



## Equal Pay Statement 2025

**(Incorporating:**

- **a statement on equal pay;**
- **gender, disability and ethnicity pay gap information; and**
- **information relating to occupational segregation for gender, disability and ethnicity)**

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## Section 1 - Background

**1.1** The public sector equality duty requires that public authorities adopt a proactive and organised approach to tackling institutional discrimination, working to mainstream equality in practical ways.

The public sector equality duty covers the following protected characteristics: age, disability, gender, gender reassignment, pregnancy and maternity, ethnicity, religion or belief, sexual orientation and marriage and civil partnership.

The public sector equality duty sets out general duties for public authorities alongside additional specific duties for all public authorities and bodies that exercise a public function.

UHI Moray is a body required to address both the general and specific duties.

### **1.2 General duty**

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; and
- Foster good relations between people who share a protected characteristic and those who do not.

### **1.3 Specific duties**

The specific duties in Scotland were created by secondary legislation in the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. The specific duties set out in this legislation came into force on 27 May 2012 and were subsequently amended by:

- The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2015
- The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016

Two elements of the specific duties came into force for the first time in 2017. These required that all listed bodies include ethnicity and disability alongside gender considerations when publishing their Equal Pay and Occupational Segregation information every 4 years.

Therefore, UHI Moray is required to publish the following every 4 years:

- a statement on equal pay which must have due regard to women and men, people who are disabled and those that are not and people who fall into a minority racial group and those that do not.
- Information on occupational segregation relating to grades and occupations of women and men, people who are disabled and those that are not and people who fall into a minority racial group and those that do not.

UHI Moray is required to publish the following every 2 years:

- Gender pay gap information

UHI Moray has, for several years, published this information annually.

## Section 2 – Equal Pay Statement

**2.1** UHI Moray is committed to the principles of equal pay for all employees. Whilst our pay awards and allowances are now determined nationally, we have operated a single job evaluation scheme for support staff posts to measure the relative value of all jobs in our pay and grading structures. The approach works within an overall framework that is consistent, transparent and fair. The current approach will be replaced by a National Job Evaluation Scheme in furtherance of national bargaining arrangements described in section 2.5, with the outcomes being backdated to 1 September 2018. Locally we work to eliminate any bias in our pay system. UHI Moray believes males and females, those from different racial groups, those with or without disabilities, those of different sexual orientations, different religions or beliefs and different ages should receive equal pay for the same or broadly similar work, for work rated as equivalent and for work of equal value.

**2.2** Our approach is to reflect equal pay with respect to remuneration, development and career progression for all staff, ensuring that the level of reward is appropriate to the relative size and content of the job. It is in the interests of UHI Moray to ensure that we have fair and just pay systems. UHI Moray will continue to impact assess any local pay practices and take appropriate action to ensure that it provides equal pay.

**2.3** We believe that by eliminating bias from our pay systems, we demonstrate best practice and commitment to our employees and students through equitable, fair and transparent reward mechanisms whilst effectively managing UHI Moray's finances. We believe these efforts in avoiding unfair discrimination will ultimately improve morale and enhance College effectiveness and efficiency in fulfilling our strategy and contribute to the achievement of our mission, vision and values.

**2.4** Our equal pay objectives are to:

- eliminate any unfair, unjust or unlawful local practices that impact on pay,
- take appropriate action to address these accordingly,
- regularly monitor and review the application of our policies and procedures and;
- conduct regular equal pay reviews including gender, ethnicity and disability.

### **2.5 National Bargaining**

UHI Moray became a signatory to the National Joint Negotiating Committee in 2015 and, as such, pay awards and amendments to relevant terms and conditions are now determined through National Bargaining. As the National Bargaining arrangements separates support and teaching negotiations (and consequent agreed pay adjustments), the analysis which follows reflects this.

### **2.6 Living Wage Accreditation**

Whilst UHI Moray has implemented the Living Wage for employees for some years, the College became an Accredited Living Wage Employer during 2016. The impact of the implementation of the Living Wage has, to date, ensured a more generous percentage

increase to those posts evaluated on the lowest scale point in the salary model than those scale points above.

## Section 3 – Equal Pay Audit Background and Methodology

**3.1** The Equality and Human Rights Commission (EHRC) recommends an equal pay audit as the most effective way of establishing whether an organisation provides equal pay, rewards employees fairly and promotes equal pay under the terms of the equality duties. This report provides information related to pay gap by gender, disability status and ethnicity and considers these protected characteristics pay quartiles.

**3.2** Previous pay audits have demonstrated that support staff in the same pay grade are doing equal work or work of equal value. This is a result of the use of the job evaluation system to assign pay grades for roles. The grade structure was devised following a full job evaluation exercise undertaken between 2010 and 2011 using the NorthgateArinso system, Evaluate – an analytical job evaluation tool. The tool has been utilised on a consistent basis since that time to evaluate any new posts. As national negotiations are undertaken separately for support and teaching staff, pay adjustments can differ. Analysis in this report is provided for all staff split into teaching, support and senior management categories.

**3.3** UHI Moray's system for pay progression within grade is clearly defined and there is limited scope for discretion. The only area where managers have discretion to offer higher salaries than the minimum of the grade is for new appointments or internal promotions and these are determined with reference to a process involving at least two people before being provided to the HR Section.

**3.4** All contracted staff are considered in this report and information is extracted from data from the March 2025 payroll. Where individuals hold more than one role with different grades, they have been counted within each different role.

## Section 4: UHI Moray Pay Gap Information

As stated above this report initially provides an overall analysis of the pay gap for the workforce prior to examining pay gaps by gender, disability status and ethnicity. A detailed breakdown by protected characteristics that assess the gap by quartile and job category.

263 roles were identified to be in place on 31 March 25. The postholders were analysed in relation to hourly rate, gender, ethnicity, and disability status. The analysis confirmed that UHI Moray pay rates are structured into three distinct tiers, each associated with a different relative pay level:

- **Support Tier (Entry to Lower Relative Pay):** This is the largest group by volume. It is characterised by horizontal segregation, as it is predominantly composed of female staff, though male staff and staff from "Any Other Background" are present.
- **Teaching Tier (Mid-Range Relative Pay):** This tier represents the core workforce. There is significant horizontal **integration** here, encompassing both male and female staff sharing identical pay levels. Staff with disabilities and those from "Any Other Background" are also well-represented within this grouping.
- **Senior Management Tier (Executive to Top Relative Pay):** This is the smallest tier. It exhibits vertical segregation at the very peak; while both genders have reached this level, the single highest-paid position in the organisation is a male staff member.

### Key Distribution Insights

- **Gender Balance:** Women make up the majority of the workforce across all tiers. However, their high concentration in the Support Tier pulls down their overall average pay, while the male presence is more proportionately represented in the Teaching and Senior Management tiers.
- **Disability Representation:** Staff who have declared a disability are vertically integrated, meaning they are found at every level of the organization—from entry-level Support roles to mid-range Teaching and top-tier Senior Management.
- **Ethnic Diversity:** Staff identifying as being from "Any Other Background" are found in both the Support and Teaching tiers. Their placement in these mid-to-lower tiers, rather than being concentrated solely in the lowest-paid roles, helps explain why their group's average pay is higher than that of the White staff group, who occupy the majority of the most junior support positions.

This structure highlights that pay differences in the organisation are driven by where different groups of people are located within the hierarchy (occupational segregation) rather than differences in pay for the same role. (See section 5)

## 4.1 Gender

### Key Findings

- A peak disparity at the senior management level, where the highest recorded male hourly rate significantly outpaces the highest female rate, although the small number of staff in this level should be noted.
- A parity point within the teaching roles, demonstrating equal pay for equal work, at a rate consistent in Scottish further education.
- A volume driver where there is a higher concentration of female clustered at the lower levels of hourly rates demonstrating occupational segregation.
- The volume of female employees in the lower paid support roles create a downward pull on the female average earnings when compared to the lower volume of male employees.
- In summary, the gender pay gap is not caused by unequal pay for the same roles, but rather by the concentration of women in lower-paid support positions and the presence of a male outlier at the highest executive pay level. The comparison between the average and median pay gaps indicates a high degree of occupational segregation.

**Table 1: Overall Gender Pay Gap**

	Female	Male	2025 Pay Gap %
<b>All Staff</b>			
<b>Average Hourly Rate</b>	£21.22	£23.84	11%
<b>Median Hourly Rate</b>	£19.75	£26.57	25.7%

**Table 2 – Average Gender Pay Gap by Quartile**

	% Gender Pay Gap	Comments
<b>Upper Hourly Pay</b>	5.7%	Promoted teaching staff/senior mgt
<b>Upper Middle Hourly Pay</b>	-1.4%	Increased level of teaching staff
<b>Lower Middle Hourly Pay</b>	3.4%	Dominated by support staff
<b>Lower Hourly Pay</b>	-4.5%	All support staff

Because the workforce is predominantly female, women are the majority in all quartiles by volume; however, their concentration varies significantly across different pay levels.

#### Lower Quartile (Lowest 25% of Pay)

- **Gender Distribution:** This quartile is heavily dominated by female staff working in Support roles. (83% female)

#### Lower Middle Quartile

- **Gender Distribution:** This quartile continues to be majority female but sees an increasing number of male staff. (63.8% female)

- **Key Data:** Roles in this bracket include higher-paid Support staff and entry-level Teaching staff, where both genders are well-represented. Females continue to outnumber males here.

#### Upper Middle Quartile

- **Gender Distribution:** This quartile is characterised by the organisation's standard Teaching rate. (74.5% female as is common in our sector).
- **Key Data:** There is a high concentration of both genders at the teaching rate. Because the teaching staff is majority female, women hold the highest number of positions in this quartile. However, this is also the bracket where male participation is most visible in proportion to their total numbers.

#### Upper Quartile (Highest 25% of Pay)

- **Gender Distribution:** This quartile contains Senior Teaching and Senior Management roles. It features both the organization's highest earner and its greatest internal pay gap. (68.1% female)
- **Key Data:**
  - **Top End:** The highest rate is held by a male staff member in Senior Management. The next highest management rates are shared by a male and a female

**Table 3 – Average Gender Pay Gap by Job Classification**

	% Gender Pay Gap	Comments
<b>Teaching</b>	-0.3%	
<b>Support</b>	4.8%	driven primarily by horizontal segregation
<b>Senior Management</b>	22.5%	

#### 4.1.1 Changes to the Gender Pay Gap

The overall average gender pay gap trend is as follows:

- 13.8% in 2022
- 12.3% in 2023
- 10.4% in 2024
- 11% in 2025

The improvements shown in 2023 and 2024 are likely related to the nationally agreed pay increases, particularly for support staff, which saw lump sum awards being made in September 2022, September 2023, and September 2024.

#### 4.1.2 Causes of remaining gaps

The analysis shows that while women are well-represented in the upper pay tiers, the high concentration of women in the Lower Quartile (Support roles) is the primary factor impacting the overall average gender pay gap. This would demonstrate the presence of

occupational segregation which is frequently linked to traditions and stereotypes and the value which is placed upon work which is traditionally considered to be ‘woman’s work’.

## 4.2 Ethnicity

### Key Findings

- While minority staff are successfully integrated into the Teaching tier, the White average is pulled significantly higher by the exclusive presence of White staff in the Senior Management tier.
- In common with our regions population figures, the number of employees identified as minority ethnic group is noticeably low, impacting the statistical relevance.
- The overall mean ethnicity pay gap of 16.5% and median gap of 12.9% are primarily due to vertical segregation.

**Table 4: Overall Ethnicity Pay Gap**

	White	Ethnic Minority Groups	2025 Pay Gap%
<b>All Staff</b>			
<b>Average Hourly Rate</b>	£22.34	£18.66	16.5%
<b>Median Hourly Rate</b>	£19.75	£17.21	12.9%

**Table 5 – Average Ethnicity Pay Gap by Quartile**

	% ethnicity pay gap	Comments
<b>Upper Hourly Pay</b>	NA	0% minority
<b>Upper Middle Hourly Pay</b>	8.1%	
<b>Lower Middle Hourly Pay</b>	-2.3%	
<b>Lower Hourly Pay</b>	-1.6%	

The ethnic distribution across pay quartiles is heavily weighted toward White staff, who make up the majority of the workforce at every level. However, the placement of staff from "Any Other Background" in mid-to-lower tiers helps explain why their group average pay is statistically higher than that of White staff.

### Lower Quartile (Lowest 25% of Pay)

- **Ethnic Distribution:** This quartile is predominantly White, containing the largest volume of White staff in the organisation working in Support roles.
- **Minority Representation:** There are multiple entries for staff from "Any Other Background" in this bracket.

### Lower Middle Quartile

- **Ethnic Distribution:** Similar to the lower quartile, this is majority White.
- **Minority Representation:** Staff from "Any Other Background" are present. This quartile also contains staff whose ethnicity is listed as "Prefer not to say" or "Unknown".

### Upper Middle Quartile

- **Ethnic Distribution:** This quartile is centred on the standard Teaching rate. While the majority of lecturers at this rate are White, there is representation from other groups.

### Upper Quartile (Highest 25% of Pay)

- **Ethnic Distribution:** The Upper Quartile—which includes Senior Teaching and Senior Management roles is entirely White.
- **Key Insight:** While White staff hold all the highest-paying positions, they also hold the majority of the lowest-paying roles in the organisation. Because the few recorded staff from "**Any Other Background**" are concentrated in the middle quartiles (Teaching and higher-tier Support) rather than the very bottom, their group's average pay is higher than the White average.

**Table 6 – Average Ethnicity Pay Gap by Job Classification**

	% ethnicity pay gap	Comments
<b>Teaching</b>	0%	
<b>Support</b>	11.7%	
<b>Senior Management</b>	NA	

The above indicates that while the organisation achieves equal pay for equal work in teaching roles, an overall ethnicity gap persists due to the lack of minority representation in senior leadership and higher-tier support positions

#### 4.2.1 Changes to the Ethnicity Pay Gap

The UHI Moray average Ethnicity Pay Gap has fluctuated between positive and negative pay gaps. The variation is due to the very small numbers in the groups considered, making quantitative interpretation challenging.

#### 4.2.2 Causes of remaining gaps

Traditionally elements which can contribute to the ethnicity pay gap can be considered in two forms; minorities entering lower paid occupations or experiencing barriers to higher paid occupations and minorities being paid less for the same work. The table above would demonstrate that minorities are not paid less for the same work although, the impact of occupational segregation is apparent in relation to ethnicity too.

### 4.3 Disability

#### Key findings:

- UHI Moray exhibits a negative disability pay gap, meaning that staff who have declared a disability earn more on average and at the median than their non-disabled colleagues.

- strong vertical integration exists, with staff with disabilities well-represented in higher-paid professional and management roles.
- The average pay for staff with disabilities is higher because they are not concentrated in the lowest-paid support brackets.
- The median gap is even wider than the mean. This is because more than half of the staff with disabilities are positioned at or above the teaching rate.

**Table 7: Overall Disability Pay Gap**

	No Disability	Disability	2025 Pay Gap%
<b>All Staff</b>			
<b>Average hourly rate</b>	£21.78	£25.51	-17.1%
<b>Median hourly rate</b>	£19.75	£26.57	-34.5%

**Table 8 – Average Disability Pay Gap by Quartile**

		Comments
<b>Upper Hourly Pay</b>	4.1%	
<b>Upper Middle Hourly Pay</b>	1.8%	
<b>Lower Middle Hourly Pay</b>	-3.5%	
<b>Lower Hourly Pay</b>	-1.8%	Low representation of disabled staff

The distribution of staff who have declared a disability shows vertical integration, meaning they are represented in every pay quartile from entry-level support roles to senior management. While "No disability" is the majority status in every bracket, staff with disabilities are found across the entire pay spectrum.

**Lower Quartile (Lowest 25% of Pay)**

- **Disability Distribution:** Staff with disabilities are present in this quartile within Support roles
- **Observation:** The majority of staff in this lowest-paid bracket (occupying roles that have no declared disability).

**Lower Middle Quartile**

- **Disability Distribution:** Representation increases in this bracket, covering both Support and Teaching roles.

**Upper Middle Quartile**

- **Disability Distribution:** This quartile contains a significant concentration of staff with disabilities, primarily in Teaching roles.
- **Key Data:** Multiple staff members with disabilities earn the standard teaching rates This is also the bracket where "Prefer not to say" regarding disability status begins to appear.

**Upper Quartile (Highest 25% of Pay)**

- **Disability Distribution:** Staff with disabilities are represented in the highest-paid tiers of the organisation, including Senior Teaching and Senior Management.

**Table 9 – Average Disability Pay Gap by Job Classification**

		Comments
<b>Teaching</b>	1.1%	
<b>Support</b>	0.2%	
<b>Senior Management</b>	22.5%	

The reason the overall average gap (-17.1%) favours staff with disabilities (despite the gaps within classifications favouring non-disabled staff) is vertical integration. 78% of staff with disabilities are in higher-paid Teaching or Management roles. In contrast, a much larger proportion of the non-disabled workforce is concentrated in lower-paid Support roles. The resulting impact is that the "average" staff member with a disability holds a higher-paying position than the "average" non-disabled staff member.

#### **4.3.1 Changes in the Disability Pay Gap**

Whilst the overall disability pay gap has increased since 2024 this is in the favour of those with disabilities. Again, this disparity is linked to the reality that those with disabilities are represented at higher levels of pay rates. It should be noted however that low numbers likely impact the statistical relevance of any difference. UHI Moray continues its commitments under the Disability Confident Scheme.

#### **4.3.2 Causes of the remaining gaps**

The data illustrates that disability status is not a barrier to vertical progression within the organisation. Staff with disabilities earn rates identical to those of their non-disabled peers in the same job classifications, particularly in Teaching and Management. The distribution mirrors the overall workforce structure, with a higher volume in the middle-to-lower quartiles but clear representation in the upper executive tier.

## Section 5 – Occupational Segregation

### **5.1 What is occupational segregation?**

Occupational segregation has been defined as the concentration of men and women, people who are disabled and those that are not or people who fall into a minority racial group and those that do not. Horizontal segregation occurs where certain groups are concentrated in different roles. Vertical segregation occurs where groups are clustered into certain grades.

Occupational segregation is one of the barriers which often prevent women, people who are disabled and those who fall into a minority racial group from fulfilling their potential in the labour market. Such segregation can have a damaging effect on the economy by failing to make the most efficient use of the potential workforce, contributing to persistent skills deficits and holding back increased productivity.

## 5.2 Occupational segregation in UHI Moray, causes and consequences

### 5.2.1 Methodology

UHI Moray's staffing structure is defined by different specialisms and functions, detailed through published organisational structures. A review of the published structure generated an opportunity to review both horizontal and vertical integration with respect to pay quartile by gender, ethnicity and disability.

### 5.2.2 Gender

It is known that women tend to be concentrated in the lower paid jobs (e.g. caring, catering, cleaning, clerical, cashiering) and the lower grades within an organisation. Occupational segregation contributes to the gender pay gap. Causes of occupational segregation can be gender stereotyping, under-valuing of roles predominately filled by one gender and the impacts of inflexible working practices.

#### Vertical Integration (the concentration of women in low paid and low status jobs)

The overall staff population within UHI Moray is predominantly female over two thirds of our staff being female. This is compared to the local population gender balance of 50.8% female as detailed in the Moray area 2022 Scotland Census.

Occupational segregation can result in the existence of a 'glass ceiling' where management roles within an institution are predominantly filled by male employees. The following table provides the gender ratio in relation to pay quartiles

**Table 10 - Gender Distribution by Pay Quartile**

Pay Quartile	Female Percentage	Male Percentage
Lower	83.1%	16.9%
Lower Middle	69.2%	30.8%
Upper Middle	70.8%	29.2%
Upper	68.8%	31.2%

#### Key Findings from the Distribution

- **Concentration at the Bottom:** The Lower Quartile exhibits the highest concentration of female staff (83.1%). This is driven by the high volume of women in entry-level Support roles.
- **Male Representation in Mid-Tiers:** Male representation nearly doubles in the Lower Middle Quartile compared to the bottom tier. This reflects a higher proportion of male employees occupying mid-to-high Support roles relative to their total volume.
- **Professional Parity:** The Upper Middle Quartile marks the transition into Teaching roles. While women remain the majority (70.8%), this bracket reflects UHI a level where many men and women earn identical rates for teaching.

- **Vertical Segregation at the Top:** In the Upper Quartile, which includes Senior Teaching and Senior Management, female staff still maintain a strong majority by volume (68.8%). However, this quartile contains the highest vertical pay disparity, as the highest paying post is held by a male staff member.

Overall, female staff represent 70% of the total workforce roles, and their distribution is fairly consistent across the top three quartiles, with a significant over-representation only in the lowest-paid support tier.

### **Horizontal Integration (the occupational segregation of women and men in different occupational groups)**

Women and men tend to work within gender segregated occupations and the jobs that are most likely to be carried out by women, tend to be those associated with low pay. These occupations are often referred to as the '5 Cs (cleaning, clerical, cashiering, catering and caring). When considering the staffing profile in terms of roles, it is noted that almost all postholders within the following posts are female:

- Cleaner
- Clerical Assistant
- Nursery Assistant
- Nursery Nurse
- Student Services Assistant
- HR roles
- Administration Assistant
- Learner Support Worker
- Vocational Training Adviser

It would appear that like most organisations, the continued existence of gender specific roles prevails.

### **5.2.3 Ethnicity**

Whilst the internal data available to UHI Moray and the small numbers of minority ethnic staff, make it difficult to arrive at firm conclusions, it is important that thorough impact assessments and reviews take place to ensure that the potential barriers to those staff and potential staff are understood and removed.

Ethnicity occupational segregation can occur where human resource practices are poor. Situations can occur in recruitment, for example, where overseas qualifications are not assessed properly, or in situations where promotion is based on factors other than merit. Organisational culture can have a significant impact, particularly in relation to stereotyping and assumptions about organisational 'fit'.

### **Vertical Integration (the concentration of those of minority ethnicity in low paid and low status jobs)**

The ethnic distribution across pay quartiles shows that the workforce is predominantly White at every level. Staff from "Any Other Background" are integrated into the lower and professional tiers but are absent from the highest vertical positions.

**Table 11 - Ethnicity Distribution by Pay Quartile**

Pay Quartile	White	Any Other Background	Prefer not to say	Unknown
Lower	97.0%	3.0%	0.0%	0.0%
Lower Middle	98.5%	1.5%	0.0%	0.0%
Upper Middle	95.5%	1.5%	1.5%	1.5%
Upper	98.5%	0.0%	1.5%	0.0%

**Key findings from the distribution**

- Concentration in Professional Roles: Staff from "Any Other Background" have successfully progressed from Support roles into the professional tier level.
- Support Tier Integration: Minority staff are found throughout the Support hierarchy, earning entry-level, mid-, and higher-tier Support rates
- Vertical Segregation at the Top: The Upper Quartile remains almost exclusively White. This bracket includes all recorded Senior Management positions and Senior Teaching roles, none of which are held by staff identifying as "Any Other Background"
- Disclosure Trends: Staff who "Prefer not to say" or have an "Unknown" status are concentrated in the professional tiers, specifically in Teaching and higher-tier Support roles.

**Horizontal Integration (the occupational segregation of those with different ethnicities in different occupational groups)**

As stated above, there is an absence of non white staff at the senior management and senior teaching roles. Numbers are too low to suggest a prevalence of non white staff in any particular role.

**5.2.4 Disability**

Disability occupational segregation can occur where, for example, recruitment practices are poor or there are failures to make reasonable adjustments for those in higher paid jobs. Promotion prospects can be impacted for disabled staff where decisions are based on factors other than merit, and an expectation that those in higher paid posts will work longer hours. Again, organisational culture can have a significant impact, where the focus should be on positively supporting those with disabilities to attain and retain employment. To this end the College has transitioned from the previous 'Positive About Disabled People' Accreditation to the 'Disability Confident' Scheme. We are therefore committed to demonstrating progression and taking positive action to attract, recruit and retain disabled people.

**Vertical Integration (the concentration of those with disabilities in low paid and low status jobs)**

The distribution of staff who have declared a disability shows a clear trend of vertical integration, with higher representation in the UHI Moray's teaching and senior pay tiers.

**Table 12 - Disability Distribution by Pay Quartile**

Pay Quartile	Declared Disability ("Yes")	No Declared Disability	Prefer Not to Say / Unknown
Lower	1.5%	97.0%	1.5%
Lower Middle	3.0%	97.0%	0.0%
Upper Middle	7.7%	90.8%	1.5%
Upper	13.6%	80.3%	6.1%

**Key findings from the distribution**

- Vertical Progression: The percentage of staff with disabilities nearly doubles in each subsequent quartile, moving from 1.5% in the lowest tier to 13.6% in the highest-paid 25% of the workforce.
- Professional Core: The Upper Middle Quartile marks the point where staff with disabilities are increasingly integrated into Teaching roles.
- Senior Representation: In the Upper Quartile, staff with disabilities are represented at the highest levels of the hierarchy, including Senior Teaching positions and Senior Management.
- High Disclosure in Professional Tiers: While disclosure is generally high, the highest percentage of staff choosing "Prefer not to say" or having an "Unknown" status is also found in the Upper Quartile.

The data confirms that disability status is not a barrier to career advancement within the organisation, as 78% of all staff with disabilities are positioned in the top two pay quartiles, primarily within the professional Teaching and Management classifications.

**Horizontal Integration (the occupational segregation of those with disabilities in different occupational groups)**

It is not evident that there is a concentration of those with disabilities in any particular occupational groups in the college. It would be the case that there are roles that may be more difficult to adapt for specific disabilities (for example a disability affecting mobility in the Site Assistant role). However, the college is committed to considering reasonable adjustments for both prospective and current staff members with disabilities.

**Section 6. Conclusion**

The Equal Pay Audit demonstrates that staff within UHI Moray are paid equal pay for work rated as equivalent through the local job evaluation scheme within classifications. It is evident however that the effects of occupational segregation have an impact on the staffing structure and the overall gender pay gap.

When considering the causes of occupational segregation it is clear that societal norming will not be addressed quickly. However, UHI Moray recognises that equal pay and occupational segregation need to be considered in tandem. The following has been identified as the college takes active steps to address equal pay:

- Pay Structures: all new support posts in the college are subject to Job Evaluation to determine grading. The grading structure has several fixed points and can differentiate between scale points within grades. It is important to note that this is an area of impending change as a result of the separate national bargaining arrangements for teaching and support staff and the forthcoming implementation of a national job evaluation scheme for support staff posts. These factors are likely to impact upon the data for the next reporting cycle.
- Progression through the grade is very clearly defined and very limited opportunity exists to deviate from this process.
- The starting point for new starts onto a grade is subject to a process which involves at least two people.
- The impact of length of service in relation to progression through the grade is limited to 3 years for support staff roles.
- Whilst the opportunity to apply market forces exists, this is not currently in use and, in any event, would require evidential support and authorisation by the Principal.
- There are no PRP provisions in place.
- The college operates a significant number of flexible working practices and a Flexible Working Procedure is in place.
- Many college roles are term time and part time.
- The college operates a Parental Support Procedure.
- HR Procedures are impact assessed as part of the review cycle.
- All recruiting staff undergo training on appropriate recruitment
- All staff undergo unconscious bias training