

Equality Mainstreaming Report and Employee Information Sabhal Mòr Ostaig - April 2019

Available in large print (16pt)

And digitally.

Contact the [Principal's PA](#)

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Tha Sabhal Mòr Ostaig na charthannas

clàraichte an Alba SC002578



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Foreword by Principal

On behalf of the Board of Directors, Staff and Students of Sabhal Mòr Ostaig - Scotland's National Centre for the Gaelic Language and Culture - I am delighted to welcome this report. I am proud to affirm our commitment to further embedding the values of equality in our College Strategy and in our daily operations.

As the National Centre for Gaelic Language and Culture, we highly value our interactions with others' languages and cultures and believe that mutual respect of each other's languages, cultures and values are beneficial and, indeed, essential. We are proud that we attract students and staff from not only Gaelic, Scottish and UK backgrounds but also from other European countries, and from the United States and Canada; indeed, some of these students have graduated and taken up employment with us. We learn from each other in a celebratory and mutually respectful way.

While we recognise that the numbers of female students on our courses continue to exceed the number of male students, we are taking steps to address this through planning and through activities with relevant bodies, as well as through our marketing strategies.

As a College, we place great emphasis on self-assessment and on the continuing development of opportunities for all who wish to take part in our shared Gaelic community.



Introduction

Background

Sabhal Mòr Ostaig, which has continued as an independent educational institution since it was founded in 1973, is unique in that it is the only college of FE/HE in the United Kingdom offering advanced courses solely through the medium of Gaelic. As such, it has a critical role to play in ensuring the development and support of the Gaelic language, culture and heritage through educational, cultural, promotional and economic programmes and activities.

Though a relatively small and new institution, Sabhal Mòr Ostaig has been characterised by rapid expansion of activities over the years. Sabhal Mòr Ostaig became a founding member of the UHI project in 1994 resulting in university title being awarded in January 2011. Since its inception, the College has welcomed learners from varying backgrounds and lifestyles and it is our aim to ensure that this continues and is built upon.

Our Mission

Sabhal Mòr Ostaig is committed to being a centre of excellence for the development and enhancement of the Gaelic language, culture and heritage, by providing quality educational, training and research opportunities through the medium of Scottish Gaelic; and by interacting innovatively with individuals, communities and businesses, to contribute to social, cultural and economic development.

The College is an all-Gaelic educational institution and business, and the College's prime objective is to defend, support and develop the Gaelic language.

Our Mainstreaming Vision

Our mainstreaming vision is to be an inclusive community in which everyone, whatever their background, age, nationality or identity is able to participate without constraint.

Commitment to Equality

We at Sabhal Mòr Ostaig believe that discrimination on any grounds is unacceptable in our College. We welcome the duties introduced by the Equality Act 2010 (the Act) and will continue to work towards improving our performance as an Equalities employer and education provider within the relevant legislative framework.

We will continue to seek to make equality a central part of the way we work, by putting it at the centre of our policy-making, service delivery, and employment practice.

We will strive to improve the information which we collect about our staff and students and to become more effective at monitoring and reviewing data accordingly.

We are always conscious of the positive nature of equality duties and we wish to be proactive, and prevent discrimination before it occurs – that is, from the outset we consider our decisions and policies to make sure that they are fair for everyone – staff and students alike.

The systematic way in which we do this is by producing Equality Impact Assessments, which thoroughly analyse our practices, and establish whether the practice affects different groups of people in different ways.

The assessments involve gathering information to help identify the effect of a policy or practice and taking action to eliminate any actual or potential discrimination or disadvantage which is identified. Impact assessments also look for opportunities to promote equality.

This report highlights the progress that the College has made in mainstreaming equality against our Equality outcomes, published in April 2017. It also refers to our revised outcomes and Action Plan which will lead us into a cycle of improvement and progress which enables us to meet and, we hope, to exceed, the general and specific duties imposed upon us by the Act.

[The Public Sector Equality Duty \(April 2011\)](#)

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The protected characteristics are:-

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

Examples of Good Practice

International Music Workshops

<i>Equality Duty</i>	➤ <i>Foster good relations</i>
<i>Protected Characteristics</i>	➤ <i>Race/Ethnicity</i>

Kalifa Kone is a traditional African musician hailing from Mali in West Africa. Not only is he a master of African percussion but he is also highly skilled on the balafon and ngonì (African tuned percussion and harp) and drum kit.

SMO Music Course tutor, Griogair Labhruidh, and Kalifa Kone visited the College in December 2018 and gave a work-shop and a taste of some of the music they have been collaborating on.

Griogair has been collaborating with West African musicians for some years now and his recording and live work with Afro Celt Sound System has put him at the centre of Celtic/African fusion music.

While here, Kalifa delivered workshops at several local primary schools, as well as working with the students on the BA (Hons) Gaelic and Traditional Music at Sabhal Mòr.

International Music Festivals

Sabhal Mòr Ostaig perform at a Catalan music festival in Mallorca.

<i>Equality Duty</i>	➤ <i>Foster good relations</i>
<i>Protected Characteristics</i>	➤ <i>Race/Ethnicity</i>

Programme Leader Dr Decker Forrest and current students and staff of Sabhal Mòr Ostaig attended a concert in Mallorca at the end of October 2017.

The concert was an opportunity to showcase traditional Gaelic music, song and dance in Mallorca and to represent Sabhal Mòr Ostaig as a cultural agency which promotes a minority language.

Dr Decker Forrest commented: “Being consciously involved in the revitalisation of Gaelic language – as a student, teacher, researcher, parent, artist or in any number of other ways – it is often easy to forget that the regeneration of minority languages is happening all over the world. It is important that relationships between people and institutions are forged and maintained to support and learn from one another in our similar missions. Music is a key means of initiating contact with others and can lead to stronger ties, deeper levels of understanding and mutual support.”

Sabhal Mòr Ostaig music students at Pan Celtic Festival Donegal April 2018

<i>Equality Duty</i>	➤ <i>Foster good relations</i>
<i>Protected Characteristics</i>	➤ <i>Race/Ethnicity</i>

This annual festival is a colourful and vibrant celebration of the music, song, dance, pageantry, languages and sports of the six Celtic nations - Ireland, Scotland, Wales, Cornwall, the Isle of Man and Brittany.

Throughout the week the students were engaged with rehearsals, soundchecks, competitions, concert performances and, of course, less formal musical contributions in the pubs. They undoubtedly contributed much to the Festival and, in turn, enjoyed an exceptional week full of new experiences and wonderful music with their Celtic neighbours.

Jon Schueler Scholarship

<i>Equality Duty</i>	➤ <i>Foster good relations</i>
<i>Protected Characteristics</i>	➤ <i>Race/Ethnicity</i>

The Jon Schueler Scholarship is a unique international partnership between Sabhal Mòr Ostaig UHI and the Jon Schueler Charitable Trust, with support from the Royal Scottish Academy.

The Scholarship is set up to enable a visual artist to come and work in and from the large Visual Arts Studio, based within the FÀS Centre, Sabhal Mòr Ostaig, in a rich and multi-disciplinary arts environment.

Artists will be given the opportunity during their residency to engage with the Gaelic Language and Culture. They also have the opportunity to meet with other artists working in different art forms: e.g literature, drama and music, and also other artists working within the local area.

Artists, students and the wider community are also able to engage with the Schueler artists while they are here through open studio events, talks and collaborative events, promoting the exchange of ideas across cultures. This compliments our long-running artist residency programme for Gaelic writers, musicians, drama and visual artists which for 2019 is planned to increase cross art-form collaboration opportunities for Gaelic artists.

Australian artist, Kim Anderson, has been named as Sabhal Mòr Ostaig's new Artist in Residence, under the Jon Schueler Residency Programme which has been running for 7 years.

Last year's residency artist, Rachel Schmidt, held a solo show at the Hamiltonian Gallery in Washington DC, in January 2019, featuring a new body of work that is the direct result of the residency at SMO. During her time at SMO, Rachel worked collaboratively with a young Gaelic artist and recent graduate of Glasgow School of Art along with sound artist/ musician Hector MacInnes presenting a live installation/sound/performance event at SMO. The proceeds went towards the first *Small Halls Festival*, run by local arts promotion organisation based at SMO, SEALL which sought to bring live cultural performances to a wider range of local village halls across Skye and Lochalsh.

Seachdain nan Teaghlach / Family Week

Part of the summer Short-course programme

<i>Equality Duty</i>	<ul style="list-style-type: none"> ➤ <i>Foster good relations</i> ➤ <i>Advance Equality of Opportunity</i>
<i>Protected Characteristics</i>	<ul style="list-style-type: none"> ➤ <i>Age</i>

This is an annual event in collaboration with many public bodies – SMO, Highland Council, Bòrd na Gàidhlig and Community Learning and Development (CLAD). This unique week allows families who have children in Gaelic Medium Education across Scotland to come together for a week of family orientated learning – children are looked after in *Fàs Mòr* (Gaelic Childcare Facility) or at the Playscheme based at *Bun Sgoil Shlèite*, where they get a mix of Arts & Crafts, Drama and Outdoor Education. The adults are in various levels of Gaelic classes, from Complete Beginners to Advanced Learners. An evening programme of events was also on offer where parents & children could participate in activities together.

Ceitidh – Gaelic Text to voice Screen-reader

<i>Equality Duty</i>	<ul style="list-style-type: none"> ➤ <i>Eliminate Discrimination</i> ➤ <i>Advance Equality of Opportunity</i>
<i>Protected Characteristics</i>	<ul style="list-style-type: none"> ➤ <i>Disability</i>

Students with dyslexia and other disabilities are now able to benefit from the use of the new Gaelic screen reader 'Ceitidh' while undertaking examinations and other assessments as well as class-work and self-study. This screen-reader, funded by the Scottish Government, Bòrd na Gàidhlig, SQA and SFC is available to all educational establishments and other public bodies, free of charge.

This resource has been available for two years and is now on all college computers. It has been used by some students to complete assessments and examinations and has enabled these students to complete their courses successfully.

'An Tac an Teine' Gaelic Story Telling Activity

<i>Equality Duty</i>	➤ <i>Foster Good Relations</i>
<i>Protected Characteristics</i>	➤ <i>Race/Ethnicity</i> ➤ <i>Age</i>

This event has been running for a few years and, due to demand from current student, it has been held every two months during 2018-19.

The evening is open to students, staff and the local community. While the focus is on story-telling from the Highlands and Islands, students from all backgrounds are encouraged to contribute with a story or song from the Highlands or other parts of the world. This has been well-attended by students and encourages members of the community, especially older members, to share their wealth of folklore with interested students, some of whom are from out-with the Highlands and have a keen interest in Highland culture. The benefit of the event is that students learn more local, Highland and international folklore as well as enjoying the opportunity to develop their Gaelic and musical skills, outside the classroom. It also improves contact between students and the local community across different ages and cultural backgrounds.

Fèill nan Oileanach/Freshers' Fayre

<i>Equality Duty</i>	➤ <i>Advance Equality of Opportunity</i> ➤ <i>Foster good relations</i> ➤
<i>Protected Characteristics</i>	➤ <i>Sexual Orientation</i> ➤ <i>Religion and Belief</i> ➤ <i>Age</i> ➤ <i>Gender</i> ➤ <i>Disability</i>

Sabhal Mòr Ostaig Freshers' Fayre is held every year and continues to evolve and attract interest from different groups. We continue to welcome groups from the local community, the Highlands of Scotland and beyond and in the last 2 years exhibitors have included local churches and other faith groups as well as Highland LGBT organisations. We also have representation from Police Scotland, NHS Highland, the Fire Brigade, Highlands and Islands Students Association and Mental Health Organisations. We also ensure that the event is of interest to both male and female students and those of all ages.

Feedback from the event is extremely positive and contributors have always been keen to return.

Mental Health Awareness

<i>Equality Duty</i>	<ul style="list-style-type: none">➤ <i>Advance Equality of Opportunity</i>➤ <i>Foster good relations</i>
<i>Protected Characteristics</i>	<ul style="list-style-type: none">➤ <i>Disability</i>

A series of events, including a *Capacitar* session and a video, produced by the Gaelic Media course, was held to commemorate University Mental Health Day. These events were well publicised and brought different groups of staff and students together to discuss their feelings and learn more about how to support each other and about the professional sources of support available.

A *Mental Health First Aid* training session was delivered in February 2019. This is the third in a series of training events aimed at staff from all college departments and is a further example of the importance placed on Mental Health awareness and training by college managers.

The feedback from these events is excellent with evidence of continued demand and willingness to attend from staff members and their managers.

Training Session from *Who Cares Scotland?*

<i>Equality Duty</i>	<ul style="list-style-type: none">➤ <i>Advance Equality of Opportunity</i>
<i>Protected Characteristics</i>	<ul style="list-style-type: none">➤ <i>Disability</i>➤ <i>Age</i>

While not a 'Protected Characteristic' in terms of the Equality Act 2010, Sabhal Mòr Ostaig is legally designated as a corporate parent under Part 9 of the Children and Young People (Scotland) Act 2014 and as such has created and published a Corporate Parenting Action Plan with a report on related activities to be produced every three years.

All staff must complete an online awareness-raising video, and in February 2018, all college managers and other relevant staff participated in a face-to-face training session delivered by "Who Cares? Scotland."

Students are made aware of how the College can support care-leavers who are encouraged to disclose if they are from a 'care background'. Staff are aware of the need for greater flexibility when dealing with course applications from 'care experienced learners' and when dealing with student support and accommodation, including support out-with the college term.

Guided Outdoor Activities

Equality Duty	➤ <i>Foster good relations</i>
Protected Characteristics	<ul style="list-style-type: none"> ➤ <i>Race</i> ➤ <i>Age</i> ➤ <i>Gender</i> ➤ <i>Disability</i>

Students can participate in guided walks led by a staff member who is a qualified mountain leader. These walks, to the surrounding area, take place on Friday afternoons, weather permitting, when students are usually free from classes and appreciate the opportunity to get together informally and enhance their Gaelic language skills, whilst undertaking an activity as well as learning about history, environment, flora and fauna.

Students receive detailed information on the type of terrain, level of fitness required and the necessary clothing and equipment while the benefits of walking in a group, in terms of physical and mental health, are emphasised. These walks are popular with students of all ages and provide students who normally live out-with the Highlands with an opportunity to appreciate and admire the local landscape.

There are additional outdoor activities available to students and staff on some weekends which include longer walks and hill climbs as well as sea-kayaking. These events are organised and led by the same staff member and provide further opportunities for students and staff of all ages and backgrounds to get together and support each other in terms of enhancing their Gaelic languages and in terms of participation in the chosen activity.

Exercise and Dance Workshops

Equality Duty	➤ <i>Foster good relations</i>
Protected Characteristics	<ul style="list-style-type: none"> ➤ <i>Age</i> ➤ <i>Gender</i> ➤ <i>Disability</i>

There is a weekly aerobics class and Pilates class available to all students and staff, and the different nature of the activities attracts a wide range of ages and abilities. They promote physical as well as mental health in different ways, especially the Pilates class focusing on strength, movement and relaxation, which helps students and staff wind down after classes and work. It is a relaxed way of bringing students and staff together.

Is tusa an Còcaire/International Cookery Workshop

<i>Equality Duty</i>	<ul style="list-style-type: none">➤ <i>Foster good relations</i>
<i>Protected Characteristics</i>	<ul style="list-style-type: none">➤ <i>Race</i>➤ <i>Age</i>

This year, 2018-19, the cookery workshop has been particularly successful among students of all ages and backgrounds. Students suggested dishes from their home country, some of them celebrating special festivities of their culture. Students are encouraged to provide the recipes and receive assistance translating them into Gaelic for the workshop. It gives everyone the opportunity to try out food from different cultures and celebrates different students' culture and background. Some students went further and started an Instagram channel displaying a weekly recipe in Gaelic.

Caraidean Càinain/Gaelic Language Buddy Scheme

<i>Equality Duty</i>	<ul style="list-style-type: none">➤ <i>Promote Equality of Opportunity</i>➤ <i>Foster Good Relations</i>
<i>Protected Characteristics</i>	<ul style="list-style-type: none">➤ <i>Race</i>➤ <i>Age</i>

All students, on campus, distance learning and short course students, have the opportunity to be paired up with a language buddy to practise their language skills and boost their speaking confidence. This creates links between students and staff and between students from all over the world. Students can speak Gaelic face to face, on the phone or over the internet and this enables them to practise their spoken language and meet other Gaelic speakers from other countries.

For distance-learning and short-course students this is often their only social contact through the medium of Gaelic and they have provided feedback which shows it to be extremely beneficial for their confidence and language proficiency and helps them to maintain their skills and progress with their studies. They feel connected to the Gaelic world through their language buddy, regardless of their geographical location. Students on campus find the scheme helpful, if not essential, to break the habit of speaking English to their peers, and it creates a bridge for them to move to a lifestyle in Gaelic.

Flexible Learning Opportunities

<i>Equality Duty</i>	➤ <i>Promote Equality of Opportunity</i>
<i>Protected Characteristics</i>	➤ <i>Race</i> ➤ <i>Age</i> ➤ <i>Disability</i>

Sabhal Mòr Ostaig continues to provide access courses, certificate, diploma, degree and Masters level courses by distance-learning enabling participation by students who could not attend college full-time.

Distance learning provision ranges from level SCQF 6 to SCQF 11 with most distance-learning students choosing to study part-time. However, at Levels SCQF 8 and above, the study options range from one module per academic year to full-time, six modules. This flexibility makes degree level study available to students who would not otherwise be able to access it whether due to geographical, personal circumstances or other factors.

From 2019-20 onwards there is to be no limit on the period of registration for a degree, provided that the student's achievements remain current and sufficient to meet the programme outcomes. This development, requested by Sabhal Mòr Ostaig, will enable more students to complete their degree programmes in a timescale which suits their personal circumstances.

Seirbheis Comhairleachaidh/Counselling Service

<i>Equality Duty</i>	➤ <i>Promote Equality of Opportunity</i>
<i>Protected Characteristics</i>	➤ <i>Disability</i>

A confidential and professional counselling service is available, free of charge, to all college students and staff in both English and Gaelic.

The service is well-publicised, throughout the college in posters and leaflets, on the website and by word of mouth. Students and staff members may self-refer or seek referral through a tutor, the Student Services and Engagement Co-ordinator, their line manager or Human Resources.

The College Counsellor offers both a face-to-face service to on-campus students and staff and an online service to those studying or working at a distance and to those on placement or on the Honours Year Exchange Programme.

The service is part of the wider Student Services which aim to support students to complete their studies successfully and to help all students and staff to bring about effective change and enhance their wellbeing.

The following data relates to the academic year 2017-18:

- In 2017/18 there was a 36% increase in clients accessing the counselling service from the previous year overall. The increase in students using the service was 50%.
- 11% of students who graduated in October 2018 had accessed the counselling service at some point during their studies.
- 92% of students who accessed the counselling service in 2017/18 either graduated successfully or progressed as continuing students in 2018/19.

The following quotes were received from service users in response to a question on how the counselling service had helped them.

“Helped me view things in a clearer way, given me more respect of myself...”

“Gave me back some control over my emotional reactions . . . and how to channel them instead of simply denying or suppressing them...”

Marketing Videos

<i>Equality Duty</i>	➤ <i>Promote Equality of Opportunity</i> ➤ <i>Foster good relations</i>
<i>Protected Characteristics</i>	➤ <i>Race</i> ➤ <i>Gender</i> ➤ <i>Disability</i>

Video Content	Number of Views
International Women’s Day 2018 <i>Video interview with Gillian Munro, the first female Principal of Sabhal Mòr Ostaig</i>	2,000
International Mother Language Day 2019	462
European Languages Day 2018	12,000
University Mental Health Day 2019 <i>Video made Gaelic Media students</i>	2,100
International Social Media Day for Minority Languages	973
UHI Health Week 2017	2,700

Governance and Accountability

The Principal of Sabhal Mòr Ostaig is responsible for the efficient running of the College and has overall responsibility for the delivery of its Strategic Plan. The Principal is also accountable to the Board of Directors in ensuring the College meets its statutory obligations.

Oversight of equalities matters was handled on behalf of the Senior Management Team by the College's Equalities Committee. Since then, the Chair of the committee has taken on the role of Staff Board Member on the Board of Directors and the Director of Corporate Affairs now also sits on the Equalities Committee. This ensures Equality is given priority and the Board shall now be appraised of relevant equalities data and outcomes at each Board meeting. Further information on Board level engagement can be found in the Mainstreaming Equality and Diversity within the Sabhal Mòr Ostaig Board of Directors section further down. These are positive recent developments, to help increase the equalities profile at the College, and we look forward to reporting on further progress in the next reporting cycle. The Chair of the Equalities is also invited to present information to the Senior Management Team as and when appropriate. All staff complete Equalities training, in either Gaelic or English, as part of their induction to the College.

Procurement

Sabhal Mòr Ostaig works in partnership with APUC – Advanced Procurement for Universities and Colleges – to ensure that best practice in terms of equality, diversity, sustainability, ethics and value for money, is maintained throughout the procurement process. The College complies with its legal obligations regarding EU procurement directives and regulations on competitive tendering for purchases and contracts which fall under the requirements of APUC. Sabhal Mòr Ostaig is responsible for meeting its legal obligations even when an external contractor provides its functions.

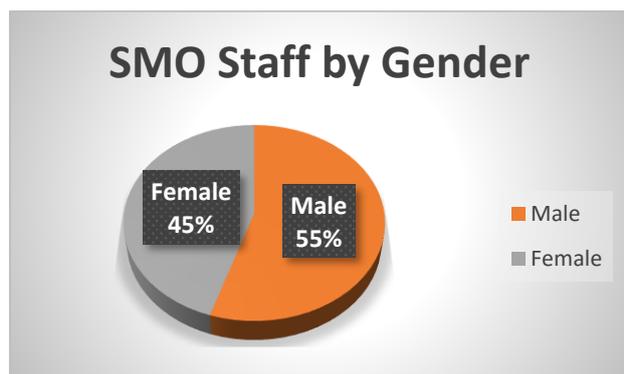
Our Workforce and Recruitment Data

The College currently employs 112 members of staff, mostly based at the College but with some working remotely across Scotland, Ireland and Germany, mainly distance-learning lecturers. Our staff are involved in Higher and Further education, research, facilities, management, finance, academic and administrative support and projects. Staff are invited to complete a biennial Equalities survey and data is also collected from HR records as appropriate. Staff do not currently have access to a staff intranet in order to update these periodically, but we are looking to put this in place.

We also collect monitoring data from job applicants, and this is recorded in a database so that we are able to provide information on the recorded protected characteristics. Recruitment data is given more readily than staffing data which we collect via a staff survey. Protected characteristic statistics for Re3ruitment are included in Appendix 1 for calendar year 2018. The staff information by protected characteristic is outlined below. With a staff of fewer than 150 employees, Sabhal Mòr Ostaig provides this information voluntarily. This information is voluntary although we generally have a high completion rate from applicants.

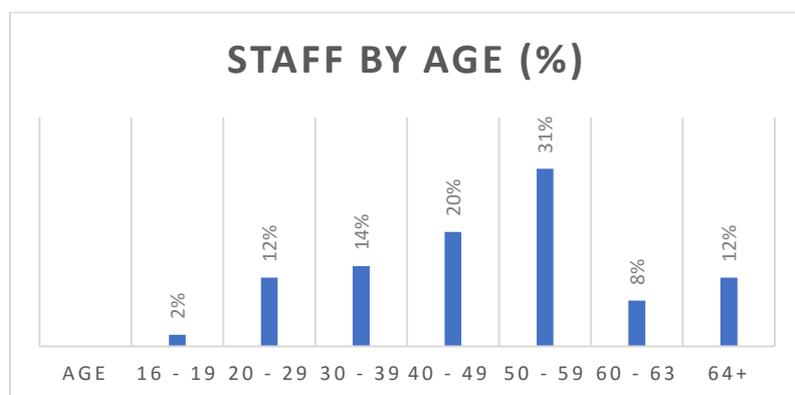
The following section gives an overview of our Staffing profile as at 31 March 2018:

Gender



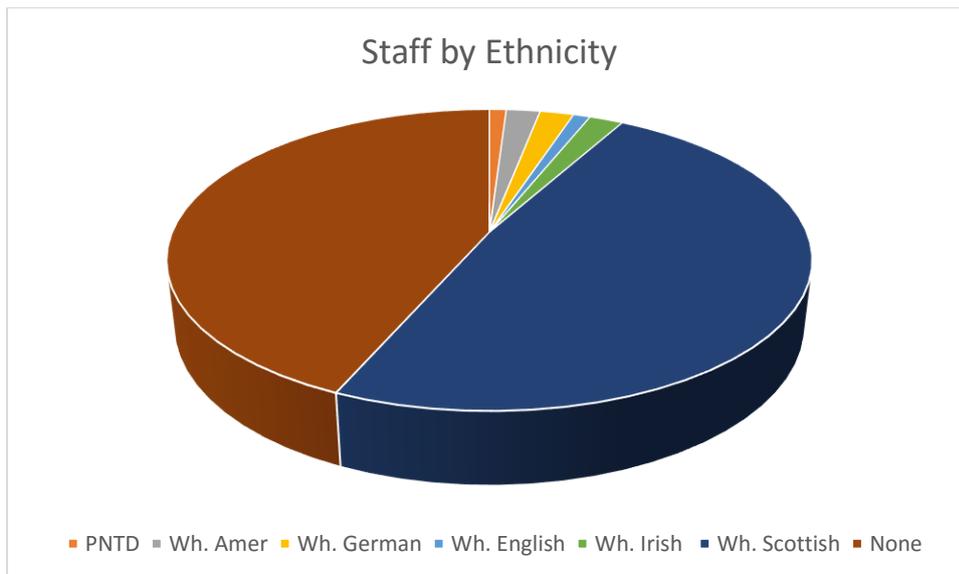
The staffing remains an even split between male and female. Although we have recruited females during the last year onto the Senior Management Team there has been a rise in male appointments to the Hospitality department which keeps the split even.

Age



28% of our staff are below 40 years of age and this proportion is growing as we recruit new staff to the team, especially in the Academic Department where a long-term low turnover is now resulting in retirements in the next 5 years. This will most likely see a reduction in the percentage of over 50s. We are also reviewing our policies and procedures to adapt to a more flexible workforce as we move to a larger number of millennials being employed whose expectations vary from those who are part of the more traditional workforce. Policies such as home-working, flexible hours and improved family -friendly policies are essential in the development of this area.

Race/Ethnicity



Sabhal Mòr Ostaig is currently composed of staff of White Ethnic origin. Recently, we broke down the categories to include White European, White Scottish, White UK and White Other. We know that 100% of our staff are White. However, we did not have a high level of engagement with this question to be able to show a representative outcome for the breakdown within White ethnicity. We will consider how best to increase engagement about this category for the next cycle.

Sabhal Mòr Ostaig welcomes applications from people of all backgrounds. We are conscious that the majority of our vacancies at College are Gaelic-essential or Gaelic-desirable and this creates a pool of applicants who are, in the majority, White. It is worth noting, however, that we do have a more diverse range of students in terms of Ethnicity which could support a more diverse Gaelic workforce for the future.

The statistics may not highlight the fact that over 10% of our workforce is European/International and many of these staff have come to the College, initially to study, and have subsequently gained employment in the College. A substantial number of our graduates do go on to find employment at the college, therefore it is likely that the diversity of the student population will lead to a more diverse talent pool of potential staff in the future.

Comparative Data

Sabhal Mòr Ostaig Staffing (Headcount)

Year	2013	2014	2015	2016	2017	2018
Staff in Post (Headcount)	121	122	127	117	113	112

Staffing numbers have evened out over the last couple of years despite the increasing costs due to National Bargaining. We do not expect the numbers to grow significantly during the next few years and with fewer than 150 employees, Sabhal Mòr Ostaig chooses to report staff data to reflect its openness.

Gender

SMO Comparative Staffing Totals (by gender)	12-13	13-14	14-15	15-16	16-17	17-18
M	46%	46%	50%	52%	55%	55%
F	54%	54%	50%	48%	45%	45%

Hospitality Staff (by gender)	2013	2015	2017	2018
M	24%	31%	50%	46%
F	76%	69%	50%	54%

Belief

Belief	2016	2017	2018
Christian	32	24	33
Other	2	3	1
None	18	11	14
Prefer not to say	10	4	7
Blank	38	59	44

Sexual Orientation

Sexual Orientation	2016	2017	2018
No response	38%	59%	39.3%
Homosexual	2%	2%	0.9%
Heterosexual	54%	37%	44%
Prefer not to say	6%	2%	15.8%

Disability

Disability	2016	2017	2018
Yes	3	3	3

No	92	37	47
None disclosed	5	59	44
Prefer not to say	0	1	5

We are concerned that there are members of staff who do not feel comfortable disclosing a disability. Reassurance is required that data about disability is useful for addressing specific needs of staff members and providing support as required. Confidentiality is assured and some further actions to emphasise this will be taken during the next reporting cycle.

Marital Status

Marital Status	2016	2017	2018
Civil Partnership	1%	2%	1%
Divorced	3%	4%	4%
Separated	1%	0%	1%
Married	30%	17%	30%
Single	21%	16%	12%
Not disclosed	37%	58%	44%
Prefer not to say	7%	3%	6%

It is difficult to compare these figures given the higher incidence of no disclosure in this year's survey and we will be looking to amend how we collect this data in future. As mentioned previously, our Staff Intranet project will allow staff to update their own details periodically and as required.

Pregnancy and Maternity

This information is collected as it occurs and staff are then provided with the support that is appropriate to their situation. Sabhal Mòr Ostaig prides itself on its Family-friendly policies and Flexible-working practices which has meant that many members of staff are able to continue with their careers while working around school hours and to fit in with childcare requirements. The College is in the fortunate position of having a Childcare Facility on-site. The College is represented on the centre's Board and provides in-kind support on a continuing basis. This has made the transition back to work much easier for many working parents.

Sabhal Mòr Ostaig Gender Pay Gap Information

SMO Mean Gender Pay Gap	
2013	28.85%
2015	18.61%
2017	16.27%
2018	13.70%

SMO Mean Hourly Rate (by Gender)		
	M	F
2013	£20.38	£14.50
2015	£20.31	£16.53
2017	£20.74	£17.23
2018	£17.95	£15.49

SMO Median Hourly Rate (by Gender)		
	M	F
2017	£19.71	£16.27
2018	£17.61	£14.55

SMO Median Pay Gap (Percentage)	
2017	16.95%
2018	17.34%

The Gender Pay Gap continues to fall from a high point of 28.85% in April 2013 down to 13.70% in 2018 and the College is committed to ensuring that the Pay Gap is reduced further.

There has not been a formal analysis of the reasons for the Pay Gap but it has been recognised that the majority of the most senior positions were held by males who had accumulated close to 35 years' service at the College and this has had a significant impact on the Gender Pay Gap. Although during the last 12 months this has changed dramatically with the appointment of a female Principal and Vice-Principal. It is expected that these most recent appointments will be better reflected in the next report in 2021.

The College introduced the Living Wage during 2015 and this had a very positive impact on the hourly rate for women. However, although historically there was a higher number of women in the Hospitality department, there has since been a marked increase in males working within these departments which has also impacted on the reduction of the Gender Pay Gap. Support staff received national increases agreed by the Employers' Association under the aegis of Colleges Scotland. Lecturers have also benefited from a harmonisation programme which brings them all on to a National Pay Scale.

The Senior Management Team was previously made up of 5 males and 2 females, this has now changed to 3 males and 4 females. The broader College Management Team is a larger group with 4 males and 7 females. It is encouraging to have additional female representation on the Senior Management and the College Management teams.

Equal Pay Statement

Sabhal Mòr Ostaig supports the principle that all employees should receive equal pay for the same or like work or work rated as equivalent or of equal value. We aim to eliminate any sex bias in our pay system. We understand that equal pay between men and women is a legal right under both domestic and European law.

The Board of Directors

The Board has signed up to the 50:50 by 2020 pledge and had previously (in 2018) been at 50:50. Changes on the Board has meant that we are currently sitting at 55:45 (non-executive members).

The breakdown which is recorded by Colleges Scotland annually is as follows:

Board of Directors	M	F
Non-exec	6	5
Staff	1	1
Student	0	2
SMT (excl. Principal)	3	3

We will be undertaking Unconscious Bias training this year and hope to co-opt a member of the Board from our Alumni which we hope will add to the diversity of the Board and reduce the average age. All Board members undertake Equalities training as part of their induction and Equalities is a standing item on Board agendas.

Conclusion

Sabhal Mòr Ostaig continues to work towards creating a more diverse workforce within the context of Gaelic speaking applicants and we are proud of the broad range of learners studying the language around the world, many of whom come to the College for a Short Course.

We fully recognise the importance of taking proactive steps to address areas of concern and hope to achieve even greater progress in the next two years. We are grateful for all the assistance and training provided to us via *AdvanceHE* and other bodies and organisations who are always able and willing to support us in this endeavour.



Angus G. MacLeod

Chair of the Board of Directors



Appendix 1: Staff Recruitment – January 2017 to December 2018 by Protected Characteristics

Age Band	No of Applicants	% of Applicants Interviewed	Interviewed as % of Total	Appointed	% of Interviewees Appointed	Appointed as % of Total
16 - 19	2	100	3	1	50	1
20 - 29	17	59	16	8	73	12
30 - 39	16	75	17	4	33	6
40- 49	10	50	7	3	60	4
50- 59	15	47	22	1	14	1
64 +	1	100	1	1	100	1
Prefer not to disclose	8	37	4	1	33	1

Sexual Orientation	No of Applicants	% of Applicants Interviewed	Interviewed as % of Total	Appointed	% of Interviewees Appointed	Appointed as % of Total
Gay Man	2	50	1	1	100	1
Gay Woman/Lesbian	1	0	0	0	0	0
Heterosexual/Straight	54	63	49	16	47	23
Prefer not to disclose	12	50	9	2	33	3

Gender at Birth	No of Applicants	% of Applicants Interviewed	Interviewed as % of Total	Appointed	% of Interviewees Appointed	Appointed as % of Total
Female	32	71	3	11	48	16
Male	29	44	19	6	46	9
Prefer not to disclose	8	50	6	2	50	3

Gender	No of Applicants	% of Applicants Interviewed	Interviewed as % of Total	Appointed	% of Interviewees Appointed	Appointed as % of Total
Female	32	75	35	11	46	16
Male	30	43	19	6	46	9
Prefer not to disclose	7	57	6	2	50	3

Disability Status	No of Applicants	% of Applicants Interviewed	Interviewed as % of Total	Appointed	% of Interviewees Appointed	Appointed as % of Total
Disabled	1	0	0	0	0	0
Not Disabled	59	63	53	18	48	26
Prefer not to disclose	9	44	6	1	25	1

Ethnic Origin	No of Applicants	% of Applicants Interviewed	Interviewed as % of Total	Appointed	% of Interviewees Appointed	Appointed as % of Total
White	58	60	51	16	46	23
Other Ethnic Background	1	100	1	1	100	1
Prefer Not to Disclose	10	50	7	2	40	3
	69			19		

Marital Status	No of Applicants	% of Applicants Interviewed	Interviewed as % of Total	Appointed	% of Interviewees Appointed	Appointed as % of Total
Civil-Partnership	4	25	1	0	0	0
Divorced	1	0	0	0	0	0
Married	25	64	23	5	31	7
Separated	2	50	1	1	100	1
Single	22	64	20	9	64	13
Widowed	1	100	1	1	100	1
Prefer not to disclose	14	57	12	3	37	4

Religion	No of Applicants	% of Applicants Interviewed	Interviewed as % of Total	Appointed	% of Interviewees Appointed	Appointed as % of Total
Buddhist	3	67	3	0	0	0
Christian	17	47	11	5	62	7
None	25	60	22	8	53	11
Other	7	86	9	3	50	4
Prefer not to disclose	17	59	14	3	30	4

