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Highlands and Islands  
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\*Photographs taken prior to COVID-19

# Public Sector Equality Duty

Report on Equality Mainstreaming, Equality  
Outcomes, staff data and pay gaps

**April 2021**

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# University of the Highlands and Islands Public Sector Equality Duty Report

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**University of the Highlands and Islands (UHI)**

**Public sector equality duty reporting:**

**Legislative context and key documents**



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## Update to Public Sector Equality Duty Reporting

By 30 April 2021, relevant Scottish listed Public Bodies are required to publish equality information under the Equality Act 2010 (Specific Duties, Scotland) Regulations 2012 (as amended). This includes University of the Highlands and Islands.

Our publication of sections of this report has been unavoidably delayed for reasons outlined below: we continue to keep the Equality and Human Rights Commission (EHRC) informed and will publish the required information and reports here as soon as possible.

### Cyber incident: March 2021

In March 2021, the University of the Highlands and Islands partnership experienced a cyber incident which caused disruption to our systems and networks. Our IT team and data security colleagues have worked together with external experts and Police Scotland to investigate the full scope of the incident. Regrettably, as a networked and dispersed university, this affected access to the information required to publish the Public Sector Equality Duty reports across our university partnership.

To ensure as full compliance as possible, we have utilised the early weeks after resolving the incident to pull together staff and student data, and pay gap reporting, which is published here-in as 'SECTION 1'. We note new outcome areas in our introduction to this report, and list summary level actions pertaining to each characteristic after the relevant data section. We note all Academic Partner reports in our introduction to this report.

We will publish the University's full mainstreaming report and a detailed account of forward-facing actions as soon as possible, once evidence from our datasets has been fully considered under our complex committee structures. This is key to the success of our strategy at a time of significant strategic and operational change. As we share operations, consensus is required from all Academic Partners.

We want to ensure the opportunity to demonstrate our extensive progress from 2017-21, and the full scope of our ambition for 2021-25. It is essential we present this cohesively and accessibly, to ensure we meet the needs of all readers, and fully evidence the range of our activities, which are thorough and at a key point in their development as we extend our EDI resource. We look forward to sharing this work with you.

If you have any queries, please do not hesitate to contact the university's Acting University Secretary and Director of Corporate Governance [Roger Sendall](#), who will signpost you as appropriate.

Many thanks for your understanding.

**Stay well and best regards; le dhùrachd,  
University of the Highlands and Islands Senior Management Team**

# University of the Highlands and Islands, Executive Office

## Equality Outcomes, Mainstreaming, Data and Pay Gap Report (2021)

### **Public Sector Equality Duty (Scotland): Legislative Context**

This report relates to University of the Highlands and Islands (UHI) Executive Office. It has been produced to show commitment and due regard to fostering equality and non-discrimination in everything that we do, to meet specific and general Public Sector Equality Duties (PSED) as a listed body under the Equality Act 2010. The report also evidences our responsibilities to the wider academic partnership, as the 'Regional Strategic Body' and legal entity of the university. Listed Academic Partners currently report separately (see p15).

#### **The Equality Act 2010**

The Equality Act was introduced to streamline existing equalities legislation, and protects individuals and groups from unfavourable treatment on grounds of protected characteristics:

- age
- disability
- ethnicity
- gender reassignment (social, legal or physical transition)
- marriage & civil partnership (in employment)
- pregnancy & maternity
- religion/ belief
- sex
- sexual orientation

The Equality Act contains general and specific duties for public sector organisations to foster equality and non-discrimination in exercising their day-to-day functions.

#### **Public Sector Equality Duty (PSED): General Duties**

The general PSEDs came into force on 5 April 2011. These require that in exercising their functions, listed public bodies consider and take reasonable steps to:

- Eliminate unlawful discrimination, harassment, and victimisation
- Advance equality of opportunity between people from different protected characteristic groups
- Foster good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding

#### **Public Sector Equality Duty (PSED): Scottish Specific Duties**

Each devolved UK nation has set specific duties to help public bodies better meet the general duties. Scottish Specific PSEDs commenced on 27 May 2012, with amendments in 2015 & 2016. Specific duties require listed bodies to publish four-yearly reports setting equality outcomes and detailing progress in mainstreaming equality into core functions, reporting progress after not more than 2 years.

Listed bodies are also required to publish 2-yearly Gender Pay Gap and Equal Pay Statements; 4-yearly Pay Gap reports in respect of Disability and Race, as well as 2-yearly Annual Employee Information reports, including gender balance among non-executive board members. Duties require reports to be accessible to the public and demonstrate steps to ensure policies and processes are enacted in accordance with the general duties, taking steps to involve protected groups and representatives thereof.

## Meeting the Specific Duties

This report has been designed to evidence all above requirements. To demonstrate compliance ‘at-a-glance’, we have provided an itemised summary of our enactment of each duty below, signposting to detailed areas of the report. We provide further detail of how our revised reporting format allows us to better meet specific and general duties under ‘Our approach to equality mainstreaming’ section of the current report (pp. 16-19).

Article	Duty	Evidence in report	Pg. <sup>1</sup>
<b>Duty to report progress on mainstreaming the equality duty</b>			
3(1)	A listed authority must publish a report on the progress it has made to make the equality duty integral to the exercise of its functions so as to better perform that duty	Section 2 of this report will cover mainstreaming (2017-21) and outcomes (2021-25) in respect of 7x outcome areas	84
<b>Duty to publish equality outcomes and report progress</b>			
4(1)	A listed authority must publish a set of equality outcomes which it considers will enable it to better perform the equality duty	Section 2 of this report will cover outcomes (2021-25) in detail. We have set equality outcomes (2021-25), summarised pp 21-22.	21-22, 84
4(2)	In preparing a set of equality outcomes under paragraph (1), a listed authority must—		
a	take reasonable steps to involve persons who share a relevant protected characteristic and any person who appears to the authority to represent the interests of those persons;	Equality impact assessment processes have consulted protected groups via surveys and those representing interests of these groups.  We consider Scottish Government, SFC and 3 <sup>rd</sup> sector guidance (see table, p11), and attend national sectoral meetings/ conferences.	84
b	consider relevant evidence relating to persons who share a relevant protected characteristic.		11
4(3)	If a set of equality outcomes... does not seek to further the needs mentioned in section 149(1) of the Act in relation to <b>every relevant protected characteristic</b> , the authority must publish its reasons for proceeding in this way.	Section 1 presents data and abridged future actions by protected characteristic group, and explains where our systems or capacity do not currently allow reporting on particular characteristics.	23-83
<b>Duty to assess and review policies and practices</b>			
5(1)	A listed authority must, where and to the extent necessary to fulfil the equality duty, assess the impact of applying a proposed new or revised policy or practice against the needs mentioned in section 149(1) of the Act.	Equality Impact Assessment processes are outlined throughout the report. This includes details of more in-depth exercises such as REF output selection processes and building designs, as well as current EIA processes and planned improvements	84
5(2)	In making the assessment, a listed authority must consider relevant evidence relating to persons who share a relevant protected characteristic (including any received from those persons).	See 4 (2) a&b, above	11
5(3)	A listed authority must, in developing a policy or practice, take account of the results of any assessment made by it under paragraph (1) in respect of that policy or practice.	Mitigating actions taken in light of EIA processes are explicitly outlined in relation to REF, building designs and digital accessibility.	84
5(4)	A listed authority must publish, within a reasonable period, the results of any assessment made by it under paragraph (1) in respect of a policy or practice that it decides to apply.	Our Governance and Records Department upload Equality Impact Assessments to the university's <a href="#">Governance webpage</a> .	84
5(5)	A listed authority must ...review and, where necessary, revise any policy or practice that it applies in the exercise of its functions to ensure that... it complies with the equality duty.	Policy review processes are outlines in relation to policies and EIAs under Outcome 2- Inclusive Infrastructure.	84
<b>Duty to gather and use employee information</b>			
6 (1)	A listed authority must take steps to gather information on—		
a	the composition of the authority's employees	Section 1 presents data and abridged future actions by protected characteristic group, and explains where our systems or capacity do not	23-83
b	the recruitment, development and retention of persons as employees of the authority,		23-83

<sup>1</sup> Where duties will be outlined in our forthcoming SECTION 2 of the current report, page references are noted as p84, ie. from p1 of SECTION2



Article	Duty	Evidence in report	Pg. <sup>1</sup>
		currently allow reporting on particular characteristics or processes	
6 (2)	The authority must use this information to better perform the equality duty.	Section 1 (staff and student data) links to section 2, which displays mainstreaming (2017-21) and outcomes (2021-25) showing how we have/will use(d) data and information to better perform PSED across 7x E&D themes.	84
6 (3)	A report published by the listed authority in accordance with regulation 3 must include—		
a	an annual breakdown of information gathered by it in accordance with paragraph (1) which has not been published previously in such a report	See 6(1)a, above	23-83
b	details of the progress that the authority has made in gathering and using that information to enable it to better perform the equality duty.	Outcome 4 (data and Disclosure) outlines steps taken and planned in respect of improving evidence and translating into tangible action	84
<b>6A</b>	<b>Use of member information</b>		
6A (1)	[Listed bodies] must from time to time take steps to—		
a	gather information on the relevant protected characteristics of [non-exec] members of a listed authority;	We present numbers of executive, non-executive and student board members, disaggregated by gender and year. We do not currently hold other E&D data on governors.	84
<b>Duty to publish gender pay gap information</b>			
7 (1)	A listed authority must publish information on the percentage difference ... between men's & women's average hourly pay (excluding overtime).	Mean and median gender pay gaps are presented in section 1	29-31
<b>Duty to publish statements on equal pay, etc.</b>			
8 (2)	[Statements] must specify—		
a	the authority's policy on equal pay among its employees between—	Our Equal Pay Statement reflects all key groups including gender, disability and race, and is displayed in outcome 5.	4
ai	men and women.		29-31
aii	persons who are disabled and persons who are not.		49
aiii	persons who fall into a minority racial group and persons who do not.	Disability & race pay gap figures are presented in section 1	42
b	occupational segregation among its employees, being the concentration of—	Occupational segregation is displayed in relation to gender in section 1 (pay gaps by grade, quartile and job family).	30-31
bi	men and women.		
bii	persons who are disabled and persons who are not.	Occupational segregation is not presented in relation to disability or race, due to numbers being too low to publish.	n/a
biii	persons who fall into a minority racial group and persons who do not.		n/a
<b>Duty to consider award criteria and conditions in relation to public procurement</b>			
9 (3)	Nothing in this regulation imposes any requirement on a listed authority where in all the circumstances such a requirement would not be related to and proportionate to the subject matter of the proposed agreement.	Our procurement processes do not consider where partners may have equality policies, in line with article 9 (3). However, as per outcome 3, we actively seek opportunities to further equality in partnership with stakeholders	84
<b>Duty to publish in a manner that is accessible, etc.</b>			
10 (1)	A listed authority must comply with its duty to publish under regulations 3, 4, 7 and 8 in a manner that makes the information published accessible to the public.	This document can be reached within 2 clicks utilising the search function on the UHI homepage. The document utilises headings, alt text and graded colours as per Digital Accessibility Regs (2018), and is available in alternative formats upon request.	n/a
10 (2)	A listed authority must, so far as practicable, comply with its duty to publish under regulations 3, 4, 7 and 8 by employing an existing means of public performance reporting.	Where proportional to budget and capacity, we follow EHRC and Advance-HE best practice on PSED reporting and enactment of general duties (see references table, p11).	11

## How to navigate this report

This report has been designed to cover all PSED reporting requirements, using data and pay gap information as an evidence base to contextualise our outcomes and mainstreaming journeys (2017-21), linking to actions and priority areas under our new outcome themes (2021-25).

Production of a single report is intended to evidence our compliance more clearly: how and why we have taken the steps we have, and what the impact of these were. Additionally, it is intended to be more accessible and navigable for a range of readers. To these ends we have split the report into 4 distinct sections:

Section	Description
Legislative & sectoral context, pp 5-11)	An introduction to specific and general PSEDs and how they relate to colleges and universities, followed by an itemised guide to how we meet each specific duty, a guide to navigating this document and a reference list of key internal and external publications.
Introduction to PSED at UHI pp 12-22	An introduction to UHI's unique context and setting; our academic partnership; a description of our enhanced approach to meeting PSED; brief overviews of success achieving outcomes (2017-21), and details of new outcomes (2021-25).
SECTION 1: Data and pay gap reports, 23-83	<p>Staff and student data and analysis, presented by protected characteristic, across as many areas as possible (see p24). Data tables and graphs are accompanied by narrative. Where we cannot provide data, we explain why.</p> <p>Areas of the narrative refer to parts of section 2 RE: outcomes and mainstreaming. Abridged actions are displayed after data on each protected characteristic, and linked to actions under our new equality outcomes.</p> <p>Staff data covers 2018-20 and relates to staff composition, recruitment figures, success rates retention and pay gaps. Sex &amp; gender, Ethnicity and Disability are displayed first, recognising the need to easily navigate to data on pay gaps.</p> <p>Student data covers 2017-20, displaying total population, HE students (by FTE), FE students (by credits generated), as well as figures on retention and success.</p>
SECTION 2: Mainstreaming and Equality Outcomes (p84 onwards)  (Delayed for reasons outlined p 6)	<p>SECTION 2 of the report will be split into 7x chapters, relating to each of our new outcomes. Old and new outcome areas are overviewed in the introduction to this report (pp18-22). All old outcomes are embedded within new outcome areas and signposted appropriately (p18).</p> <p>Each chapter will begin with an introduction from its senior outcome leader, explaining how the area relates to their responsibilities, and why it is meaningful to them. We will then display a table showing progress against individual outcome actions set in 2019, signposting to detail later in each chapter. These tables will show the status of actions, as per 'Key 1' overleaf.</p> <p>Each chapter will then discuss progress and mainstreaming (2017-21), featuring narrative, tables, images, infographics. This section will detail successes and points for improvement, describing how these have informed the plans we carry through to our new outcomes.</p> <p>Each chapter will conclude with a detailed account of the actions we plan to explore under that outcome. There are between 5 and 12 actions for each outcome. Each action shows a rationale, a plan and review points, as well as a heading table linking actions to other outcomes, key players, documents, and general duties met by each outcome, as per 'Key 2', overleaf.</p>

We show keys overleaf to explain 'at-a-glance' tables, and briefly outline recommended approaches for different reader groups to navigate the document as quickly and easily as possible.

## Key 1

Complete	Ongoing	Carried	Superseded

## Key 2

No	Action	PSED <sup>1</sup>			Outcome <sup>2</sup>							
		1	2	3	1	2	3	4	5	6	7	
1.1	Explore regional PSED reporting, with view to submitting a single partnership report in 2025.	X	X	X	X	X	X	X	X	X	X	X
		Links to Strategy/ duties - UHI Strategy 2021-26			Key Departments - EDICT members - SMT - HROD							

## Key Audiences

**For those interested in evidence of compliance:** we suggest reviewing Legislative Context and Introduction, alongside conclusions and actions displayed in SECTION 1 (by characteristic). We then suggest reviewing senior introductions and our ‘progress meeting outcomes’ tables in SECTION 2, using this to navigate to areas of interest or concern among mainstreaming and future actions. This allows the quickest possible introduction to our compliance and the scope of our operations.

**For those interested specific protected characteristics:** we suggest reading the introduction to familiarise yourself with UHI’s local demography and equalities strategy, before turning to your characteristic/s of interest in SECTION 1. References in the narrative lead to relevant sections of mainstreaming. Actions grouped after data link to detailed plans in relation to particular groups.

**For those interested in strategic direction:** we suggest reading the Introduction, choosing areas of interest from our 7x outcomes and turning to SECTION 2 of the report to review our progress, rationales, plans and aspirations. Following links to other actions and outcomes (as per Key 2, above) can help show strategic links between themes.

**For those interested in specific projects/ areas:** the contents pages list each heading in the report: if you know what you are looking for, it should be easy to find at-a-glance.

## References

Please see below for key internal and external publications and resources.

References and relevant literature	
<p><b>Internal Documents</b></p> <p><a href="#">UHI SFC Gender Action Plan (2017)</a>  <a href="#">UHI Athena SWAN Bronze Submission (2017)</a>  <a href="#">UHI Equality Outcomes Report (2017-21)</a>  <a href="#">UHI Equality Mainstreaming Report (2017)</a>  <a href="#">UHI British Sign Language Plan (2018)</a>  <a href="#">UHI Employee Information Report (2019)</a>  <a href="#">UHI Pay Gap Report (2019)</a>  <a href="#">UHI Equality Outcomes &amp; Mainstreaming Update (2019)</a>            UHI REF2021 Equality Impact Assessment Report</p>	<p><b>Sectoral documents</b></p> <p><a href="#">EHRC Guidance on PSED for Scottish Public Authorities</a>  <a href="#">Race equality framework for Scotland 2016 to 2030</a>  <a href="#">Equally Safe in Higher Education Toolkit</a>  <a href="#">Tapping All Our Talents Review 2018: Women in STEM</a>  <a href="#">TransEdu Scotland: Researching The Experience Of Trans And Gender-diverse Applicants, Students And Staff In Scotland’s Colleges And Universities</a>  <a href="#">Scottish Government Equality Evidence Finder</a>  <a href="#">Minority ethnic recruitment toolkit (2020)</a>  <a href="#">A Fairer Scotland for Disabled People: delivery plan (2021)</a>  <a href="#">Advance-HE: Tackling racism on campus resources (2021)</a></p>
<p><b>Relevant internal policies/ plans</b></p> <p><a href="#">UHI British Sign Language Plan 2018-24</a>  <a href="#">UHI Daring to be Different- strategic plan 2021-25</a>  <a href="#">UHI Equality, Diversity &amp; Inclusion Policy, 2019-22</a>  <a href="#">UHI Islands Strategy 2020</a>  <a href="#">UHI Learning and Teaching Enhancement Strategy 2017-21</a>  <a href="#">UHI Mental Health Strategy 2019-22</a>  <a href="#">UHI Risk Management Policy</a>  <a href="#">UHI Student Code of Conduct</a>  <a href="#">UHI Supporting students in crisis: A guide for staff</a>  <a href="#">UHI Suicide and Risk Intervention Policy 2021-23</a></p> <p><i>Other relevant policies and plans will be added as appropriate</i></p>	<p><b>Relevant legislation</b></p> <p><a href="#">Equality Act 2010</a>  <a href="#">The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012</a>  <a href="#">Post-16 Education (Scotland) Act 2013</a>  <a href="#">Children and Young People (Scotland) Act 2014</a>  <a href="#">Marriage &amp; Civil Partnership (Scotland) Act 2014</a>  <a href="#">Counter-Terrorism &amp; Security Act 2015</a>  <a href="#">BSL (Scotland) Act 2015</a>  <a href="#">HE Governance (Scotland) Act 2016</a>  <a href="#">The Public Sector Bodies Accessibility Regulations 2018</a>  <a href="#">Hate Crime and Public Order (Scotland) Act 2021</a>  <a href="#">Period Products (Free Provision) (Scotland) Act 2021</a></p>

**Introduction to our institution:  
Equality, Diversity and Inclusion at  
University of the Highlands and Islands (UHI)**



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# Reflections and projections:

a welcome from our departing Chair and continuing Vice Chair of University Court

## Garry Coutts- departing Chair of University Court (2014-21)

The University of the Highlands and Islands was granted University status in February 2011 and is Scotland's youngest university. I have had the privilege of being involved at each step in this journey, firstly as Rector, and latterly as Chair of UHI Court. I have witnessed many rapid developments at UHI, with some being faster and simpler than others. One which has proved complex- but fulfilling- is our growing work around equality, diversity and inclusion (EDI), which can present unique challenges in dispersed, rural settings.



Having worked extensively in health and social care in the region, I know first-hand the importance of ensuring equal opportunities, experiences, and access to services. Dr Fiona McLean (former Deputy-Chair of UHI Court, now UHI Rector) and I have taken steps to raise the profile of E&D at UHI. We engaged in stimulating conversations through our *E&D in Governance Group*, discussing ways to diversify our board, and those of our Academic Partners. Brainstorming sessions around positive action and skills development for under-represented groups were stimulating, while diverse advertising and applicant engagement saw a more skilled and diverse group of applicants and appointees than previous recruitment rounds. Participation in Advance-HE's *Aurora Women in Leadership* programmes has seen 2x Aureoreans appointed to UHI Court.

The past 4 years have allowed UHI to better integrate EDI duties. As I leave the organisation, I wish the whole university partnership the best of luck in continuing to build this ambitious and progressive agenda.

## Andrea Robertson- continuing Deputy Chair of University Court



As we welcome Alastair MacColl as new Chair of University Court, we face an exciting time at UHI- a time of enhancement and of change. Our approach to change management focuses on sustainability, innovation, increasing collaboration and consistency with our academic partners. Our vision looks to maximise the value of vocational and traditional courses, ensuring all activities add value to all partners. With partners ranging from 20-600 staff, equivalence is no simple task. Our view of equality, diversity and inclusion thus extends beyond our students, staff and communities, to our departments and academic partners.

Part of our strategic development has involved recruitment of a full-time E&D Advisor, then doubling this resource. This will help ensure that all academic partners can feed-in and be recognised for the equality work they do, that they can share this, and be well-supported centrally. Some planned activities are: shared E&D reporting, submitting a joint Athena SWAN application and expanding our cross-partner Student Champions Groups from *UHI STEM Femmes* and *UHI Minority Men* to wider equality groups. We hope to build on plans for EDI secondment opportunities with academic partners, to help build local expertise and representation.

As our gender pay gap closes and many partners enjoy greater gender parity at senior levels, the value of previous outcomes is apparent; opportunities to share and expand these with our academic partners is the next step on this journey. Equality, diversity, and inclusion are vital to the next chapter of our development, to retain and attract the broadest talent across the Highlands and Islands. We know we play a key part in our local communities, and will harness our spirit of innovation to increase equity and fairness across the region.

We hope that by 2025 we can report all EDI duties as a partnership, moving from a situation where our geographic and economic diversity were a barrier to equality, to one where these factors are an asset, allowing our E&D work to grow beyond the sum of our parts. We look forward to sharing these plans with you throughout this report.

## The University of the Highlands and Islands: Institutional context

### Our university

The University of the Highlands and Islands (UHI) is a new, progressive and innovative university, having been awarded university status on 1 February 2011. We were created to transform the prospects of the Highlands and Islands, its economy, people, and communities. Our network of Academic Partners covers the largest geographical area of any campus-based university or college in the UK, resulting in the highest student population in Scotland, with 30-40,000 studying with us each year.

We are a bilingual institution, delivering learning, research and communications in Gaelic and English in dispersed communities across some of the most rural areas in the UK. We play a critical role in helping retain and attract talent, reverse population decline, innovate and build socio-economic prosperity across communities with no other local post-compulsory education options.

As the United Kingdom's leading integrated university, we operate across multiple sites and online. We enact awarding powers from access to doctoral level, across research, higher and further education, enabling our students to start where they need to and progress as far as they want at a pace that is right for them.

As well as education, we deliver collaborative and contract research, consultancy and development services. We work closely with other colleges and universities, as well as the NHS, businesses, and other stakeholders.

Each year, our operations contribute £560 million to the region, indirectly supporting 6,200 jobs, including nearly 400 at our Executive Office. As a multiplier effect, for every £1 spent the university puts £4 back into the economies of the Highlands and Islands, Moray and Perthshire. We play a key role in regional infrastructure through community and academic focuses, which reflects in our strategic ethos: 'daring to be different'.



Our breadth and status, as well as low regional diversity, carry significant social responsibility to lead the way in equality and diversity locally, to enhance inclusive communities and help prepare all students and researchers to excel anywhere in the world. This report outlines progress, plans, and evidence to these ends.



### Our academic partnership

We are a unique partnership of 13 distinct colleges and specialist research institutions (Academic Partners/ APs), who form the university together with a central Executive Office (EO). Academic partners span urban, rural and island communities, often specialising in areas of local relevance, for example Gaelic language, Marine and Environmental Science, Archaeology and Theology. Partners are displayed and tabulated below.



Not all academic partners are listed under PSED. Those 10x partners currently listed produce their own PSED reports, which are available online at Academic Partner websites. The current report covers Executive Office UHI, who are the partnership’s Regional Strategic Body, awarding body for HE and Doctoral study, and legal entity of the university.

	Partner status	Partner name	Partner location	Listed under PSED
<b>University of the Highlands and Islands</b>	Regional strategic body ('the University')	<b>UHI Executive Office (current report)</b>	<b>Inverness</b>	Yes
	Incorporated colleges (public bodies)	<b>Inverness College UHI</b>	<b>Inverness</b>	
		<b>Lews Castle College UHI</b>	<b>Stornoway</b>	
		<b>Moray College UHI</b>	<b>Elgin</b>	
		<b>North Highland College UHI</b>	<b>Thurso</b>	
		<b>Perth College UHI</b>	<b>Perth</b>	
	Assigned colleges	<b>Argyll College UHI</b>	<b>Various</b>	
		<b>Orkney College UHI</b>	<b>Kirkwall</b>	
		<b>Shetland College UHI</b>	<b>Lerwick</b>	
		<b>West Highland College UHI</b>	<b>Fort William</b>	
	Specialised research institutions	<b>Sabhal Mòr Ostaig UHI</b>	<b>Sleat, Skye</b>	
		<b>Highland Theological College UHI</b>	<b>Dingwall</b>	No
		<b>North Atlantic Fisheries College UHI</b>	<b>Lerwick</b>	
<b>Scottish Association for Marine Science UHI</b>		<b>Oban</b>		

Orkney and Shetland Colleges’ staff are direct employees of Northern Islands’ Councils, so do not report on pay gaps, occupational segregation, or workforce composition. Argyll College UHI are a newly listed body, reporting for the first time in 2021.

## Our approach to equality mainstreaming: lessons and improvements

### Introduction

For all institutions, the period from inaugural PSED reporting in 2013, to 2017, was a period of adaptation to the specific duties, finding our feet and establishing how best to perform these. For University of the Highlands and Islands, this was also a period of adaptation to having gained university status, research degree awarding powers and intensive (but necessarily selective) institutional growth, with many challenges implicit to our unique structure and setting. In these circumstances, meaningfully mainstreaming equality takes time.

Our previous reports show that many aspects of equality are key to delivery of our core functions, and that staff expertise levels across these areas are high. Thinking about ‘equalities’ as something separate does not come naturally to us: as such, the journey towards increasing understanding of more nuanced and persistent inequalities has been a slow one. It has also become clear that meeting such additional duties as required by ministers, funders and accreditors was often beyond our capacity, especially for smaller academic partners.

### Key developments 2017-21

Considering the above, our work 2017-21 focused on building capacity, visibility and infrastructure to better mainstream equalities into all aspects of our structure, ensuring that our academic partners are well supported to meet duties and contribute expertise to E&D activities. This been a key spell in our development, with the ability to commit resource and expertise to sectoral equality work allowing us to work smarter and plan bigger.

### Key steps to building EDI capacity and resource (2017-21)

<p><b>2017</b></p> <p>0.4 FTE E&amp;D</p> <p>4x PSED reports</p> <p>1x Gender Action Plan</p> <p>1x Athena SWAN Bronze submission</p> <p>1x student E&amp;D champion</p> <p><b>6 reports, 3 action plans</b></p>	<p><b>2018</b></p> <p>Trialled E&amp;D secondee model</p> <p>Agreed FT E&amp;D resource</p> <p>Published UHI Partnership BSL Plan</p> <p>Facilitated GDPR training &amp; processes for E&amp;D staff</p>	<p><b>2019</b></p> <p>Appointed FT E&amp;D resource</p> <p>3x PSED reports</p> <p>8x student E&amp;D Champions</p> <p>4x staff E&amp;D champions</p> <p>Creation of Partnership EDI Committee (EDICT) and Policy</p> <p><b>3 reports, 3 action plans</b></p>
<p><b>2020</b></p> <p>Agreed single partnership Gender Action Plan with SFC and all Academic Partners: adapted to Athena SWAN &amp; PSED frameworks</p> <p>Designed improved data collection and impact assessment methods in relation to REF EIA processes</p> <p>Designed student data dashboard</p> <p>16x student E&amp;D champions; 18x staff E&amp;D champions</p>	<p><b>2021</b></p> <p>Agreed 2nd FT E&amp;D resource, supporting academic partnership; designed Academic Partner E&amp;D secondment model</p> <p>1x PSED report</p> <p>1x Athena SWAN bronze submission</p> <p>1x REF EIA report</p> <p><b>3 reports, 1 action plan</b></p>	<p><b>2021-23</b></p> <p>Trial shared PSED actions with APs; scope shared reporting</p> <p><b>2023-25</b></p> <p>Produce single UHI partnership PSED methodology and report; explore AP EDI secondment model</p> <p><b>1 report, 1 action plan</b></p>



### **Streamlining equalities infrastructure**

Many staff have multiple roles, and report on equality duties in addition to other responsibilities. As such, our approach needed to decrease reporting, duplication of action plans and meetings, as well as increasing the potential for impact, and to extrapolate successful methodology.

Our journey has been slow and steady but is built to last. Like our economic impact, we see our operational output as an accumulator effect, having been designed to maximise impact, versatility and reach associated with any individual action. Our journey has involved funnelling all EDI-specific action plans and reports into the PSED process, and increasing membership of ownership groups, freeing capacity and increasing visibility.

Our previous reports were prohibitively adherent to reporting requirements, setting an unrealistic breadth and number of actions, again often falling to the same individuals across partnership. This has previously limited our ability to engage in sufficient depth, to achieve significant impact, undertake targeted research and solutions, or to develop many projects in relation to more-specialised or less-common inequalities. We have reframed our outcomes under 7x revised areas, and set more flexible actions that allow us to adapt to greater or lesser resource, capacity, and opportunity (see p16: Structure). Growth of student champions programmes have allowed design of more sophisticated and ambitious student-led projects and cross-partner activities.

### **Increasing specialised capacity**

Increasing our dedicated E&D FTE from 0.4 to 1.0 allowed an initial injection of capacity to undertake this planning, establish project work, identify areas of high impact, partnerships and bespoke methodology. Part of this process involved revising PSED actions to reflect immediate priority and capacity (2019).

To help meet our plans, we created an additional FT position which we will look to fill in Semester 1 2021-22. This will free capacity for strategic planning, reporting and project work, playing a key role in supporting academic partners. Whilst doubling our resource, this still represents a significantly below-average FTE across 14x partners, when compared to the wider sector. As such, we will continue our trajectory of streamlining, building and extrapolating over 2021-25 by increasing student & staff champions, and exploring secondment opportunities for AP staff to line-manage these groups and gain EDI qualifications.

### **Increasing partnership cohesion**

2017-21 also saw steps towards a more partner-centred approach, with closer links between partners and the university, as well as between levels of study. This process involved successful proposals and negotiations to replace 11x SFC Gender Action Plans with a single partnership report (informing future PSED plans), increasing partners participating in Athena SWAN from 4 to 8; forming a senior partnership EDI committee (EDICT), producing a collaborative cross-partner EDI policy, and recruiting student champions from across 8x partners.

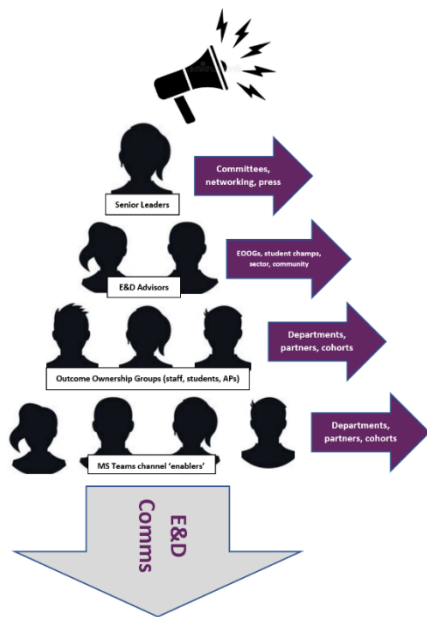
## **2021-25 (current report): changes from 2017**

Learning from lessons above, we have taken several steps to improve our PSED report and methodology.

<b>Key changes to our PSED report format and methodology (2021 vs 2017)</b>	
1 document covers all PSEDs	Increased resource, ambition and detail
Senior Outcome Leaders	Review points
Defined working groups (including APs)	Student data
Clearer responsibilities and format	Increased focus on communications
Linked outcomes and strategies	Improved accessibility & navigability

Previously, our PSED outcomes have applied to distinct organisational areas, and have tried to be all-encompassing: as such, connections and opportunities were often missed, and work often became siloed. Additionally, much excellent E&D work that fell out-with these categories was not immediately apparent/reportable under PSED, especially at APs and in smaller departments. Reflecting on this, we have restructured our outcomes to interlink more clearly, and ensure that activities are communicated to/ informed by the appropriate university and AP staff as we move towards shared reporting.

## Outcome Ownership Groups



Our 7x themed outcomes will be supported by ‘Outcome Owners Groups’ of key staff, who will meet biannually to discuss and progress opportunities and issues. Projects and activities will be progressed between meetings. Groups will consist of core members who attend meetings and progress workstreams as part of the equality duties of their substantive roles. Groups will also include the specific expertise of ‘enablers’ who are attached to Teams channels and can be consulted/ updated accordingly. This allows staff to inform E&D of relevant activities, and E&D to provide contextualised advice, aiding reporting and smarter resource allocation.

Meetings will be chaired by Senior Outcome Leaders, and workstreams led by our E&D Advisor/s, both of whom will communicate outwardly as appropriate. It is proposed that at least 2x appropriate AP staff are actively involved in each group as core members, and that student membership is included for each outcome, perhaps through equality champions, HISA or class reps.

### Senior Leadership

Outcome Owners Groups will each be championed by a Senior Outcome Leader, demonstrating institutional commitment to mainstreaming equalities into core operations. Senior Outcome Leaders provide a mechanism for key equalities work to be communicated across committees and networking-events, and for opportunities to feed back in as appropriate. The E&D Advisor will perform a similar role across the 7x outcome groups, producing key reports for each Senior Outcome Leader ahead of each meeting, and dividing actions into components as best suited to group skills and interests. Outcome Owners Group members will feed back to/from their teams and operational areas, to ensure mainstream visibility of PSED through all core functions.

Senior Leaders are not ultimately responsible for actions, which will report into other core committees as appropriate, through senior UHI E&D committee EDICT. Senior Leaders’ role is to champion the areas of equality that sit under their outcome, promoting and enabling workstreams, and connecting with other opportunities across the university, partnership, and sector. Of course, many actions relate to areas for which leaders hold high-level strategic responsibility: this informed who was asked to lead which outcome.

This model ensures that most of our senior management team are actively involved in conversations around E&D and are appropriately informed in an ever-changing and often misunderstood area of compliance. We hope Senior Leaders discuss their respective outcomes between themselves as part of an organic process.

### Single PSED report

Part of our revised approach to PSED involves linking and presenting all pertinent PSED information from a single document. Subject to feedback and success, we hope to adopt as much of this methodology as possible as we explore a move towards shared partnership reporting.

### Rationale

Previous feedback suggests that multiple PSED reports mask the links between data, progress and planned activity, and that many found this difficult to navigate. In light of article 10 (1) of Scottish specific PSED (to produce reports in a manner that is accessible) we have produced a single report, linking data and mainstreaming to our new outcomes, and a suite of actions which can be scaled up or down in line with ever-shifting circumstances across the sector and society.

Combining reports additionally ensures that each protected characteristic has actions explicitly noted against it, or that we clearly explain where not. This ensures that our outcomes are spread fairly across all characteristics: not disproportionately serving one or few groups.

## Structure

Our outcomes are now grouped to reflect themes rather than organisational areas, recognising that many activities cut across multiple departments and individuals. Themed outcomes allow us to better organise and communicate our PSED outcomes, as well as further increasing visibility and buy in. This ensures staff are working within their capacity, in a way which maximises the value they can bring to and from the group. Outcome headings are displayed below, and outcomes explained on pp 18-19.

Outcome Area	Outcome Owner
1 Increasing cross partnership activities and collaboration	Principal & VC
2 Inclusive infrastructure: Leadership, Governance and Management	Director of Corporate Governance
3 Increase stakeholder engagement and community partnership	Vice Principal Tertiary
4 Better understanding our staff and students: data and disclosure	Vice Principal Research & Impact
5 Increasing student support, representation, wellbeing and voice	Dean of Students
6 Inclusive Processes: Diversifying and developing our staff	Director of Strategic Organisational Development & HR
7 Inclusive Communications: digital accessibility, Gaelic, BSL and culture	Vice Principal Strategic Development

We took the decision to funnel all actions from our REF 2021 EIA exercise, Athena SWAN, and other workstreams into our PSED outcomes. This aims to reduce meetings, remove duplication ensure that no opportunities or risks are missed. Our equalities outcomes are therefore drawn from an aggregate of equalities actions from various equalities and other institutional action plans.



Our new report format is designed to be navigable by a range of audiences: those who wish a quick overview can gain a picture of our methods, compliance, and direction of travel from the concise introduction. Those interested in our work around particular characteristics can see data and abridged actions in , and can follow links to areas of interest. Those staff looking to evidence specific equalities work (eg. for procurement or research grant proposals) can find this easily from our contents pages, and staff involved in actions can easily see other actions and outcomes to which their area relates.

SECTION 2 will clearly set out linkage between specific PSEDs, and how these help us meet the general duties. We have mapped key government and sector evidence, as well as relevant internal policies and strategic documents. We also note which specific actions cover which general duties and identify links to other outcomes. Where possible, key staff have been identified, setting a precedent for group ownership across staff and students of the university and academic partners (see section on 'How to navigate this report, p4).

## Our approach to equality outcomes: progress and improvements

Progress meeting previous outcomes (2017-21) and setting new outcomes are briefly summarised overleaf, showing links between the two. These are outlined in detail throughout this report, in relation to the revised outcome areas set out overleaf. Individual actions from 2019 will be tabulated at the start of each outcome in SECTION 2 of this report, with notes on progress, as outlined in 'How to navigate this report' (p4).

## Progress meeting previous outcomes (2017-21)

	Previous outcome	Key achievements	Relationship to current outcomes
1	<b>Leadership, Governance and Management</b> “Inequalities affecting those with protected characteristics are reduced through the embedding of equality and diversity in the university’s leadership, governance and management structure and processes.”	Creation of single partnership EDI policy, senior partnership EDI committee (EDICT); increased E&D resource, Athena SWAN Bronze award.  Single partnership GAP & PSED plans; increased senior buy-in; creation of EDI working groups with senior leaders; increased board diversity.	<b>Split into Outcomes 1 &amp; 2 to reflect academic partnership and university to ensure local relevance and explicit inclusion of APs</b>
2	<b>Stakeholder Engagement:</b> “People’s needs are better understood because the University takes reasonable steps to involve people who share a relevant protected characteristic and any person who appears to the University to represent the interests of those people.”	Lunch and learn bitesize community training; community research; early discussions on partnership with other UK rural/ tertiary institutions; surveys; communication through local and national organisations; shared activities with Inclusion Scotland, Interfaith Scotland and Waverley Care.	<b>Broadened beyond consultation, which is already embedded in PSEDs. Now includes community/ sector partnership.</b>
3	<b>Data and Disclosure:</b> “The most pressing equality challenges affecting those with protected characteristics are identified and addressed through the gathering and analysis of comprehensive, robust evidence.”	Improved disclosure; conceptualised and trialled pseudo-anonymised data collection.  Established ways to collect smarter data, informing other processes (eg. recruitment & line management of student champions.)	<b>Data analysis rehomed under staff and student data (SECTION 1) More actions on methods/ steps to increase disclosure; improve data consistency/ breadth/ depth</b>
4	<b>Students:</b> “There is parity of opportunity and consistency of experience for all students whatever their background.”	Improved satisfaction; general pattern of improved minority student numbers; increased EDI engagement from HISA; work to diversify curricula; single sex courses & associated SFC & SDS funding for under-represented men and women.  Increased ability to support disabled students and other priority groups. National prize for student partnership RE: <i>UHI STEM Femmes</i> champions; extrapolated to <i>UHI Minority Men</i> .	<b>Narrowed outcome, increased detail, recognising that covering all aspects of the student journey spreads us too thin to achieve significant impact. We are also mindful of teaching staff capacity/ potential disadvantage.</b>
5	<b>Staff Development:</b> “Staff understand & act on responsibilities to advance equality and foster good relations between all equality groups.”	Development of internal training resources on Trans and Gender Diverse identities, unconscious bias, EIAs, PSED, gender-based violence (for all staff).  <i>Aurora- Women in Leadership</i> : high uptake.  Jobs with a focus on supporting priority groups have undertaken significant practitioner training. However, uptake of general EDI training could be improved.	<b>Merged with outcome 6 (staffing). Now reflects development activities beyond training, to include plans around shadowing, mentoring, secondments, and internships.</b>
6	<b>Staffing:</b> “Staff equivalence is supported through consensus building and agreement on partnership-wide policies relating to staffing and staff development and through initiatives aimed at developing shared understanding of roles and responsibilities.”	See outcomes 1 (Leadership, Governance and Management) and 6 (Staff Development).	<b>Due to partnership angle, we have merged outcomes 5&amp;6, as all university training will be developed in partnership for use by all APs.</b>

## Details of new Equality Outcomes (2021-25)

Outcome Area	Senior outcome leader
<b>1 Increasing cross-partnership activities and collaboration</b>	<b>Principal &amp; VC</b>
<p><b>5x Actions</b></p> <p>As part of our increasing move towards partnership operations, we have set an outcome to increase collaboration, consistency and equivalence between APs and the university in respect of meeting PSED. This involves working towards shared PSED reporting; increasing E&amp;D support for APs; increasing AP involvement in UHI activities relating to E&amp;D (eg. Athena SWAN; creation and uptake of training &amp; resources; events; PR)</p> <p>Most actions across all outcomes have a partnership context, to ensure viability of our plans to share reporting and wider EDI operations with all APs from 2025.</p>	
<b>2 Inclusive infrastructure: Leadership, Governance and Management</b>	<b>Director of Corporate Governance</b>
<p><b>9x Actions</b></p> <p>The university and APs have a complex infrastructure, with many nuanced equality duties in respect of HE/ FE, different funding streams and accreditations. Inclusive infrastructure looks at our policies, processes and leadership. Key areas relate to compliance, impact assessment, representation on key committees, complaints, and institutional framing. Additionally, this outcome will feature commercial opportunities, building designs and funding bids.</p> <p>As governance, leadership and management are key to all aspects of infrastructure, most actions will link back to this outcome group.</p>	
<b>3 Increasing stakeholder engagement and community partnership</b>	<b>Vice Principal (Tertiary)</b>
<p><b>10x Actions</b></p> <p>As the sole post-16 education providers across more than ½ of Scotland’s land mass, we are a cornerstone of our regional infrastructure, with a key role in fostering equality, diversity and inclusion across the region.</p> <p>This outcome focuses on various ways in which we interact with external bodies in respect of E&amp;D, whether schools, charities, employers, third and public sector organisations or other colleges/ HEIs. This outcome relates heavily to outcome 7- communications, which looks at how we continue to build our profile in the region and sector. Key outputs include video series on equality themes, events, joint funding bids and international student recruitment. Many other outcomes will also be informed by plans to partner with rural and tertiary institutions across the UK to better understand our specific equalities contexts.</p>	
<b>4 Better understanding our staff and students: data and disclosure</b>	<b>Vice Principal (Research &amp; Impact)</b>
<p><b>5x Actions</b></p> <p>Data collection and use across 14x partners is uniquely complex due to different local processes and systems. This can lead to issues with consistency and difficulty meeting reporting duties /accreditation criteria, as well as evidencing impact of equality outcomes.</p> <p>REF 2021’s EIA saw successful data collection and analysis using a number of targeted methods. Outcome 4 looks to extrapolate this methodology across wider functions, establishing mechanisms to collect and report consistent data from all APs. We will establish ways to improve the breadth, depth and quality of data available to us, building a framework to translate analysis into actions and impact assessment. This will be key to progressing our REF Action Plan, Athena SWAN and planned Race Equality Charter work.</p>	
<b>5 Increasing student support, engagement, wellbeing and voice</b>	<b>Dean of Students</b>
<p><b>12x Actions</b></p> <p>Students make UHI who we are, and functions relating to student voice, representation, support and wellbeing cover a many of our operations. As such, this outcome is significantly bigger than most, although many actions are shared with other Outcome Owners Groups, and some are existing actions under other workstreams, eg BSL Plan; Corporate Parenting Plan; Equally Safe Working Group; Disability Action Plan.</p>	

Outcome Area	Senior outcome leader
<p>Actions consist of increasing E&amp;D support for HISA &amp; class reps; building on student champions programmes; safeguarding and student support. Many are existing actions from Additional Support Needs Practitioners, Counselling and Wellbeing and wider Student Services, and are housed here to evidence these in an equalities context. This allows our E&amp;D Advisor to collate and contribute as appropriate, as well as feed into student association activities. Membership of key staff enables our E&amp;D Advisor to draw on expertise from those with significant experience of work relating to aspects of equality.</p> <p>This outcome links to outcome 6 in relation to staff development of practitioners, and pursuit of additional resource, as well as outcome 7 in terms of social media profiling.</p>	
<p><b>6</b> Inclusive Processes: Diversifying and developing our staff</p>	<p>Director of Strategic HR &amp; Organisational Development</p>
<p><b>11x Actions</b></p> <p>Staff equivalence is uniquely complicated across multiple partners. Many barriers to equality can be compounded by our rurality, and the complexity of our processes. Additionally, low diversity in the region leads to significant under-representation, and low understanding/ experience of aspects of equality and diversity which are more commonly understood in larger population centres.</p> <p>This outcome looks to attract diverse staff, develop our own staff in terms of supporting and understanding marginalised groups, and ensure that those staff who do face disadvantage due to aspects of their identity are appropriately supported and nurtured. This outcome maps to other areas of the report, particularly relating to data and disclosure (outcome 4), and development of student support staff (outcome 5).</p>	
<p><b>7</b> Inclusive Communications: Digital accessibility, Gaelic, BSL and culture (New outcome)</p>	<p>Vice Principal (Strategic Developments)</p>
<p><b>11x Actions</b></p> <p>How we communicate is key to understanding each other and creating an inclusive culture, as well as to the way we frame ourselves alongside our competitors. Communication is a very broad topic, covering digital comms, appropriate language, language barriers, marketing, physical environments, and the implicit messages we send out through what we do and how we do it. As a bilingual institution supporting Gaelic and British Sign Language users, we must also ensure that we are communicating effectively and comprehensibly with all groups, in line with recent regulations on digital accessibility and BSL (2018).</p> <p>This outcome covers digital accessibility, comms, inclusive Gaelic, BSL provision/ D/deaf awareness, media representation and PR. This will link strongly to outcome 3- Community &amp; Stakeholder Engagement. Approaches to targeted comms will be informed by data sourced under outcome 4.</p>	

## Enjoy the report!

Having set the scene, we hope you are keen to learn more about our ongoing journey, and that you enjoy reading about it as much as we enjoy participating. We recognise that building the strong foundations necessary to achieving a fairer society is a constant process, and that we can always improve. To these ends, we value feedback and suggestions from existing students and staff; schools, colleges and universities; services, businesses, employers and members of the public to help us continue to do better.

If you have any questions, comments, suggestions, or you see potential to work in partnership with us, please get in contact and we would be delighted to make the time to speak with you.

Ceud mìle taing, le dhùrachd,

**Stuart A. Hall**  
 University of the Highlands and Islands  
 Equality and Diversity Advisor  
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University of the Highlands and Islands  
Staff and student equalities data report, 2018-21,  
SECTION 1  
Pay gap & occupational segregation report



University of the  
Highlands and Islands  
Oilthigh na Gàidhealtachd  
agus nan Eilean



# University of the Highlands & Islands staff and student data (2017-20)

## Introduction

The following section presents staff and student data for each protected characteristic, divided into group identities. This enacts our legal duty to publish biannual staff data, including figures on our gender, race and disability pay gaps. We have foregrounded these 3 characteristics as the categories with the broadest reporting requirements.

The following section is intended to provide an evidence base, linking to previous and planned work that is built on these foundations. Each characteristic's data section concludes with a brief overview and links to relevant actions. These will be presented by theme and organisational function under our 7 Equality Outcomes, later in this report.

## Staff and student data

Staff data is drawn from HESA returns, and student data from student records software SITS, using a bespoke reporting platform. This allows us to present data relating to the following protected characteristics:

### Data presented in this section

Staff	Students
Sex, gender	Gender
	Gender reassignment
Race	Race
Disability	Disability
Religion and belief (recruitment only)	Religion and belief
Sexual orientation (recruitment only)	Sexual orientation
Marriage and civil partnership (recruitment only)	
Age (recruitment only)	Age

Each year's data refers to the previous academic year (AY), eg. 2020 staff and student data reflect those employed or enrolled in the AY 2019-20.

Where numbers are especially small, we aggregate minority staff to allow proportional analysis and discussion of potential 'out groups', eg. non-Christian faiths, or minority ethnic groups. We recognise that these terms do not represent the diverse experiences of group members, and our internal work considers individual and group experiences to ensure targeted actions reflect specific needs, and avoid implicitly 'othering' minority staff.

Groups of  $\leq 5$  people which cannot be aggregated have been redacted, and are signified as a dash: "-".

### Staff data

Staff data covers all-staff figures for each characteristic. Full and part-time numbers are only presented in respect of age and sex, as other characteristics numbers are significantly under-represented, and data could compromise staff anonymity.

Where possible, we present staff data on the recruitment journey of application, interview and appointment, showing groups as proportions of both the pool of staff for this stage in the process (eg. proportion of applicants who were women), and success rates (eg proportion of women interviewees who were appointed).



Currently, we present aggregated recruitment data for the period since our last staff data report (April 2019), and hope to develop mechanisms to present yearly breakdowns over the current reporting period.

In line with PSED requirements, we present pay gap data in respect of gender, race and disability, comparing 2019 and 2021 figures with national benchmarks.

### **Student data<sup>2</sup>**

This report presents student data in respect of total students, total Higher Education (HE) Students (by full-time-equivalent), total Further Education (FE) Students (by FE credits generated), as well as retention and success rates. Due to a lack of appropriate comparators, our student analysis balances against internal all-student averages: we hope to generate bespoke benchmarks with similar institutions over 2021-25.

We previously monitored subject and course level student gender data through SFC's Gender Action Plans (iGAPs; last published July 2017), which have since been discontinued by SFC (2020). IGAPs required colleges and universities to demonstrate work towards SFC's target of no course having greater than 75/25% gender split by 2030. This process required presentation of all courses which fell below this benchmark.

Whilst we report equality performance indicators (PIs) at subject network level, these have not significantly informed central equalities work, which has focused on the most serious areas of under-representation (eg women in construction; men in care professions), which are often > 90% of one gender. As such, we have focused our dedicated EDI capacity on these areas. Data in this report therefore reflects global student figures, and are not disaggregated by subject network or course.

Going forward we will look to utilise increased EDI resource to analyse student data across all courses with >75% of 1 gender, either through separate subject network meetings, or collectively as a panel of Subject Network Leaders. This discussion is tabled for September 2021 through the university's Joint Faculty Executive panel, and will inform the level of student data we publish in in our 2023 PSED reports.

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<sup>2</sup> 2020 student age data relating to withdrawal and success were captured at a later date than other characteristic data: as such these numbers differ from those presented for other characteristics. 2020 data on retention and completion are incomplete, pending attribution of dispositions on our records systems, and as such may appear as lower than actual figures.

## Glossary of terms used in this section

Term	Meaning
<b>Staff profile</b>	The headcount of our staff, by protected characteristics and subgroups.
<b>Mode</b>	Whether staff are full or part-time. 'All-staff' figures cover all modes. A small number of staff are on non-standard/ atypical contracts: these staff are included in 'all-staff' figures, but are not presented separately.
<b>Applicants</b>	Those who submit applications to work at UHI.
<b>Interviewees</b>	Those applicants to UHI who are invited to interview.
<b>Appointees</b>	Those interviewees who are appointed to substantive roles at UHI.
<b>Mean pay gap</b>	The % difference in average hourly wage between different groups, eg. men and women.
<b>Median pay gap</b>	The % difference in median (middle) hourly wage between different groups, eg. men and women.
<b>Enrolments</b>	Total HE and FE enrolments, measured by headcount.
<b>HE students</b>	Students of Higher Education (SCQF levels 7-12), measured by full time equivalent (FTE), eg 0.5FTE for a part-time student and 1.0 FTE for full-time.
<b>FE students</b>	Students of Further Education (SCQF levels 3-6), measured by the number of credits generated for enrolments-counting for PI purposes. This differs from the credits claimed from awarding bodies upon completion.
<b>Early withdrawals</b>	Students who have withdrawn from their course before 25% of the programme has elapsed.
<b>Further withdrawals</b>	Students who have been enrolled at the funding qualifying-date, but have withdrawn from their course before their programme ended.
<b>Partial success</b>	Students who have completed their programme of study, but did not gain the qualification.
<b>Full success</b>	students who have completed their course year, and have either been successful in gaining an award or progressing to the next year of study.

# University of the Highlands & Islands Annual Employee & Student Data: 2017-20

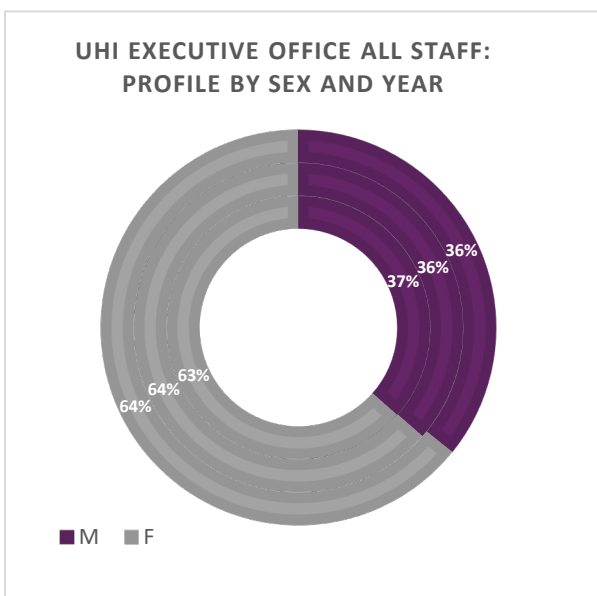
## Protected characteristic/s: Sex and gender

### Introduction

We operate across a region where occupational segregation reflecting traditional gender roles and part-time work are a known and persistent. We have undertaken extensive activity to address under-representation and challenges that are particular to sex and gender, including participation in Advance-HE's Aurora: Women in Leadership programme, Athena SWAN, creation of a STEM Hub, two student gender champions programmes, and days of celebration. The effects of these can be seen on our staff and board profiling, recruitment data, development opportunities and gender pay gap, though measures to attract both women and men into atypical professions remains a priority.

This section summarises staff and student data on sex and gender, linking to successes from 2017-2121, and outcomes from 2021-25 (pending publication of SECTION 2).

### Staff Profile: 2018-20

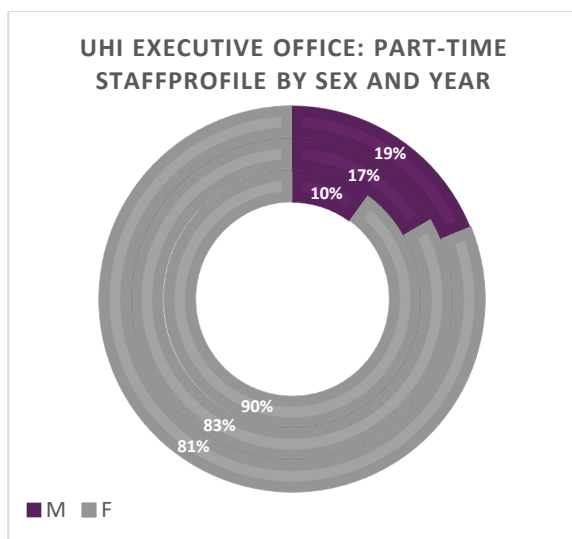
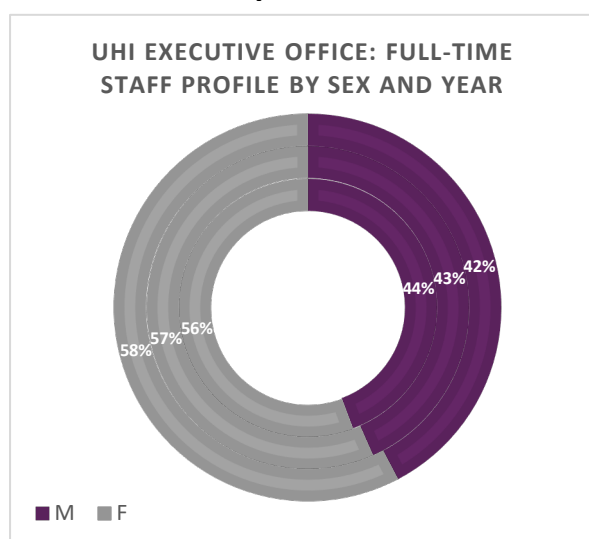


All staff	2018	2019	2020
Men	126	149	135
Women	219	260	242
<b>Total</b>	<b>345</b>	<b>409</b>	<b>377</b>

Over the census period our staff profile grew from 345 to 409 in 2018, before receding to 377 in 2019.

In 2020, women represented 64.2% of our global workforce, having incrementally increased from 63.4% in 2018. As the organisation has grown, this reflects disproportionate attraction of women staff, which has contributed to the narrowing of our gender pay gap (see p29).

### Mode: full and part-time staff



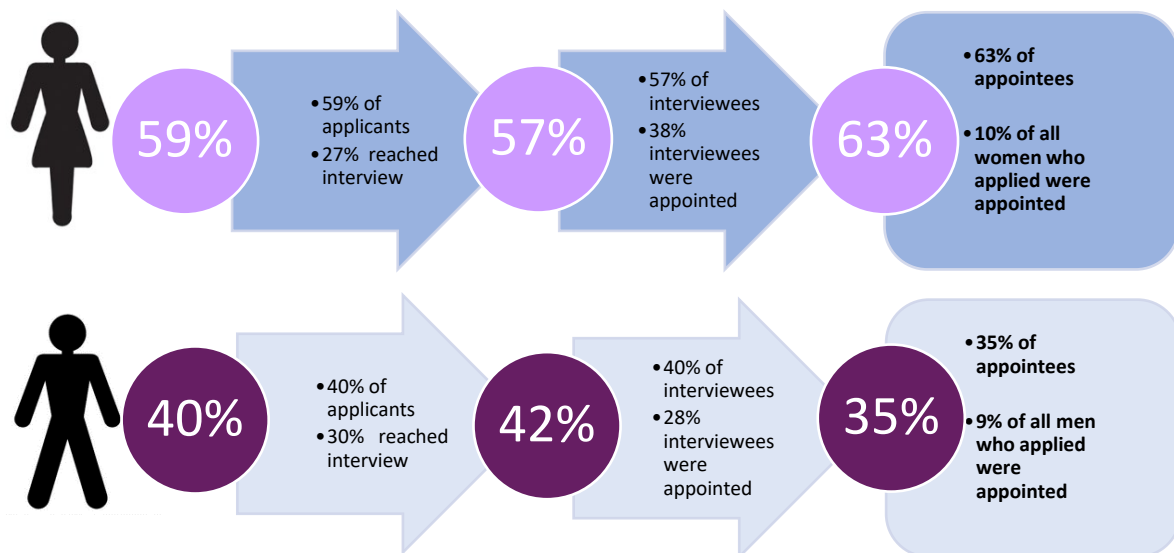
Gender	FT			PT		
	2018	2019	2020	2018	2019	2020
Men	117	118	118	7	13	16
Women	147	154	161	63	65	69
<b>Total</b>	<b>264</b>	<b>272</b>	<b>279</b>	<b>70</b>	<b>78</b>	<b>85</b>

Over the census period the number of full-time men employed by UHI has remained steady. By contrast, our headcount of FT women staff has risen by 7 per year, resulting in a decreasing % of men (44-42%), and an increasing % of women (62-64%) year on year. Conversely, we see disproportionate growth in men on PT contracts: 2020 shows a 128% increase in PT men from 2018 compared to a little over 9% increase in PT women across the same period. This demonstrates success in destigmatising normatively gendered perceptions of job mode for both full and part-time roles, and is further bolstered through promotion of paternity/ shared parental leave and our flexible working policy.

## Recruitment (2019-21)

Application stage	Men		Women		Not disclosed		TOTAL
	Number	%	Number	%	Number	%	
Applications	341	39.98%	500	58.62%	12	1.41%	853
Interviewed	102	42.15%	137	56.61%	3	1.24%	242
Appointed	29	34.94%	52	62.65%	2	2.41%	83

From April 2019- March 2021, we received 853 applications. 28% of these were invited to interview (242), and 10% appointed (83), with 34% interviewees being appointed: this provides our internal benchmarks. Women were over-represented at each stage in the pipeline, though at each stage, were under-represented when compared to our global workforce (64%F:36%M). This is most pronounced at interview stage, with 57% of interviewees being women.



### Application to interview

A slightly higher proportion of men are interviewed than apply (42% vs 40%), with a slightly lower proportion for women (57% vs 59%). This represents a higher success rate for men from application to interview (30%M:27%F). Given the increasing global under-representation of men in our workforce, this statistic is welcome evidence of increased applications from suitably qualified men, though should be assessed year on year to ensure no systematic bias.

### Interview to appointment

Whilst there is only a 1% difference between success rates of men and women applicants who are appointed, this masks a drop-off in men at appointment stage (35% of appointees, compared to 40% of applicants and 42% interviewees). 38% of women interviewees were appointed, while success rates for men interviewees were lower at 28%. 63% of appointees were women, compared to 35% who identified as men, which is roughly consistent with our all-staff profile.

### Application to appointment

There is a negligible difference between success rates of men and women applicants, with 10% of women being appointed vs. 9% men. Whilst fewer than 1.5% chose not to disclose their sex, this group demonstrated a significantly higher success rate at each stage of the pipeline than men or women, though as with other groups the sample size, as well as ambiguity of rationales for choosing to withhold information, necessitates caution attributing significance. Of those who chose not to disclose their sex, 25% were interviewed, and 17% appointed. 67% of undisclosed interviewees were appointed.

### Leavers

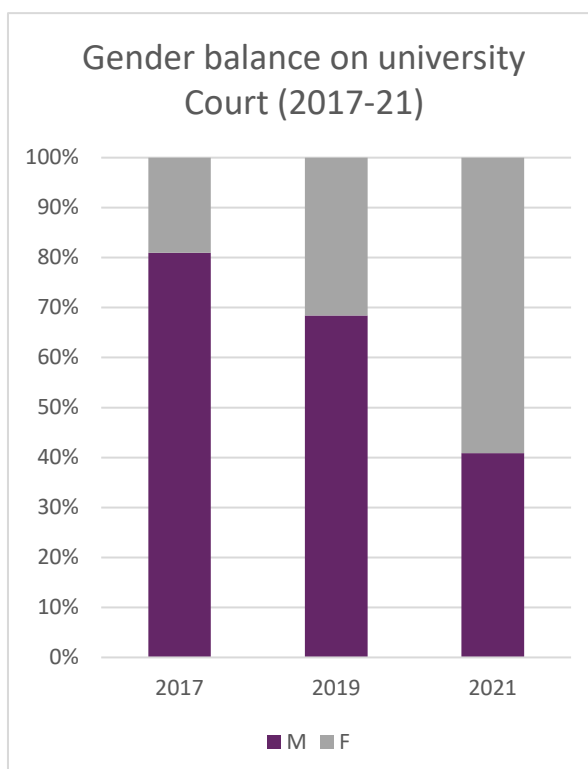
	Headcount			%		
	2018	2019	2020	2018	2019	2020
<b>Men</b>	7	14	11	30%	47%	38%
<b>Women</b>	16	16	18	70%	53%	62%
<b>Total</b>	23	30	29	100%	100%	100%

Leavers data is restricted to gender, as all other characteristics are either not measured, or too small to present. Our staff composition has consistently been 60-64% women. In 2018-19 a disproportionate number of women staff left the organisation (70%). Marginally more women than men left in 2019 (53%) although this was roughly 10% less than the overall staff composition. 2020 saw the closest to a representative proportion of women leavers at 62% (vs 64% total staff composition).

### Gender balance on University Court

Historically, we have had difficulty attracting women to our governing body. Our recruitment process in late 2017 saw 70% of applications received from men. We took several measures to increase applications, including changes to the role description, diverse advertising and specifying the need to demonstrate a commitment to equality. This resulted more skilled applicants, more female applicants and ultimately to a stronger Court in terms of skill and gender balance.

The Gender Recognition on Public Boards (Scotland) Act 2018 has been a valuable driver in increasing representation of women from 32% in 2019 to 59% in 2021. However, in the 2020-21 period we advertised for 2 non-executive members, which experienced low application from women, of whom none were appointed. We will continue to focus on ensuring that women are well represented in our leadership under Outcome 2- Inclusive Leadership, Governance and Management.



Whilst numbers of other characteristics are too low to publish, we will continue to build mechanisms for minority voices to be heard at an executive level.

## Gender Pay Gap

The Gender Pay Gap is the percentage gap in the average (mean) and middle (median) values of men and women’s salaries, based on standard hourly rates of pay. These include bonus payments. Within the university gender pay gap figures are 17.1% (mean) and 13.7% (median).

Our median pay gap is significantly lower than our mean pay gap, due to many but not all of our top-paid positions being held by men: this upwardly skews the mean hourly pay for men, for whom a more detailed analysis reveals under-representation in many senior job families.

Paygap	2019	2021	Scottish HE avg. (2020)
Mean	22%	17.1%	16.2%
Median	13.7%	13.7%	17.2%

Our mean pay gap is down 4.9% and is less than 1% above Scottish national average.

Our median pay gap has remained constant and is 3.5% below the Scottish national average.

Whilst the statutory reporting duty also requires organisations to report their gender pay gap on bonus pay, this is a far less relevant statistic for the University than the hourly rate of pay as bonuses are not an integral part of our employee remuneration practices. In fact, no member of staff has received a bonus payment since the previous gender pay report was published.

### Pay gap by vertical occupational segregation

The gender distribution in each of the four-quartile pay bands (where Quartile 1 represents the lowest salaries and Quartile 4 represents the highest salaries) are detailed below.

	Quartile 1 (Grades 3-5)	Quartile 2 (Grades 5-6)	Quartile 3 (Grades 6-8)	Quartile 4 (Grade ≥8)
Men	22%	28%	42%	54%
Women	78%	72%	58%	46%
Pay Gap	0.30%	0.60%	-0.10%	7.60%

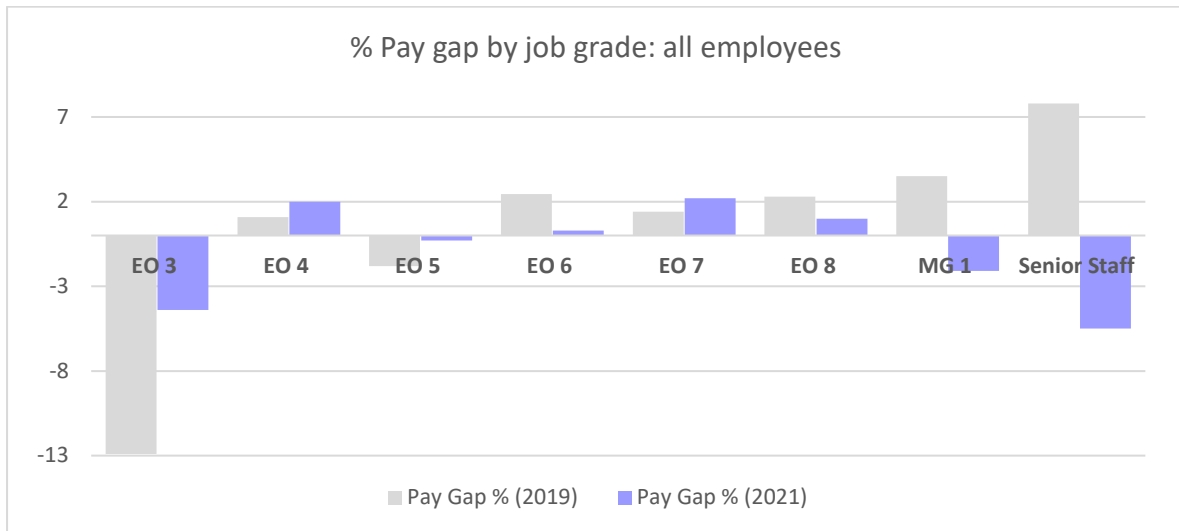
The upper quartile pay band is the only quartile where the percentage of female employees does not exceed the percentage of male employees. Just over 75% of employees in the lower quartiles are women, compared to only 56% of employees in the higher quartiles areas. These two statistics most clearly illustrate why we have a continuing gender pay gap: female employees are over-represented in the lower pay grades and under-represented in the higher pay grades, though there is a negligible pay gap in favour of women at grades 6 & 7.

Part-time working is a clear contributor to our gender pay gap. Almost 36% of our female employees are part-time compared to just under 11% of our male employees. The biggest concentration of part-time workers is in our lower quartiles, where a third of employees are part-time. This is in stark contrast to the upper quartiles where just under a quarter of employees are part-time. These figures show a high incidence of female employees working part-time, coupled with a strong concentration of part-time jobs on the lower pay grades. When we consider that if our gender pay gap were to be calculated solely by reference to our full-time employees, the figures would reduce to 15.4% at the mean and 11.2% median in favour of male employees.

### Pay gap by horizontal occupational segregation

We conduct biennial reviews of role distribution against our grading structure. Graphs below show pay gaps by grade for the whole organisation and two occupational groups: academic staff and professional services. Figures below the X axis (0) show a pay gap in favour of women. Explanations are given where gaps of greater than 5% exist, or where there has been a >5% shift since 2019.

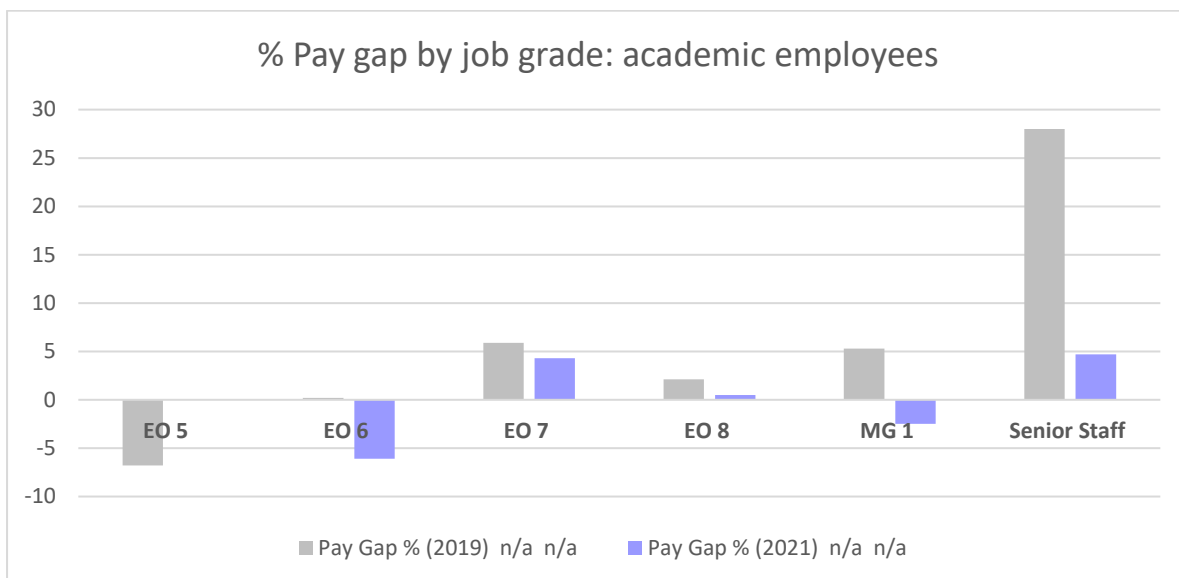
**All staff: mean gender pay gap by pay grade**



From 2019-21, grades 4 – 8 show little difference in the mean salary level. The narrowing gap at Grade 3 reflects the incremental progression of men, whilst long-serving women had reached the top of the grade by 2019. The reversal in pay gaps in favour of women at *management* and *senior* grades reflects the impact of senior academic promotions and professorial roles (predominantly women) whilst those appointed or regraded to professional services roles have often been men.

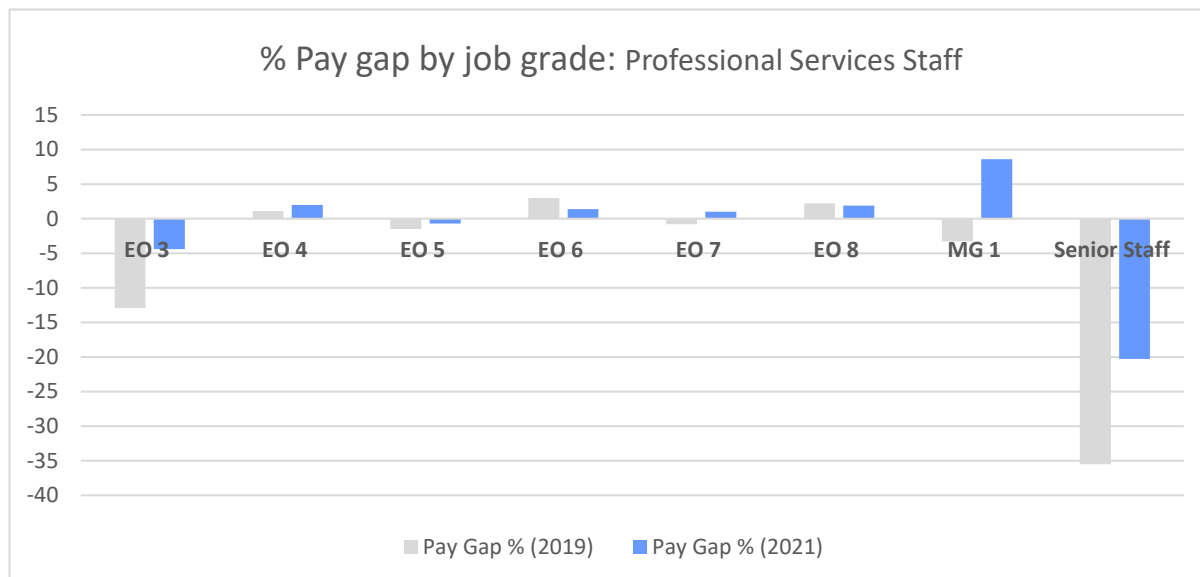
Some senior roles previously held by men are currently vacant or covered by secondees: three of our six senior roles (including Vice Chancellor and Deputy Vice Chancellor) were vacant at the snapshot date. As such, our 2023 pay gaps may show significant difference, after intensive senior recruitment and structural change.

**Academic staff: mean gender pay gap by pay grade**



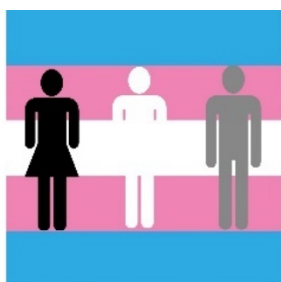
The nil pay gap for Grade 5 academic staff results from the absence of any male staff at this level against whom to measure. The switch to a positive pay gap for women in Grade 6 academic roles can be attributed to the appointment of proportionally more female research staff at this level. As with all-staff, disproportionate promotion of senior academic women resulted in a 23.3% improvement in senior pay gaps, and 7.8% improvement at Management Grades to a positive pay gap for women at this level (-2.5%).

### Professional services and support staff: mean gender pay gap by pay grade



As with academic and all-staff cohorts, grade 3’s PSS pay gap has closed significantly (from -12.9% to -4.4%, reflecting incremental progression of newer male staff. We also see a reversal of the *Management* Grade pay gap to reflect a positive gap for men, and a closure of the positive female pay gap at *Senior* Grade: again, the most obvious contributor is senior men being appointed or regraded to professional services roles.

### Gender diverse staff



Our HR system's current functionality cannot collect or store data on gender diversity at recruitment or employment stages. As such, it is not possible to establish to what extent non-disclosure reflects lack of confidence, trust, or the lack of an identifiable identity marker. This suggests the need to establish a visible system for anonymous shortlisting to increase confidence in disclosure among prospective employees, allowing for disclosure of trans and gender diverse identities. Surveys of staff participating in the REF showed a gender diverse research staff profile, where previously no data was available.

### Conclusion to staff data on sex and gender

Our staffing shows over-representation of women at 60-64% across the reporting period, that these staff disproportionately hold lower-graded posts and are under-represented at executive levels, in line with known occupational segregation across the region. Whilst we continue to successfully close our gender pay gap at global level, this masks female under-representation in our highest paid positions, despite some significant progress. Conversely, we see a significant positive pay gap for women in the highest paid professional services positions, though again this gap has closed since 2019.

Data shows women are more likely to apply to Executive Office, less likely to be interviewed, and more likely to be appointed upon reaching interview than their male counterparts. Programmes such as Aurora’s Women in Leadership, and UHI Learning and Teaching Academy’s 3 mentoring strands have all contributed to the appointment of women leaders to senior positions, at academic, professional services and governor levels.



Those preferring not to disclose were proportionally more successful at each stage in the recruitment process. Whilst our HR systems do not collect data on gender reassignment, surveys have allowed us to engage with those identifying under the non-binary umbrella.

## Student Data on sex and gender

In recognition of gender diversity, we collect student data on gender as opposed to binary sex, including the option to define one's gender in another way than male or female. Staff data is required by law to cover sex.

### Total enrolments

Gender	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
Blank	62	34	25	234	0%	0%	0%	1%
Female	22555	23970	21211	17420	52%	52%	53%	54%
PNTS	44	50	74	69	0%	0%	0%	0%
Male	20985	21575	18340	14754	48%	47%	46%	45%
Other	28	45	72	75	0%	0%	0%	0%
<b>Total</b>	<b>43674</b>	<b>45674</b>	<b>39722</b>	<b>32552</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Our student population grew by 10% in 2018, before receding by 15% in 2019 and a further 22% in 2020. Our female student profile mirrored these proportions (excepting 2019, with a slightly lower recession of 13%), while we see a steeper drop-off of male student numbers by 3% in 2019 and 24% in 2020, highlighting the need to sustain attraction and retention of male students as an area of priority.

There was a particular increase in non-disclosure in 2019, and nearly 10x the number of students left this field blank in 2020 compared to 2019: we are yet to determine the reason/s for this. We also see a significant increase in the number of students disclosing gender-diverse identities, with nearly 300% of student numbers choosing to express their gender identity in a way other than male or female, compared to 2017.

### HE student numbers and proportions, by full-time equivalent (FTE)

Gender	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
Blank	0	-	-	0	0%	0%	0%	0%
Female	4073	4273	4411	4749	58%	60%	61%	60%
PNTS	7	9	10	16	0%	0%	0%	0%
Male	2988	2852	2858	3117	42%	40%	39%	39%
Other	-	12	9	12	0%	0%	0%	0%
<b>Total</b>	<b>7073</b>	<b>7148</b>	<b>7288</b>	<b>7894</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Our HE student population grew steadily across the census period, by 1% in 2018, 2% in 2019, and steeply by 8% in 2020. This signifies a disproportionate increase in women, with 4% increase of female HE student FTE in 2018, 3% in 2019, and 8% in 2020, compared to an initial 5% drop in male HE student FTE, a 0% difference in 2019 and a 9% increase of male student FTE in 2020. A disproportionate increase in male HE student FTE is welcome, though more work is required to build on this success in line with SFC's aim of increasing male participation in higher education.

Whilst the FTE of those disclosing gender diversity has increased, numbers are too low to reflect proportionally. However, 2019 saw a significant increase in this group's FTE, who have since remained at more than double the 2017 figure. It is as-yet unclear whether this signifies increased applications, higher confidence among gender diverse students, or both.

When we view data as proportions of the entire student population, we see male students receding by 3% and female students increasing by 2%, with other groups making up the 1% difference.

#### FE Credits by number and proportion, academic year and gender

Gender	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
Blank	-	-	-	-	0%	0%	0%	0%
Female	54598	57495	53079	49778	48%	50%	48%	53%
PNTS	77	166	268	182	0%	0%	0%	0%
Male	59984	56734	55814	44169	52%	50%	51%	47%
Other	183	118	369	550	0%	0%	0%	1%
<b>Total</b>	<b>114,847</b>	<b>114,517</b>	<b>109,540</b>	<b>94,680</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

At FE level, we report on FE credits delivered as opposed to headcount or FTE, as per SFC's Regional Outcome Agreement requirements. The proportional patterns of FE credits dropping year on year suggest receding FE student numbers, which is also apparent from reading our increasing HE student profile against our receding all-student profile.

From 2017-19, credits delivered to male students fluctuated at 50-52% while those delivered to female students did so between 48-50%. In 2020 we see a 4% drop in male FE credits, and a 5% increase in female FE credits, showing female as the majority gender group for the first time over the census period. Again, we see increasing representation of gender diverse students at FE level from 2019, which may be down to increased applications, increased disclosure, or both.

#### Student retention

Gender	Early withdrawal headcount				Further withdrawal headcount			
	2017	2018	2019	2020	2017	2018	2019	2020
Blank	0	0	0	0	0	0	0	0
Female	390	410	339	283	700	769	650	549
PNTS	-	-	-	-	-	-	-	-
Male	230	247	198	134	603	604	426	346
Other	-	-	-	-	-	-	-	-
<b>Total</b>	<b>622</b>	<b>660</b>	<b>540</b>	<b>420</b>	<b>1306</b>	<b>1375</b>	<b>1079</b>	<b>897</b>

Gender	Early withdrawal %				Further withdrawal %			
	2017	2018	2019	2020	2017	2018	2019	2020
Blank	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Female	4.25%	4.13%	4.28%	3.73%	7.63%	7.75%	8.20%	7.24%
PNTS	10.53%	0.00%	3.45%	6.25%	0.00%	7.41%	10.34%	6.25%
Male	2.06%	2.15%	2.24%	1.75%	5.39%	5.26%	4.82%	4.52%
Other	0.00%	15.00%	5.56%	1.96%	18.75%	0.00%	11.11%	5.88%

#### Early withdrawals

Early withdrawals from female students decreased by 0.12% in 2018, before increasing by 0.15% in 2019 and decreasing by 0.55% in 2020 to 3.73% of all female students. This compares to 0.9% year-on-year increases in

early withdrawals from male students over the same period. As with female students, we see a significant decrease in early withdrawals among male students in 2020, with an improvement of 0.49% showing 1.75% of all male students withdrawing early.

Proportions of PNTS and Other groups fluctuate significantly as one might expect from small sample sizes, nonetheless with progressively improved retention from those expressing non-binary gender. Those preferring not to say show the highest rate of early withdrawal, with 6.25% of this group doing so.

### Further withdrawals

Proportions of further withdrawals also show improvement for male and female students in 2020, by 0.3% and 0.96% respectively. The disproportionate improvement among female students is welcome, as a larger proportion of this group withdrew (7.24% in 2020) than of male students (4.52%).

We see improvements for those who prefer not to say, and gender diverse students. Again, caution is required attributing statistical significance to disproportionately small sample sizes: one or 2 students makes a big proportional difference to these numbers, which may be less noticeable in a larger pool (eg male/female).

## Student success

Gender	Partial success headcount				Full success headcount			
	2017	2018	2019	2020	2017	2018	2019	2020
Blank	0	0	0	0	-	22	-	0
Female	845	1213	772	23	6788	7053	5809	493
PNTS	-	-	-	-	14	21	17	-
Male	753	902	636	32	9078	9277	7184	762
Other	-	-	-	0	10	14	22	-
<b>Total</b>	<b>1603</b>	<b>2121</b>	<b>1418</b>	<b>56</b>	<b>15894</b>	<b>16387</b>	<b>13033</b>	<b>1257</b>

Gender	Partial success %				Full success %			
	2017	2018	2019	2020	2017	2018	2019	2020
Blank	0.00%	0.00%	0.00%	0.00%	80.00%	81.48%	33.33%	0.00%
Female	9.21%	12.22%	9.74%	0.30%	73.96%	71.07%	73.31%	6.50%
PNTS	15.79%	14.81%	17.24%	3.13%	73.68%	77.78%	58.62%	3.13%
Male	6.74%	7.86%	7.20%	0.42%	81.21%	80.84%	81.30%	9.96%
Other	12.50%	10.00%	13.89%	0.00%	62.50%	70.00%	61.11%	1.96%

### Partial success

Male and female students have shown similar patterns in partial and full success across the census period, with start and end points being consistent. 2019's figures represent a peak for both groups in terms of partial success, and a trough for full success, which could potentially be related. Those who prefer not to say and those choosing to define their gender in another way fluctuated, although both proportionately increased across the reporting cycle.

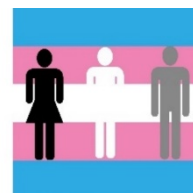
### Full success

Full success from male students is consistently 8-9% higher than for female students, though full female success is consistently higher than those selecting other genders. Having said this, numbers of trans students achieving full success have more than doubled across the reporting period, in line with our work to destigmatise perceptions of all gender identities.

Those leaving the field blank or choosing not to disclose showed higher success than female students until 2019, when proportion of women, men and other genders achieving successful outcomes remained similar or increased, while non-disclosers decreased sharply. This represented a >48% drop in those leaving the field blank, and a nearly 20% drop among PNTS.

## Student data on gender reassignment

We collect data on gender reassignment at global and FE levels, and do not yet collect this at HE levels. As such HE student numbers are recorded as 'blank' in tables below: we would expect that including HE students that numbers of students who have transitioned will be higher, and non-disclosure lower.



### Total enrolments

Gender reassignment	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
Yes	25	70	64	163	0%	0%	0%	1%
No	30	11363	3525	3318	0%	25%	9%	10%
PNTS	10	1433	931	148	0%	3%	2%	0%
Blank	43609	32808	35202	28923	100%	72%	89%	89%
<b>Total</b>	<b>43674</b>	<b>45674</b>	<b>39722</b>	<b>32552</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Our student population grew by 10% in 2018, before receding by 15% in 2019 and a further 22% in 2020. Despite this, we see a significant increase in students disclosing a gender other than assigned at birth: numbers grew from 25 in 2017 to 70 in 2018, receding by 6 to 64 in 2019, before increasing by 99 to 163 in 2020. 2020's figure represents approximately 1% of the student population- more than 6x the number of disclosures in 2017.

Those preferring not to say have significantly decreased after a significant initial increase in 2018, representing less than 0.5% in 2020 compared to 3% in 2018. Numbers leaving this field blank reduced significantly, with a small spike in 2019, receding by 44% from 43609 to 28923 over the reporting period.

### FE Credits by number and proportion, academic year and gender reassignment status

Gender reassignment	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
Yes	195	154	167	71	0%	0%	0%	0%
No	2676	3326	3487	2898	1%	2%	2%	2%
PNTS	111966	111008	105863	91693	49%	77%	56%	49%
Blank	114,674	29,640	78,989	67,049	50%	21%	42%	41%
<b>Total</b>	<b>229,511</b>	<b>144,128</b>	<b>188,506</b>	<b>161,710</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Conversely to all-student figures, at FE level we see a significant reduction in credits delivered to students who have disclosed gender-reassignment, suggesting very small numbers at FE level. Our reporting tools cannot currently disaggregate HE students from this group, though increasing numbers at global level suggest higher disclosure among HE students.

Credits delivered to those who prefer not to say have fallen year on year (though represented a proportional majority due to lower numbers in 2018 & 2019), whilst those leaving the field blank receded by 75% in 2018, before increasing by 275% to nearly 79,000 in 2019, and reducing again by 15% in 2020.

We welcome increased disclosure, though are mindful that numbers of those declaring gender reassignment continue to fall despite this. Overall, increasing confidence disclosing and fostering good relations among gender diverse and gender critical FE students will be key to improving support and opportunities for this group.

## Student retention

Due to low numbers, we are not able to display figures for success and completion for students who have undergone or are planning to undergo gender reassignment. However, we have included the proportions of each group who withdrew and were successful below.

Gender reassignment	Early withdrawal %				Further withdrawal %			
	2017	2018	2019	2020	2017	2018	2019	2020
Yes	0.00%	7.41%	4.26%	0.00%	0.00%	12.96%	2.13%	0.00%
No	6.30%	4.61%	4.07%	0.38%	0.00%	10.52%	8.10%	1.23%
PNTS	0.00%	3.72%	3.41%	1.09%	16.67%	7.32%	6.97%	3.26%
Blank	3.10%	1.80%	3.02%	3.31%	6.41%	3.07%	6.09%	6.98%

Once again, small sample sizes limit comparative proportional significance. After an initial spell of higher early and further withdrawal from trans students in 2018, this group improved retention to proportionally higher than cisgender students by nearly 6% at further withdrawal stage in 2019.

Those who preferred not to say showed improving trends across early and further withdrawals, with the exception of 2018 when early withdrawals rose from 0% to 3.72%, perhaps reflecting the >9% drop in further withdrawals. Those who left the field blank showed low instances of early and further withdrawal, particularly in 2018.

## Student success

Gender reassignment	Partial success %				Full success %			
	2017	2018	2019	2020	2017	2018	2019	2020
Yes	19.00%	11.11%	2.13%	0.00%	80.95%	64.81%	87.23%	1.90%
No	0.00%	10.77%	9.38%	0.10%	93.75%	71.34%	76.80%	1.13%
PNTS	0.00%	13.09%	9.13%	0.00%	83.33%	71.12%	80.03%	0.00%
Blank	7.90%	8.95%	8.22%	0.40%	77.91%	80.63%	77.42%	9.90%

We see positive outcomes for trans students in terms of partial and complete success, with the exception of 2018, when higher instances of withdrawal affected success rates for trans students at these stages. Numbers of trans students partially completing dropped by >16.5% from 2017-19, while full success rose nearly 7%.

We also see reduced full success in 2018 from cisgender students and those preferring not to say. Unlike all other groups, those who left the field blank increased in proportion in 2018. This group fluctuated in success, between 7.9%-8.95% at partial, and 77.42%-80.63% at full success levels. High levels of success from this group may include trans students of higher education, who do not have the option of recording non-binary gender identity.

## Conclusion to student data on gender

Receding student numbers show a disproportionate decrease in male students compared to all other genders, including those preferring not to say, as well as trans students, and those who express their gender in another way. At HE level, male and female students increased in number, with the proportion of female and non-

binary students growing, while proportions of male students fell. This pattern is repeated at FE level, with proportions of female students overtaking male figures for the first time over the reporting period.

Proportions of students from any gender group have fluctuated, though lower proportions of each group have experienced early or further withdrawal over the reporting period. Success has remained roughly consistent for male and female students, although men experience significantly higher full success rates. Improved outcomes for those expressing non-binary genders are a clear success, although do show the need to intensify support and visibility of this growing group, remaining mindful of its heterogeneity.

Actions to increase disclosure aim to identify barriers for those preferring not to disclose, who have grown in number and show higher withdrawal and lower proportional success than other groups. As well as increasing confidence disclosing, this will aim to foster good relations between gender diverse and gender critical groups.

## Links to targeted actions relating to sex and gender

Actions to address key issues relating to sex and gender reflect across our Equality Outcomes and are linked/referenced below. Actions relating to gender diversity are displayed alongside those relating to sexual orientation (p70), reflecting shared priorities and services across LGBT+ demographics.

Actions are currently provisional at a time of strategic review and organisational restructuring. We understand the need to remain flexible in light of uncertain factors around restructure, shifting sectoral priorities, funding and COVID 19. We will outline the flexible scale of our in the forthcoming publication of SECTION 2, and will elaborate our criteria for choosing which actions to prioritise.

Action	Outcome	Page
Submit Athena SWAN Institutional charter under new framework. Increase AP participation. Review membership. Pursue departmental applications, eg. Archaeology; Island campuses; Professional/ Technical Directorates	2, 4,6, 7	Pending publication of SECTION 2
Develop and expand student champions programmes (STEM Femmes and Minority Men): work with departments and Careers to develop and support projects, events, university functions, web presence, outreach and research	1, 2, 3, 5, 6, 7	
Continue to provide funding and support for those pursuing <i>Aurora-Women in Leadership</i> , each year.  Work with key services to promote direction and support after the programme; consider mentoring links between LTA, senior staff and student champions	1, 5, 6	
Review gendered workload allocation for outreach, admin and pastoral support: aim to tie to promotions framework	2, 6	
Undertake intersectional analysis of gender and age for staff and students	2, 4, 6	
Develop internal Unconscious Bias training materials for staff and students: for online and f-2-f delivery to line managers and recruiters	2, 5, 6, 7	
Organise events and initiatives to challenge stereotypes and normalise counter-stereotypical roles, eg. International Women’s Day, International Men’s Day and UHI Lunch and Learns.	3, 5, 6, 7	
Engage in conversations between gender critical and gender diverse groups to foster good relations, increase mutual understanding and ensure all groups feel safe, supported and valued.	2, 5, 7	
Establish mechanism for E&D Advisor and Subject Network Leaders to collaborate on subject-specific datasets, opportunities and action plans, replacing SFC’s previous requirement to publish Gender Action Plans	2, 5	

# University of the Highlands & Islands Annual Employee & Student Data: 2017-20

## Protected characteristic: Ethnicity

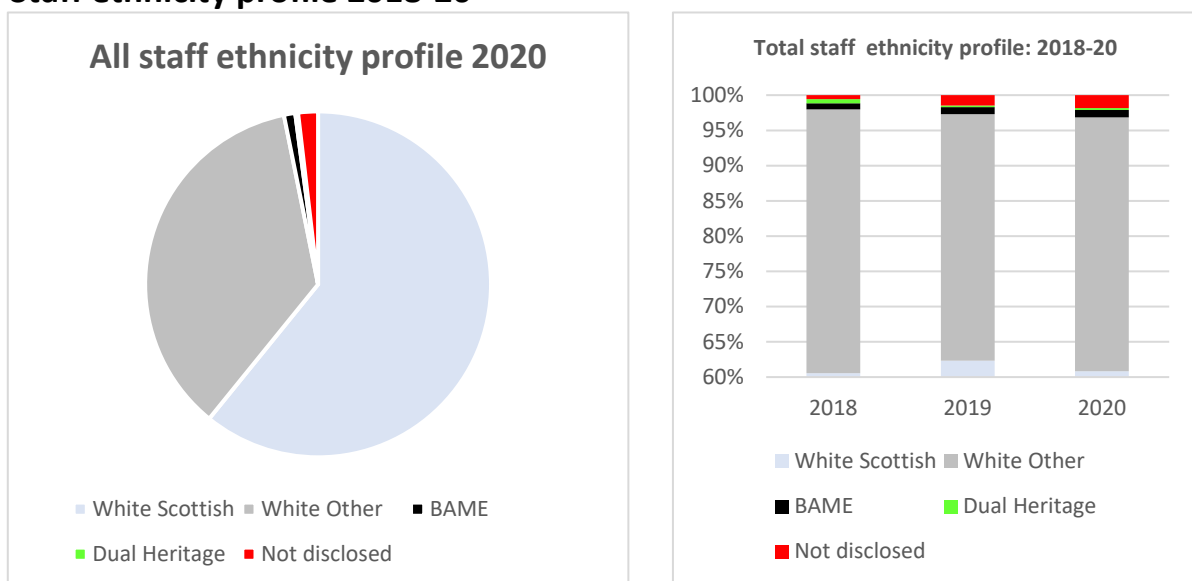
### Introduction

Highlands and Islands' demography reflects an overwhelming white UK majority, with low representation of minority ethnic identities. Lack of visible ethnic diversity in the region has historically led to few opportunities to interact with and learn about the experiences of minority ethnic groups, and a perception that race equality is not a significant issue locally, as few have consciously encountered explicit racism or racial discrimination.

Increased profile of race equality in the media has afforded mainstream awareness of implicit challenges, and a platform to pro-actively engage with staff, students, and community stakeholders. This has allowed us to develop several activities to address under-representation, and challenges specific to race, ethnicity and nationality. Our data shows very low declaration of minority ethnic identities, which reflects in planned activities to increase application, address isolation, and increase confidence disclosing race identity.

This section summarises data on race, linking to successes from 2017-2021, and outcomes from 2021-25 (pending publication of SECTION 2). Due to low numbers of minority ethnic staff, we have aggregated group identities to protect anonymity, and are often unable to present headcount figures for this reason.

### Staff ethnicity profile 2018-20



In 2020, 1.4% of our staff disclosed minority ethnic or dual heritage identities, representing a 0.3% increase from 2019 after a 0.3% decline from 2018. As numbers are extremely low, these fluctuations represent the appointment and departure of a small number of staff and allow limited conclusions to be drawn. However, social and anecdotal evidence suggests that a high proportion of minority ethnic staff choose not to disclose their ethnicity across the partnership. This reflects a steady growth of non-disclosure at the university across the reporting period.

Over the census period our staff profile grew from 345 to 409 in 2018, before receding to 377 in 2019. Fluctuation of global staff figures gives the appearance of a steady increase in minority ethnic staff, where in fact numbers plateau from 2019. Additionally, many new staff in 2019 were transferred to UHI as part of the adoption of the School of Nursing from University of Stirling: as such, global data discussed above do not necessarily reflect direct recruitment processes.



Numbers of white Scottish identities grew by 46 in 2019, reflecting 72% of new staff- nearly 10% more than the all-staff profile. Other white identities grew by 14: 22% of the new staff pool- 13% below the all-staff profile. Staff numbers reduced by 32 in 2020: none of this pool were minority ethnic or dual-heritage. 78% of this pool is white Scottish, and 22% other white identities, suggesting minority ethnic staff are most likely to be retained, and that White Scottish people were most likely to leave the organisation. Again, low numbers necessitate caution drawing conclusions.

## Mode

Numbers are too small to present or draw conclusions. Going forward, we hope to be able to identify broader patterns through increased appointments and disclosure of race identity among our existing staff.

## Recruitment, 2019-21

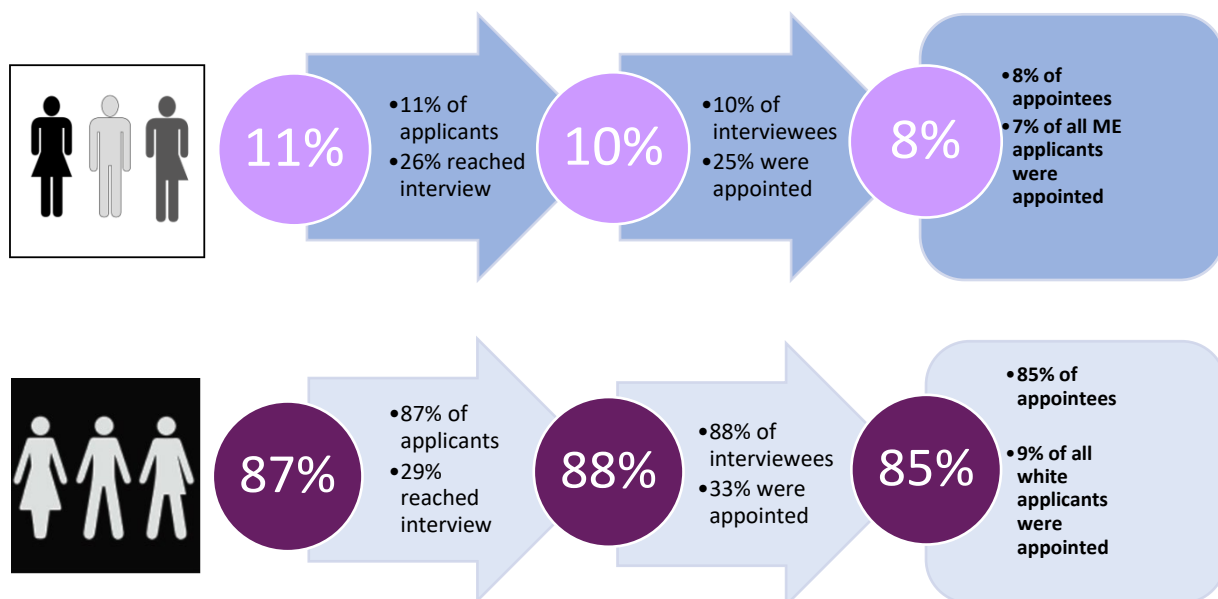
From April 2019- March 2021, we received 853 applications. 28% of these were invited to interview (242), and 10% appointed (83), with 34% interviewees being appointed: this provides our internal benchmarks.

87% of applicants identified as white, and 11% as minority ethnic or dual heritage, with both groups showing 2-3% lower representation at appointment than application stages. 2% of applicants did not disclose, rising to 8% at appointment stage.

Ethnicity	White - British		Other White		Minority ethnic		Dual Heritage		Not disclosed		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	
Applications	631	74%	111	13%	75	9%	16	2%	20	2%	853
Interviewed	182	75%	30	12%	16	7%	8	3%	6	2%	242
Appointed	59	71%	11	13%	-	4%	-	4%	7	8%	83

In order to establish priorities for different groups, pipeline data and analysis is presented by white/ minority ethnic and Dual Heritage, as well as white British/ other white groups, and white/minority ethnic groups.

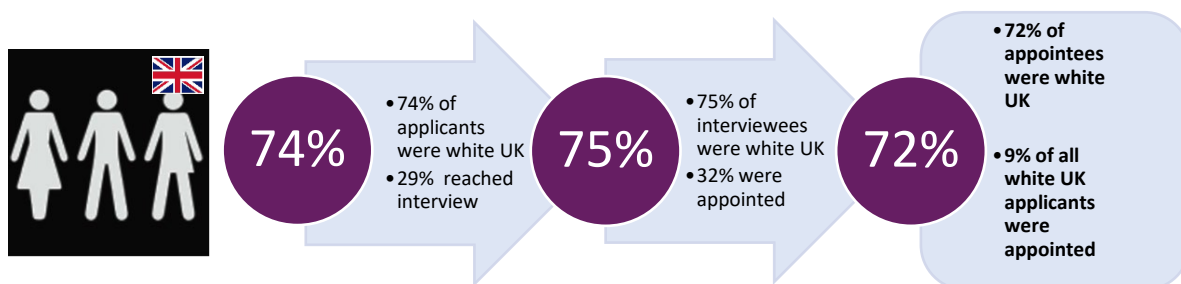
Whilst numbers pertaining to recruitment are higher than all-staff figures, we have not presented individual ethnic groups, as our current systems require manual disaggregation of data. We hope to establish data collection mechanisms that will allow this data to be separated, at least to a point where we can assess intersection of race and nationality to reflect UK, Scottish and International populations.



28% of all applicants reached interview, reflecting 29% of white and 26% of minority ethnic or Dual Heritage applicants. This shows white candidates as marginally more likely to progress to interview stage. Both groups drop off slightly at appointment stage to 87-85% and 11-8% respectively.

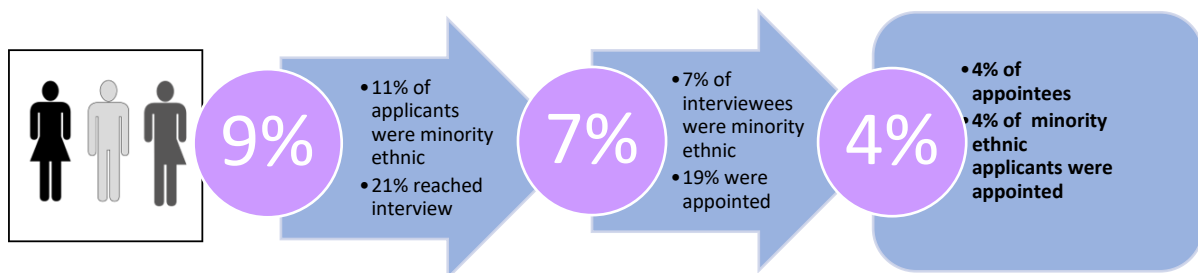
Of those interviewed, 33% of white candidates were offered the job, while only 25% of minority ethnic and Dual Heritage interviewees were appointed. Overall, this reflects 9% and 7% respective success rate from application to appointment, suggesting white applicants are proportionately more likely to be appointed, despite representing a far larger pool of candidates.

91 applicants identified as minority ethnic or Dual-Heritage: this presents a larger and more conclusive data set than global staff figures, and as such a stronger basis for targeted actions. These are summarised at the end of this chapter, and outlined in our equality outcomes 2021-25, pending publication of SECTION 2.



As with all white staff groupings, white British staff experience slightly lower representation at appointment than application stage, and experiences a 9% success rate from application to appointment. White British candidates are as likely to be invited to interview (29%) and marginally more likely to be appointed upon reaching interview (33%:32%) than the all-white cohort.

Proportionally, non-UK white groups are marginally more likely to be appointed than white British (10%:9%), and significantly more likely to be appointed upon reaching interview (37%:32%). Despite this, non-UK white staff are marginally less likely to be invited to interview, which rationalise actions relating to unsighted shortlisting and activities to encourage cognizance of the potential for unconscious and unintended biases.



When further disaggregated, we see disproportionately low success rate of 21% from minority ethnic applicants in reaching interview stage (compared to 28% average, and 26% when aggregated with Dual Heritage applicants), suggesting a need for positive action at advertisement and selection stages.

## Replicating success

Dual heritage and undisclosed race characteristics show increased success with every stage in the pipeline, from 2-4% and 2-7% respectively. 50% of dual heritage applicants reached interview, and 38% of this group were appointed- significantly higher success rates than for any other group who discloses ethnicity data. As such we will look to investigate why from a pool of 16x Dual Heritage applicants, the same number were appointed as from a pool of 75 minority ethnic applicants. This will hopefully allow us to identify reasons for high success rates and look for ways to replicate these for minority ethnic groups, and indeed any group for whom outcomes can be improved.

100% of undisclosed interviewees were appointed, suggesting the potential for low confidence disclosing among some of our most promising applicants. This is consistent with low declaration of minority ethnic characteristics in our workforce, and rationalises actions to raise profile, understanding and confidence disclosing personal data. We hope increased disclosure will show increased representation of minority ethnic groups. We also recognise that non-disclosure may reflect white candidates who anticipate implicit exclusion via positive action. To these ends, work to foster good relations and comprehension of processes will aim to increase disclosure from this group.

## Ethnicity Pay Gap

Paygap	2019	2021	Scottish HE avg. (2020)
Mean	-14%	-23%	-6.8%

**Our mean pay gap is 23% in favour of BAME staff: 16.2% above Scottish national average.**

**On average BAME men at UHI receive 2.4% higher wages & BAME women receive 57% higher wages: this reflects very small numbers**

At the snapshot date, the university employed fewer than 5 staff who identified as black, Asian or minority ethnic (BAME<sup>3</sup>), resulting in a positive race pay gap of 23% across the institution. We see a positive mean pay gap of 2.4% for men and a 57% for women. This compares to our 2019 race pay gap (14%), which reflected a 46% positive gap for women, and 10.4% for men.

Whilst these pay gaps seem large, they are a direct product of having <5 declared-BAME staff compared to 374 white staff. Therefore, we can draw limited conclusions from our race pay gap, and over 2021-25 we aim to close this gap by increasing proportions of staff who disclose BAME identities.

Median pay gaps and figures on occupational segregation have been omitted as low numbers mean that these potentially allow calculation of individual salaries.

## Conclusion to staff data on ethnicity

White people from the UK and abroad represent the largest group of staff, applicants, interviewees and appointees, and experience success rates roughly commensurate with our all-staff average. Very low disclosure among minority ethnic staff magnifies local under-representation, showing 1.4% staff declaring minority ethnic identities. Low representation results in a positive race pay gap for both men and women, which is misleading in suggesting disproportionately positive outcomes for minority ethnic staff.

Non-UK white staff were marginally more likely to be appointed than UK white staff, and minority ethnic applicants less than half as likely to be appointed than any other group, necessitating targeted action. Dual Heritage candidates were significantly more likely to be interviewed than any other group, while those choosing not to disclose were most likely to be appointed upon reaching interview. Investigation will look to identify reasons for positive outcomes, and replicate for all groups.

<sup>3</sup> This report aims to use the term 'minority ethnic' in favour of BAME, in light of recent sectoral discussions around best practice. Our methods for collecting and presenting and defining race pay gap data precedes this decision: as such we have explicated Black, Asian and Minority Ethnic (BAME) for accuracy and consistency.

## Student Data on ethnicity

### Total enrolments by race

Ethnicity	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
Minority ethnic	1239	1413	1388	1154	3%	3%	3%	4%
PNTS	329	266	225	217	1%	1%	1%	1%
White	41134	42829	37023	29827	94%	94%	93%	92%
Blank	972	1166	1086	1354	2%	3%	3%	4%
<b>Total</b>	<b>43674</b>	<b>45674</b>	<b>39722</b>	<b>32552</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Our student population grew by 10% in 2018, before receding by 15% in 2019 and a further 22% in 2020. This compares to a 14% increase in minority ethnic students in 2018, followed by a recession of 2% in 2019, and a further 17% in 2020: this is a favourable outcome in relation to our minority ethnic student population.

Whilst numbers of white students increase and decrease similarly to minority ethnic counterparts over the census period, the comparatively large size of the white group combined with receding global student numbers result in a 1% increase in minority ethnic students in 2020 (4%). White students have receded by 1% per year since 2019. Those preferring not to say reduced in number (remaining constant at 1%), while the number leaving this field blank increased sharply in 2018 (by 20%) and 2020 (by 25%).

We hope that having had time to build on consultations with HISA around the resurgence of the Black Lives Matter movement that we can build confidence disclosing from minority ethnic students, and foster good relations that increase disclosure and allyship from white students.

### HE student numbers and proportions, by full-time equivalent (FTE) and race

Ethnicity	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
Minority ethnic	365	369	396	455	5%	5%	5%	6%
PNTS	79	94	78	104	1%	1%	1%	1%
White	6628	6685	6813	7299	94%	94%	93%	92%
Blank	-	0	-	35	0%	0%	0%	0%
<b>Total</b>	<b>7073</b>	<b>7148</b>	<b>7288</b>	<b>7894</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Our HE student population grew steadily across the census period, by 1% in 2018, 2% in 2019, and steeply by 8% in 2020. Our minority ethnic HE student population grew by 1% in 2018, 7% in 2019 and by 15% in 2020, representing a steeper rate of growth than the all-student group, rising to 6% of all HE students after 3 years at 5%. This compares to white students, who have proportionally decreased by 1% per year from 2018 (94-92%), having increased in number by 1% in 2018, 3% in 2019 and by 17% in 2020.

Those preferring not to say increased by 19% in 2018, fell by 17% in 2019 and rose again by 33% in 2020. Again, we hope our response to recent race equality movements will increase confidence that disclosing can help lead to increased support and recognition of structural inequality.

## FE Credits by number and proportion, academic year and race

Ethnicity	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
Minority ethnic	2676	3326	3487	2898	2%	3%	3%	3%
PNTS	195	154	167	71	0%	0%	0%	0%
White	111966	111008	105863	91693	97%	97%	97%	97%
Blank	10	29	23	18	0%	0%	0%	0%
<b>Total</b>	<b>114,847</b>	<b>114,517</b>	<b>109,540</b>	<b>94,680</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Proportions of white students have remained steady at 97% of all FE credits delivered, while minority ethnic students increased from 2-3% in 2017, taking non-disclosure below 1%. Numbers of credits delivered to white students have receded year on year, while those delivered to minority ethnic students has grown until 2020, when they receded by 20%. This shows a more significant decrease for minority ethnic students than white students who decreased by 15% in the same year. We hope increasing data around home and overseas status will help establish the extent to which low local demography, uncertainty around Brexit or issues explicitly pertaining to race are significant factors.

## Student retention

Ethnicity	Early withdrawal headcount				Further withdrawal headcount			
	2017	2018	2019	2020	2017	2018	2019	2020
Minority ethnic	13	17	14	15	24	39	29	26
PNTS	1	1	0	1	5	3	0	0
White	608	642	526	404	1277	1333	1054	874
Blank	0	0	0	0	0	0	0	0
<b>Total</b>	<b>622</b>	<b>660</b>	<b>540</b>	<b>420</b>	<b>1306</b>	<b>1375</b>	<b>1083</b>	<b>900</b>

Ethnicity	Early withdrawal %				Further withdrawal %			
	2017	2018	2019	2020	2017	2018	2019	2020
Minority ethnic	2.93%	3.18%	3.09%	3.43%	5.42%	7.30%	6.40%	5.95%
PNTS	0.88%	1.96%	0.00%	4.17%	4.39%	5.88%	0.00%	0.00%
White	3.08%	3.10%	3.25%	2.75%	6.47%	6.44%	6.51%	5.94%
Blank	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

### Early withdrawals

Proportions of minority ethnic students withdrawing increased by 0.25% in 2018, before receding 0.09% in 2019 and increasing by 0.34% in 2020 to 3.43%. This compares to a year-on-year increase in early withdrawals from white students 2017-19 (3.08-3.25%), before a 0.5% decrease to 2.75%. We see lower early withdrawal rates for those preferring not to declare their ethnicity, until 2020 when this group sees an increase to 4.17% of its population withdrawing early, more than any named ethnic group or aggregate thereof.

### Further withdrawals

Proportions of minority ethnic students withdrawing show a steady improvement from 2017-20 (7.3-5.95%) after an initial spike of 1.88% in 2018. The proportion of white students who withdrew showed a downward trajectory from 6.47%-5.94%, with a spike of 0.07% to 6.51% in 2019. We see significantly improved outcomes for those preferring not to say, with a lower proportion of these students withdrawing than minority ethnic or white students in 2017-18, and no further withdrawals in 2019-20.

## Student success

Ethnicity	Partial success headcount				Full success headcount			
	2017	2018	2019	2020	2017	2018	2019	2020
Minority ethnic	53	77	64	-	308	384	333	36
PNTS	-	-	0	0	82	36	35	-
White	1548	2037	1353	52	15491	15942	12655	1219
Blank	0	-	-	0	13	25	10	0
<b>Total</b>	<b>1603</b>	<b>2121</b>	<b>1418</b>	<b>56</b>	<b>15894</b>	<b>16387</b>	<b>13033</b>	<b>1257</b>

Ethnicity	Partial success %				Full success %			
	2017	2018	2019	2020	2017	2018	2019	2020
Minority ethnic	11.96%	14.42%	14.13%	0.92%	69.53%	71.91%	73.51%	8.24%
PNTS	1.75%	9.80%	0.00%	0.00%	71.93%	70.59%	97.22%	8.33%
White	7.84%	9.85%	8.36%	0.35%	78.49%	77.05%	78.22%	8.29%
Blank	0.00%	1.01%	0.63%	0.00%	12.50%	12.56%	6.25%	0.00%

### Partial success

All groups experienced higher partial success in 2018 than 2017, particularly minority ethnic students and those preferring not to say (although the latter group was consistently  $\leq 5$  in number, causing large proportional swings). Minority ethnic students experiencing partial success remained steady at around 14% in 2019, while white and PNTS receded. Given rising full-success rates and lower withdrawal rates, this represents a positive shift in the success of minority ethnic students, although it is recognised that aggregating ethnic groups does not sufficiently reflect the full diversity of individual experiences. More nuanced analysis is required to ascertain if our methodology masks any issues that are specific to one/ more ethnic groups.

### Full success

Full success for minority ethnic students increased steadily by almost 4% over 2017-19: when viewed alongside increased partial success this represents a positive outcome for this group, with lower non-disclosures, and increased chances of completion.

Those preferring not to say increased by >25% in 2019, compared to a 1-2% increase for white and minority ethnic groups. This reflects higher disclosure (and thus a smaller pool of non-disclosers), and reassures us that students preferring to withhold this information are decreasingly likely to experience negative outcomes. This suggests that if minority ethnic students are not confident disclosing, that this does not appear to contribute to lower success rates for this group.

## Conclusion to student data on ethnicity

Proportions of minority ethnic students have grown while those of white students and those choosing not to disclose have receded: this increase occurred at all levels, but was most pronounced among students of Higher Education. Among a decreasing global student population, minority ethnic student numbers have receded less steeply than white students, although showed higher rates of early withdrawal than other groups. This may reflect uncertainty around Brexit among our European students. Success rates for minority ethnic students increased significantly over the reporting period, while those of white students remained steady.

## Links to targeted actions relating to ethnicity and national identity

Actions are currently provisional at a time of strategic review and organisational restructuring. We understand the need to remain flexible in light of uncertain factors around restructure, shifting sectoral priorities, funding and COVID 19. We will outline the flexible scale of our ambition in the forthcoming publication of SECTION 2, and will elaborate our criteria for choosing which actions to prioritise.

Action	Outcome	Page ref.
Implement selective recommendations from <a href="#">Scottish Govt. Minority Ethnic Recruitment Toolkit</a>	1, 2, 4, 6	Pending publication of SECTION 2
Implement selective recommendations from <a href="#">Advance-HE: Tackling racism on campus resources (2021)</a> . Utilise as many 'assets' as possible from their resource bank.	2, 5, 6, 7	
Expand remit & membership of Athena SWAN SAT to incorporate Race Equality Charter principles and specialised staff from across our academic partnership	1, 2, 4, 6	
Incorporate specific questions into all-staff/ student equalities survey, enabling work towards Race Equality Charter	All	
Undertake trial of 'dehegemonising the curriculum' with select departments: report recommendations across academic departments to represent ME academics, cultural perspectives and imperial contexts on curricula.	2, 5	
Explore annual budget to visiting minority ethnic academics to increase representation and diversify academic perspectives	2, 3, 5, 6	
Explore recruitment and selection development opportunities, to increase minority ethnic representation on interview panels and targeted career development	5, 6, 7	
Conduct analysis of dual heritage recruitment journeys, looking to replicate success for minority ethnic candidates and other groups	4, 6	
Co-ordinate collaborative partnership celebration /activities for Black History Month	1, 3, 5, 6	
Seek to replicate Student Champions programme for Minority Ethnic Subject Network Champions	1, 2, 5	
Undertake work to better understand the nature and impact of Anglophobia in the Highlands and Islands	2, 5, 6	
Develop internal Unconscious Bias training materials for staff and students: aim to incorporate into PDR for line managers and recruiters	2, 5, 6, 7	

# University of the Highlands & Islands; Annual Employee & Student Data

## Protected characteristic: Disability

### Introduction

Geographic isolation and small municipal populations reflect unique challenges for many staff and students with disabilities and long-term health conditions across our region. We have extensive expertise of supporting students with a range of disabilities and medical considerations, supported by our partnership-wide Inclusive Practitioners Network. Staff support is provided through line management and occupational health services, as well as technical support from the university IT and communications helpdesk.

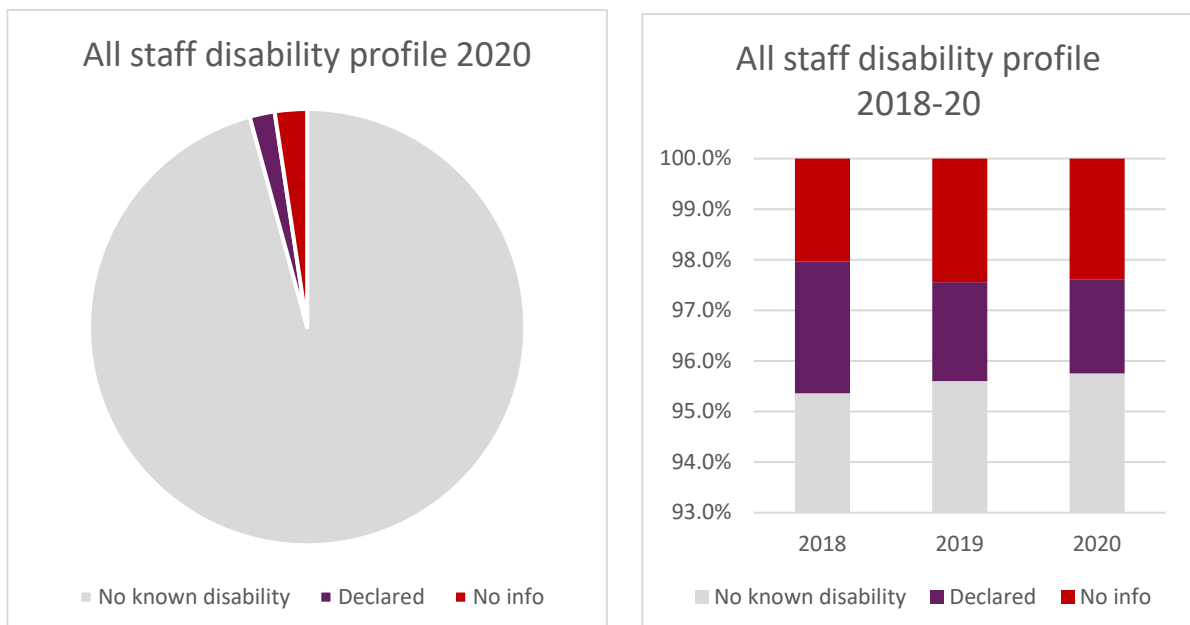
Whilst approximately 1 in 5 of Scotland's population has a disability, latest figures show that only around 49% of this group were in employment across Scotland (2019). This compared to 81% of those not classified as disabled. This gap had shrunk by nearly 3% since 2018, reflecting early work from Scottish Government's target to half the disability employment gap by year 2039.

The university shows increasing under-representation of staff identifying as disabled when compared to local census data (2011). Consistently low staff proportions of <2% suggest the need for targeted action in respect of recruitment and increasing confidence declaring disability status, so we can increase applications and ascertain our effectiveness in attracting, developing, supporting and retaining disabled colleagues.

This section summarises data on disability, linking to successes from 2017-21, and outcomes from 2021-25 (pending publication of SECTION 2). Due to low numbers of staff declaring disabilities, we have not disaggregated data by disability type.

### Staff Profile: 2018-20

Graphs below show that in 2020, 1.9% of our staff disclosed one or more disabilities. This represents a 0.1% decrease from 2019 following a 0.6% decline from 2018. As numbers are extremely low, and our global data fluctuates, proportional data masks the fact that numbers gradually decline by year-on-year.



Social and anecdotal evidence suggest that a number of staff choose not to disclose disability, which reflects a 0.4% growth of non-disclosure across the reporting period (2-2.4%).



As part of our action to trial new ways of engaging staff and recording data, we will look to clarify the definition of disability to reflect long term health conditions lasting  $\geq 12$  months; to emphasise the social definition of disability; to give detailed reasons for collecting data and advise that disclosure of disability characteristics does not signify an identity label. This approach had a positive effect on disclosure of disability data in our REF 2021 EIA exercise.

## Mode

Numbers of full and part-time staff are too small to present or draw conclusions. We hope to be able to identify broader patterns through increased appointments and disability-disclosure among our existing staff.

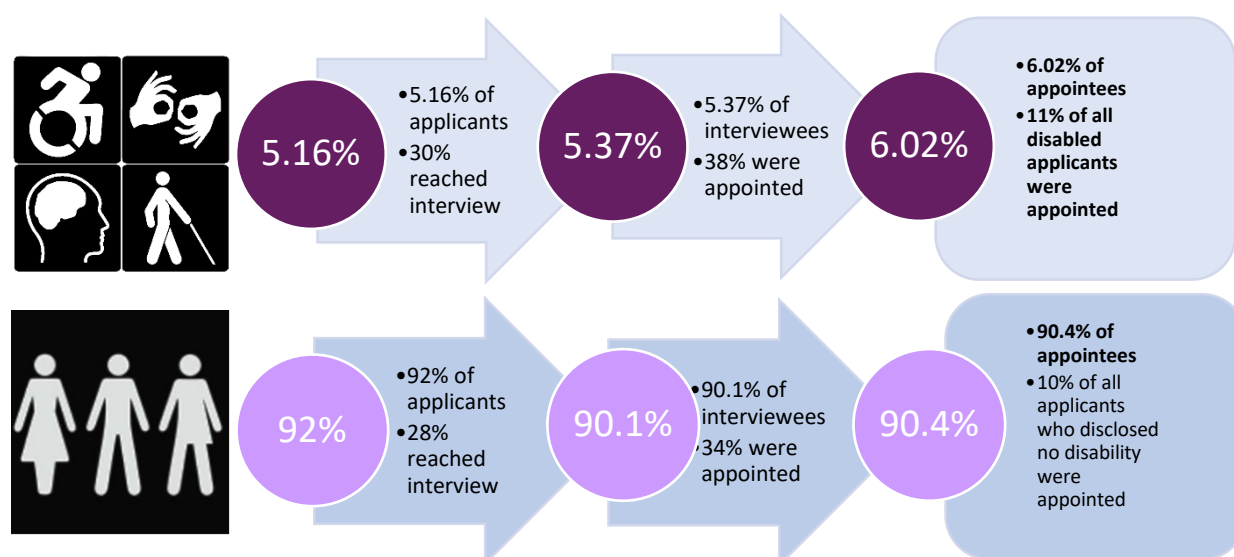
## Recruitment, 2019-21

Disability	Yes		No		Not disclosed		TOTAL
	No.	%	No.	%	No.	%	
Applications	44	5.16%	785	92.03%	24	2.81%	853
Interviewed	13	5.37%	218	90.08%	11	4.55%	242
Appointed	-	6.02%	75	90.36%	-	3.61%	83

From April 2019- March 2021, we received 853 applications. 28% of these were invited to interview (242), and 10% appointed (83), with 34% interviewees being appointed: this provides our internal benchmarks.

5.16% applicants disclosed disability. Whilst this is more than double our global staff data, it represents approximately  $\frac{1}{4}$  of the Scottish benchmark, demonstrating that work to attract disabled applicants should be a high priority area over this reporting period.

Each stage in the recruitment pipeline shows significantly higher representation than among existing staff, suggesting that some successful applicants may believe initial disclosure to cover the whole employment cycle.



### Application to interview

28.4% of all applicants reached interview, reflecting 30% of disabled and 29% of non-disabled groups. Marginally higher success rates for those with disabilities are welcome, showing that of those disabled candidates who apply, a higher proportion hold the essential employment criteria. Again, this rationalises actions to increase applications from this group. As with other characteristics, those who chose not to disclose have an inordinately high success rate of being invited to interview. This group may contain few or many applicants with disabilities, which again may limit the significance of this 1% difference in success.

### Interview to appointment

Of those interviewed, 38% of disabled candidates were offered the job, while only 34% of those declaring no disability were successful. This shows higher success for disabled candidates at interview stage than application stage. Contrary to other characteristics, success drops off sharply at appointment stage for those choosing not to provide information, which provides additional rationale for increasing disclosure, to ascertain if those disabled applicants choosing not to disclose face hidden barriers to recruitment at interview stage.

### Application to appointment

11% of all disabled applicants were appointed, marginally higher than the 10% success rate from staff declaring no disability. Whilst success from non-disclosers was higher at 12.5%, this is drawn from a significantly smaller sample size: as such caution is again required interpreting this difference.

### Opportunities for improvement

High disclosure from disabled applicants and those declaring no disability at application stage indicate an opportunity to drastically increase visible representation of those declaring disabilities among our global staff by focusing disclosure processes at recruitment stages and through PDRs.

Success in increasing applications and disclosure from disabled applicants stands to dramatically increase global staff representation, through retention of pseudo-anonymised application data (action 4.2). We have set a number of targeted actions to these ends: these are summarised at the end of this section and are outlined in Outcome 4- Data and Disclosure (pending publication of SECTION 2).

## Disability Pay Gap

Paygap	2019	2021	Scottish HE avg. (2020)
Mean	14.7%	14%	4%

Our mean pay gap is 14% in favour of those declaring no disabilities: 10% above Scottish national average.

On average disabled men at UHI receive 25.5% lower wages & disabled women receive 1.3% lower wages: this reflects very small numbers

At the snapshot date only six staff declared that they had a disability, which resulted in a mean disability pay gap of 14% for all staff (25.5% for men and 1.27% for women). This is 10% higher than the national average, though compares favourably to 2017-19, when even fewer staff disclosed disability, reflecting a mean disability pay gap of 14.7% for all staff (30% for men and 0.2% for women).

Given that we show a global 17% pay gap in favour of men, a 25.5% negative pay gap for disabled men is significant (42.5% difference), and suggests the need to establish promotion opportunities and increase support for this group. As such, we will pay close attention to responses from disabled men when consulting through our all-staff survey.

Whilst pay-gap data give an indicative position, the small number of staff in these respective groups means that any future recruitment, declaration of status or staff leavers could significantly alter our pay gap figures in future years. Given our actions to target disclosure at application stage, we may see a wider pay gap in 2023, as new members are likely to start at the bottom of pay-scales, while existing staff have had the opportunity to incrementally progress upwards.

We have not disaggregated pay gaps by paygrade, nor included mean pay gap data, as this could potentially enable readers to calculate individual staff salaries.

## Conclusion

Staff declaring disabilities are significantly under-represented when compared to national and regional figures. Whilst numbers are low at application stage, they are significantly higher than global figures. Disabled applicants are marginally more likely to be interviewed and appointed, while those providing no information are most likely to be invited to interview, and least likely to be appointed. Despite these successes for disabled staff, our disability pay gap has remained constant for all staff, increasing marginally for women, and closing slightly for men. However, available data suggests better outcomes for disabled women than men.

We hope to increase the numbers of staff who disclose disability, to help narrow the disability pay gap, as well as attract higher numbers of disabled applicants, in particular from men and non-binary candidates.

## Student data on disability

### Total enrolments by disability status

Disability	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
Has disability	7955	9134	9474	8310	18%	20%	24%	26%
No known disability	35386	36252	30081	24036	81%	79%	76%	74%
PNTS	333	288	167	206	1%	1%	0%	1%
<b>Total</b>	<b>43674</b>	<b>45674</b>	<b>39722</b>	<b>32552</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Our student population grew by 10% in 2018, before receding 15% in 2019 and a further 22% in 2020. Despite this fluctuation, our disabled student population grew by 13% in 2018, 4% in 2019, and receded by only 14% in 2020 compared to 22% of the all-student cohort. Over the census period, disabled students have grown from representing 18% of our student population to over 26%, significantly above the national average of approximately 20%. Our enhanced needs-assessment practice and increased resource have allowed us to work with an increasing number of students who are both limited a little and a lot by their disabilities.

Those choosing not to say consistently represent 1% of our student population, while no students left the field blank. This is one possible reason for our high relative proportion of disabled students when compared to other priority groups, ie. that fewer are choosing to withhold their protected status.

### HE student numbers and proportions, by full-time equivalent (FTE) and disability status

Disability	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
Has disability	1536	1734	2074	2350	22%	24%	28%	30%
No known disability	5537	5414	5214	5510	78%	76%	72%	70%
PNTS	0	0	0	34	0%	0%	0%	0%
<b>Total</b>	<b>7073</b>	<b>7148</b>	<b>7288</b>	<b>7894</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Our HE student population grew steadily across the census period, by 1% in 2018, 2% in 2019, and steeply by 8% in 2020. This signifies a disproportionate increase in disabled students across the census period, with 11% increase of disabled HE student FTE in 2018, 16% in 2019, and 12% in 2020.

When we view data as proportions of the entire student population, we see disabled students increasing by 2%, in 2018 and 2020, with a 4% increase in 2019. This compares to a non-disabled student proportion which has receded year on year, showing our success in increasing the rate at which we attract those with disabilities and long-term health considerations.

## FE Credits by number and proportion, academic year and disability status

Disability	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
Has disability	31929	35770	38608	35039	28%	31%	35%	37%
No known disability	82822	78550	70821	59575	72%	69%	65%	63%
PNTS	96	198	111	66	0%	0%	0%	0%
<b>Total</b>	<b>114,847</b>	<b>114,517</b>	<b>109,540</b>	<b>94,680</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

As with all-student and HE student figures, the proportion of FE credits delivered to disabled students has increased year on year, with the number also increasing in all years excepting 2020, where the global number of enrolments was much lower than previously due to COVID. Given additional challenges for those with disabilities during the pandemic, we are delighted to see proportionality continue to increase.

## Student retention

Disability	Early withdrawal headcount				Further withdrawal headcount			
	2017	2018	2019	2020	2017	2018	2019	2020
Has disability	175	185	191	139	382	425	422	341
No known disability	447	474	349	281	924	949	660	559
PNTS	0	-	0	0	0	-	-	0
<b>Total</b>	<b>622</b>	<b>660</b>	<b>540</b>	<b>420</b>	<b>1306</b>	<b>1375</b>	<b>1083</b>	<b>900</b>

Disability	Early withdrawal %				Further withdrawal %			
	2017	2018	2019	2020	2017	2018	2019	2020
Has disability	4.37%	4.21%	4.47%	3.29%	9.55%	9.67%	9.89%	8.07%
No known disability	2.73%	2.79%	2.79%	2.52%	5.65%	5.58%	5.27%	5.02%
PNTS	0.00%	1.27%	0.00%	0.00%	0.00%	1.27%	3.13%	0.00%

From 2017-19 there was a significant retention gap between those who declared disabilities and those who did not, with a higher proportion of the disabled student population withdrawing either early (4.21-4.47%) or subsequently (9.55-9.87%) than non-disabled students (2.73%-2.79% and 5.27-5.65 respectively). 2020 saw this gap close to 0.77% at early withdrawal, and 3.05% at further withdrawal stages, representing a significant success.

The number of disabled students withdrawing only grows very slightly each year, but those not disclosing disabilities who withdraw are receding quickly. As such, assessment of retention data must factor in the disproportionate growth in our disabled student population, falling global numbers and significantly lower withdrawal rates among those with no known disability.

## Student success

Disability	Partial success headcount				Full success headcount			
	2017	2018	2019	2020	2017	2018	2019	2020
Has disability	413	619	495	22	2934	3050	3065	212
No known disability	1189	1499	922	33	12938	13295	9954	1045
PNTS	-	-	-	-	22	42	14	0
<b>Total</b>	<b>1603</b>	<b>2121</b>	<b>1418</b>	<b>56</b>	<b>15894</b>	<b>16387</b>	<b>13033</b>	<b>1257</b>

Disability	Partial success %				Full success %			
	2017	2018	2019	2020	2017	2018	2019	2020
Has disability	10.32%	14.08%	11.60%	0.52%	73.33%	69.38%	71.80%	5.02%
No known disability	7.27%	8.82%	7.36%	0.30%	79.08%	78.21%	79.46%	9.39%
PNTS	2.86%	3.80%	3.13%	1.25%	62.86%	53.16%	43.75%	0.00%

### Partial success

We see higher partial success for those who declare a disability than those who do not (by 3-5.5%), with a particular spike of 14.08% in 2019. This is consistent with higher partial success rates in 2019 for those declaring no disability, and those preferring not to say, although occurs to a greater extent.

### Full success

In line with 2018's peak of partial success for all groups, this year represents a trough in relation to full success for all groups. This was most pronounced for disabled students, though overall reflected more disabled students completing their programme, and fewer withdrawing.

Decreasing full-success rates from those preferring not to say (nearly 10% year on year, 2017-19) may reflect a negligible difference in proportional success for those stating no disability, or a more significant proportion of disabled students. As such, we must remain mindful that regardless of disclosure rates, that disabled students are less likely to leave their course with a qualification or progress to the next year of study than those declaring no disability.

## Conclusion to student data on disability

Representation of disabled students has rapidly increased compared to receding global figures, and now represent significantly above sector averages at HE and FE levels. This reflects our increasing capacity for needs assessment, and evolving student support structures. Proportionally, we have increasingly attracted disabled students at a faster rate than those declaring no disability.

Whilst historically a higher proportion of disabled students have withdrawn, this gap has closed significantly over the reporting period, reflecting improved retention and partial success rates for this group. Full success rates are lower for those declaring disabilities, which may reflect disproportionate leave of absence or temporary suspension of studies, and will be monitored as we move forward.

## Links to targeted actions relating to disability and long-term health

Actions are currently provisional at a time of strategic review and organisational restructuring. We understand the need to remain flexible in light of uncertain factors around restructure, shifting sectoral priorities, funding and COVID 19. We will outline the flexible scale of our plans in the forthcoming publication of SECTION 2, and will elaborate our criteria for choosing which actions to prioritise.

Action	Outcome	Page ref.
Pro-actively implement Scottish Government recommendations from A <a href="#">Fairer Scotland For Disabled People in Employment</a> framework's 5 ambitions	2, 3, 5, 6, 7	Pending publication of SECTION 2
Provide recruitment and selection development opportunities, to increase disabled representation on interview panels & targeted career development	3, 5, 6, 7	
Take steps to better understand barriers to application for disabled candidates, and differences between gendered experiences, paying particular attention to the experiences of disabled men.	3, 6, 7	
Design roles for Inclusion Scotland Intern: pilot and aim to offer year on year, with development opportunities and recruitment mentors	2, 3, 6, 7	
Pursue collaborative funding bid for 'Accessible Highlands' with Cairngorms National Park Authority (CNPA) & other agencies. Aim to establish Changing Places facilities and shared transport solutions across our 9 local authorities	2, 3, 7	
Continue to build relationship between UHI Equality and Diversity and Inverness College Campus Owners Association (ICCOA), to identify opportunities to increase accessibility in new and existing buildings	2, 3, 5, 6, 7	
Pursue Disability Confident accreditation	2, 6	
Consult with Scottish Access Panels Network and explore formal partnership with Inclusion Scotland	2, 3, 6	
Work with UHI Department of Health to produce accessible information packs for research participants, to increase participation, understanding and relevance.	3, 7	
Form specialised group to expand digital accessibility work from VLEs to form sustainable review mechanism for accessible web presence and document control	2, 7	
Enhance activity around British Sign Language (BSL) provision, neurodiversity and non-verbal communications	All	
Replicate student champions programmes for 'Disability, Accessibility and Neurodiversity' subject network Champions	2, 3, 5	
Explore Student Counselling Services staff wellbeing work with a view to issuing relevant guidance and info for disabled staff	1, 2, 6, 7	
Explore replicating aspects of our successful Student Personalised Learning Support plan for staff through Occupational Health processes	2, 6	

# University of the Highlands & Islands Annual Employee & Student Data

## Protected characteristic: Religion & Belief

### Introduction

Religion forms a key part of many Highland identities, as reflected through the popularity of our academic partners at Highland Theological College UHI. Whilst many denominations of Christianity and Freethinking hold prominent positions in local communities, many minority faith groups enjoy less visibility.

Whilst numbers of religious non-Christians among our staff are low, applications show that the university does attract religious diversity, but that many groups are less likely to reach interview or be appointed. As such, we have set actions to explore faith facilities and chaplaincy services. We have taken steps to increase visibility through interfaith training and planned events relating to sexuality and gender diversity in organised religion.

Our current records systems do not allow us to collect data on religion and belief. This forms part of our rationale for actions to improve data collection from application stage through to leaving the organisation, and to significantly increase visibility of institutional support for people of all faiths.

Activities such as our REF EIA process have conducted pipeline analysis of success rates for all protected characteristic groups, including religion and belief. This provides the foundation for analysis in relation to research staff and will be replicated for all staff using our forthcoming survey to inform future actions.

### Recruitment (2019-21)

Recruitment data on religion and belief is presented below, linking to successes from 2017-2121, and outcomes from 2021-25 (pending publication of SECTION 2).

Religion	Buddhist	Christian	Hindu	Jewish	Muslim	None	Other	Not disclosed
App.	1.4%	28.7%	3.3%	0.1%	2.7%	52.9%	2.9%	8.0%
Int.	1.7%	31.4%	2.5%	0.0%	4.1%	46.7%	5.0%	8.7%
Appt.	0.0%	41.0%	1.2%	0.0%	0.0%	50.6%	3.6%	3.6%

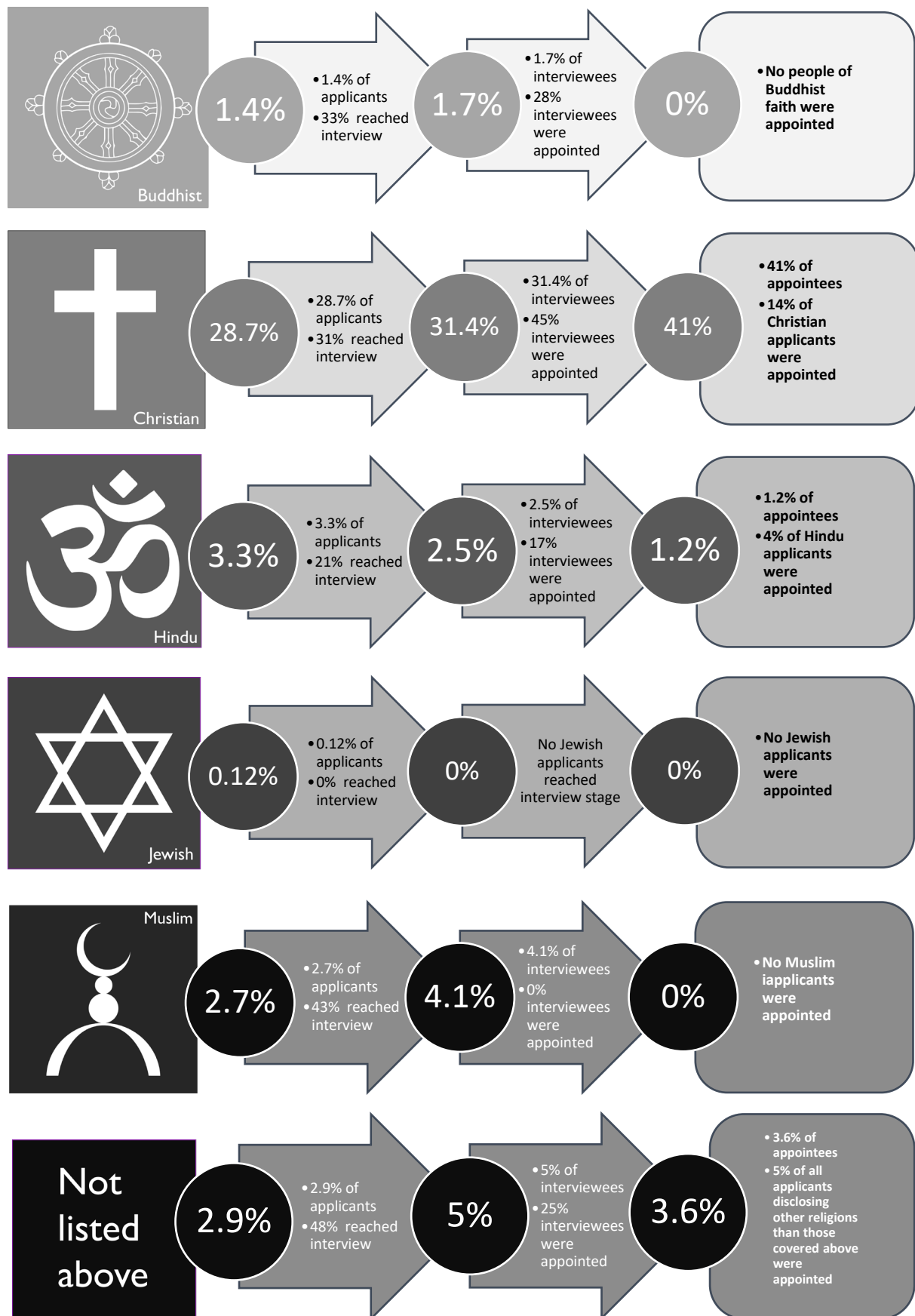
From April 2019- March 2021, we received 853 applications. 28% of these were invited to interview (242), and 10% appointed (83), with 34% interviewees being appointed: this provides our internal benchmarks. When disaggregated by religion, we see disproportionate applications from those of no faith (52.9%) or Christian faith (28.7%), with these groups making up over 91% of appointees. There were no Sikh applicants.

Other than those declaring no faith and those of Hindu faith (2.5%), all groups enjoyed greater proportional representation at interview stage than application. Proportions of Christians rose by 2.7% to 31.4%; Buddhists increased by 0.3% to 1.7%; Muslims rose by 1.4% to 4.1%, and those of faiths not-listed-above rose by 2.1% to 5%. Those declaring no faith fell by over 6% to 46.7% at interview stage, from an applicant pool of 245.

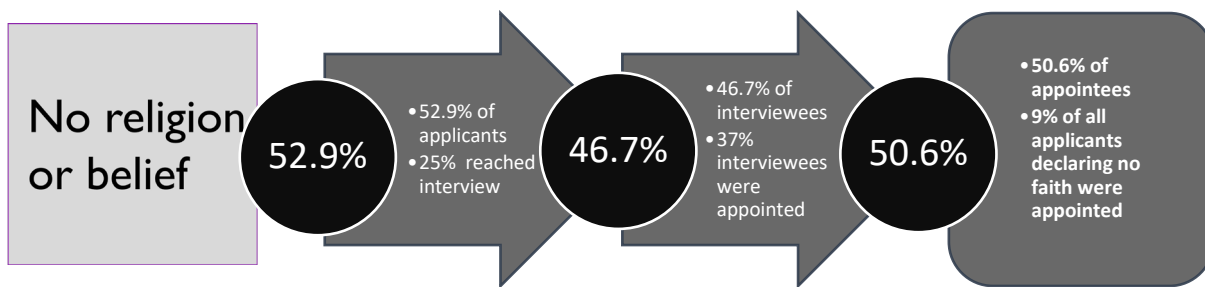
We see a 9.6% spike in representation for Christians at appointment stage, and a 3.9% rise in those declaring no belief. This compares to a 1.3% decline for Hindu (1.2%) and a complete drop-off of Buddhist and Muslim faith groups. We should note that these groups are each represented by ≤10 interviewees.

Of the 89 applicants who declared a faith other than Christianity, fewer than 5 were appointed, representing 4.5%. This compares to 14% of Christians, and 9% of those declaring no religion or belief, although from a far smaller pool. When disaggregating further, we see a 4% success rate for Hindu applicants, 12% for those declaring beliefs other than those listed, with no appointees among the 36 applicants of Muslim, Jewish and Buddhist faiths.

## Success rates from application to appointment







As above, 28% of all applicants were invited to interview, and 10% appointed. When we aggregate all faiths other than Christian and No Faith groups, we see higher success from application to interview (36%) than Christians and those declaring no belief (27%), and significantly lower success from interview to appointment than the latter group, at 13% (compared to 40%) success rate, reflecting in over 91% of all appointments being from Christian or No Faith groups. Those choosing not to disclose religion or belief enjoyed above average success rates from application to interview (31%), and lower success rates at appointment stage (14%).

### Application to interview

Pipeline analysis of the employment journey shows above-average success rates (ie. >28%) being invited to interview for Muslim (43%), Buddhist (33%), Christian (31%) and those declaring 'other' faiths (48%), with below average success for No faith (25%) and Hindu faith (21%) groups.

### Interview to appointment

We see lower than average success (ie. <34%) from interview to appointment stages for Hindu (17%) and 'other' (25%) faith groups. There were no appointments from Muslim, Jewish and Buddhist cohorts, despite aggregated success rate from application to interview being 11% above average (39%). This suggests the need for targeted actions for these groups at interview stage. 45% of all Christian interviewees and 37% of interviewees declaring no faith were appointed, showing above-average success by 11% and 3% respectively.

### Opportunities for improvement

Our current systems do not collect data on whether job offers are accepted and turned down. As such it is unclear whether low appointments necessarily reflect low success at interview, or job offers being turned down due to lack of appropriate facilities such as prayer spaces and chaplaincy services. We will explore these areas as part of our all-staff and student survey and will draw on the expertise of Interfaith Scotland at this point. Comparison to 2022 census data will give a baseline target for application figures.

### Conclusion to staff data on religion and belief

Whilst our HR systems do not currently hold data on religion and belief, data collected through our recruitment processes and REF EIA exercises suggest disproportionately high representation of staff from Christian and No Faith groups. Whilst other groups are more successful at reaching interview, they are proportionally less likely to be appointed, although low numbers necessitate caution with analysis. Remedial action will foreground these groups, to increase representation, disclosure and targeted consultation.

## Student Data on religion and belief

### Total enrolments by religion or belief

Religion or belief	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
Not listed below	761	781	700	678	2%	2%	2%	2%
Buddhist	165	168	129	85	0%	0%	0%	0%
Christian - Catholic	2388	2374	2096	1587	5%	5%	5%	5%
Christian - Other	3346	3342	2778	2182	8%	7%	7%	7%
Christian - Protestant	4735	4733	3636	2765	11%	10%	9%	8%
Hindu	25	55	35	40	0%	0%	0%	0%
PNTS	6168	5902	4745	2963	14%	13%	12%	9%
Jewish	28	21	20	29	0%	0%	0%	0%
Muslim	220	238	216	180	1%	1%	1%	1%
No religion	23924	26074	24087	20529	55%	57%	61%	63%
Sikh	9	13	12	10	0%	0%	0%	0%
(blank)	1905	1973	1268	1535	4%	4%	3%	5%
<b>Total</b>	<b>43674</b>	<b>45674</b>	<b>39722</b>	<b>32583</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Our student population grew by 10% in 2018, before receding by 15% in 2019 and a further 22% in 2020. Over this time all Christian groups have receded both in terms of number and proportion of the entire student population. Numbers of Muslim students have receded by 22% over the census period, while we see a 94% decrease in Buddhist students over the same spell. Numbers of Jewish and Sikh students have been largely consistent, while Hindu students more than doubled in number in 2018 before decreasing by 57% in 2019 and climbing again by 14% in 2020.

Those identifying as actively having no religion have fluctuated in number, with a significant increase between 2017-19. Whilst 2020 saw numbers drop below our 2017 threshold, the proportional increase continued from 55% to 63% of our total student cohort, reflecting a decrease in total student numbers. Those preferring not to say have declined sharply, and when aggregated with those leaving the field blank, represent a diminishing proportion of 18-14% students choosing not to disclose over the reporting period.

With such small numbers, it can be hard to perform comparative proportional analyses. When we aggregate denominations of Christianity, we see a year-on-year decrease in representation from 24%-20%, which is most pronounced among Protestant students (11-9%). All other religions remain steady at 3% when aggregated.

### HE student numbers and proportions, by full-time equivalent (FTE) and by religion or belief

Religion or belief	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
Not listed below	248	245	240	295	4%	3%	3%	4%
Buddhist	32	35	37	36	0%	0%	1%	0%
Christian - Catholic	453	438	443	449	6%	6%	6%	6%
Christian - Other	594	583	558	551	8%	8%	8%	7%

Religion or belief	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
Christian - Protestant	755	737	697	743	11%	10%	10%	9%
Hindu	9	9	-	17	0%	0%	0%	0%
PNTS	561	596	593	597	8%	8%	8%	8%
Jewish	7	6	-	11	0%	0%	0%	0%
Muslim	46	37	39	48	1%	1%	1%	1%
No religion	4369	4460	4670	5107	62%	62%	64%	65%
Sikh	0	-	-	-	0%	0%	0%	0%
(blank)	0	0	0	-	0%	0%	0%	0%
<b>Total</b>	<b>7073</b>	<b>7148</b>	<b>7288</b>	<b>7860</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Our HE student population grew steadily across the census period, by 1% in 2018, 2% in 2019, and steeply by 8% in 2020. Again, we see numbers disclosing Christian faith steadily receding, with all other groups remaining notably stable in both number and proportion. This excepts those declaring no religion, who grew significantly in number year on year, from 4369 in 2017 to 5107 in 2020, representing a 14% increase over the reporting period.

When aggregated, we see denominations of Christianity decline over the reporting period, while all other religions consistently amount to around 5% when aggregated, slightly higher than our all-student figures. Those declaring no religion has risen year on year (62-65%), while those preferring not to say or leaving the field blank have fluctuated between 560-600, resulting in a steady 8% proportion over the past 4 years.

#### FE Credits by number and proportion, academic year and by religion or belief

Religion or belief	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
Not listed below	1910	1710	1574	1332	2%	1%	1%	1%
Buddhist	385	317	119	134	0%	0%	0%	0%
Christian - Catholic	6786	6804	6426	5126	6%	6%	6%	5%
Christian - Other	7456	7228	6565	5882	6%	6%	6%	6%
Christian - Protestant	9214	9051	8302	6498	8%	8%	8%	7%
Hindu	26	47	29	32	0%	0%	0%	0%
PNTS	9912	8781	8484	7242	9%	8%	8%	8%
Jewish	86	106	97	64	0%	0%	0%	0%
Muslim	588	876	908	775	1%	1%	1%	1%
No religion	78319	79462	76958	67555	68%	69%	70%	71%
Sikh	71	41	40	4	0%	0%	0%	0%
(blank)	93	96	36	36	0%	0%	0%	0%
<b>Total</b>	<b>114,847</b>	<b>114,517</b>	<b>109,540</b>	<b>94,680</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

The same patterns are apparent at FE as at HE and global levels: we see a decrease in Christian students, in particular Protestant and Catholic students. Once again Muslim students make up the largest non-Christian religion, at 1% of FE credits across the census period, compared to all other minority religions, whose numbers are too low to register as a proportion of the entire FE student cohort.

To enable comment on proportions of religions with lower numbers, we have aggregated these. We see numbers of Christian students recede steadily year on year from 20% to 18%. While those proscribing to other religions rose year on year until 2020. We then see a 1% decline to 2% of all FE credits delivered. Those preferring not to say declined in number each year, and by 1% over the census period.

## Student retention

Religion or belief	Early withdrawal headcount				Further withdrawal headcount			
	2017	2018	2019	2020	2017	2018	2019	2020
Not listed below	15	12	15	4	19	28	13	16
Buddhist	2	4	1	0	4	4	2	2
Christian - Catholic	23	34	23	25	65	67	48	37
Christian - Other	35	44	38	11	71	59	70	35
Christian - Protestant	46	61	32	17	87	104	70	57
Hindu	1	0	0	1	0	1	1	0
PNTS	46	60	48	36	98	105	102	64
Jewish	0	0	0	0	1	1	2	
Muslim	2	5	5	3	5	17	5	8
No religion	451	438	377	323	955	987	770	681
Sikh	0	0	0	0	0	0	0	0
(blank)	1	2	1	0	1	2	0	0
<b>Total</b>	<b>622</b>	<b>660</b>	<b>540</b>	<b>420</b>	<b>1306</b>	<b>1375</b>	<b>1083</b>	<b>900</b>

Religion or belief	Early withdrawal %				Further withdrawal %			
	2017	2018	2019	2020	2017	2018	2019	2020
Not listed below	5.75%	4.29%	7.43%	2.37%	7.28%	10.00%	6.44%	9.47%
Buddhist	2.90%	5.33%	3.03%	0.00%	5.80%	5.33%	6.06%	9.09%
Christian - Catholic	2.04%	3.03%	2.67%	3.38%	5.76%	5.97%	5.57%	5.00%
Christian - Other	2.55%	3.00%	3.41%	1.20%	5.16%	4.03%	6.28%	3.80%
Christian - Protestant	2.30%	2.82%	2.24%	1.49%	4.35%	4.81%	4.90%	5.00%
Hindu	20.00%	0.00%	0.00%	11.11%	0.00%	3.45%	7.69%	0.00%
PNTS	1.74%	2.62%	2.54%	2.76%	3.70%	4.59%	5.40%	4.92%
Jewish	0.00%	0.00%	0.00%	0.00%	9.09%	9.09%	18.18%	0.00%
Muslim	2.04%	4.55%	5.62%	3.23%	5.10%	15.45%	5.62%	8.60%
No religion	3.58%	3.23%	3.44%	3.02%	7.59%	7.27%	7.02%	6.38%
Sikh	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
(blank)	0.47%	0.57%	0.48%	0.00%	0.47%	0.57%	0.00%	0.00%

### Early withdrawals

The proportion of Buddhist students withdrawing early rose by 2.43% in 2018, before reducing by 2.3% in 2019; there were no early withdrawals from this group in 2020. Early withdrawals from Muslim and Hindu students fluctuate, with the latter group experiencing particularly low retention at this stage in 2017 and 2020 despite showing no withdrawals from 2018-19. There were no early withdrawals from Jewish or Sikh students. With the exception of Catholics in 2020 (3.38%) and other Christian denominations in 2019 (3.41%), Christian groups generally showed lower rates of early withdrawal, with 3% or fewer experiencing this outcome.

Proportions of PNTS who withdraw early increased by 1.02% over the census period, with a particular increase of 0.88% in 2018. These contrast with improved disclosure rates at a global level across most protected

groups, and suggest a particular need to ensure that all religions feel represented and supported. Lower withdrawal from Christian students could reflect Christian infrastructure in rural communities, and a lack of convenient local faith-specific services.

### Further withdrawals

Proportions of further withdrawals also show fluctuation across most groups. In 2018, proportions of Buddhist students further withdrawing decreased by 0.47% to 5.33%, before increasing 0.73% and 3.03% respectively, reaching a high of 9.09% in 2020. Religions not listed above experienced high withdrawals in 2018 (10%) and 2020 (9.47%), as did Muslim students with 15.45% and 8.6% respectively. Jewish students showed high withdrawal rates in 2017-18, before doubling in 2019 and receding completely in 2020. Withdrawals rose steadily for Protestant students, fluctuate for other Christian denominations, and recede for Catholic students after a spike of 5.97% in 2018.

We see a 1.7% increase in the proportion of PNTS who withdraw over 2017-19, before a reduction of 0.48% in 2020. We also see a complete disappearance of further withdrawals from those leaving this field blank. Overall, data suggests that students who identify as non-Christian religions, or as having no religion may face barriers to retention, which will be addressed through specific actions in our PSED outcomes, as summarised at the end of this section (p62).

## Student success

Religion or belief	Partial success headcount				Full success headcount			
	2017	2018	2019	2020	2017	2018	2019	2020
Any other religion or belief	22	32	23	0	190	190	142	9
Buddhist	6	6	6	0	55	59	22	-
Christian - Catholic	79	97	72	-	926	885	692	101
Christian - Other	110	135	109	-	1091	1178	851	84
Christian - Protestant	139	163	118	-	1658	1750	1160	97
Hindu	-	-	0	0	-	24	12	-
PNTS	0	192	100	7	2039	1801	1579	96
Jewish	0	-	0	0	9	9	9	0
Muslim	20	23	18	-	67	62	60	9
No religion	1037	1463	969	34	9817	10327	8490	855
Sikh	-	-	-	0	-	-	-	0
(blank)	-	6	-	0	38	98	15	0
<b>Total</b>	<b>1415</b>	<b>2115</b>	<b>1416</b>	<b>56</b>	<b>15856</b>	<b>16289</b>	<b>13018</b>	<b>1257</b>

Religion or belief	Partial success %				Full success %			
	2017	2018	2019	2020	2017	2018	2019	2020
Any other religion or belief	8.43%	11.43%	11.39%	0.00%	72.80%	67.86%	70.30%	5.33%
Buddhist	8.70%	8.00%	18.18%	0.00%	79.71%	78.67%	66.67%	13.64%
Christian - Catholic	7.00%	8.64%	8.36%	0.54%	82.09%	78.81%	80.37%	13.65%
Christian - Other	8.00%	9.22%	9.78%	0.43%	79.35%	80.41%	76.32%	9.13%
Christian - Protestant	6.95%	7.54%	8.26%	0.35%	82.90%	80.94%	81.18%	8.51%
Hindu	20.00%	6.90%	0.00%	0.00%	20.00%	82.76%	92.31%	33.33%

Religion or belief	Partial success %				Full success %			
	2017	2018	2019	2020	2017	2018	2019	2020
<b>PNTS</b>	6.91%	8.40%	5.29%	0.54%	77.03%	78.78%	83.54%	7.37%
<b>Jewish</b>	0.00%	9.09%	0.00%	0.00%	81.82%	81.82%	81.82%	0.00%
<b>Muslim</b>	20.41%	20.91%	20.22%	3.23%	68.37%	56.36%	67.42%	9.68%
<b>No religion</b>	8.24%	10.78%	8.83%	0.32%	77.99%	76.07%	77.37%	8.01%
<b>Sikh</b>	25.00%	20.00%	50.00%	0.00%	75.00%	80.00%	50.00%	0.00%
<b>(blank)</b>	2.36%	1.70%	0.95%	0.00%	17.92%	27.76%	7.14%	0.00%

### Partial success

Partial success remains below 10% throughout the reporting period, with the exception of Hindu (20% in 2017), Buddhist (18.18% in 2019), Muslim (consistently >20%) and Sikh students (20-50%, increasing), as well as a spike of 10.78% in 2018 from those declaring no religion.

Those non-Christian religions experiencing higher instances of partial success are consistent with staff groups who are most under-represented, and with the results of our REF 2021 EIA, as well those who were unsuccessful from interview to appointment stage. These patterns clearly indicate the need for more visible support for these groups, whether through visibility, comms, facilities or infrastructure.

### Full success

Whilst Sikh students appeared to experience the least-favourable partial success rate (up to 50% in 2019), this must be read against complete lack of withdrawals, meaning that 100% of this group completed their course. Small numbers account for large proportional deviations, which is also true of Hindu and Buddhist students.

Christian and Jewish students showed the most consistent and highest full success, remaining at >78.5% throughout the reporting period, generally well into the 80%s. Sikh and Buddhist students who fully completed dropped significantly in 2019, whilst the proportion of Hindu students rose to >90%.

All groups show >70% full success throughout, again with the exception of some non-Christian religions, most notably Muslim students. Whilst numbers are reasonably small, the consistency of lower proportions support the notion that these religious groups experience lower success rates than denominations of Christianity, and those declaring no belief.

It is important that we recognise especially low success rates at partial and full completion for those leaving the field blank, which could potentially mask further differences in outcome for less-represented groups. Raising confidence in disclosing religion or belief will be key to improving our evidence base and specifying remedial action.

## Conclusion to student data on religion & belief

Most of our students declare 'no religion', or denominations of Christianity, with the former group growing and the latter receding over the reporting period. Muslim students experienced the highest representation of non-Christian faith groups, with an increased numbers of Hindu, Jewish and Sikh students. This resulted in 3% of all students declaring non-Christian faith groups, and 5% at HE level. Both HE and FE levels mirror global student patterns, with those of no faith increasing rapidly over time, and Christian students receding.

In general, retention and success rates are disproportionately high for Christian students, while data suggests particular challenges for proponents of non-Christian faiths. This may reflect traditional Christian communities, whose community infrastructure may be best suited to supporting Christian groups. Actions to expand religious facilities and services will look to increase attraction and retention of a student body that shows increasing religious diversity.

## Links to targeted actions relating to religion and belief

Actions to address key issues relating to religion and belief reflect across our Equality Outcomes and are linked/ referenced below. These actions are high level and will be developed in collaboration with Human Resources and Operational Development.

Actions are currently provisional at a time of strategic review and organisational restructuring. We understand the need to remain flexible in light of uncertain factors around restructure, shifting sectoral priorities, funding and COVID 19. We will outline the flexible scale of our plans in the forthcoming publication of SECTION 2, and will elaborate our criteria for choosing which actions to prioritise.

Action	Outcome	Page ref.
Join Interfaith Scotland, explore 3x yearly half day training sessions covering cross cultural communications and religious diversity.	1, 3, 6	Pending publication of SECTION 2
Explore prayer spaces through Inclusive Highlands lottery bid	2, 5, 6	
Assess viability of static prayer facilities through Inverness College Campus Owners' Association, as part of campus development	2, 5, 6	
Assess demand for chaplaincy services and explore case for recruitment	1, 2, 5, 6,	
Support and promote HISA celebrations and initiatives relating to religion	3, 5	
Consider producing material defining hate speech, and looking at cases relating to Islamophobia; Antisemitism; sectarianism	2, 7	
Continue to engage religiously diverse speakers in our UHI Lunch-and Learn series.	1, 2, 3, 5, 6, 7	

# University of the Highlands and Islands Annual Employee & Student Data

## Protected characteristics: Sexual orientation; marriage and civil partnership

### Introduction

Historically, fitting-in in visibly traditional and religious communities has presented challenges for many LGBT+<sup>4</sup> people across the Highlands and Islands. 2017-21 has seen a shift in public consciousness that has enabled the community to rally together in Inverness's largest Pride events to date (2018 & 19), as well as Pride events in Perthshire, Oban, the Hebrides, and Isle of Bute. These events have been made possible by community partnership, with Proud Ness (formerly Highland Pride) leading the way in raising profile and facilitating events across the region.

We have previously drawn on allies, LGBT+ staff, students, and community functions in our work to celebrate and support LGBT+ identities. Staff support is currently provided through line management, our LGBTI+ Staff Network and E&D Advisor, while students meet through the HISA Rainbows Society.

Increased applications and high success rates among LGB+ applicants suggest the need for us to increase tangible allyship and effective communications to ensure visibility and relevance, working with staff and students to ensure our work is current and informed in an evolving cultural landscape. To these ends we will look to increase specific opportunities and support, which we hope to achieve in partnership with other public, charitable and 3<sup>rd</sup> sector organisations, communicating widely across the region.

Our current records systems do not allow us to collect staff data on sexual orientation, non-binary and gender-diverse identities. This forms part of our rationale for actions to improve data collection from application stage through to leaving the organisation, and to significantly increase visibility of institutional support for our current and potential LGBT+ colleagues.

### Recruitment, 2019-21

Recruitment data on sexual orientation is presented below, linking to successes from 2017-2121, and outcomes from 2021-25 (pending publication of SECTION 2). New actions look to collect data on gender reassignment and gender diversity: related narrative is housed under sex and gender (p32, 38).

Due to low numbers, we have aggregated all non-heteronormative orientations. Recruitment data is currently aggregated over 2019-21: we hope to present annual recruitment data in future iterations of PSED, reflecting our plans to increase focused E&D and better meet PSED.

Sexual orientation	Heterosexual		Gay man		Lesbian		Bisexual		Other		Not disclosed		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Applications	752	88.2%	8	0.9%	-	0.6%	17	2.0%	-	0.4%	68	8.0%	853
Interviewed	212	87.6%	-	1.2%	-	1.7%	-	1.2%	-	0.4%	19	7.9%	242
Appointed	72	86.7%	-	2.4%	-	1.2%	-	1.2%	0	0.0%	7	8.4%	83

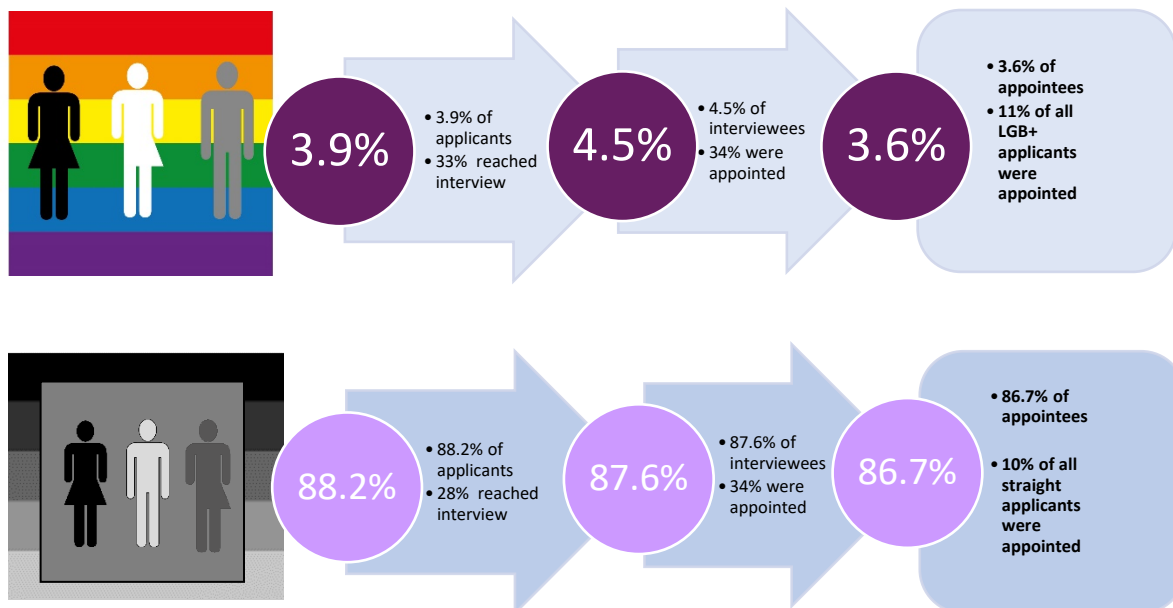
From April 2019- March 2021, we received 853 applications. 28% of these were invited to interview (242), and 10% appointed (83), with 34% interviewees being appointed: this provides our internal benchmarks.

3.9% of applicants disclosed LGB+ identities or define their sexual orientation in another way. 8% preferred not to say, suggesting that numbers are potentially higher. Candidates identifying as gay men or women represented less than 1% of the applicant pool each, with bisexual staff making up 2%. Gay men enjoyed

<sup>4</sup> This section focuses on sexual orientation, and generally refers to 'LGB+' identities. In places, we refer to 'LGBT+', recognising that many activities and supporting organisations are aimed at all identities under the LGBT+ umbrella, and that both groups share many common allies and challenges.



higher success in being invited to interview, and being appointed, while gay women showed higher success reaching interview, but were less successful at appointment stage.



#### Application to interview

28.4% of all applicants reached interview, with LGB+ candidates enjoying a 5% higher-than-average success rate at 33%. Lesbian and gay men candidates experienced significantly higher proportional success than straight (28%) and bisexual (18%) candidates, with 80% and 38% respectively. As with many minority characteristics, low applicant numbers necessitate caution when analysing this data.

Higher success rates from these groups are welcome, showing that of those LGB+ candidates who apply, a higher proportion hold the essential employment criteria. This potentially yields an opportunity to learn about what attracted these staff to apply, and if they have experienced or perceived boundaries to application or interview. We hope to ascertain this through our all-staff survey. As lesbian and bi groups fare less well at interview stage, work is required to increase confidence through inclusive communications and environments, as well as recruitment panel training in respect of these characteristics.

#### Interview to appointment

Of all LGB+ interviewees, 34% were appointed. Gay men enjoyed the highest success rate, with 67% of interviewees being appointed. This compares to 37% of non-disclosers, 34% straight, 33% bisexual and 25% lesbian interviewees. Given high interview rates among lesbian staff, reasons for low representation at appointment stage require further investigation, and will form part of our contextualised unconscious bias training for recruitment panels and complaints investigators, as well as actions to diversify interview panels.

As with other characteristics, those who chose not to disclose have an inordinately high success rate of being appointed. This group may contain few or many applicants who identify as LGB+, which could significantly alter the pipeline composition.

#### Application to appointment

LGB+ applicants were marginally more likely to be appointed than either straight or all-staff groups, at 12% vs 10%. 25% of gay men who applied were appointed, and 20% of gay women, which compares to 10% of heterosexual and 6% of bisexual candidates. Again, small sample sizes can exaggerate our impression of these proportions, as it would not be possible to increase heterosexual appointments by 25% without significantly expanding our organisation. Our action to explore UHI Partnership PSED reporting, as well as our planned

partnership with other rural/ tertiary institutions will potentially allow us access to far larger and more meaningful sample sizes, which will hopefully allow us to reach more nuanced conclusions on how to improve experiences for specific groups at specific points in the recruitment journey.

## Opportunities for improvement

Success in increasing applications from LGB+ candidates, and raising disclosure at application stage will form the beginning of our journey to collecting global staff data on LGBT+ staff.

Low success rates from those who define their sexuality in another way perhaps indicate the need to broaden our definitions to include sexual orientations and identities not explicitly named under the LGB+ umbrella. Retention of pseudo-anonymised application data will allow initial collection of staff data. This methodology can potentially be tied to PDR processes, with the aim of gathering pseudo-anonymised staff data on all protected characteristics through bespoke survey and reporting platforms. Targeted actions are summarised at the end of this section, and outlined in our Equality outcomes 2021-25, pending publication of SECTION 2.

## Marriage and Civil Partnership

Current capacity necessitates carefully selected priorities to ensure the most-vulnerable groups are supported. As such we do not currently undertake targeted equalities work in relation to marriage and civil partnership, although we will review this upon extending our E&D resource, and aim to comment on data from 2023.

We have presented staff recruitment data below, in line with reporting requirements under the Equality Act. We do not currently collect staff or student data on relationship status, and will consider options through our planned pseudo-anonymised equalities survey.

## Recruitment (2019-21)

Relationship Status	Civil partnership	Co-habiting	Dissolved	Divorced	Married	Separated	Single	Widowed	PNTS	Total
App.	13	144	0	37	311	11	302	-	31	853
Int.	-	52	0	11	96	-	69	-	8	242
Appt.	-	13	0	7	26	-	25	-	9	83

## Conclusion to staff data on romantic orientation

Whilst we do not currently collect global data on sexual orientation, we know that gay and bi groups are significantly under-represented across the recruitment pipeline. We hope to begin to collect data on LGBT+ identities, and increase disclosure at application stage, as well as to attract higher numbers of applicants from these groups. This will accompany a suite of enhanced activities over 2021-25, as summarised at the end of this data section.

Whilst numbers remain low at application stage, gay men perform strongly at interview and appointment stage, as do gay women candidates at interview stage. Bisexual candidates are less likely to apply or be invited to interview, but reflect global success rates at appointment stage. Those who prefer not to say show disproportionately high success at each stage. Heterosexual candidates met the benchmark for each stage.

We have set actions to increase visibility of our commitment to LGB+ staff and students onsite, online and in the community, in particular for gay women, bi+ and wider sexual orientations, eg. asexual, polysexual. Media engagement with evolving Gaelic LGBT+ vocabulary, as well as branded hardware and events will aim to increase interest in positions at UHI among LGB+ groups, and foster confidence that we are an inclusive employer through visible allyship. Contextualised unconscious bias, complaints and hate crime training will aim to further reassure our LGBT+ staff and students that UHI is a safe and inclusive place to work and study.

## Student Data on sexual orientation

### Total enrolments

Sexual orientation	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
Bi / Bisexual	969	1152	1261	1190	2%	3%	3%	4%
Gay man	282	306	307	270	1%	1%	1%	1%
Gay woman/ lesbian	236	281	271	274	1%	1%	1%	1%
Heterosexual/ Straight	33595	35184	31702	26296	77%	77%	80%	81%
Other	222	236	224	153	1%	1%	1%	0%
PNTS	6466	6532	4688	2826	15%	14%	12%	9%
Blank	1904	1983	1269	1543	4%	4%	3%	5%
<b>Total</b>	<b>43674</b>	<b>45674</b>	<b>39722</b>	<b>32552</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Our student population grew by 10% in 2018, before receding by 15% in 2019 and a further 22% in 2020. Numbers of gay men and women have remained roughly consistent, excepting an initial increase in both groups in 2018, and a 10% drop in numbers of gay men in 2020. This results in higher representation of gay women than men in 2020, for the first time over the reporting period. We see a 23% increase in bisexual enrolments, and a 41% decrease in those disclosing other identity markers.

Non-disclosure has fluctuated over the reporting period, though on the whole has decreased in terms of people explicitly preferring not to say (64% less), and leaving the field blank (19% less). Historically, sexual orientation and religious identification experience particularly low disclosure in our region, so this represents success in fostering equality of opportunity and good relations to address factors that may otherwise discourage disclosure. As such, we are reassured that our students feel confident being 'out' at UHI.

### HE student numbers and proportions, by full-time equivalent (FTE)

Sexual orientation	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
Bi / Bisexual	251	299	356	420	4%	4%	5%	5%
Gay man	83	87	82	101	1%	1%	1%	1%
Gay woman/ lesbian	64	68	84	103	1%	1%	1%	1%
Heterosexual / Straight	6063	6051	6110	6569	86%	85%	84%	83%
Other	65	72	84	87	1%	1%	1%	1%
PNTS	548	570	573	579	8%	8%	8%	7%
Blank	0	0	0	34	0%	0%	0%	0%
<b>Total</b>	<b>7073</b>	<b>7148</b>	<b>7288</b>	<b>7894</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Our HE student population grew steadily across the census period, by 1% in 2018, 2% in 2019, and steeply by 8% in 2020. With the exception of a drop of 5 gay men in 2019, gay and bisexual HE students have risen year on year, as have those defining their romantic identity in other terms. Proportionally to the entire student population, gay men, gay women and diverse sexualities have consistently represented 1% of our HE student FTE, while bi students have risen from 4% in 2017-18 to 5% in 2019-20.

Numbers preferring not to say have risen very slightly year-on-year, but have receded proportionally in 2020 to 7%. This compares favourably to the 14% who preferred not to say across the 'all-student' cohort.

### FE Credits by number and proportion, academic year and gender

Sexual orientation	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
Bi / Bisexual	3,781	4,603	4,670	4,528	3%	4%	4%	5%
Gay man	906	882	870	969	1%	1%	1%	1%
Gay woman/ lesbian	681	959	800	843	1%	1%	1%	1%
Heterosexual / Straight	96,940	96,151	92,795	79,218	84%	84%	85%	84%
Other	632	581	525	186	1%	1%	0%	0%
PNTS	11,818	11,246	9,843	8,900	10%	10%	9%	9%
Blank	89	95	37	36	0%	0%	0%	0%
<b>Total</b>	<b>114,847</b>	<b>114,517</b>	<b>109,540</b>	<b>94,680</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Numbers of FE credits delivered to gay men have increased over the reporting period, while those delivered to gay women have fluctuated, and those to bisexual students peaked in 2019 before receding. However, we delivered 16% more credits to bi students in 2020 than in 2017. We are yet to identify the reason for those expressing diverse sexualities decreasing by 65% in 2020, and indeed steadily over the census period.

Proportions of FE credits have remained steady across gay (1%) and straight (84-85%) groups, and have grown gradually from 3-5% for bisexual students. This is roughly consistent with our HE proportions, though it should be noted that a significant majority of our students study at FE levels, and so represent a significant numerical majority of our LGB+ students.

### Student retention

Sexual orientation	Early withdrawal headcount				Further withdrawal headcount			
	2017	2018	2019	2020	2017	2018	2019	2020
Bi / Bisexual	17	32	38	32	49	62	53	66
Gay man	9	-	-	-	13	15	11	14
Gay woman/ lesbian	-	-	6	-	13	9	8	14
Heterosexual / Straight	535	554	429	359	1090	1140	906	716
Other	-	0	-	0	7	-	-	0
PNTS	55	67	63	23	133	145	102	90
Blank	0	-	-	0	-	-	0	0
<b>Total</b>	<b>622</b>	<b>660</b>	<b>540</b>	<b>420</b>	<b>1306</b>	<b>1375</b>	<b>1083</b>	<b>900</b>

Sexual orientation	Early withdrawal %				Further withdrawal %			
	2017	2018	2019	2020	2017	2018	2019	2020
Bi / Bisexual	3.5%	5.7%	7.1%	5.8%	10.1%	11.0%	9.9%	11.9%
Gay man	7.0%	2.3%	1.8%	2.5%	10.2%	11.4%	9.7%	11.7%
Gay woman/ lesbian	3.5%	1.6%	6.7%	2.8%	11.4%	7.4%	9.0%	13.2%
Heterosexual / Straight	3.2%	3.2%	3.1%	2.8%	6.6%	6.6%	6.6%	5.6%
Other	2.1%	0.0%	1.3%	0.0%	7.2%	2.2%	3.8%	0.0%
PNTS	1.9%	2.3%	3.0%	1.6%	4.6%	5.0%	4.9%	6.3%
Blank	0.0%	0.6%	0.5%	0.0%	0.5%	0.6%	0.0%	0.0%

### Early withdrawals

In most instances, numbers of minority sexualities withdrawing early are fewer than 5 and so cannot be displayed in interests of anonymity. The proportion of early withdrawals from those identifying as gay or bi fluctuates significantly, with highs of near 7% of each group withdrawing early in different years, and lows of <2% for gay students/ 3.5% for bi students, again all in different years. Those identifying as other sexualities showed particularly low early withdrawal (0-2.3%). Those who prefer not to say experienced lower early withdrawal in 2020 than 2017, having increased over 2018-19.

### Further withdrawals

Those who further withdrew fluctuates between 9.5% and 11.5% for gay and bisexual students. This excepts 2020 where the range rose to 11.7%-13.2%, with a particular increase in bisexual students experiencing this outcome. We aim to seek patterns, to inform work with our Mental Health & Counselling Manager.

Once again, other diverse sexualities experienced particularly favourable outcomes, with higher proportional retention than all other groups. We must remain mindful of small numbers when comparing to straight students, who make up approximately six times the number of all other sexualities/ non-disclosures combined.

### Student success

We recognise that especially small numbers and low disclosure of this characteristic limit the value of like-for-like proportional comparison of heterosexual and LGB+ students. However, assessment of success rates among LGB+ student potentially helps us identify where activity would be most impactful for each group.

Sexual orientation	Partial success headcount				Full success headcount			
	2017	2018	2019	2020	2017	2018	2019	2020
<b>Bi / Bisexual</b>	65	98	78	-	337	365	348	20
<b>Gay man</b>	19	18	8	0	86	82	78	9
<b>Gay woman/ lesbian</b>	9	17	9	0	81	90	61	6
<b>Heterosexual / Straight</b>	1291	1749	1174	47	13029	13320	10747	1173
<b>Other</b>	8	12	10	-	75	75	58	-
<b>PNTS</b>	206	221	137	-	2247	2352	1726	48
<b>Blank</b>	-	6	-	0	39	103	15	0
<b>Total</b>	<b>1603</b>	<b>2121</b>	<b>1418</b>	<b>56</b>	<b>15894</b>	<b>16387</b>	<b>13033</b>	<b>1257</b>

Sexual orientation	Partial success %				Full success %			
	2017	2018	2019	2020	2017	2018	2019	2020
<b>Bi / Bisexual</b>	13.5%	17.4%	14.5%	0.5%	69.8%	64.8%	64.7%	3.6%
<b>Gay man</b>	14.8%	13.6%	7.1%	0.0%	67.2%	62.1%	69.0%	7.5%
<b>Gay woman/ lesbian</b>	7.9%	13.9%	10.1%	0.0%	71.1%	73.8%	68.5%	5.7%
<b>Heterosexual / Straight</b>	7.8%	10.1%	8.6%	0.4%	79.1%	77.0%	78.4%	9.1%
<b>Other</b>	8.2%	12.9%	12.8%	4.0%	77.3%	80.6%	74.4%	4.0%
<b>PNTS</b>	7.1%	7.6%	6.6%	0.4%	77.6%	80.7%	82.7%	3.4%
<b>Blank</b>	2.4%	1.7%	1.0%	0.0%	18.6%	28.8%	7.1%	0.0%

### Partial success

Proportions of students declaring gay woman/lesbian, bi, straight and other identities achieving partial success increased over the census period. This increase is especially pronounced for gay women (2.2% increase) and those expressing their romantic orientation in other ways (4.6% increase). This compares to a 7.7%

proportional decrease in partial success for gay men (down 1.2% in 2018, and 6.5% in 2019) and those leaving the field blank, who decreased by 0.7% year-on-year. Partial success from those preferring not to say increased 0.5% in 2019 before receding 1% to 6.6% in 2020.

### **Full success**

Full success for gay men grew over the census period (up 1.8%) and those preferring not to say (up 5.1%). The former group had dropped 5.1% in 2019 before bouncing back, while the latter group represented a steady increase. We see declining full success from gay women (down 2.6%), heterosexual (down 0.7%) and bi students (down 5.1%), as well as those identifying in other ways (down 2,9%).

2019 showed significant drops in full success for gay women (down 5.3%), other orientations (down 6.2%) and in particular those leaving the field blank, for whom we see a 21.7% decrease in the proportion of those achieving completion or progression. For gay women, straight and other orientations, full success directly contrasts partial success patterns: as one goes up the other goes down. Success at either partial or full levels is very low among those leaving the field blank.

## **Conclusion to student data on romantic orientation**

Numbers of LGB+ students have remained steady throughout the census period, though this reflected growth at HE level and a decrease FE level: we recognise that our FE students represent a significant numerical majority, in the context of our institution and nationally. Non-disclosure of sexual orientation has steeply decreased over the reporting period, allowing us to assess data in detail not yet possible with staff.

Global numbers of gay women exceeded those of gay men for the first time in 2020, while proportions of bi students increased year-on-year to 4% in 2020. Those expressing their sexualities in other ways have decreased globally, but increased at HE level, in line with expanding nomenclature around gender and romantic orientation- a popular topic of discussion among academic social sciences staff and students.

Withdrawal rates fluctuated for gay men and women, and were marginally higher for bi students. All LGB+ groups showed increased partial success and decreased full success, excepting gay men who showed the converse. Students who identified in other ways from LGB or straight have experienced increasingly favourable outcomes in terms of retention and success, and future work will look to actively disaggregate the experiences of groups who identify under this umbrella, to ensure relevance and currency. We appreciate that numbers may be too low to present, but equally recognise the value of any qualitative data we can access.

## Links to targeted actions in relation to romantic orientation

Data relating to trans and gender diverse identities are displayed under sex and gender (p 35). Actions are included below, recognising that many activities and supporting organisations are aimed at all identities under the LGBT+ umbrella, and that both groups share many common allies and challenges.

Actions are currently provisional at a time of strategic review and organisational restructuring. We understand the need to remain flexible in light of uncertain factors around restructure, shifting sectoral priorities, funding and COVID 19. We will outline the flexible scale of our plans in the forthcoming publication of SECTION 2, and will elaborate our criteria for choosing which actions to prioritise.

Action	Outcome	Page ref.
Explore shared event with Scottish Bi+ network for Bi Visibility Day	2, 3, 5,6, 7	Pending publication of SECTION 2
Procure branded rainbow and trans flags & lanyards to signify allyship, and to celebrate Pride in communities across the region.	2, 5, 7	
Community partnership: joining up with HISA and Highland Pride: pitch formal partnership and memorandum of understanding	2, 3, 7	
Host and promote Gaelic LGBT+ Dictionary and discussion board: explore gender neutral Gaelic alternatives and produce media content: explore expanding to British Sign Language	3, 5, 7	
Include contextualised content on homophobia and transphobia in unconscious bias and complaints training	5, 6	
Host and promote community events discussing different LGBT+ and allies' experiences, Eg Gender Diversity and the Church with Professor Mary McAleese and Very Rev. Dr Susan Brown	3, 7	
Deliver Gender Diversity training to APs and record this resource	1, 6	
Continue to identify and re-purpose single occupant toilets as gender neutral, and incorporate in all new builds. Explore expanding to other community facilities as part of stated 'Accessible Highlands' funding bid in partnership with Cairngorms National Park Authority	2, 3, 7	
Explore production of explicit trans policy material (eg. travel policy)	2, 5, 7	
Utilise Ideas Fund grant to improve inclusion and access to active health for LGBTQ+ people and groups	2, 3, 7	

# University of the Highlands and Islands Annual Employee Data: 2017-21

## Protected characteristic: Age

### Introduction

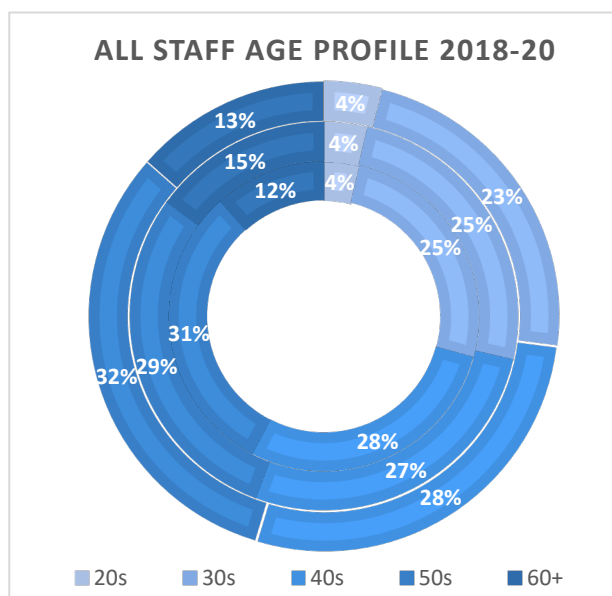
Historically, outward youth migration has affected the region, and continues to be a key issue for employers and community infrastructure alike. As the only post-16 education provider in the region, we have a responsibility not only to retain and attract youth talent to the region, but also reflect the needs of an aging community, of those entering study by alternative routes and of ensuring good relations and mutual support structures between staff and students of all ages.

Whilst age is a key area of focus for student recruiters at the university, it has enjoyed less air-time than other characteristics when we consider our approach to staff equalities. Whilst all opportunities are open to staff of all ages, targeted support for particular areas has not been explored as fully as we would like, which we hope to explore at its intersection with gender, as an area of focus for our Athena SWAN and REF EIA Action Plans.

Activities such as our REF EIA process conduct pipeline analyses of success rates for all protected characteristic groups, including age, early career research and junior clinical academic status (which relate to career stage as opposed to age, though there is a correlation.) This provides our evidence base in relation to research staff. We plan to replicate our methodology for all staff in our forthcoming all-staff survey to inform future actions.

### Staff Age Profile 2018-20

This section summarises data on our staff's age profile, linking to successes from 2017-21, and outcomes from 2021-25 (pending publication of SECTION 2).



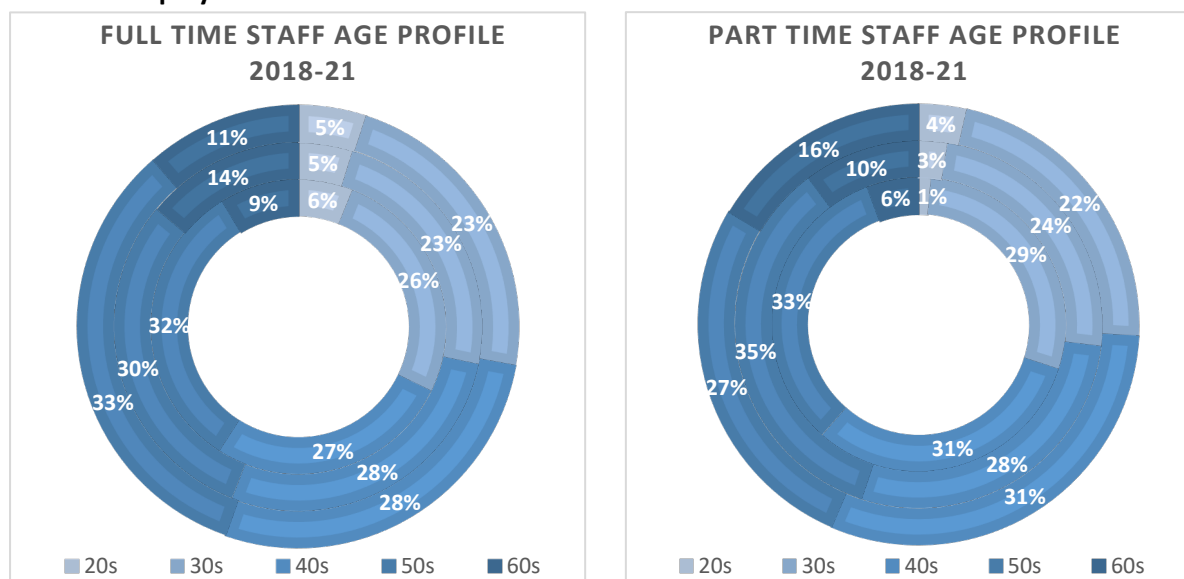
Over the census period our staff profile grew from 345 to 409 in 2019, before receding to 377 in 2020. Over this time, staff proportions receded for those in their 30s and 40s, and grew for those in their 20s, 50s and 60s (more significantly for the latter 2 groups).

In 2020, 54.7% of our staff were under the age of 50, down by 3% from 2018. Those under 40 fell by just over 2% to 27.1%, with those under 30 increasing by 0.3% to 4%. Those in their 50s receded by 1.4% to 29% in 2019, before growing by 2.5% in 2020, representing a 1.1% increase over the reporting period. Those over 60 increased by 3.3% in 2019, before receding by 1.4% to 13.5% in 2020, again, representing growth over the census period.

Shifting staff figures represent staff in their late 30s, 40s and 50s aging, as well as retention and attraction from those in their mid-20s. Retaining these staff into their 30s will hopefully increase the proportions of this group, though significantly increased recruitment from those in their 20s will be necessary to ensure succession over time. We will look to work with our Careers and Employability team to identify opportunities for modern apprenticeships and transitional graduate roles. We hope that our planned partnership work with Inclusion Scotland will engage young people in our recruitment processes, and that clear identification of our 7 outcomes will allow visibility of other opportunities to target these groups with information, skills development and focus groups.



## Mode of employment



Age	Full-time			Part-time		
	2018	2019	2020	2018	2019	2020
20s	16	13	14	-	-	-
30s	69	64	64	20	19	19
40s	71	75	77	22	22	26
50s	85	82	93	23	27	23
60+	23	38	32	-	8	14
<b>Total</b>	<b>264</b>	<b>272</b>	<b>280</b>	<b>70</b>	<b>78</b>	<b>85</b>

For all age groups across each year, significantly more staff hold full-time than part-time contracts, generally at 3-5x the part-time population for any given age bracket. The proportion of staff in their 30s and 50s who occupy part-time contracts has receded over the reporting period, whilst those in their 40s have remained relatively stable between 28%-31%. Those in their 20s and 60s on part-time contracts have increased as a proportion of all part-time staff. The fluctuating size of our organisation compounds these patterns, eg. staff in their 30s recede proportionately but are steady in number.

The proportion of full-time contracts held by staff  $\geq 40$  (ie. 40s, 50s, 60+) rose over the census period, and receded for those in their 20s and 30s. Again, fluctuating global population from year-to-year results in the proportion of full-time staff in their 20s receding, despite having grown in number and numbers of staff in their 30s remaining steady while their proportion fell.

As previously noted, mode is significantly influenced by gender, with disproportionate occupation of women in part-time roles. Given that we hold most data on sex and age, we will look for opportunities to engage in intersectional analyses with these groups going forward, given known synergies relating to childbirth, parenting, menopause and career change. This will allow us to trial methods that may not be feasible for some under-represented groups, whose number may be too small to report.

## Recruitment (2019-21)

Application stage	Applications		Interviewed		Appointed	
	Number	%	Number	%	Number	%
16-19	0	0.0%	0	0.0%	0	0.0%
20s	200	23.4%	39	16.1%	11	13.3%
30s	267	31.3%	75	31.0%	28	33.7%
40s	206	24.2%	63	26.0%	21	25.3%
50s	134	15.7%	50	20.7%	20	24.1%
60+	25	2.9%	8	3.3%	2	2.4%
Not disclosed	21	2.5%	7	2.9%	1	1.2%
<b>Total</b>	<b>853</b>	<b>100%</b>	<b>242</b>	<b>100%</b>	<b>83</b>	<b>100%</b>

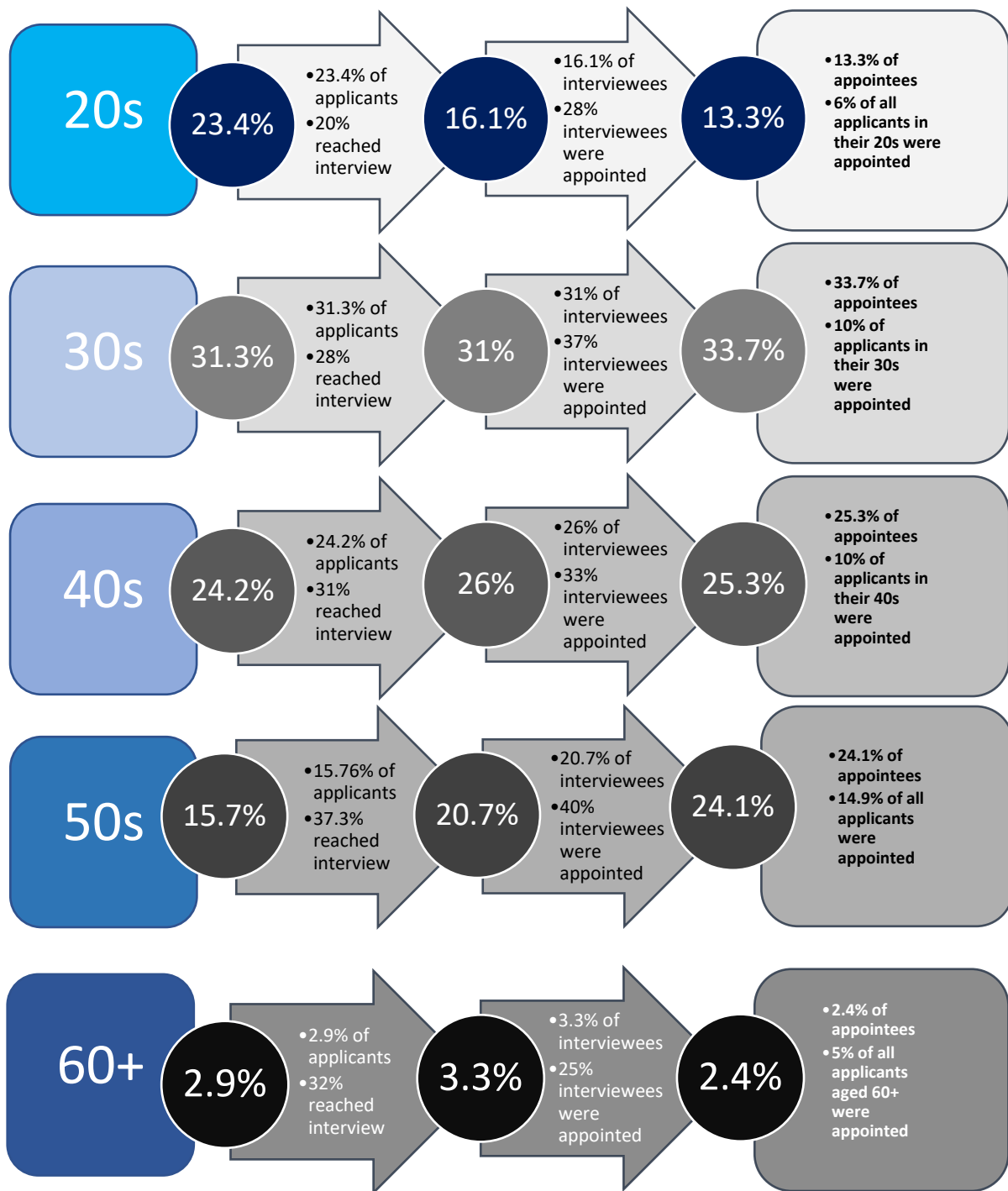
From April 2019- March 2021, we received 853 applications. 28% of these were invited to interview (242), and 10% appointed (83), with 34% interviewees being appointed: this provides our internal benchmarks. When disaggregated by age, we see disproportionate representation at all stages for applicants in their 30s, with those in their 20s growing less successful the further through the process they get, and those in their 50s growing more successful the further they progress.

The drop off for younger candidates suggests skills workshops around interview, selection, and the operations of the university's complex partnership may be valuable. We hope planned actions around development relating to recruitment and selection will allow younger staff and students to gain a deeper insight and increased confidence in interviews and presentations, as well as experience of management skills which can help support promotion. We are currently discussing the potential for skills-based assessment as part of interviews, for jobs where verbal presentation is less important to performing the role. There is potential to learn from our Widening Access team who regularly support non-standard student articulation.

Representation of those in their 30's at each stage is both higher than the average, and significantly higher than our staff composition, which we hope will reflect in proportional growth at a global level to address under-representation. Representation for those in their 40s is slightly lower and those in their 50s and 60s significantly lower- than global staff composition. This should again hopefully reflect increased representation of under 50s in our 2023 PSSED update.

At 2.5%, non-disclosure of age is significantly lower than for sexual orientation and religion (both 8%). However, it is higher than with sex (1.41%) and ethnicity (2%) and only marginally lower than those with disability (2.8%). This suggests a perception among some applicants that their age may affect chances of reaching interview or appointment stage. Once again, anonymous data collection and intersectional analysis of age and gender may illuminate potential reasons for this perception

Success rates for each age bracket at interview and appointment stage are presented overleaf.



Overall, applicants in their 20s and 60s were less likely to be appointed, at 6 and 5% respectively. 10% of applicants in their 30s and 40s were appointed, reflecting the global average from application to appointment, whilst 14.9% applicants in their 50s were appointed.

#### Application to interview

At interview stage, we see that 20% of applicants in their 20s, and 28% in their 30s are invited to interview. In both cases this is below the proportional representation at application level, by just under 3.5%. Conversely, 41% those in their 40s and 37% of those in their 50s reached interviews, which is above the average success

rate from application to interview across all ages (28%). Despite representing only 15.7% of applicants, 20.7% of interviewees were in their 50s.

### Interview to appointment

We see lower than average (34%) success from interview to appointment stages for those in their 20s (28%), 40s (33%) and 60s (25%). As with other stages in the pipeline, the disparity is more pronounced for those in their 20s and 60s than those in their 40s. However, we see disproportionate success from those in their 30s (37%) and 50s (40%). One suggestion for increasing success may include mentoring or 1-2-1s for 20-30 and 60+ year olds, with groups of staff in their 30s and 50s respectively.

### Application to appointment

Whilst low proportions of those aged  $\geq 60$  reflects low numbers of applications from this group (25), those in their 20s make up nearly a quarter of applicants (200), but only just over an eighth of appointees (13.3%): this reflects in only 6% of those applicants in their 20s and  $<1\%$  of those  $\geq 60$  being appointed. Contrary to other characteristics, those choosing not to disclose age enjoyed lower success rates. We envisage that those at the further poles and those in their 40s are choosing not to disclose, and we hope that the success rate of this shrinking group increases as targeted actions take effect and gather momentum.

## Conclusion to staff data on age

Our staffing shows over-representation of staff in their 40s and 50s, with under-representation of those in their 20s and  $\geq 60$ . This is exacerbated by low success rates from application to appointment for these groups. Increased appointments of those in their 20s can bolster numbers in their 30s as we retain an aging workforce.

Actions relating to mentoring, buddying and skills-sharing aim to increase confidence and currency/ relevance of skills in older and younger groups. We will explicitly consider age alongside race and disability for interview panellist and selection training, diversifying representation on panels, and developing skills to increase chances of success at interview. Additionally, we plan to utilise larger datasets to undertake intersectional analysis of age and gender, recognising that for many other characteristics, numbers are too small to disaggregate to this level.

## Student Data on age

### Total enrolments

Age	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
$\leq 15$	3549	5094	5118	3102	8%	11%	13%	9%
16 - 20	11617	11581	11468	10933	27%	25%	29%	32%
21 - 25	5759	5744	5318	5238	13%	13%	13%	15%
26 - 30	3795	3916	3280	3138	9%	9%	8%	9%
31 - 35	3128	3355	2787	2551	7%	7%	7%	7%
36 - 40	2901	3000	2608	2305	7%	7%	7%	7%
51 - 55	2615	2508	1939	1486	6%	5%	5%	4%
56 - 60	1939	2026	1435	1046	4%	4%	4%	3%
$>60$	2920	2816	1518	911	7%	6%	4%	3%
(blank)	5452	5635	4230	3550	12%	12%	11%	10%
<b>Total</b>	<b>43675</b>	<b>45675</b>	<b>39701</b>	<b>34260</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Our student numbers grew by 10% in 2018, before receding by 15% in 2019 and a further 22% in 2020. This pattern roughly plays out across those aged  $\leq 15$ ; those in each age band from 26-40, and those aged 56-60. Numbers of those aged 16-25, 51-55 and  $>60$  gradually receded over this time. All groups excepting those

aged ≤15 receded in 2019, though this was nominal for those aged 16-20 (down 1%), and especially pronounced for over 60s (down 86%). However, those aged ≤20 dropped off at-least as steeply as other groups in 2020- more steeply than many.

Most students are aged 16-20 (32%: 5% increase over the census period) or 21-25, who grew from 13-15%. Those aged 50+ remained proportionally steady or decreased, while we saw a complete absence of students declaring ages 40-49. This suggests that those in this age bracket may be disproportionate among those choosing to leave the field blank, who numerically and proportionally represent 3<sup>rd</sup> largest group. Whilst this may reflect a digital or labelling anomaly, it may also suggest the need to further promote how and why we collect data, focusing on some tangible benefits for those in this age profile. We will incorporate this into our actions to improve data collection (outcome 4), and report on impact in our 2023 PSED updates, disaggregating by HE and FE to identify differences in perception.

#### HE student numbers and proportions, by full-time equivalent (FTE) and age

Age	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
≤15	0	0	-	0	0%	0%	0%	0%
16 - 20	2617	2413	2408	2574	37%	34%	33%	33%
21 - 25	1746	1764	1850	1915	25%	25%	25%	24%
26 - 30	735	759	814	907	10%	11%	11%	11%
31 - 35	563	566	572	679	8%	8%	8%	9%
36 - 40	438	528	528	596	6%	7%	7%	8%
51 - 55	180	213	243	232	3%	3%	3%	3%
56 - 60	88	114	113	149	1%	2%	2%	2%
>60	92	89	104	113	1%	1%	1%	1%
(blank)	614	703	653	740	9%	10%	9%	9%
<b>Total</b>	<b>7,073</b>	<b>7,148</b>	<b>7,288</b>	<b>7,905</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Our HE student population grew steadily across the census period, by 1% in 2018, 2% in 2019, and steeply by 8% in 2020. Numbers aged 16-20 dipped in 2018 and 2019, before returning to near their original number in 2020. Those aged 21-40 grew steadily over this time, with increases of 17-19% for those aged 26-35, and an increase of 27% for 36–40-year-olds.

Those aged ≥60 also grew in number year on year, contrary to all-student figures. Numbers of those aged 51-60 increased by 18% in 2018 before levelling out in 2019 and increasing by 16% in 2020. Those ages 51-55 begin to recede slightly in 2020, while those aged 56-60 increase by 24%. This compares favourably to all-student figures, reflecting a growing HE student population.

Proportionally, we see students aged 16-25 decrease over the census period, especially those aged 16-20 whose proportion drops 4%. This suggests success in our alternative articulation routes, which aim to increase mature student numbers and non-traditional routes into higher education. We see the proportion of those aged 26-30 30-35 and 56-60 increase by 1%, and those aged 36-40 grow 2%. The increase was most pronounced for these groups in 2018 and 2020.

Again, the proportion of students choosing to leave this field blank is especially high, remaining at 9-10%. This reflects a 17% increase over the reporting period, compared to 54% decrease among all-students. This suggests the need to focus disclosure work on HE students in particular. As with all student figures, this will include targeted material for students in their 40s, as there are no disclosures from these age brackets.

## FE Credits by number and proportion, academic year and age

Age	Number				Proportion			
	2017	2018	2019	2020	2017	2018	2019	2020
≤15	7377	8463	8218	6664	6%	7%	8%	7%
16 - 20	64725	63094	63459	54215	56%	55%	58%	57%
21 - 25	13834	12938	12164	12420	12%	11%	11%	13%
26 - 30	8274	7925	6992	6358	7%	7%	6%	7%
31 - 35	5663	6253	5517	4834	5%	5%	5%	5%
36 - 40	4462	4276	3964	3484	4%	4%	4%	4%
51 - 55	2013	2386	2008	1376	2%	2%	2%	1%
56 - 60	1496	1424	1131	1058	1%	1%	1%	1%
>60	1418	1763	1248	836	1%	2%	1%	1%
(blank)	5585	5995	4836	4222	5%	5%	4%	4%
<b>Total</b>	<b>114,846</b>	<b>114,517</b>	<b>109,537</b>	<b>95,467</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

At FE level, we see consistent proportions of credits across the census period for those aged 31-35 (5%), 36-40 (4%) and 56-60 (1%), with proportional increases for all groups ≤25. Those aged 51-55 drop to 1% in 2020 after previously remaining steady at 2%, while those aged ≤15 dropped from 8% to 7% in 2020, after fluctuating between 6-8%. After an initial spike in numbers choosing to leave the age field blank in 2018, we see disclosure increase in 2019 and 2020, shrinking the proportion of non-disclosers from 5% to 4%.

## Student retention

Age	Early withdrawal headcount				Further withdrawal headcount			
	2017	2018	2019	2020	2017	2018	2019	2020
≤15	54	71	56	62	90	95	88	102
16 - 20	348	324	265	214	776	813	629	541
21 - 25	70	70	73	47	165	148	105	99
26 - 30	43	43	36	29	88	92	79	54
31 - 35	33	32	34	21	44	57	58	32
36 - 40	12	29	21	15	44	46	40	22
51 - 55	13	23	10	-	20	24	17	7
56 - 60	-	12	8	-	10	15	10	9
>60	-	9	-	-	11	11	7	-
(blank)	39	47	33	21	58	74	50	32
<b>Total</b>	<b>622</b>	<b>660</b>	<b>540</b>	<b>420</b>	<b>1306</b>	<b>1375</b>	<b>1083</b>	<b>900</b>

Age	Early withdrawal %				Further withdrawal %			
	2017	2018	2019	2020	2017	2018	2019	2020
≤15	2.70%	3.33%	3.10%	3.73%	4.50%	4.46%	4.87%	6.13%
16 - 20	4.92%	4.55%	4.03%	3.19%	10.98%	11.42%	9.56%	8.06%
21 - 25	3.00%	3.16%	4.13%	2.44%	7.08%	6.67%	5.94%	5.14%
26 - 30	2.46%	2.44%	2.91%	2.51%	5.03%	5.22%	6.38%	4.68%
31 - 35	2.37%	2.08%	3.21%	2.32%	3.16%	3.71%	5.48%	3.53%
36 - 40	0.96%	2.22%	2.22%	2.01%	3.51%	3.52%	4.22%	2.94%
51 - 55	1.24%	1.96%	1.25%	0.54%	1.91%	2.05%	2.12%	1.27%
56 - 60	0.70%	1.29%	1.40%	1.11%	1.39%	1.61%	1.75%	2.51%
>60	0.95%	1.22%	0.88%	1.46%	2.09%	1.49%	1.54%	0.73%

Age	Early withdrawal %				Further withdrawal %			
	2017	2018	2019	2020	2017	2018	2019	2020
(blank)	1.69%	1.84%	2.06%	1.83%	2.51%	2.89%	3.12%	2.79%

### Early withdrawals

Proportions of early withdrawals fluctuate across most age groups throughout the reporting period, though follow a general pattern of decreasing as age increases. This pattern is mirrored with further withdrawals.

Over the census period, we see decreased proportions of early withdrawal from those aged 16-20 (down 1.73%) and those aged 51-55, whose proportion more than halved to 0.54%. The proportion of those aged ≤15 withdrawing early increase by just over 1%, while that of those aged >60 doubled from 2017-19 having fluctuated throughout- this represents a nominal increase in proportions of those >60 who withdraw early. Proportions of those aged 36-40, 56-60 and non-disclosers begin to recede in 2020, after spiking in 2018 & 19.

### Further withdrawals

Proportions of those aged ≤15 who further withdraw decreased nominally in 2018, before growing significantly across 2019-20. These increases represent a 10-11% numerical deviation. Proportions of those aged 16-20, 30-35 and 36-40 all showed increases in 2018 before receding, with decreased further withdrawal from those ≥60 across the reporting period. We see increased further withdrawal from those aged 50-55, ≤15 and 56-60, with the former group tempered against decreased early withdrawals. Whilst those aged 50-60 show increased further withdrawal rates over time, these groups are still less likely to withdraw either early or subsequently than groups below the age of 40.

Those who left the field blank grew increasingly likely to withdraw at early and further stages throughout the census period, which forms part of the rationale for investigating factors relating to disclosure of age in particular, to ascertain if withdrawals relate to low institutional confidence, or factors relating more explicitly related to age.

## Student success

Age	Partial success headcount				Full success headcount			
	2017	2018	2019	2020	2017	2018	2019	2020
≤15	336	388	175	176	1437	1483	1440	614
16 - 20	710	938	787	448	5064	4868	4804	2320
21 - 25	125	174	96	76	1874	1742	1442	763
26 - 30	66	90	69	38	1420	1425	981	480
31 - 35	83	75	57	22	1108	1279	853	350
36 - 40	79	74	56	24	1013	1071	770	295
51 - 55	46	54	44	15	886	995	682	169
56 - 60	34	43	24	8	626	796	483	123
>60	25	31	26	3	426	610	365	113
(blank)	99	125	85	18	1930	2131	1311	416
<b>Total</b>	1479	1836	1308	807	13428	13659	11455	5114

Age	Partial success %				Full success %			
	2017	2018	2019	2020	2017	2018	2019	2020
≤15	17.36%	18.99%	9.78%	10.22%	74.26%	72.59%	80.49%	35.66%
16 - 20	10.11%	13.28%	11.97%	6.54%	72.12%	68.90%	73.04%	33.85%
21 - 25	5.36%	7.84%	5.43%	3.76%	80.36%	78.54%	81.61%	37.75%

Age	Partial success %				Full success %			
	2017	2018	2019	2020	2017	2018	2019	2020
<b>26 - 30</b>	3.77%	5.10%	5.57%	3.10%	81.14%	80.83%	79.18%	39.22%
<b>31 - 35</b>	5.95%	4.88%	5.38%	2.29%	79.48%	83.21%	80.55%	36.50%
<b>36 - 40</b>	6.31%	5.66%	5.91%	2.99%	80.91%	81.88%	81.22%	36.74%
<b>51 - 55</b>	4.40%	4.61%	5.49%	2.56%	84.70%	84.90%	85.14%	28.89%
<b>56 - 60</b>	4.73%	4.63%	4.20%	2.05%	87.07%	85.68%	84.59%	31.54%
<b>&gt;60</b>	4.74%	4.19%	5.70%	0.99%	80.83%	82.54%	80.04%	37.29%
<b>(blank)</b>	4.29%	4.89%	5.31%	1.47%	83.59%	83.34%	81.89%	33.96%

### Partial success

Proportions of partial success for students aged  $\leq 15$ , 16-20 and 21-25 increased nominally in 2018, before receding in 2019. This reflects notably higher full success rates for  $\leq 25$ s in 2020 than previously. This was most pronounced for those  $\leq 15$ , for whom the proportion achieving partial success fell by more than half to 9.23%, roughly reflecting the proportion by which full success increased for this group.

Proportions of those aged 26-30 and 50-55 showed steady increases in partial success. For the former group, this tempers against decreasing full success, while the latter group shows improved success rates for both full and partial completion.

For those aged 30-35, 36-40 and  $>60$ , partial success fluctuated within approximately 1%, falling in 2018 before rising in 2019. The only group for whom partial success rates fell were aged 56-60 who also receded at full success levels.

Proportions of those leaving the age field blank achieving partial success rose across the census period, while those achieving full success receded, particularly in 2019 when numbers fell by 63%. Whilst all-student numbers fell in 2019, we see a disproportional drop in full success of 1.7% for this group from 2017-19.

### Full success

Full success grew over the census period for all groups excepting those aged 26-30 and all groups  $>56$ , though some groups fluctuated over this journey, receding before growing or vice-versa.

For most age groups, full success directly contrasts or mirrors partial success patterns. Exceptions to this pattern exist among 26-30-year-olds, whose success fell proportionally year-on-year, dropping in number in by 30%.2019.

## Conclusion to student data on age

Receding global student numbers are particularly pronounced for those aged  $\leq 20$ , those in their early 50s and those  $\geq 60$ , with an apparent lack of disclosures among students aged 40-49. Withdrawal rates decreased for all groups excepting those aged  $\leq 15$ ,  $\geq 50$  and those who chose not to disclose (who may disproportionately reflect staff in their 40s). Proportions of each group achieving full success grew, with the exception of those in their late 20s and late 50s, mirroring outcomes in relation to partial success.

A complete lack of disclosure from students in their 40s bears further investigation, and may reflect a digital or labelling anomaly, as those leaving the field blank are roughly commensurate with other mature student proportions. Despite this lack of data, other impact assessment exercises and known barriers to equality suggest that women in their 40s are a group who face challenges that are not common to other equality groups. Anecdotal evidence suggests a high number of men who transition to atypical sectors (eg. nursing, social care) retrain in their 40s.



For reasons above, we will foreground investigations around age and gender on staff and students in their 40s, as well as focusing actions on attracting and retaining those at the edges of the age distribution curve. We will also look to utilise intergenerational activities to foster good relations, understanding and bridge common skills gaps, which could relate to digital skills or confidence and self-promotion.

## Links to targeted actions in relation to age

Actions are currently provisional at a time of strategic review and organisational restructuring. We understand the need to remain flexible in light of uncertain factors around restructure, shifting sectoral priorities, funding and COVID 19. We will outline the flexible scale of our plans in the forthcoming publication of SECTION 2, and will elaborate our criteria for choosing which actions to prioritise.

Action	Outcome	Page ref.
Include age in protected characteristics offered positive action in respect of recruitment, selection and interview panellist training	2, 6	Pending publication of SECTION 2
Explore reciprocal mentoring and buddying with age brackets above each group, to increase confidence and relatability	2, 6	
Scope opportunities for skills assessment as part of interview process	2, 6	
Investigate potential for modern and graduate apprenticeships and transitional roles.	2, 6	
Explore intersectional analysis of age and gender through transformed Athena SWAN framework	1, 2, 6	
Consider targeted advertising to recent graduates particularly those with qualifications that are applicable to advertised roles.	6, 7	
Utilise DYW funding to undertake targeted work to increase STEM apprenticeships, with contextualised focus on attracting women and girls	1, 3, 5, 7	

## Conclusion to SECTION 1: Staff and student data at UHI

Whilst our ability to collect and present data on some groups is limited, we feel that SECTION 1 and Equality Outcome 4 demonstrate that we do our best to use the data we have, and can source, to reach meaningful conclusions and act accordingly. SECTION 1 has aimed to ascertain where particular groups may either face benefits or challenges as a result of our structure, operations, environment, or culture. We have outlined these below by way of conclusion, organised by positive and negative trends, and areas of low confidence.

### Positive trends

Many positive trends are apparent throughout SECTION 1, where groups perform particularly well, or where the university and academic partners have shown improvements in attracting and retaining staff and students.

#### Positive trends, presented by protected characteristic groups

Sex and gender	Ethnicity	Disability
<ul style="list-style-type: none"> <li>• Reduced gender pay gap for all, academic and PSS staff</li> <li>• Significant increase in female FE students</li> <li>• Increased student retention of all genders</li> <li>• 600% increase in disclosure of NB student identities</li> <li>• Full and partial success rates from NB students doubled</li> <li>• Improved student disclosure of gender reassignment</li> </ul>	<ul style="list-style-type: none"> <li>• High retention of ME staff</li> <li>• High success from white non-UK, particularly at interview</li> <li>• Positive trends with ME student numbers: faster increases, slower decreases, particularly at HE</li> <li>• Increased disclosure of ethnicity at FE, positively affecting ME %</li> <li>• Improved retention and success from ME and PNTS groups</li> </ul>	<ul style="list-style-type: none"> <li>• Higher success rate for disabled than non-disabled staff at interview and appointment stage</li> <li>• High % PNTS invited to interview</li> <li>• Significant increase in number and % of disabled students at HE &amp; FE levels (&gt;25% all students)</li> <li>• Very low student non-disclosure of disability</li> <li>• Improved withdrawal rates for disabled students</li> </ul>
Religion and belief	Sexual orientation	Age
<ul style="list-style-type: none"> <li>• High success at application from Muslim, Buddhist, Christian, PNTS and other faiths</li> <li>• When aggregated: all non-Christian faiths have higher success at recruitment than other groups</li> <li>• Increase in Hindu students</li> <li>• Improved student disclosure</li> <li>• High retention and success from Christian &amp; Jewish students</li> <li>• Improved retention of Sikh students</li> <li>• Improved success from Hindu students</li> </ul>	<ul style="list-style-type: none"> <li>• High success for gay men and PNTS reaching interview &amp; appointment</li> <li>• High success for gay women reaching interview</li> <li>• A higher proportion of LGB+ than straight applicants are appointed</li> <li>• Increased student representation of gay women and bi students</li> <li>• Low withdrawal for PNTS and other orientations</li> <li>• Increased partial student success for bi, gay women, straight and other orientations</li> <li>• Increased full success for gay men</li> <li>• Increased student disclosure</li> </ul>	<ul style="list-style-type: none"> <li>• Increased numbers of staff in their 20s, 50s and 60+.</li> <li>• Increased PT staff in their 20s &amp; 60+</li> <li>• High staff &amp; FE student disclosure</li> <li>• High success from applicants in their 30s &amp; 50s</li> <li>• Increased students aged 21-25</li> <li>• Increased HE students aged 21-40 and 56+</li> <li>• Increased partial success from ≤25s</li> <li>• Increased full success for ≤15s</li> <li>• Increased full and partial success for those aged 51-55</li> </ul>

We will aim to identify particular reasons for success, eg the correlation between increased needs-assessment capacity and steep increases in disabled student numbers can be considered as part of our review of partnership HR Practitioners Group. Where processes can be adapted for other groups, for example student champions programmes, we will aim to consult teams responsible for previous areas of success.

## Potential barriers

As well as above successes, SECTION 1 suggests some areas where barriers may exist for protected groups. We have categorised these by different stages where disadvantage may be felt and suggested some possible areas where remedial actions may be explored. When planning specific projects, we will aim to explicitly represent and consult as many groups below in activities relevant to that stage in their staff or student journeys.

	Possible areas for remedial action	Sex & gender	Ethnicity	Disability	Religion & belief	Romantic orientation	Age
Population	Increased communication internally/ in the community; increased media profile; improved facilities; appropriate terminology & language;	Men & NB staff & students; senior women; gender-reassigned students	All ME staff and student groups	All disabled staff groups	No data	No data	30s & 40s
Applications	diverse advertising; alternative articulation	Men, NB & senior women applicant groups	All ME applicant groups	All disabled applicant groups	All non-Christian faiths	All LGB+ applicant groups, inc. 'other'	≥60
Interview	Ensuring clear, ungendered language on application forms; consistent application of scoring criteria; accommodate non-standard qualifications and experience; unsighted shortlisting; positive action.	Women applicants	All ME applicant groups		No faith; Hindu	Bi; 'other' applicant groups	20s; 30s, 40s; PNTS applicant groups
Appointment	Mixed interview panels; Independent panellist/ E&D; requirement to reach consensus & rationalise decision; alternative interview formats; unconscious bias training.	Men interviewees	All ME; white UK; PNTS interviewee groups	PNTS interviewees	Hindu, Buddhist, Muslim; PNTS interviewee groups	Gay women; Bi; other interviewee groups	20s; 40s; 60s; PNTS interviewee groups
Pay Gap	Attract senior staff; develop promotions pathways, designed in collaboration with specific groups; review of grading structures and senior roles.	Women		Disabled (particularly men)	Not calculated		
Retention	Increased range of support; mental health & wellbeing; inclusive physical environments; increased visibility, pastoral/ peer support & social opportunities.	Women, PNTS students	PNTS; all ME student groups	Disabled staff	PNTS; Buddhist, Hindu; Muslim; Protestant; No religion; Other religions	LGB+	≤15, ≥60; 40-55; PNTS
Student Success			PNTS	Disabled; PNTS	Muslim; Sikh; Buddhist; PNTS	Gay men; gay women; straight; other	56-60; PNTS

Where we have seen opportunities, or evidence of particular need, we have set actions to reflect specific challenges that particular groups may face. Where evidence is limited, we look to foreground specific groups in wider E&D visibility activities, as a starting point to increase engagement and generate further evidence.

## Non-disclosure

Non-disclosure can be an indicator of many factors, which necessitate different approaches to E&D. This reflects in our outcome 4: Data & Disclosure, which aims to increase confidence in how and why we collect data, and increase understanding of the benefits of doing so across staff, students and applicants.

Previous feedback suggests that some groups do not see the value of data collection; feel it is intrusive; tokenistic; a 'box-ticking' exercise, which are all potential barriers to fostering good relations between different equality groups. Those who have not disclosed because they fear being labelled, judged, disadvantaged or treated differently may have a worse experience than other groups, and not meet their academic or personal potential as a result.

NB. There is nothing to preclude whether-or-not non-disclosing staff occupy minority groups: in increasingly polarised and libertarian times many majority groups also fear discrimination, and may fear missing out due to perceived potential for positive action in favour of minority counterparts.

### Non-disclosure 'league tables'

SECTION 1 presented data on staff, applicants and students, and will aim to increase disclosure among each of these distinct groups. Below we have presented 'league tables' of protected characteristics with highest-lowest non-disclosure.

Staff		Applicants		Students	
Protected characteristic	% Non-disclosure	Protected characteristic	% Non-disclosure	Protected characteristic	% Non-disclosure
Disability	2.40%	Religion	8%	Gender Reassignment	89.30%
Ethnicity	1.90%	Sexual orientation	8%	Religion	13.81%
Age	0%	Marriage & civil partnership	3.63%	Age	10.36%
Sex	0%	Disability	2.81%	Sexual orientation	5.21%
Religion & belief		Age	2.46%	Ethnicity	4.82%
Sexual orientation		Ethnicity	2.34%	Disability	0.63%
Gender Reassignment		Sex	1.41%	Sex	0.09%
Marriage & civil partnership		Gender Reassignment		Marriage & civil partnership	

Assessing the most and least popular areas of disclosure shows us that staff, students and applicants do not necessarily choose to withhold the same information, though direct comparison is not possible due to differing levels of data collection across each cohort. Our actions under Outcome 4 hope to find ways to align our reporting across these groups.

A large proportion of students (10.36%) choose not to disclose age. As our student profile is younger than our staff profile, we will pay particular attention to intersectionality of protected characteristics with age when developing our E&D work.

### Closing thoughts

Areas of potential positive and negative difference in staff and student characteristics are outlined throughout SECTION 1. The remainder of this document will describe what we have learned, how this has informed our E&D strategy, the outcomes, and actions that we have set to these ends. Publication will follow shortly.

University of the Highlands and Islands

Public sector equality duty reporting:

SECTION 2

Equality Mainstreaming and Outcomes Report

Has been delayed and will be published as soon as possible

See p3 for details, many thanks



University of the  
Highlands and Islands  
Oilthigh na Gàidhealtachd  
agus nan Eilean