff.

### **1.4 Staff Survey 2016**

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 third biennial survey was conducted in 2016.

The staff survey has consistently had an impressive response rate and 68% of college staff responded to the 2016 survey. Respondents to the 2016 survey were most likely to agree that they understood their own personal responsibilities for ensuring and promoting equality at work. There was good agreement that respondents had received effective equality training but less confidence that equality concerns would be dealt with promptly and appropriately.

It has been determined that with regard to the 2016 survey, a short life working group (consisting of representation of the Board of Management, Staff and Management) should be established to consider the results of the survey and take forward matters on a collaborative and constructive basis. This work is ongoing with specific matters being considered and more general matters being taken forward including the development of a framework to not only support and underpin the new college Values, but also ensure staff are treated according to their individual needs.

## **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 Induction Section of the Staff Handbook on Blackboard. 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 as identified through the Staff Review process or informed through developments such as in response to priorities set at national level or through the Scottish Funding Council. 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. This training is now being evaluated to ensure that this is a relevant and effective way to provide training to our staff. This review will be completed throughout session 16/17.

As has already been stated, results from the 2016 Staff Survey indicated that a high proportion of respondents (90%) understood their personal responsibilities for ensuring and promoting equality at work and 74% of respondents agreed that they had received effective equality training.

Staff and students are communicated with via a variety of media including meetings, events, internet, intranet, e-mail and virtual learning environment.

## **1.6 Equalities Data Collection for Staff**

A review has been undertaken in relation to the data collected to ensure that data in relation to the protected characteristics is captured. The opportunity to decline the information has also been introduced. Previous practice saw applicants being requested to disclose at the point of application and then the successful applicant being asked again before being entered onto the HR database. This process has been streamlined.

Equalities data has been gathered in relation to each session (over the whole session) for a significant period of time and the data has been used to inform the impact assessment process as well as being considered at Board of Management level. 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. Gender reassignment is a protected characteristic which is yet to be rolled out to staff for monitoring purposes and it is an objective for the college to gather information in relation to this for the next reporting period.

The table below provides information in relation to the disclosure rates for staff and demonstrates the increase over a two year period. 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.

**Table 1: Protected Characteristic Disclosure Rate**

<b>Protected Characteristic</b>	<b>Disclosure Rate at March 2015</b>	<b>Disclosure Rate at March 2017</b>
Sex	100%	100%
Race	99%	99%
Disability	97%	98%
Sexual orientation	78%	98%
Religion or belief	77%	80%
Age	100%	100%
Marriage and Civil Partnership	81%	90%

## **1.7 Equality Impact Assessment**

All HR Policies and Procedures have been subject to Equality Impact Assessment. It is recognised however, that this is an element which requires to be better embedded into the HR Policy Review Process and it is considered that this is an area which would benefit from review and update over the forthcoming reporting period. 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 – Session 15/16

Moray College has for an extended period collected and reported upon employment related data for the following protected characteristics:

- Sex
- Race
- Disability
- Age
- Religion or belief (from session 10/11)
- Sexual Orientation (from session 10/11)
- Marital Status (from session 15/16)

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 (Acting allowances have been added in session 15/16)
- Recruitment Applications
- Grievances
- Capability and Conduct Hearings (This information has been further broken down in session 15/16 to consider Conduct Hearings, Absence Capability and Other Capability separately)
- Leavers (headcount and FTE)

The data collected and analysed is based on all staff contracted within the specific academic session (15/16 in this case) and is based on headcount (excepting the additional leaver analysis as listed above). 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. Steps will be taken to ensure that this is available for the next reporting period.

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 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 over period
<b>Sex</b>			
Male	48.5	49.2	27.4
Female	51.5	50.8	72.6
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 over period
<b>Ethnic Origin</b>			
White Scottish	84	77.7	70.7
White Other British	7.9	18	17.4
White Irish	1.0	0.5	1.1
White Other	3.2	2.8	7.4
Asian, Asian Scottish or Asian British	2.7	0.6	0.3
Other ethnic groups	1.3	0.5	1.1
Information refused/NK			2 (1.1% declined)

The monitoring categories have been adjusted for this protected characteristic to allow a better comparison 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, with a decrease in the number of staff whose ethnicity is not known and only 1.1% declining to provide the information.

Table 4: Disability

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff over period
Disability*			
Info Declined/NK			3.4 (1.7% declined)
No	70.1	70.9	90
Yes			6.5

\* 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 has, 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 will be undertaking a self-assessment with a view to further improving practices.

Table 5: Age

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff over period
Age			
16-29	18.5	16.1	6
30-44	20	19	28.2
45-59	21.1	21.3	53.3
60+	25.3	23.2	12.5
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. It is interesting to note that 12.5% of the college population are 60 or over, perhaps reflective of the removal of a mandatory retirement age and staff can continue to work beyond age 65.

Table 6: Sexual Orientation

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff over period
Sexual Orientation			
Heterosexual			86.9
Lesbian			0.3
Other			
Bisexual			0.9
Gay			0.9
Unknown/Info declined			11.1 (9.4% declined)

This is a protected characteristic where there has been significant improvement in the level of disclosure. 9.4% of staff have declined to provide the information in relation to their sexuality however. It would be important to understand why this is and also raise awareness of the importance of disclosing information on protected characteristics.

**Table 7 Religion or Belief**

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff over period
Religion or Belief			
Christian	53.8	50	45
Muslim	1.4	0.3	0.3
Other Religions	1.1	0.9	7.1
No Religion	36.7	41.2	12.5
Unknown	7.0	7.7	35 (14.5% declined)

Whilst this is the protected characteristic with the lowest level of disclosure (at 80%) there has been significant improvement in the level of disclosure. 14.5% of staff declined to provide their religion or belief.

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 over period
Marital Status			
Single	35.4	28.8	15.7
Married**	45.4	51.8	68.7
Separated	3.2	3.1	0.6
Divorced	8.2	8.5	0.3
Widowed	7.8	7.9	0.9
Other			2.8
Not Known			11.1 (1.1% declined)

\*\* college figures include cohabiting

This is a new area of reporting for the college. The lower proportions of single employees when considered alongside the census figures can be explained when considering that the census covers the whole population. The majority of staff are married or cohabiting.

## 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 15/16 we had four members of staff begin maternity leave and two members of staff who returned from maternity leave. Of the two staff who returned both requested a return on a part time basis (they were full time staff before the maternity leave period) and this was accepted.

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. There is always room for improvement however and the college is currently benchmarking it's performance against Tommy's accreditation.

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.

### **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 procedure is also monitored by protected characteristics every year in terms of the profile of the applicants for posts and also in terms of the profile of the successful applicants.

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. The college also operates a number of supply banks working on an as and required basis with no mutuality, and these can serve to be an attractive opportunity for older applicants.

In order to monitor this activity, three elements are considered: Applications, how these applications are translated into appointments and internal staff promotions or acting

allowances. This session, 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 the working age population rather than the population as a whole. It is considered that this is still a useful exercise in identifying any areas which would merit further investigation.

It is also considered that a useful further analysis of the recruitment process is how applications translate to interviews, i.e. an analysis of shortlisted candidates. This would support an investigation of whether there is any unintentional bias in the shortlisting process. It has been determined that this information shall be gathered and presented for the next reporting period.

Table 9: Sex

	Scottish Pop'n Profile %	% of Applications	% of Internal Staff Promotions (Acting Allow)	% of total New Starts
<b>Gender</b>				
Male	48.5	23.8	12.5	32.3
Female	51.5	76.2	87.5	67.6
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. It is interesting to note that this has translated through to the appointments made in a greater way that has been the case in previous years (were it appeared that of the lower numbers of males applying for posts, a higher proportion were likely to be appointed). The figures suggest that males are far less likely to have internal promotions but the number of internal promotions is too low to be of statistical relevance. When considering the posts that were advertised over the corresponding period a large number of those would be posts which are traditionally associated with occupational segregation and would be deemed through this to be mainly undertaken by females (e.g. clerical, cleaning, catering, Beauty Therapy Lecturer, Child Care Lecturer) and there is little doubt that this has impacted on the figures.

**Table 10: Ethnic Origin**

	Scottish Pop'n Profile %	% of Applications	% of Internal Staff Promotions (Acting Allow)	% of total New Starts
<b>Ethnicity</b>				
White Scottish	84	61	75	55.9
White Other British	7.9	21.9	12.5	26.5
White Irish	1.0	1.9		1.5
White Other	3.2	10.5	12.5	8.8
Asian, Asian Scottish or Asian British	2.7	2.2		
Other ethnic groups	1.3	1.9		1.5
Information refused/NK		0.6		5.9

We continue to attract applications from a lower proportion of White Scottish candidates and a higher proportion of White Other British candidates than is reflected in the Scottish and Moray population. This is amplified 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. In terms of internal promotions, again this number is low although percentages are closer to those reflected in the college population.

**Table 11: Disability**

	Scottish Pop'n Profile %	% of Applications	% of Internal Staff Promotions (Acting Allow)	% of total New Starts
<b>Disability*</b>				
Info Declined/NK		1.9		7.3
No	70.1	91.7	100	83.8
Yes		6.3		8.8

\* long term health condition in the census

When considering the data with previous years there has been an increase in the proportion of those who declare a disability in both applications and appointments. Within the session the college has transitioned from the previous '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	% of Internal Staff Promotions (Acting Allow)	% of total New Starts
<b>Age</b>				
16-29	18.5	14.6 (16-24)		20.6
30-44	20	56.2 (25-44)		27.9
45-59	21.1	28.9 (45-64)	100	36.8
60+	25.3	0.3 (65+)		14.7
Not Stated				

This protected characteristic is one in which the comparison against the census is impacted as we are comparing total population against working age population. It is also the case that the college monitoring considers slightly different age brackets from the census and this has been adjusted for the next reporting period. As has been the case in the past, we attract the vast majority of applications from individuals who are over 25 years old. This could be due to qualification and experience requirements of posts advertised however these are reviewed regularly to ensure that post requirements are necessary and justifiable. This is not only necessary to ensure a fair and appropriate process but to attain an adequate pool of applicants in a rural location.

Both our college staff profile and our appointments have a higher representation of higher aged individuals. Again, this may be in part due to the flexible types of working offered by the college which may be more attractive to those groups.

**Table 13: Sexual Orientation**

	Scottish Pop'n Profile %	% of Applications	% of Internal Staff Promotions (Acting Allow)	% of total New Starts
<b>Sexual Orientation</b>				
Heterosexual		93	100	89.7
Lesbian		1		
Other		0.3		1.5
Bisexual		2.5		1.5
Gay		0		
Unknown/Info declined		3.2 (3.2% declined)		7.4 (1.5% declined)

In terms of applications, we have a full disclosure rate for this protected characteristic. Where sexual orientation is not known then this is as a result of the individuals' declining to provide this information. It is positive however that this number is quite low. This is an area where there is limited benchmarking information and therefore it is difficult to arrive at any meaningful conclusions. It is unclear why there is a difference between the percentage of unknown and information declined for new starts when there is no difference for applications. This should be further considered.

**Table 14: Religion or Belief**

	Scottish Pop'n Profile %	% of Applications	% of Internal Staff Promotions (Acting Allow)	% of total New Starts
<b>Religion or Belief</b>				
Christian	53.8	52.4	50	45.6
Muslim	1.4	1.3		1.5
Other Religions	1.1	14.3	12.5	16.2
No Religion	36.7	18.4	25	16.2
Unknown	7.0	13.7 (9.5% declined)	12.5	20.6

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. Experience has shown that when this is further investigated in terms of the staffing profile these can be recategorised.

**Table 15: Marital Status**

	Scottish Pop'n Profile %	% of Applications	% of Internal Staff Promotions (Acting Allow)	% of total New Starts
Marital Status				
Single	35.4	40.6	25	26.5
Married**	45.4	52.9	75	57.3
Separated	3.2	2.3		1.5
Divorced	8.2	0.3		
Widowed	7.8	0.3		
Other		0.3		
Not Known		3.2 (1.3% declined)		14.7

\*\* college figures include cohabiting

The figures show that, for this protected characteristic, we attract applications from generally the same 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 and it is intended that the data monitoring be improved upon.

### **1.7.3 Staff Retention**

The college has, for a number of years, monitored not only those that join and progress in the college but also those that leave the college. The college has a high proportion of part time staff and this can impact upon the headcount figures for leavers. It has therefore been determined that an analysis by FTE is useful. The leavers data is benchmarked against the college staffing profile as detailed in the tabled below.

**Table 16: Sex**

	Moray College Profile % of all contracted staff over period	% of total Leavers	% of total Leavers FTE
<b>Gender</b>			
Male	27.4	18.4	30.7
Female	72.6	81.6	69.3
Not Stated			

Generally, the proportions of leavers by Sex reflects the college population. As can be seen the headcount of leavers shows a higher proportion of female leavers and this is likely to be consequent upon the high level of part time contracts within the college which are, in general, more attractive to females.

**Table 17: Ethnic Origin**

	Moray College Profile % of all contracted staff over period	% of total Leavers	% of total Leavers FTE
<b>Ethnicity</b>			
White Scottish	70.7	65.8	67.9
White Other British	17.4	26.3	16.7
White Irish	1.1		
White Other	7.4	2.6	5.1
Asian, Asian Scottish or Asian British	0.3		
Other ethnic groups	1.1		
Information refused/NK	2 (1.1% declined)	5.3	10.2

Again, the proportions of leavers by this protected characteristic generally reflect the college population figures. In relation to the leavers whose ethnic origin is unknown, headcount percentages exceed FTE percentages, pointing towards a conclusion that these leavers have tended to be closer to or full time. As previous monitoring has suggested that new staff are more likely to disclose protected characteristics, this is likely to be long serving members of staff leaving who have not declared their ethnic origin.

**Table 18: Disability**

	Moray College Profile % of all contracted staff over period	% of total Leavers	% of total Leavers FTE
<b>Disability*</b>			
Info Declined/NK	3.4 (1.7% declined)	7.9	16.3
No	90	81.6	80.7
Yes	6.5	5.3	3.1

\* 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.

**Table 19: Age**

	Moray College Profile % of all contracted staff over period	% of total Leavers	% of total Leavers FTE
<b>Age</b>			
16-29	6	15.8	11.7
30-44	28.2	31.6	26.1
45-59	53.3	34.2	38.5
60+	12.5	18.4	23.8
Not Stated			

It is perhaps not surprising that there are higher proportions of leavers in the age bracket 60+ than in the college population. It is interesting to note that there are far less leavers from the age bracket 45-59 although the college does offer competitive terms and conditions in an area with limited job opportunities. We have a high proportion of longer serving members of staff and a relatively low turnover.

Table 20: Sexual Orientation

	Moray College Profile % of all contracted staff over period	% of total Leavers	% of total Leavers FTE
<b>Sexual Orientation</b>			
Heterosexual	86.9	92.1	84.6
Lesbian	0.3		
Other			
Bisexual	0.9		
Gay	0.9		
Unknown/Info declined	11.1 (9.4% declined)	7.9 (2.6% declined)	15.3 (5.1% declined)

In relation to this protected characteristic, the headcount percentages exceed FTE percentages the leavers whose sexual orientation is unknown, pointing towards a conclusion that these leavers have tended to be closer to or full time. Again, as previous monitoring has suggested that new staff are more likely to disclose protected characteristics, this is likely to be long serving members of staff leaving who have not declared their sexual orientation.

**Table 21: Religion or Belief**

	Moray College Profile % of all contracted staff over period	% of total Leavers	% of total Leavers FTE
<b>Religion or Belief</b>			
Christian	45	55.3	44.9
Muslim	0.3		
Other Religions	7.1	13.1	10.2
No Religion	12.5	5.3	4.6
Unknown	35 (14.5% declined)	26.3	40.2

This is the protected characteristic which has the lowest disclosure rate in college and therefore the highest level of ‘unknown’. This, as is the case in sexual orientation, disability and ethnic origin, is amplified for leavers.

**Table 22: Marital Status**

	Moray College Profile % of all contracted staff over period	% of total Leavers	% of total Leavers FTE
<b>Marital Status</b>			
Single	15.7	31.6	17.4
Married**	68.7	47.4	47.2
Separated	0.6	2.6	3.1
Divorced	0.3		
Widowed	0.9		
Other	2.8		
Not Known	11.1 (1.1% declined)	18.4	32.4

\*\* college figures include cohabiting

When considering the leavers who have declared themselves to be single, there is a significant difference in percentage rates between headcount leavers and FTE leavers, with FTE leavers being a lower percentage. This suggests that those single leavers are more likely to be part time.

#### **1.7.4 Staff Grievance, Capability and Conduct Matters**

The college has, for a number of years, 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 15/16 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

#### **1.8 Employee Information – Action Plan**

The following actions will be taken to improve the collection and review of employee information, and to explore a number of highlighted trends in order to assist the College to meet the general equality duty more effectively:

- Embed the college values to ensure that behaviours fully reflect the values.
- Review the categories for all protected characteristics to ensure consistency in reporting, including the introduction of gender re-assignment
- Improve upon the reporting of the recruitment process by investigating the shortlisting process.
- Undertake a review of the training provided to staff in relation to Equality and Diversity.
- Update the Equality Impact Assessments for HR Policies and Procedures.