



**Glasgow  
Kelvin  
College**



**Gender Pay Gap  
Information and Equal Pay  
Statement 2019**

## Gender Pay Gap Information and Equal Pay Statement 2019

### Gender Pay Gap Information

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## **Gender Pay Gap Information**

### **Glasgow Kelvin College Vision:**

Transforming lives through education.

### **Glasgow Kelvin College Mission:**

Glasgow Kelvin College will enhance our learners' aspirations, careers and lives through accessible, inclusive, high quality lifelong learning.

## **1. Introduction**

Glasgow Kelvin College is committed to equality and diversity and to ensuring that all staff are treated equitably regardless of sex, race or disability or any other protected characteristic. It believes as part of these principles that staff should receive equal pay for work of equal value. As part of that commitment and in line with the requirements under The Equality Act 2010 (the Act) on equal pay for equal work provisions, this is the College equal pay statement and audit report. Due to considerable overlap between its Equal Pay Statement and Equal Pay Audit, the College has combined both documents.

This report will highlight any pay differences or occupational segregation associated with gender and the progress made against the 2017 action plan at appendix 1.

The College contends that it is good management practice, and therefore in its own interest, that pay is awarded fairly and equitably. It is important that employees have confidence in the process for eliminating bias and to this end the College is committed to working in partnership with its recognised Trade Unions and external agencies to achieve this.

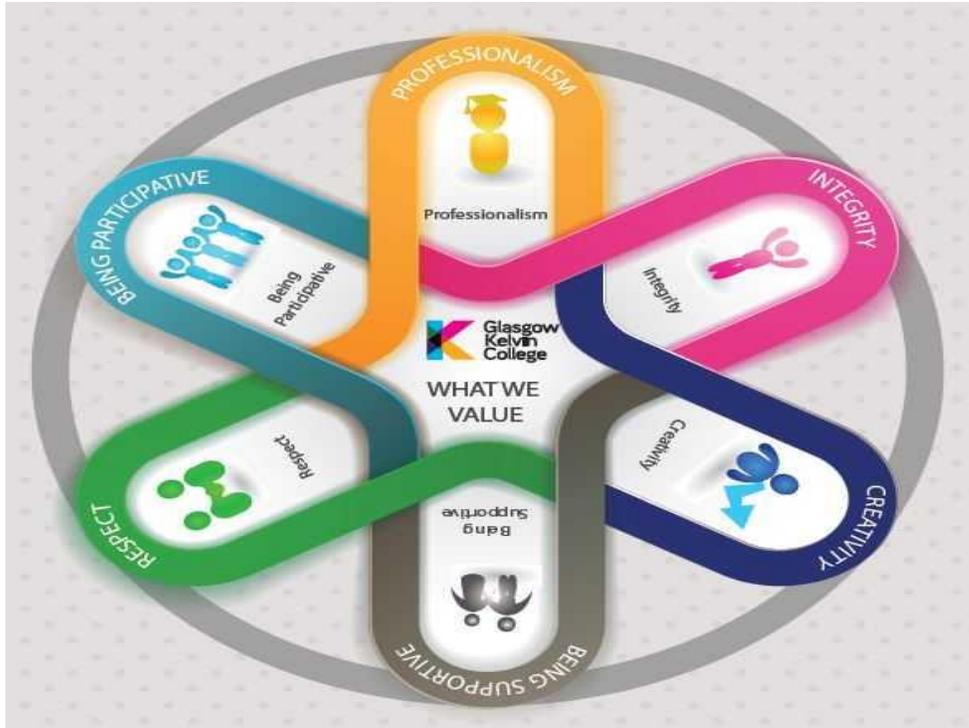
## **2. Commitment**

### **2.1 College Values**

Equality, Diversity and Inclusiveness are embedded in throughout the seven core College values. These values were developed in partnership with our learners, staff and stakeholders.

They include:

- Respect
- Being Participative
- Integrity
- Creativity
- Being Supportive
- Professionalism



Respect is one of seven core values which clearly reflects our commitment to equality, diversity and inclusion:

### Respect - What is it?

**Demonstrating a commitment to listening, understanding and appreciating the views of others**

### What we do:

- Challenge and eliminate harassment, victimisation and discrimination
- Respect diversity of people, their ideas, belief and culture
- Advance equality of opportunities for individuals
- Actively seek out the views and opinions of others
- Foster good relations by showing respect and consideration for all

## **2.2 Equality and Diversity Policy**

Our Equality and Diversity Policy details the aims, scope and responsibility of all those who participate are involved with the College. It provides a commitment to providing all its learners and employees with an environment in which individuals are welcomed, respected, valued and supported. It demonstrates our commitment to oppose all forms of discrimination, harassment and victimisation on any grounds. Our aim is to ensure that the College is a place where learning and working exists in an environment that advances equality, celebrates diversity and allows everyone to achieve their fullest potential. Our equality policies, procedures and associated practices apply to all learners, staff, partnership organisations, contractors and service providers who shall be required to comply with their requirements.

The purpose of the Policy is to communicate the commitment of the Board of Management to the promotion of equal rights and advancement of equal opportunities for all learners and staff of the College. It seeks to establish coordinated and positive measures to promote inclusiveness, diversity and equality in all our actions and in line with Equality legislation.

## **2.3 College Strategic Priorities**

Equality, Diversity and Inclusion is embedded within our strategic priorities below and at the core of all College activities:

1. To deliver an accessible, inclusive, high quality learner experience for our students.
2. To provide a professional learning culture to support, retain and develop our highly skilled, diverse workforce which delivers a high quality learner experience.
3. To be the partner of choice for employers and the communities which we serve.
4. To maintain financial sustainability and the highest standards of corporate governance.

## **2.4 Access and Inclusion**

Glasgow Kelvin College seeks to be an inclusive College which is accessible to all members of the communities it serves and which supports them to achieve their learning goals and aspirations.

Its high level outcomes for Access and Inclusion are that all groups within the communities that the College serves are equally likely to:

- access learning opportunities;
- complete learning successfully; and
- progress to work or further study.

### **3. Legislative Framework**

The Equality Act 2010 gives a right to equal pay for equal work to:

The purpose of this report is to outline progress in meeting the following specific duties to:

- Publish information on the percentage difference among staff between men's average hourly pay (excluding overtime) and women's average hourly pay (excluding overtime) based on the most recent data available.

Under The Act the College needs to publish six calculations showing:

- mean gender pay gap in hourly pay
  - median gender pay gap in hourly pay
  - mean bonus gender pay gap (the College do not pay bonuses)
  - median bonus gender pay gap (the College do not pay bonuses)
  - proportion of males and females receiving a bonus payment (the College do not pay bonuses)
  - proportion of males and females in each pay quartile
- Publish an equal pay statement which will specify the policy on equal pay between men and women.
    - In the equal pay statement specify the occupational segregation between male and female staff, in particular grades and in particular occupations.

### **4. Approach**

An Equal Pay Audit involves:

- The comparison of pay of men and women doing equal work.
- The identification of any equal pay gaps.
- The explanation and justification of gaps using objective criteria.
- The addressing of any gaps that cannot be satisfactorily explained on the grounds of work content.
- Ongoing monitoring.

#### **4.1 Benefits of Conducting an Equal Pay Audit**

The benefits of conducting an equal pay audit include:

- Identifying, explaining and, where unjustifiable, eliminating pay inequalities.

- Having rational, fair and transparent pay arrangements.
- Demonstrating to employees and to potential employees a commitment to equality.
- Demonstrating College values to those it does business with.
- Meeting the public sector equality duty.

#### **4.2 Recommended Model for Carrying out an Equal Pay Audit**

The following steps are recommended when carrying out an equal pay audit:

1. Decide the scope of the audit and identify the information required.
2. Determine where men and women are doing equal work.
3. Collect and compare pay data to identify any significant pay inequalities between roles of equal value.
4. Establish the causes of any significant pay inequalities and assess the reason for them.
5. Develop an equal pay action plan to remedy any direct or indirect pay discrimination.

#### **4.3 Approach Taken to Conduct an Equal Pay Audit**

The last audit was completed in April 2017. Feedback on the College Equal Pay and Occupational Segregation Statement and Equal Pay Audit 2017 was provided by Close the Gap and the Coalition for Race Equality.

Where practical, this feedback was taken into account when conducting this review.

#### **4.4 Data Collection Approach**

The data used in this Audit has been extracted from Cintra, the College HR and Payroll Information System, on 1st April 2018. The previous audit used a snapshot of 1st April 2016.

The equal pay audit highlights the key analysis and findings. The audit examined potential differences between male and female (sex/gender), and according to service, to test whether any differences are significant and to determine their cause: sex (gender); age; disability; race (ethnicity), length of service and sexual orientation. In some areas whilst the analysis has been undertaken the statistics are not reported to protect the identity of individuals.

#### **4.5 Calculating the Gender Pay Gap**

The College has used the mean as the calculation in its previous reporting however both the mean and the median figure are required under The Act and will be reported moving forward.

The mean, or average, is calculated by adding together all the values within a data set and dividing the total by the number of values. The mean result is therefore susceptible to

influence from outliers. The median is the middle value of a set of data and is therefore more representative of the typical value within a data set.

## 5. Gender Balance 2016 to 2018 at 01 April – All Staff

Table 1 below shows the gender balance in the College at 01 April 2018. The overall gender balance has remained fairly static over the past three years.

In relation to full-time staff the number of female staff has increased gradually over the past three years. In relation to staff who work part-time the percentage has decreased with regards to both genders. There continues to be a higher percentage of female staff who hold part-time roles in comparison to male staff.

**Table 1 – Gender Workforce Profile at 1 April 2018 in comparison to 2017 and 2016**

| <b>Gender – 1 April 2018</b> | <b>All Staff</b> | <b>Full Time</b> | <b>Part Time</b> |
|------------------------------|------------------|------------------|------------------|
| Female                       | 53%              | 51%              | 49%              |
| Male                         | 47%              | 72%              | 28%              |
| <b>Gender – 1 April 2017</b> |                  |                  |                  |
| Female                       | 54%              | 48%              | 52%              |
| Male                         | 46%              | 69%              | 31%              |
| <b>Gender – 1 April 2016</b> |                  |                  |                  |
| Female                       | 52.5%            | 46%              | 54%              |
| Male                         | 47.5%            | 67%              | 33%              |
| <b>Gender – 1 April 2015</b> |                  |                  |                  |
| Female                       | 52%              | 48%              | 52%              |
| Male                         | 48%              | 68%              | 32%              |

The Scottish Funding Council published its report on College Staffing Data 2017-18, SFC Statistical publication. The report shows that of the staff within the Further Education sector 69% were full-time. In comparison 60% of the College work force was full-time. Females account for 61% of all staff headcount in the Further Education Sector in comparison to Glasgow Kelvin College which has a percentage of 53%. This percentage has remained consistent since 01 April 2015

## 6. Equal Pay Analysis

### 6.1 Key Findings and Recommendations: Pay Gap Analysis

In comparison to the previous data reported (01 April 2016), Table 2 below demonstrates the gender pay gap based on the mean. The gender pay gap is still in favour of male however the gap has continued to decrease.

**Table 2 – Mean - Overall Gender Pay Gap at 01 April 2018 in comparison to 01 April 2016**

| 01 April 2016 |   |                         | 01 April 2018 |   |                         |
|---------------|---|-------------------------|---------------|---|-------------------------|
| <b>Gender</b> | Hourly Rate Including members of the Senior Management Team | 7.83% in favour of male | <b>Gender</b> | Hourly Rate Including members of the Senior Management Team | 7.17% in favour of male |
| <b>Female</b> | £17.46  |                         | <b>Female</b> | £18.64  |                         |
| <b>Male</b>   | £18.95  |                         | <b>Male</b>   | £20.08  |                         |
| <b>Gender</b> | Hourly Rate Excluding members of the Senior Management Team | 6.57% in favour of male | <b>Gender</b> | Hourly Rate Excluding members of the Senior Management Team | 5.79% in favour of male |
| <b>Female</b> | £17.37  |                         | <b>Female</b> | £18.54  |                         |
| <b>Male</b>   | £18.59  |                         | <b>Male</b>   | £29.68  |                         |

The mean, or average, is calculated by adding together all the values within a data set and dividing the total by the number of values. The mean result is therefore susceptible to influence from outliers.

The median is the middle value of a set of data and is therefore more representative of the typical value within a data set. The median is generally used to calculate the gender pay gap.

The proportion of males and females in each pay quartile is shown below:

|                              |        |
|------------------------------|--------|
| <b>Lower Quartile</b>        |        |
| Female                       | Male   |
| 63.45%                       | 36.55% |
| <b>Lower Middle Quartile</b> |        |
| Female                       | Male   |
| 56.55%                       | 43.45% |
| <b>Upper Middle Quartile</b> |        |
| Female                       | Male   |
| 44.83%                       | 55.17% |
| <b>Upper Quartile</b>        |        |
| Female                       | Male   |
| 48.28%                       | 51.72% |

Dividing the College into four equally sized blocks of employees based on hourly earnings demonstrates that there are more females concentrated at the lower grades.

**Quartile 1** – there is a difference of 0.22p in favour of male in the hourly rate paid between the median female and male

**Quartile 2** - there is no difference in the hourly rate paid between the median female and male

**Quartile 3** - there is no difference in the hourly rate paid between the median female and male

**Quartile 4** - there is no difference in the hourly rate paid between the median female and male

## 6.2 Detailed Gender Pay Gap Analysis

The College collected and compared pay information on basic pay relating to gender for 580 staff employed at 01 April 2018, of whom 53% were female (307) and 47% were male (273).

Benefits which are applied equally to all staff regardless of protected characteristics, type of contract or hours work (part-time staff receive an entitlement on a pro rata basis), include:

- access to the Local Government or Scottish Teachers Pension Scheme. All staff are automatically entered into the scheme, however, they can opt out;
- annual leave and other leave entitlement;
- Occupational Sick Pay;
- open access to training and development; and
- the provisions within all policies and procedures.

The College conducted the equal pay audit using Human Resources data. The equal pay audit looks at pay patterns across grades, occupational categories, full-time and part-time, permanent and temporary staff and the effect of increments. All roles within the College have been subjected to job evaluation using the College Job Evaluation System, Further Education and Role Analysis (FEDRA) and evaluated by an external consultant. The analysis for all staff has been completed by grade.

The College make staff aware of the arrangements for setting their pay and remuneration. This is undertaken when an employee commences employment. Staff have access to the terms and conditions which cover their staff group. The College has in place joint consultation arrangements with its recognised Trade Unions. The agendas and minutes from the Joint Consultative Committees and Joint Negotiating Committees are placed on the College website for all staff to access.

The College workforce comprises of two employee groups whose pay and conditions of service are set under different Local and National Collective Bargaining arrangements, which cover pay and terms and conditions.

### **6.3 Gender Pay Gap - All Staff**

The graph below shows the percentage basic pay gap between male and female staff by staff category using the mean and median<sup>1</sup> calculators.

At the OMT level there are two grades within this staff category, for the purpose of this report this group has been split into two, OMT 1, grade 9 and OMT 2, grade 9a.

The average basic pay of male staff using the mean as the calculator is higher across Support, Lecturer, Curriculum Manager, OMT 2 and Head of Faculty which indicates that there are more males who have reached a higher pay scale point than females in these staff groups at the time of reporting. At Senior Curriculum Manager and Operational Management Team (OMT 1) the average basic pay for females is higher which indicates that there are more females at a higher scale point of the salary scale than males in these staff groups. There is no pay gap within the Senior Management Team (SMT) as all staff have reached the maximum of the scale.

Using the median as the calculator the basic pay gender pay gap between males and females is in favour of males within Head of Faculty and OMT 2 and in relation to OMT 1 the gender pay gap is in favour of female.

All other grades do not indicate a pay gap when using the median as the calculator.

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<sup>1</sup> The mean, or average, is calculated by adding together all the values within a data set and dividing the total by the number of values. The mean result is therefore susceptible to influence from outliers. The median is the middle value of a set of data and is therefore more representative of the typical value within a data set. The median is generally used to calculate the gender pay gap.

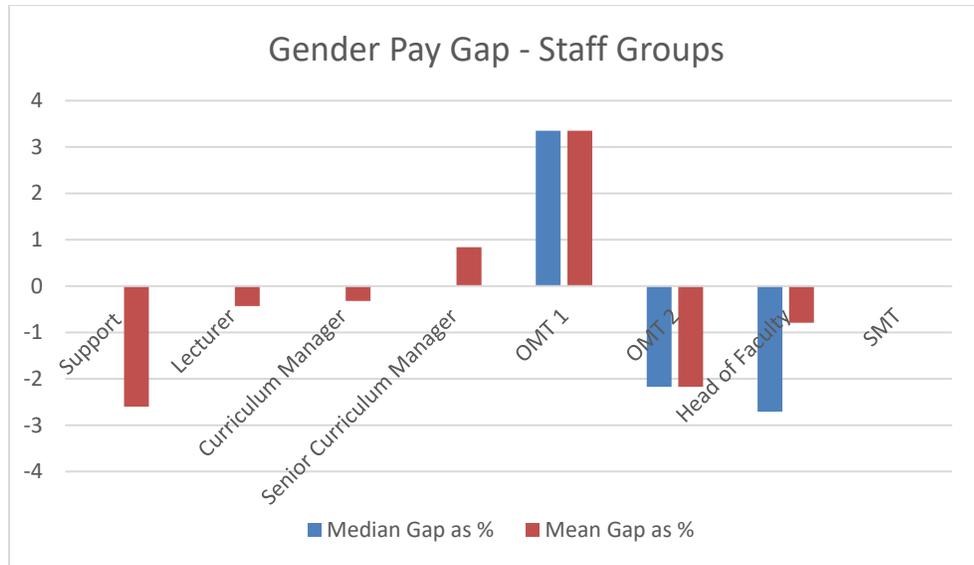


Table 3 below shows the percentage difference and indicates the gender pay gap using both calculators across the staff groups.

**Table 3 - The gender pay gap using both calculators across the staff groups**

| Staff Category            | Median Gap as % | Mean Gap as % |
|---------------------------|-----------------|---------------|
| Support                   | 0               | -2.6          |
| Lecturer                  | 0               | -0.43         |
| Curriculum Manager        | 0               | -0.32         |
| Senior Curriculum Manager | 0               | 0.84          |
| OMT 1                     | 3.35            | 3.35          |
| OMT 2                     | -2.17           | -2.17         |
| Head of Faculty           | -2.71           | -0.79         |
| SMT                       | 0               | 0             |

The gender pay gap with regards to support staff is more in favour of male as a direct result of 31 females not having reached the maximum scale point within grades 1 to 8 in comparison to 20 males within this staff group. This also applies to the OMT and Head of Faculty staff group.

Table 4 below indicates the gender pay gap at 01 April 2016 in comparison to 01 April 2018 for all staff.

**Table 4 - Overall Gender Pay Gap at 01 April 2018 in comparison to 01 April 2016**

|   | Pay Gap in<br>01.04.2015 | Pay Gap in<br>01.04.2017 | Pay Gap in 01.04.2018   |                         |
|---|--------------------------|--------------------------|-------------------------|-------------------------|
|   | Mean                     | Mean                     | Mean                    | Median                  |
| <b>Overall figure (all women / all men)</b>   | 10.2% in favour of male  | 7.83% in favour of male  | 7.17% in favour of male | 3.51% in favour of male |
| <b>Comparing women's and men's full-time hourly rates of pay (excluding overtime)</b> |                          |                          | 6.06% in favour of male | No gap                  |
| <b>Comparing women's and men's part-time hourly rates of pay (excluding overtime)</b> |                          |                          | 5.69% in favour of male | 1.62% in favour of male |

The data shows the gender pay gap for all staff has continued to reduce with a further reduction of 0.66%. The gender pay gap using the median as the calculator shows that there is no percentage difference in basic pay in relation to full-time staff however there is a difference of 1.62% in terms of part-time staff in favour of male staff.

There are a number of factors that impact on the gender pay gap in relation to part-time staff, these include:

- part-time male teaching staff (72%) who have reached the maximum scale point in comparison to part-time female teaching staff (70%) on grade 6a; and
- a higher percentage of female support staff (79%) in comparison to male staff (21%) on grades 1 to 8.

The overall reduction in the gender pay gap is mainly associated with:

- movement within the College staffing structure, new entrants and promotions;
- incremental progression;
- the reduction of staff who have pay protection as a result of internal restructuring; and
- the annual review of roles within their area of responsibility by senior managers. This involves roles being re-evaluated using FEDRA and has resulted in a number of roles being regraded to a higher grade.

The impact of the above is covered in more detail later in the report.

## 6.4 Gender Pay Gap in UK and Scotland

The gender pay gap data reported is compared to the gender pay gap in relation to Scotland and the UK as reported in a recent publication titled '*The Gender Pay Gap: Facts and Figures 2018*' published by the Scottish Parliament<sup>2</sup>. This reports the latest figures from the Annual Survey of Hours and Earnings (ASHE) from the Office for National Statistics. The publication provides a range of data looking at the gender pay gap for the UK. ASHE provide both the mean and the median values for earnings.

Table 5 shows the mean and the median figure in respect of the gender pay gap for the College in comparison to Scotland based on the figures published by ASHE. The overall pay gap for the College is 3.5% in favour of male.

**Table 5 – Pay Gap measurements: comparing mean and median in GKC to Scotland – 2018**

|   | Pay Gap in UK          |                          | Pay Gap in Scotland      |                          | Pay Gap in Glasgow Kelvin College |                        |
|---|------------------------|--------------------------|--------------------------|--------------------------|-----------------------------------|------------------------|
|   | Mean                   | Median                   | Mean                     | Median                   | Mean                              | Median                 |
| <b>Overall figure (all women / all men)</b>   | 17.1% in favour of men | 17.9% in favour of men   | 13.9% in favour of men   | 15% in favour of men     | 7.17% in favour of men            | 3.51% in favour of men |
| <b>Comparing women's and men's full-time hourly rates of pay (excluding overtime)</b> | 13.7% in favour of men | 8.6% in favour of men    | 10.2% in favour of men   | 5.7% in favour of men    | 6.06% in favour of men            | No gap                 |
| <b>Comparing women's and men's part-time hourly rates of pay (excluding overtime)</b> | 7.2% in favour of men  | -4.4% in favour of women | -2.1% in favour of women | -7.8% in favour of women | 5.69% in favour of men            | 1.62% in favour of men |

The ASHE document reports that the part-time gender pay gap in Scotland is -7.8%, meaning women have a higher median pay than men for part-time work whilst the UK is at -4.4%.

The figures published by ASHE demonstrate that the gender pay gap for the College is much lower than those reported for Scotland and in the UK. The College pay the same

<sup>2</sup> <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/genderpaygapintheuk/2018>

hourly rate for each role regardless of gender, therefore there is no impact on whether an individual is working full-time or part-time.

## 6.5 Gender Pay Gap - All Staff by Grade

Table 6 below demonstrates the gender pay gap across all grades within the College grading structure. The fluctuation in the percentage difference for each grade is a direct result of staff movement and incremental progression. This information in comparison to 2016 and 2015 is contained within appendix 1.

As staff proceed through the incremental scales the difference in the hourly rate should even out. A further analysis of the gender pay gap and the impact of incremental progression will be undertaken and published as a supplement to this report in September 2019 after increments have been actioned across the grades, support and teaching.

It should be noted that the College revisited its grading structure in academic year 2016/17. As part of the annual job evaluation process a support staff role was re-evaluated using FEDRA. It was identified that whilst the role had developed and a significant level of responsibility now fell within its remit the current grade, grade 9, had not changed because of the distance in points and salary between grade 9 and grade 10. The College discussed the situation with the provider of FEDRA and the grading structure was reviewed. The College was in a position to adjust the grade and the salary associated with it comfortably without any adverse impact. Three members of support staff now sit within grade 9a and are appropriately remunerated for the level of responsibility within their remit.

**Table 6 – Mean - Gender Pay Gap for All Staff at 01 April for 2018**

| 01 April 2018  |           |                  |                           |
|----------------|-----------|------------------|---------------------------|
| Grade          | Headcount | Mean Hourly Rate | Percentage Difference     |
| <b>Grade 1</b> | 33        | £10.78           | 1.38% In Favour Of Male   |
| Female         | 19        | 10.72            |                           |
| Male           | 14        | 10.87            |                           |
| <b>Grade 2</b> | 59        | 12.48            | 1.03% In Favour Of Male   |
| Female         | 49        | 12.46            |                           |
| Male           | 10        | 12.59            |                           |
| <b>Grade 3</b> | 36        | 13.95            | 0.72% In Favour Of Female |
| Female         | 11        | 14.02            |                           |
| Male           | 25        | 13.92            |                           |
| <b>Grade 4</b> | 56        | 15.5             | 1.72% In Favour Of Male   |
| Female         | 38        | 15.41            |                           |
| Male           | 18        | 15.68            |                           |
| <b>Grade 5</b> | 20        | 16.97            | 0.47% In Favour Of Female |

| 01 April 2018                     |           |                  |                           |
|-----------------------------------|-----------|------------------|---------------------------|
| Grade                             | Headcount | Mean Hourly Rate | Percentage Difference     |
| Female                            | 9         | 17.02            |                           |
| Male                              | 11        | 16.94            |                           |
| <b>Grade 6</b>                    | 10        | 19.23            | 6.51% In Favour Of Female |
| Female                            | 8         | 19.47            |                           |
| Male                              | 2         | 18.28            |                           |
| Teaching Staff<br><b>Grade 6a</b> | 286       | £21.09           | 0.43% In Favour Of Male   |
| Female                            | 135       | £21.04           |                           |
| Male                              | 151       | £21.13           |                           |
| <b>Grade 7</b>                    | 5         | 21.79            | 3.56% In Favour Of Female |
| Female                            | 3         | 22.09            |                           |
| Male                              | 2         | 21.33            |                           |
| Support Staff<br><b>Grade 8</b>   | 5         | 24.27            | 5.17% In Favour Of Female |
| Female                            | 4         | 24.53            |                           |
| Male                              | 1         | 23.22            |                           |
| Teaching Staff<br><b>Grade 8</b>  | 34        | £24.65           | 0.32% In Favour Of Male   |
| Female                            | 19        | £24.62           |                           |
| Male                              | 15        | £24.70           |                           |

| 01 April 2018                         |           |                  |                           |
|---------------------------------------|-----------|------------------|---------------------------|
| Grade                                 | Headcount | Mean Hourly Rate | Percentage Difference     |
| Grade 9 Total<br>(Support Staff Only) | 3         | £25.94           | 3.35% In Favour Of Female |
| Female                                | 2         | £26.23           |                           |
| Male                                  | 1         | £25.38           |                           |
| Support<br>Grade 9a                   | 3         | £27.95           | 2.17% In Favour Of Male   |
| Female                                | 1         | £27.55           |                           |
| Male                                  | 2         | £28.16           |                           |
| Teaching Staff<br>Grade 9             | 12        | £26.35           | 0.84% In Favour Of Female |
| Female                                | 5         | £26.48           |                           |
| Male                                  | 7         | £26.26           |                           |
| Grade 10<br>Total                     | 6         | £31.75           | 0.79% In Favour Of Male   |
| Female                                | 1         | £31.54           |                           |

|   |   |        |        |
|---|---|--------|--------|
| Male  | 5 | £31.79 |        |
| Grade 11 (Support And Teaching Staff) Total | 4 | £35.34 | No Gap |
| Female                                      | 3 | £35.34 |        |
| Male  | 1 | £35.34 |        |
| Vice Principal (Support And Teaching Staff) | 3 | £49.20 | No Gap |
| Female                                      | 1 | £49.20 |        |
| Male  | 2 | £49.20 |        |
| Principal                                   | 1 | £69.33 | N/A    |

As a general rule, any differences of 5% or more, or patterns of 3% or more, require exploration and explanation. Pay gaps of 5% or more are highlighted in red. The gender pay gap at grade 6 and grade 8 is in favour of female and will be further explored within the next section. The data shows that there are no consistent patterns of 3% or more within any grade.

## 7. Gender Pay Gap Analysis– Support Staff by Grade

The College support staff grading structure consists of grades 1 to 8, with salary scale points from 1 to 28 informed by its job evaluation system. Posts, which are on the same grade, have equivalency. A band for each post consists of 3 or 4 scale points. There is a clear path for progression with an annual increment awarded until it reaches the maximum scale point for the post.

There are set terms and conditions in place in relation to the salary placement of appointees (internal and external) these apply equally regardless of employment status or protected characteristics.

The College also monitors remuneration levels by other protected characteristics by scale point on an annual basis. However, to avoid the potential identification of the staff concerned it is inappropriate for the College to publish a detailed breakdown of these statistics.

Table 7 below shows the percentage difference in the hourly rate and gender pay gap gender cross the support staff grading structure.

**Table 7 – Median - Percentage difference in the hourly rate across support staff grades by gender at 01 April 2018**

|               | Head Count | Mean Hourly Rate | Percentage Difference   | Median | Percentage Difference     |
|---------------|------------|------------------|---|--------|---------------------------|
| Grade 1 Total | 33         | £10.78           | 1.38% in favour of male   | £11.15 | No gap                    |
| Female        | 19         | £10.72           | Incremental progression<br>Not on maximum scale point for the grade: 5 female and 3 male  | £11.15 |                           |
| Male          | 14         | £10.87           |   | £11.15 |                           |
| Grade 2 Total | 59         | £12.48           | 1.03% in favour of male   | £12.59 | No gap                    |
| Female        | 49         | £12.46           | Incremental progression<br>Not on maximum scale point for the grade: 4 female             | £12.59 |                           |
| Male          | 10         | £12.59           |   | £12.59 |                           |
| Grade 3 Total | 36         | £13.95           | 0.72% in favour of female   | £14.00 | No gap                    |
| Female        | 11         | £14.02           | Incremental progression<br>Not on maximum scale point for the grade: 2 female and 5 male  | £14.00 |                           |
| Male          | 25         | £13.92           |   | £14.00 |                           |
| Grade 4 Total | 56         | £15.50           | 1.72% in favour of male   | £15.84 | No gap                    |
| Female        | 38         | £15.41           | Incremental progression<br>Not on maximum scale point for the grade: 12 female and 4 male | £15.84 |                           |
| Male          | 18         | £15.68           |   | £15.84 |                           |
| Grade 5 Total | 20         | £16.97           | 0.47% in favour of female   | £17.29 | No gap                    |
| Female        | 9          | £17.02           | Not on maximum scale point for the grade: 4 female and 4 male                             | £17.29 |                           |
| Male          | 11         | £16.94           |   | £17.29 |                           |
| Grade 6 Total | 10         | £19.23           | <b>6.51% in favour of female</b>  | £19.22 | 7.82% in favour of female |
| Female        | 8          | £19.47           | Not on maximum scale point for the grade: 4 female and 2 male                             | £19.71 |                           |
| Male          | 2          | £18.28           |   | £18.28 |                           |
| Grade 7 Total | 5          | £21.79           | 3.56% in favour of female   | £22.09 | 3.56% in favour of female |
| Female        | 3          | £22.09           | Not on maximum scale point for the grade: 1 male  | £22.09 |                           |
| Male          | 2          | £21.33           |   | £21.33 |                           |
| Grade 8 Total | 5          | £24.27           | <b>5.17% in favour of female</b>  | £24.53 | 5.34% in favour of female |
| Female        | 4          | £24.53           | Not on maximum scale point for the grade: 1 male  | £24.53 |                           |
| Male          | 1          | £23.22           |   | £23.22 |                           |

The recruitment and promotion activity within a particular grade, as demonstrated above, will initially lower the average hourly rate for one gender or the other for that group. However, with the advancement of the salary through the scale points as a result of incremental progression

any pay gap will be addressed.

Grades one to five, using the mean as the calculator, shows there is a slightly higher hourly rate either in favour of one gender or the other, this is solely related to incremental progression. Using the median as the calculator there is no gender pay gap identified within these grades.

Grades six to nine indicate that the gender pay gap is in favour of female, this also relates to ongoing incremental progression and through time will even out unless there is further staff movement within these grades.

Terms and conditions are negotiated with recognised Trade Unions and these set out the terms and conditions for salary placement for all staff regardless of employment status or protected characteristics. The College salary placement rules for staff groups are consistently monitored. These are reviewed and updated when appropriate in partnership with recognised Trade Unions. The College is now part of National Collective Bargaining within the Further Education Sector and this mechanism determines, through negotiation, pay, terms and conditions of service for college staff. Salary placement of staff on pay scales is systematic and applied consistently. All roles have been subjected to job evaluation using the College job evaluation system FEDRA. This system has recently been adopted for use for the National Job Evaluation project being undertaken jointly by the Trade Unions and the Employers' Association who act on behalf of the colleges in Scotland.

Since all roles were first evaluated in academic year 2013/14 the College has undertaken routinely an annual review of support staff roles in partnership with managers, staff and Trade Unions to ensure the role has the appropriate level of remuneration.

## **7.1 Gender Balance across Support Grading Structure**

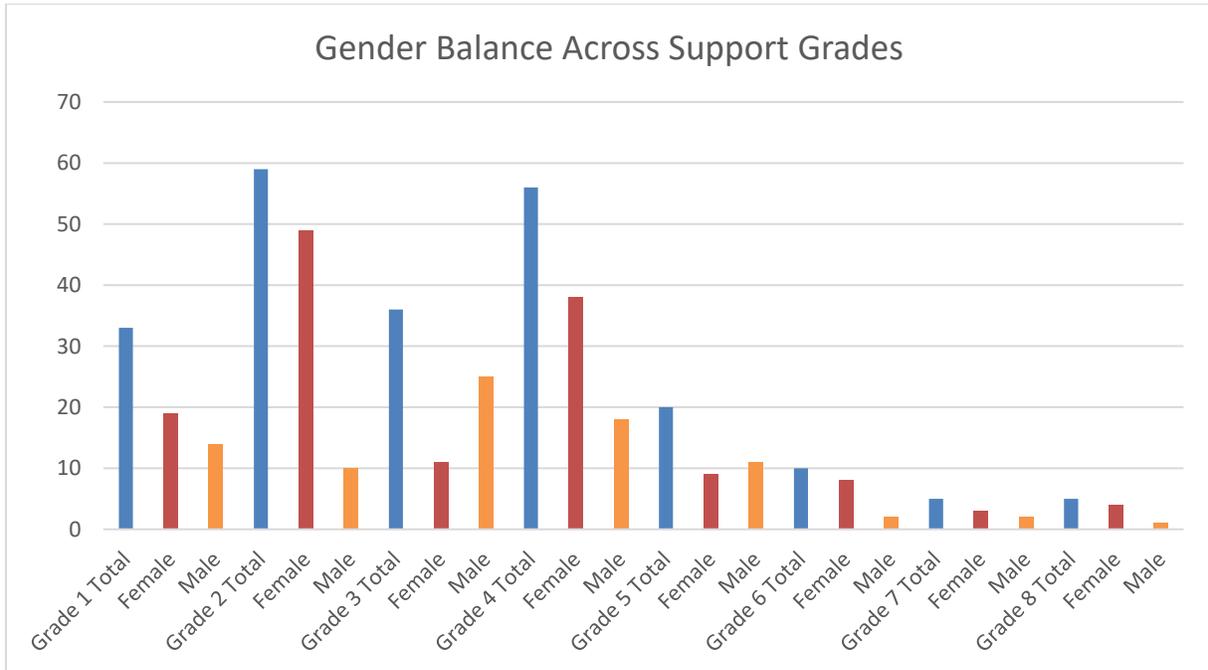
There appears to be an uneven distribution of males and females within certain grades of the support staffing structure. These include the following grades, excluding areas where there are a limited number of posts:

- Grade 2 – there is a higher concentration of female staff, this grade covers administrative based roles;
- Grade 3 – there is a higher concentration of male staff, this grade covers mainly technical roles, whilst there are a number of females in technical roles males are in the majority;
- Grade 4 – there is a higher concentration of females, this grade covers administrative and professional roles with a high level of part-time roles due to the nature of the work involved;
- Grade 6 – there is a higher concentration of females, this grade covers financial and student support roles such as guidance; and
- Grade 8 – there is a higher concentration of females, this grade covers heads of

departments.

The above breakdown is similar to that reported in April 2016 with the addition of grade 8 which now features more females than males.

The graph below shows the gender balance across the grades.



## 7.2 Hourly Rate – Support Staff

Table 8 below shows that on average when comparing the hourly rate between men and women, across all support staff, including operational and senior management, within the College at 01 April 2018, that:

- full-time male staff earned £0.14p more per hour, a difference of 0.86%;
- 
- part-time female staff earned £0.05p more per hour, a difference of 0.36%; and
- 
- the hourly rate for all male support staff in comparison to all female support staff shows that male staff, including senior management, earned £.0.54p more per hour, a difference of 3.4% (this is an increase in comparison to 2016 where there was a difference of 1.24% (1.56% in 2015)).

**Table 8 - Hourly Rate – Support Staff - Male and Female – Full and Part time - 1 April 2018 in comparison to 2016**

| 01 April 2018    |  |                              | 01 April 2016                                |                              |
|------------------|--|------------------------------|--|------------------------------|
| Gender           | Hourly Rate<br>(including Senior Management) | % Difference                 | Hourly Rate<br>(including Senior Management) | % Difference                 |
| Full Time Male   | £16.26                                       | 0.86%<br>in favour of male   | £14.50                                       | 0.16%<br>in favour of male   |
| Full Time Female | £16.12                                       |                              | £14.48                                       |                              |
| Part Time Male   | £14.01                                       | 0.36%<br>in favour of female | £11.92                                       | 6.53%<br>in favour of female |
| Part Time Female | £14.06                                       |                              | £12.70                                       |                              |
| All Male Staff   | £15.77                                       | 3.42%<br>in favour of male   | £13.91                                       | 1.24%<br>in favour of male   |
| All Female Staff | £15.23                                       |                              | £13.73                                       |                              |

Of all support staff, including operational and senior management, 62% are female. In comparison, there was a higher percentage of part-time female staff, 43%, to part-time male employees, 23% in a support grade. Overall, the hourly rate of pay between male and female across the support grade structures do not display any significant pay discrepancies.

## 8. Teaching Staff by Grade – Gender Pay Gap Analysis

The College teaching staff structure consisted of grades 6A to 9 with scale points 1 to 10 for basic and promoted teaching posts in operation. National Collective Bargaining however has introduced five pay scales for teaching staff and three levels for promoted teaching staff each with a fixed scale point, level one to three. Glasgow Kelvin College promoted teaching staff, fall into the National Level 2 and 3, Curriculum Managers at level 2 and Senior Curriculum Managers at Level 3.

This report is based on the data at the time of the harmonisation of salaries across the sector and the transition period within Glasgow Kelvin College to move teaching and promoted teaching staff onto the new salary points.

The grading structure College teaching roles was established by its job evaluation system to ensure that all posts on the same grade had equivalency. National Collective Bargaining introduced the harmonisation of salaries and terms and conditions across the Further Education Sector. At the time of reporting teaching staff did not come under the scope of the

National Job Evaluation Scheme.

During the harmonisation period the College continued to apply its salary assessment rules for teaching staff which were based on qualifications, experience and recognised service. All service calculated was based on start and finish employment dates, regardless of the number of working hours. There was a clear path of progression with an annual increment applied to teaching members of staff until they reached the maximum scale point for the post. This applied equally regardless of gender, or any other protected characteristic. Staff have access to their salary assessment details and the assessment could be explained fully by a member of the Human Resources Team. Two members of the Human Resources Team reviewed and authorised the salary assessment.

The salary placement and progression rules for new starts after the 1<sup>st</sup> April 2019 is currently being negotiated through the National Joint Negotiating Committee and will be notified to colleges in due course.

Table 9 below shows the gender pay gap at 01 April 2018 for teaching and promoted teaching staff.

**Table 9 - Gender Pay Gap at 01 April 2018 for Non-promoted and Promoted Teaching Staff.**

| Staff Category                    | Headcount | Average Hourly Rate |  | Median |        |
|-----------------------------------|-----------|---------------------|--|--------|--------|
| Teaching Staff Grade 6a           | 286       | £21.09              | 0.43% in favour of male<br>Not on maximum scale point for the grade: 35 female and 28 male | £21.37 | no gap |
| Female                            | 135       | £21.04              |  | £21.37 |        |
| Male                              | 151       | £21.13              |  | £21.37 |        |
| Curriculum Manager Grade 8        | 34        | £24.65              | 0.32% in favour of male<br>Not on maximum scale point for the grade: 5 female and 3 male   | £24.87 | no gap |
| Female                            | 19        | £24.62              |  | £24.87 |        |
| Male                              | 15        | £24.70              |  | £24.87 |        |
| Senior Curriculum Manager Grade 9 | 12        | £26.35              | 0.84% in favour of female<br>Not on maximum scale point for the grade: 1 female and 3 male | £26.56 | no gap |
| Female                            | 5         | £26.48              |  | £26.56 |        |
| Male                              | 7         | £26.26              |  | £26.56 |        |

During the period 01 April 2016 and 01 April 2018 there were a higher number of female staff appointed a teaching role therefore the gender pay gap is still slightly in favour of male. The data shows however that overall the gender pay gap for teaching staff has reduced as the number of female staff continue to rise through the incremental scales.

In relation to promoted staff, five female members of staff were promoted during this period into a Curriculum Manager role and three male members of staff, therefore there is a higher

proportion of male staff at the top of the scale points for the grade than females. This is a similar picture at the Senior Curriculum Manager level.

Table 10 below shows the data for 2015, 2016 and 2018 for comparison. The gender pay gaps have fluctuated due to incremental progression over the reporting periods. The difference in the hourly rate has reduced and will close as staff progress through the pay scales. The change to the promoted teaching staff structure will mean that all teaching staff at grade 8 and 9 will be paid the same hourly rate. Overall there is no significant gender pay identified within the teaching and promoted teaching staff structure.

**Table 10 - Percentage difference in the hourly rate at 01 April 2018 in comparison to 01 April for Teaching Staff**

| 01 April 2018                     |           |                     |                           | 01 April 2016       |                           | 01 April 2015         |                        |
|-----------------------------------|-----------|---------------------|---------------------------|---------------------|---------------------------|-----------------------|------------------------|
| Grade                             | Headcount | Average Hourly Rate |                           | Grade and Headcount | Percentage Difference     | Percentage Difference |                        |
| Teaching Staff Grade 6a           | 286       | £21.09              | 0.43% in favour of male   | Grade 6a: Total 328 | 1.27% in favour of male   |                       | 1.3% in favour of male |
| Female                            | 135       | £21.04              |                           | Female: 156         |                           |                       |                        |
| Male                              | 151       | £21.13              |                           | Male: 172           |                           |                       |                        |
| Curriculum Manager Grade 8        | 34        | £24.65              | 0.32% in favour of male   | Grade 8: Total 37   | 0.07% in favour of male   |                       | 1.0% in favour of male |
| Female                            | 19        | £24.62              |                           | Female: 17          |                           |                       |                        |
| Male                              | 15        | £24.70              |                           | Male: 20            |                           |                       |                        |
| Senior Curriculum Manager Grade 9 | 12        | £26.35              | 0.84% in favour of female | Grade 9: Total 12   | 0.19% in favour of female |                       | 1.0% in favour of male |
| Female                            | 5         | £26.48              |                           | Female: 7           |                           |                       |                        |
| Male                              | 7         | £26.26              |                           | Male: 5             |                           |                       |                        |

### 8.1 Hourly Rate – Teaching, Promoted Teaching and Management Staff

Table 11 below shows that on average when comparing the hourly rate between men and women, across all academic staff, operational and senior management, within the College at

1 April 2018, that:

- full-time male staff earned £0.8p more per hour, a difference of 0.35% (an decrease from 0.87% last year);
- part-time female staff earned £0.03p more per hour, a difference of 0.14% (a change from 0.29% in favour of male in 2016); and
- the hourly rate for all male academic staff in comparison to all female academic staff shows that male staff, including senior management, earned £0.52p more per hour, a difference of 3.33%. (This is a reduction of £0.22p per hour since 2016).

The hourly rate for all teaching staff is in table 11 below.

Overall, the hourly rate of pay between male and female across the academic grade structures do not display any significant pay discrepancies when comparing full-time and part-time staff.

The pay gap when comparing all teaching and promoted teaching staff is 3.33% in comparison to 3.48% in 2016. This is attributable to slightly more male staff in promoted posts particularly at a higher level.

Of all academic staff, 47% are female. In comparison, there was a higher percentage of part-time female staff, 56%, to part-time male employees, 32% in a teaching, promoted or management grade.

**Table 11 - Hourly Rate – Teaching Staff - Male and Female**

|                  | 01 April 2018                             |                           | 01 April 2016                             |                         |
|------------------|---|---------------------------|---|-------------------------|
| Gender           | Hourly Rate (including Senior Management) | % Difference              | Hourly Rate (including Senior Management) | % Difference            |
| Full Time Male   | £22.96                                    | 0.35% in favour of male   | £22.20                                    | 0.87% in favour of male |
| Full Time Female | £22.88                                    |                           | £22.01                                    |                         |
| Part Time Male   | £20.89                                    | 0.14% in favour of female | £19.79                                    | 0.29% in favour of male |
| Part Time Female | £20.92                                    |                           | £19.74                                    |                         |
| All Male Staff   | £22.30                                    | 2.33% in favour of male   | £20.55                                    | 3.48% in favour of male |
| All Female Staff | £21.78                                    |                           | £21.29                                    |                         |

## 9. Operational and Senior Management by Grade – Gender Pay Gap Analysis

The Operational Management grading structure ranges from grades 9 to 11. All roles have been subject to Job Evaluation and posts of the same grade have equivalency. A salary band for each grade consists of three scale points.

Table 12 below demonstrates that grade 9 is more in favour of female and grades 9a and 10 are more in favour of male. This relates solely to incremental progression related to staff within these grades not yet having reached the maximum scale point in comparison to other staff on that grade.

**Table 12 – Percentage difference in the hourly rate at 01 April 2018 for Operational Management and Senior Management**

|   | Headcount | Average Hourly Rate | Mean  | Average Hourly Rate | Median                    |
|---|-----------|---------------------|---|---------------------|---------------------------|
| <b>Support Management Grade 9 Total</b>               | 3         | £25.94              | 3.35% in favour of female                                     | £26.23              | 3.35% in favour of female |
| <b>Female</b>   | 2         | £26.23              | Not on maximum scale point for the grade: 1 male              | £26.23              |                           |
| <b>Male</b>   | 1         | £25.38              |   | £25.38              |                           |
| <b>Support Management Grade 9a Total</b>              | 3         | £27.95              | 2.17% in favour of male                                       | £27.55              | 2.17% in favour of male   |
| <b>Female</b>   | 1         | £27.55              | Not on maximum scale point for the grade: 1 female and 1 male | £27.55              |                           |
| <b>Male</b>   | 2         | £28.16              |   | £28.16              |                           |
| <b>Support and Teaching Management Grade 10 Total</b> | 6         | £31.75              | 0.79% in favour of male                                       | £31.98              | 2.71% in favour of male   |
| <b>Female</b>   | 1         | £31.54              | Not on maximum scale point for the grade: 1 female and 2 male | £31.54              |                           |
| <b>Male</b>   | 5         | £31.79              |   | £32.42              |                           |
| <b>Support and Teaching Management Grade 11 Total</b> | 4         | £35.34              | no gap  | £35.34              | no gap                    |
| <b>Female</b>   | 3         | £35.34              |   | £35.34              |                           |
| <b>Male</b>   | 1         | £35.34              |   | £35.34              |                           |
| <b>Vice Principal Support and</b>                     |           | £49.20              | no gap  | £49.20              | no gap                    |

|   | Headcount | Average Hourly Rate | Mean | Average Hourly Rate | Median |
|---|-----------|---------------------|------|---------------------|--------|
| <b>Teaching Management Grade 12 Total</b> | 3         |                     |      |                     |        |
| <b>Female</b>                             | 1         | £49.20              |      | £49.20              |        |
| <b>Male</b>                               | 2         | £49.20              |      | £49.20              |        |
| <b>Principal Grade 13</b>                 | 1         | £69.33              | N/A  | £69.33              | no gap |
| <b>Female</b>                             | 0         | £0.00               |      |                     |        |
| <b>Male</b>                               | 1         | £69.33              |      | £69.33              |        |

Table 13 below further demonstrates the fluctuation of the gender pay gap associated with incremental progression as staff on the same grade progress through the scale points.

**Table 13 - Percentage difference in the hourly rate at 01 April 2018 in comparison to 01 April for 2016 and 2015 Operational and Senior Management**

| 01 April 2018   |           |                     |                           | 01 April 2016       |                                 | 01 April 2015                   |
|---|-----------|---------------------|---------------------------|---------------------|---------------------------------|---------------------------------|
|   | Headcount | Average Hourly Rate | Mean                      | Average Hourly Rate | Median                          | Average Hourly Rate             |
| <b>Support Management Grade 9 Total</b>               | 3         | £25.94              | 3.35% In Favour of Female | £26.23              | 0.53% In Favour Of Female       | 0.19% In Favour of Male         |
| <b>Female</b>   | 2         | £26.23              |                           | £26.23              |                                 |                                 |
| <b>Male</b>   | 1         | £25.38              |                           | £25.38              |                                 |                                 |
| <b>Support Management Grade 9a Total</b>              | 3         | £27.95              | 2.17% In Favour of Male   | £27.55              | *No Comparable Data – New Grade | *No Comparable Data – New Grade |
| <b>Female</b>   | 1         | £27.55              |                           | £27.55              |                                 |                                 |
| <b>Male</b>   | 2         | £28.16              |                           | £28.16              |                                 |                                 |
| <b>Support and Teaching Management Grade 10 Total</b> | 6         | £31.75              | 0.79% In Favour of Male   | £31.98              | 0% In Favour Of Male            | 1.8% In Favour of Female        |
| <b>Female</b>   | 1         | £31.54              |                           | £31.54              |                                 |                                 |
| <b>Male</b>   | 5         | £31.79              |                           | £32.42              |                                 |                                 |

| 01 April 2018  |           |                     |        | 01 April 2016       |        | 01 April 2015          |
|--|-----------|---------------------|--------|---------------------|--------|------------------------|
|  | Headcount | Average Hourly Rate | Mean   | Average Hourly Rate | Median | Average Hourly Rate    |
| <b>Support and Teaching Management Grade 11 Total</b>                  | 4         | £35.34              | No Gap | £35.34              | No Gap | 2.7% In Favour of Male |
| <b>Female</b>  | 3         | £35.34              |        | £35.34              |        |                        |
| <b>Male</b>  | 1         | £35.34              |        | £35.34              |        |                        |
| <b>Vice Principal (Support and Teaching Management) Grade 12 Total</b> | 3         | £49.20              | No Gap | £49.20              | No Gap |                        |
| <b>Female</b>  | 1         | £49.20              |        | £49.20              |        |                        |
| <b>Male</b>  | 2         | £49.20              |        | £49.20              |        |                        |
| <b>Principal Grade 13</b>  | 1         | £69.33              | N/A    | £69.33              | No Gap |                        |

## 10. Policies and Procedures

### 10.1 Pregnancy and Maternity Leave

In accordance with the legislation, staff can take leave up to a maximum of 52 weeks. The College currently complies with the legislation in terms of financial benefits.

8 staff had a period of maternity leave between 1 April 2016 to 31 March 2017 and a further 6 staff had maternity leave in the period between 1 April 2017 to 31 March 2018.

All staff returned to their previous roles. Four members of staff who were full-time requested a return to work on reduced hours. These requests were granted.

Considering the maternity leave taken by staff in more detail, it shows whether the staff member added additional paid leave onto the end of the period of their maternity leave including parental leave or annual leave to extend the paid period. It also shows whether the staff member returned full-time, part-time or chose not to return to work.

Staff who were either pregnant or absent on maternity leave were offered a permanent part-time contract or an increase in their part-time contractual hours under the Permanisation Agreement for teaching staff agreed locally with the teaching Trade Union, EIS(FELA). The calculation used for the contractual hours offered to the member of staff was based on the hours that they would have worked had they not been on maternity leave.

Staff were invited to participate in 'keeping in touch days' by their line manager. Many participated in College events, team activities and team meetings during their leave. The College arranged, upon request, for breast feeding facilities. In addition, pregnant employees had access to an online training package for expectant and new mothers. All staff underwent a risk assessment in relation to the pregnancy and adjustments made where appropriate

The College invites routinely staff to feedback on their experience of the maternity leave policy, process and support to assist it to improve its approach. Overall staff have been very positive about their experience and the conditions offered to them under the Maternity Leave Procedure.

Of the staff who accessed maternity leave the amount of leave taken was as follows:

- 7% of staff took between 4 and 6 months' maternity leave and added on paid parental or accrued annual leave to extend the period of absence;
- 64% of staff took between 7 and 10 months' maternity leave with 20% of those staff adding on parental leave or accrued annual leave to extend the period of absence; and
- 29% of staff took the full maternity leave entitlement with 25% of those staff using accrued annual leave to facilitate a period of flexible working and 50% making a flexible working request to reduce their working week.

## **10.2 Flexible Working**

Women are still more likely to have primary caring responsibilities for children, disabled people or older people. Therefore, lack of quality flexible working opportunities impacts more upon women. Flexible working options, particularly part-time work, tend to be more prevalent within lower graded posts. These options further diminish for more senior roles and management positions.

The College has in place a Family Friendly and Flexible Working Policy developed in partnership with its recognised Trade Unions, staff and other stakeholders which was introduced in March 2015. It is reviewed every two years or earlier if required based on feedback from staff, operational requirements, legislative changes and developments in case law.

Under this Policy, staff may request a change to their working pattern on a permanent or temporary basis.

Table 14 shows the number of requests that the College has received from its staff broken down by gender over the past two years. Where a request is rejected for operational reasons the College works with the employee to come to an arrangement that is suitable to both

parties. The College has approved all applications for flexible working to date.

**Table 14 - Applications granted for flexible working broken down by gender.**

| Year                | Male | Female |
|---------------------|------|--------|
| 01.04.16 – 31.03.17 | 4    | 11     |
| 01.04.17 – 31.03.18 | 2    | 7      |

Whilst the Policy is fairly well utilised, the number of male staff applying for flexible working is consistently less than the number of applications from female staff.

In accommodating the requests for part-time working through its flexible working process, this has subsequently resulted in a rise in the number of part-time posts with the remaining hours filled in order to meet service demands.

Four requests during this period were from female members of staff after their return from a period of maternity leave returning to their existing role but on a part-time basis.

Over the two year period, the majority of requests received were from teaching staff, 40% in 2016/17 and rising to 67% in 2017/18. In 2016/17, this was matched with requests from the support staff in the lowest grades which account for 40.5% of applications in that year.

Table 15 shows full breakdown of flexible working requests from staff based on grade. The data shows that there are no requests from support staff above grade 8 or promoted teaching staff above grade 10, which includes Operational and Senior Managers.

**Table 15 - Breakdown of Flexible Working Requests from Staff Based on Grade**

| Grade                                    | 01.04.16 – 31.03.17 | 01.04.17 – 31.03.18 |
|--|---------------------|---------------------|
| Support Grade 1                          | 13.5%               | 11%                 |
| Support Grade 2                          | 27%                 | 0%                  |
| Support Grade 4                          | 6.5%                | 0%                  |
| Support Grade 6                          | 0%                  | 11%                 |
| Support Grade 7                          | 0%                  | 11%                 |
| Support Grade 8                          | 6.5%                | 0%                  |
| Teaching Staff – Grade 6a                | 40%                 | 67%                 |
| Promoted Teaching Staff – Grades 8 and 9 | 6.5%                | 0%                  |

### 10.3 Family Friendly and Flexible Working Policy

The Family Friendly and Flexible Working Policy in many areas exceeds the statutory entitlements under the legislation in terms of leave for staff. The College review and update its policy every two years or earlier if there is legislative or case law development.

The College uses employee information, data gathering and analysis to monitor the impact of the policy and inform its further development.

Of the 90 days parental leave entitlement, the College provides 15 days paid leave. In relation to personal and domestic leave, which includes areas such as emergency and non-emergency carer leave, compassionate leave, and personal and domestic emergencies, the College provides for 3 days paid leave per year.

Table 16 below shows the number of applications received over the reporting period. The leave is used by both genders. The College actively encourage staff, male and female, to use their entitlement to parental leave and promotes routinely the policy to staff.

**Table 16 - Percentage of Parental Leave Applications by Gender**

| Year                | Applications Received | Number of Staff | Male | Female |
|---------------------|-----------------------|-----------------|------|--------|
| 01.04.16 – 01.03.17 | 59                    | 30              | 56%  | 44%    |
| 01.04.17 – 31.03.18 | 64                    | 35              | 45%  | 55%    |

Table 17 details the percentage of applications in each year for personal and domestic leave by gender. The number of applications received from females is consistently much higher than the applications received from male staff, which suggests that female staff are more likely to respond to emergencies or make arrangements for dependents such as appointments connected with medical, school or care homes than their male counterparts. The College continues to promote the leave available to staff which provides support and flexible working.

**Table 17 - Personal and Domestic applications by gender**

| Year                | Applications Received | Number of Staff | Male | Female |
|---------------------|-----------------------|-----------------|------|--------|
| 01.04.16 – 31.03.17 | 210                   | 122             | 30%  | 70%    |
| 01.04.17 – 31.03.18 | 180                   | 106             | 32%  | 68%    |

## 11. Gender Occupational Segregation

### 11.1 Senior and Operational Management

There are 79 management posts including senior management, operational management and middle management, teaching and support staff grade 7 and above.

Table 18 below shows that the gender balance for management posts at 28 February 2019 in comparison to 28 February 2017 continues to be slightly in favour of female.

**Table 18 - Gender by Management at 28 February 2017 in comparison to 2019**

| 28 February 2017 |           |           |                                   |       |      |
|------------------|-----------|-----------|-----------------------------------|-------|------|
| All Management   | Full-time | Part-time | Adjusted Work Pattern (full-time) | Total | %    |
| Female           | 40        | 1         | 1                                 | 42    | 55 % |
| Male             | 36        | 0         | 0                                 | 36    | 45 % |
| 28 February 2019 |           |           |                                   |       |      |
| All Management   | Full-time | Part-time | Adjusted Work Pattern (full-time) | Total | %    |
| Female           | 39        | 0         | 1                                 | 40    | 51 % |
| Male             | 39        | 0         | 0                                 | 39    | 49 % |

The figures are broken down further in table 19 which shows the gender balance across the levels of management is fairly even with the exception of Senior Curriculum Manager and Head of Faculty level where the balance is more in favour of male whereas middle management support is more in favour of female.

**Table 19- Gender Balance across levels of Managerial Posts**

| Management Level  | Number of posts | Female | Male |
|---|-----------------|--------|------|
| Senior Management (Principal, Vice Principal and Directors) | 8               | 4      | 4    |

|                                    |    |    |    |
|------------------------------------|----|----|----|
| <b>Operational Management</b>      | 11 | 5  | 6  |
| <b>Head of Faculty</b>             | 4  | 1  | 3  |
| <b>Senior Curriculum Manager</b>   | 11 | 4  | 7  |
| <b>Curriculum Manager</b>          | 35 | 19 | 16 |
| <b>Middle Management - Support</b> | 10 | 7  | 3  |

## 11.2 Teaching Staff

The College has four Faculties, these are:

- Business and Creative Industries
- Community and Flexible Learning
- Health, Care and Learner Development
- Engineering, Construction and Science

At 28 February 2019 the College employed 346 teaching and promoted teaching staff, including Lecturer, Curriculum Manager and Senior Curriculum Manager.

Table 20 below shows the gender breakdown for teaching and promoted teaching staff for 2015, 2017 and 2019 for comparison. The overall gender balance has remained fairly static during this period.

In relation to full-time staff the percentage for both genders has increased. In comparison the number of female part-time staff has decreased whilst the number of male part-time staff has increased, there are twice as many female part-time staff as male staff in this cohort. The number of staff in fixed-term roles has increased for both genders and there are more female staff on fixed-term contracts.

**Table 20 - Gender Balance for Teaching and Promoted Teaching Staff**

| <b>Un-promoted Teaching Staff (Headcount)</b> | <b>346</b>      | <b>325</b>      | <b>426</b>      |
|---|-----------------|-----------------|-----------------|
| <b>Date</b>                                   | <b>28.02.19</b> | <b>28.02.17</b> | <b>31.03.15</b> |
| Female  | 46%             | 46%             | 48%             |
| Male  | 54%             | 54%             | 52%             |
| Female - Full-time                            | 42%             | 39%             | 35%             |
| Male - Full-time                              | 67%             | 66%             | 60%             |

|                     |     |     |     |
|---------------------|-----|-----|-----|
| Female - Part-time  | 40% | 46% | 28% |
| Male - Part-time    | 20% | 24% | 14% |
|                     |     |     |     |
| Female - Fixed Term | 18% | 15% | 37% |
| Male - Fixed term   | 13% | 10% | 26% |

### 11.2.1 Curriculum Areas - Gender Balance

Table 21 illustrates the gender balance for teaching staff and promoted teaching staff broken down by:

- Faculty
- Subject area
- Full-time
- Part-time (including staff on fixed-term contracts)

In comparison to February 2017 the February 2019 data shows no change to the gender balance across 16 of the 32 subject areas however there has been no, or limited, turnover in these areas. Of the 32 subject areas 24 have both genders albeit there is a higher concentration of one gender or the other.

Key points taken from the data with regards to the gender balance within the curriculum include:

- a more even gender balance can be found in subject areas such as Science; Community; Wider Access – Adult Learning; Music Business; Art and Photography, Mathematics and Communications (approx. 40% to 60% split);
- there is a higher concentration of females in subject areas such as Accounting, Administration and Business; Dance, Acting, Performance and Music Theatre, Fashion and Jewelry, Music and TV Production; Flexible Learning; Health and Social Care; Support for Learning; Hairdressing and ESOL;
- there is a higher concentration of males in subject areas such as Computing; Hospitality; Sport, Fitness and Outdoor Education and Carpentry and Joinery;
- some subject areas have only one gender or the other:
  - male – Auto and Construction Plant; Brickwork, Painting, Decorating and Plastering; Electrical; Civil Engineering; Mechanical Engineering; Plumbing, Renewables and Schools; Refrigeration, Air Conditioning and Heating; Service, Maintenance and Electrical and Sound Production; and
  - female – Beauty Therapy and Early Education and Childcare.

**Table 21 - Gender Balance for Teaching Staff at 28 February 2019 in comparison to 28 February 2017**

| <b>Faculty - Business and Creative Industries</b> | <b>No of Staff</b> | <b>Female - Full Time</b> | <b>Female Part-time</b> | <b>Male Full - time</b> | <b>Male Part-time</b> | <b>% - 2019 Female Staff</b> | <b>% - 2019 Male Staff</b> | <b>% - 2017 Female Staff</b> | <b>% - 2017 Male Staff</b> | <b>Head of Faculty</b> |
|---|--------------------|---------------------------|-------------------------|-------------------------|-----------------------|------------------------------|----------------------------|------------------------------|----------------------------|------------------------|
| Faculty Management                                | 4                  | 1                         | 0                       | 3                       | 0                     | 25%                          | 75%                        | 33%                          | 67%                        | Male                   |
| Accounting, Administration & Business             | 12                 | 3                         | 6                       | 1                       | 2                     | 75%                          | 25%                        | 83%                          | 17%                        |                        |
| Art & Photography                                 | 13                 | 4                         | 4                       | 2                       | 3                     | 62%                          | 38%                        | 53%                          | 47%                        |                        |
| Computing   | 9                  | 0                         | 1                       | 6                       | 2                     | 11%                          | 89%                        | 11%                          | 89%                        |                        |
| Dance, Acting, Performance & Music Theatre        | 8                  | 5                         | 2                       | 0                       | 1                     | 88%                          | 12%                        | 83%                          | 17%                        |                        |
| Fashion & Jewelry                                 | 12                 | 3                         | 6                       | 2                       | 1                     | 75%                          | 25%                        | 75%                          | 25%                        |                        |
| Music & TV Production                             | 4                  | 0                         | 3                       | 0                       | 1                     | 75%                          | 25%                        | 60%                          | 40%                        |                        |
| Music Business                                    | 5                  | 1                         | 2                       | 2                       | 0                     | 60%                          | 40%                        | 33%                          | 67%                        |                        |
| Sound Production                                  | 11                 | 0                         | 0                       | 6                       | 5                     | 0%                           | 100%                       | 0%                           | 100%                       |                        |
| <b>Faculty - Community and Flexible Learning</b>  | <b>No of Staff</b> | <b>Female - Full Time</b> | <b>Female Part-time</b> | <b>Male Full - time</b> | <b>Male Part-time</b> | <b>% Female Staff</b>        | <b>% Male Staff</b>        | <b>% Female Staff</b>        | <b>% Male Staff</b>        | <b>Head of Faculty</b> |
| Faculty Management                                | 3                  | 1                         | 0                       | 2                       | 0                     | 33%                          | 67%                        | 33%                          | 67%                        | Male                   |
| Community   | 4                  | 0                         | 2                       | 1                       | 1                     | 50%                          | 50%                        | 60%                          | 40%                        |                        |
| Flexible Learning                                 | 4                  | 1                         | 2                       | 1                       | 0                     | 75%                          | 25%                        | 67%                          | 33%                        |                        |
| Wider Access - Adult Learning                     | 15                 | 3                         | 5                       | 1                       | 6                     | 53%                          | 47%                        | 43%                          | 57%                        |                        |

**Table 21 - Gender Balance for Teaching Staff at 28 February 2019 in comparison to 28 February 2017**

| <b>Faculty – Health, Care and Learner Development</b>  | <b>No of Staff</b> | <b>Female Full – Time</b> | <b>Female Part-time</b> | <b>Male Full-time</b>   | <b>Male Part-time</b> | <b>% - 2019 Female Staff</b> | <b>% - 2019 Male Staff</b> | <b>% - 2017 Female Staff -2017</b> | <b>% - 2017 Male Staff</b> | <b>Head of Faculty</b> |
|--|--------------------|---------------------------|-------------------------|-------------------------|-----------------------|------------------------------|----------------------------|------------------------------------|----------------------------|------------------------|
| Faculty Management                                     | 4                  | 2                         | 0                       | 2                       | 0                     | 50%                          | 50%                        | 50%                                | 50%                        | Male                   |
| Health and Social Care                                 | 25                 | 10                        | 9                       | 1                       | 5                     | 76%                          | 24%                        | 75%                                | 25%                        |                        |
| Hospitality  | 6                  | 2                         | 0                       | 2                       | 2                     | 33%                          | 67%                        | 50%                                | 50%                        |                        |
| Support for Learning                                   | 15                 | 5                         | 6                       | 2                       | 2                     | 73%                          | 27%                        | 69%                                | 31%                        |                        |
| Hairdressing   | 7                  | 3                         | 3                       | 0                       | 1                     | 86%                          | 14%                        | 88%                                | 12%                        |                        |
| Beauty Therapy   | 10                 | 3                         | 7                       | 0                       | 0                     | 100%                         | 0%                         |                                    |                            |                        |
| Sport, Fitness and Outdoor Education                   | 23                 | 1                         | 3                       | 8                       | 11                    | 17%                          | 83%                        | 15%                                | 85%                        |                        |
| Early Education and Childcare                          | 14                 | 7                         | 7                       | 0                       | 0                     | 100%                         | 0%                         | 100%                               | 0%                         |                        |
| ESOL   | 19                 | 6                         | 10                      | 1                       | 2                     | 84%                          | 16%                        | 76%                                | 24%                        |                        |
| Communications   | 8                  | 0                         | 5                       | 1                       | 2                     | 63%                          | 37%                        | Not available                      |                            |                        |
| <b>Faculty – Engineering, Construction and Science</b> | <b>No of Staff</b> | <b>Female Full Time</b>   | <b>Female Part-time</b> | <b>Male Full - time</b> | <b>Male Part-time</b> | <b>% Female Staff</b>        | <b>% Male Staff</b>        | <b>% Female Staff</b>              | <b>% Male Staff</b>        |                        |
| Faculty Management                                     | 4                  | 1                         | 0                       | 3                       | 0                     | 25%                          | 75%                        | 25%                                | 75%                        | Female                 |
| Auto and Construction Plant                            | 8                  | 0                         | 0                       | 6                       | 2                     | 0%                           | 100%                       | 0%                                 | 100%                       |                        |
| Brickwork, Painting, Decorating and Plastering         | 9                  | 0                         | 0                       | 8                       | 1                     | 0%                           | 100%                       | 0%                                 | 100%                       |                        |
| Carpentry and Joinery                                  | 10                 | 1                         | 0                       | 9                       | 0                     | 10%                          | 90%                        | 10%                                | 90%                        |                        |
| Electrical   | 6                  | 0                         | 0                       | 4                       | 2                     | 0%                           | 100%                       | 5%                                 | 95%                        |                        |
| Civil Engineering                                      | 11                 | 0                         | 0                       | 9                       | 2                     | 0%                           | 100%                       | 33%                                | 67%                        |                        |
| Mechanical Engineering                                 | 7                  | 0                         | 0                       | 5                       | 2                     | 0%                           | 100%                       |                                    |                            |                        |
| Mathematics  | 13                 | 4                         | 1                       | 6                       | 2                     | 39%                          | 61%                        | 0%                                 | 100%                       |                        |
| Plumbing, Renewables and Schools                       | 6                  | 0                         | 0                       | 5                       | 1                     | 0%                           | 100%                       | 0%                                 | 100%                       |                        |
| Refrigeration, Air Conditioning and Heating            | 10                 | 0                         | 0                       | 9                       | 1                     | 0%                           | 100%                       | 0%                                 | 100%                       |                        |
| Science  | 14                 | 3                         | 5                       | 5                       | 1                     | 57%                          | 43%                        | 57%                                | 43%                        |                        |
| Service, Maintenance and Electrical                    | 13                 | 0                         | 0                       | 13                      | 0                     | 0%                           | 100%                       | 0%                                 | 100%                       |                        |

Of the four Heads of Faculty three are male and one female. The Head of Engineering, Construction and Science is female. The post holder has a background in civil engineering and worked in this industry for a number of years before taking on a teaching career. In her role as a Senior Curriculum Manager and now Head of Faculty she has been influential in working with the staff to identify and implement strategies to attract and retain female learners into the subject areas within this curriculum area. She was also successful in attracting a female lecturer into Engineering but unfortunately the staff member left the College's employment to take up a position with a university.

The College has been successful in attracting staff into non-traditional areas and the majority of subject areas have both genders represented. It has been successful in attracting and retaining a female member of staff into the subject area of Construction, a male into Hairdressing and it has achieved a good gender balance in the subject area of Science. However in some subject areas it remains a challenge for the College to attract males and females into some subject areas as outlined above.

In order to attract staff into non-traditional areas and challenge the gender norms and stereotyping the College continues to:

- promote itself as an employer of choice through an effective recruitment strategy;
- offer attractive terms and conditions, including policies and procedures which provide the ability to balance a career with family commitments;
- offer appropriate professional learning and development to all staff regardless of contract status or protected characteristics; and
- build and maintain partnerships with local schools, employers and industry to encourage males and females into jobs and careers which challenge the gender norms and stereotyping which may encourage learners into the employment of the College or education in the future.

### **11.2.2 Challenging the Gender Norms and Stereotyping through Education**

The Equality and Human Rights Commission published a report titled '*Fair opportunities for all: A strategy to reduce pay gaps in Britain*'. The aim of the publication is to set out what requires to change and who needs to take action to reduce gender, ethnicity and disability pay gaps. The recommendations within the strategy are based on substantial new evidence from research by the Equality and Human Rights Commission into the size and causes of these pay gaps, and whether interventions so far have been successful.

Based on the evidence gathered by the EHRC, they recommended that the UK, Scottish and Welsh Governments, their agencies, and employers need to take action to:

*Unlock the earning potential of education by addressing differences in subject and career choices, educational attainment and access to apprenticeships.*

It identified three areas for change under this recommendation.

What needs to change:

- The barriers impeding educational potential
- Traditional stereotypes and subject choices that lead to occupational segregation
- The lack of diversity in apprenticeships

As part of its gender action plan the College works in partnership with local schools, primary and secondary, to encourage pupils to consider jobs and careers in more non-traditional areas. Examples of approaches/initiatives are detailed below.

### **STEM education and training**

The Scottish Government published its STEM Education and Training Strategy in 2017 with the purpose of improving education and training in Science, Technology, Engineering and Mathematics (STEM) in Scotland's schools, colleges and universities. The Strategy aims to build Scotland's capacity to deliver excellent STEM learning, and to close equity gaps in participation and attainment in STEM. It also aims to inspire young people and adults to study STEM, and to provide a better connection between STEM education and training and the needs of the labour market in Scotland.

The Government is working with colleges to bring the full-time college places in STEM subjects in line with regional employment needs. In order to meet the Government's objective the College as part of its Strategic Operational plan reviews Curriculum activities to focus on flexibility of pathways and develop further STEM provision and Work-based Learning Opportunities. One of the operational objectives is to consolidate partnerships with external agencies involved in the promotion and facilitation of STEM opportunities and the provision of work based learning activity, SmartSTEM.

The College has worked in partnership with local schools, primary and secondary, and employers to progress the STEM agenda.

Examples of activities/initiatives undertaken and publicised include:

### **STEM Diversity Event**

Glasgow school children have been energised about careers in science, technology, engineering and maths (STEM) at the College Springburn campus in the city. Charitable organisation SmartSTEMs and headline partner EDF Energy teamed up with the College to deliver an interactive session to 80 young people.

The pupils from schools across the area, heard from Glasgow Kelvin College fashion student Jerome Kasusula and Chrissy Mackay, founder of textile company, Beyondr about

their involvement in STEM. They also took part in a series of hands-on workshops including forensic science and 3D printing for jewellery making.

Events run by SmartSTEMs target children aged 10 to 14 and aim to encourage more people from diverse backgrounds to study science based subjects at school

### **SmartsSTEM Outreach event**

The Jewellery department attended a SmartsSTEM outreach event at St Andrews High School, Coatbridge.

While there they demonstrated sand casting and explained that the digital technologies, such as 3D printing models to cast, all evolved from this simple but versatile prehistoric technique.

The pupils aged between 10 and 12, from schools across the area, heard from the Glasgow Science Centre on Tour team and Kerry-Anne McLaughlin from JP Morgan about their careers in STEM. They also took part in a series of hands-on workshops including forensic science and digital fashion design.

Currently just one in four people working in STEM careers in Scotland is a woman and in engineering there is an estimated shortfall of people with the right skills of up to 59,000 a year.

Events run by SmartSTEMs target children aged 10 to 14 years and aim to encourage more people from diverse backgrounds to study STEM subjects at school.

EDF Energy's Scottish Business Director, Paul Winkle, said:

*"EDF Energy hopes that by capturing their imaginations at events like this one more children will be inspired to study STEM subjects at school."*

*Jobs in science, technology, engineering and maths are expected to grow at double the rate of other occupations but its projected that there won't be enough graduates and apprentices to fill the roles. We are delighted to be working with SmartSTEMs and the Glasgow Kelvin College to try and change that."*

Carlyn McNab, Director of Curriculum at Glasgow Kelvin College said:

*"As an inclusive college, Glasgow Kelvin is thrilled to be helping to host SmartSTEMs which will encourage local young people, especially young women, to engage with STEM learning and help to create greater diversity in the STEM workforce. The technical and scientific skills we deliver in this area are becoming ever more important for future careers and we are looking forward to a vibrant and exciting event for our partner schools."*

Stuart Macdonald, of SmartSTEMs said:

*"We are delighted to pull together many wonderful industry partners and scores of generous volunteers to deliver this great event for these young boys and girls. Proud to be playing our part in making Scotland a great place to discover and pursue STEM careers."*

Those at the SmartSTEMs session were also able to experience a virtual reality film that immersed them in the worlds of three successful women working in STEM-related industries. EDF Energy's Virtual Reality film can be viewed at [edfenergy.com/prettycurious](https://www.edfenergy.com/prettycurious). The College is delighted to have been able to host this event and play a role in sparking the interest of local school pupils for careers in the STEM industries.





### **Get Into Engineering Programme**

The Head of Faculty for Engineering, Construction and Science worked in partnership with local schools to encourage learners into the world of engineering through live projects.

Fifteen budding engineers from Eastbank Academy, St Mungo's Academy and Trinity High School took part in the ten-week 'Get Into Engineering' programme, run in collaboration between Robertson Group, Clyde Gateway, Glasgow Kelvin College and the University of the West of Scotland (UWS).

Pupils learned the basics and range of engineering skills by working on 'live' projects operated by Robertson Group.

Gemma Gourlay, director of social sustainability, Robertson Group, said:

*"This is the third year that we have delivered this programme, working in partnership with Clyde Gateway and the schools to introduce the pupils to the diverse careers available within engineering and the wider construction industry. The 'Get Into Engineering' programme offers varied activities, allowing the pupils to identify their strengths and interests through practical work, hands-on classroom exercises and talks from industry experts. It's brilliant to support such a positive initiative that has a lasting impact on the next generation of construction engineers."*

As part of the programme, the pupils carried out project work at Robertson Central construction sites, including piling and steelwork activities at Collegelands in Glasgow and an introduction to civil engineering at the Huntershill sports complex in Bishopbriggs. They also attended training sessions held by Robertson Central, where they received an introduction to mechanical and electrical engineering.

Ann-Marie Burns, project manager (education, business and community growth), Clyde Gateway, said:

*"It's great to see these young people successfully graduating from 'Get Into Engineering' – just one of the many programmes we carry out with Clyde Gateway schools to help prepare pupils for the world of work. 'Get Into Engineering' has proven to be a very popular and*

*successful part of our on-going efforts, and in previous years a number of the young people have pursued engineering further in terms of work, college or university.*

*There is no doubt that the involvement of Robertson has been a key component in the achievement of such excellent outcomes, including the enjoyable, interesting and informative site visits.*

Anne Porter, head of faculty, engineering, construction and science, Glasgow Kelvin College, said:

*"We are delighted to be involved, for the second year running, with the 'Get Into Engineering' initiative. The pupils attended the college for hands-on workshop experience, introducing them to the skills involved in electronic and electrical engineering, providing pupils with experience of a workshop environment and helping develop employability skills.*

*The programme is a fantastic opportunity for pupils to learn about the wide range of careers in engineering."*

Cara Allan, a fifth year pupil at Trinity High School said:

*"I enjoyed everything about 'Get Into Engineering', especially the visit to Kelvin College where we learned about all the different paths there were into engineering.*

*I've always been interested in engineering, but this has shown me all the different types of jobs that are out there, and I am now certain that I want to pursue a career in civil engineering."*

Attracting females and males into programme areas which lead to non-traditional jobs and careers will hopefully assist the College to attract teachers into more male dominated subject areas in the future.

### **Sunamp Presentation**

The College offer learners learning opportunities which provide job and career choices which challenge the gender norms and stereotyping as part of its programmes. It has attracted female learners into male dominated areas such as those within the Faculty of Engineering, Construction and Science.

Through engaging with industry the College seek to inspire all of its learners and open up opportunities particularly for female learners in encouraging them to consider a career in a male dominated industry. For example, partnerships with companies such Sunamp who are a Leading thermal storage company. The Company delivered a hugely successful seminar to Glasgow Kelvin learners and staff on their cutting-edge Sunamp Heat Battery technology which uses phase change material to provide space heating and hot water from both renewable and non-renewable energy sources.

Almost 100 learners, male and female, and staff from Building Services Engineering – in this case Service & Maintenance and Plumbing – and staff from Sunamp provided an engaging introductory session on their heat batteries, heat replacement and retention. Sunamp are an innovative Scottish company with a truly global reach and made a memorable impression at the recent ‘Fully Charged Live’ event for the building services engineering industry. See more at <https://www.sunamp.com/fully-charged-live-2018>

Lecturer George Blacker, who helped to organise the seminar, was enthusiastic about how participative the Sunamp session was for learners. He said:

*“I think it’s great that the College now has strong ties with a cutting-edge company like Sunamp. The learners got a lot out of it and it’s great that they have seen a practical demonstration of renewable energy sources as this is the way forward for the industry. We’re very grateful to Sunamp for their valuable time and effort in delivering such an engaging seminar and we look forward to continuing our work with them in the future.”*

Stuart Cunningham, Installation & Training Manager with Sunamp, said:

*“It was a pleasure to introduce our technology and our vision to the learners and we thank Glasgow Kelvin College for the opportunity. It is important that the next generation of engineers have an understanding of how products like ours are set to make big changes in their sector. That the learners were interested and engaged in our technology was evident in the many thought-provoking questions I received at the session.”*

The introduction of renewable energy sources is a key component of all engineering-related disciplines and is becoming increasingly embedded within learning and teaching in these areas. It also aligns directly with the College’s Sustainability Strategy.

### **11.3 Support Staff – Gender by Department**

The analysis across the support functions considers 14 Support areas. The previous Report demonstrated that there was a much higher proportion of females or males in specific service areas and the data demonstrates that this position has not changed.

Table 22 below shows that of the 14 areas nine have a higher concentration of female staff and five have a higher concentration of male staff.

Key points taken from the data shown with regards to the gender balance within the Support Staff areas include:

- there is a higher concentration of females in support staff areas such as Human Resources and Organisational Development; Advice, Guidance and Advice; Administration and Secretariat; Support – Health, Care and Learner Development; Business Development; Library and Finance;
- there is a higher concentration of males in support areas such as Estates; ICT Technical

- Services; Learner Engagement and Support – Business and Creative Industries;
- support areas which have a more neutral gender balance approx. 60% to 40% in respect of one gender or the other include Community Learning Development and Information Services; Support – Engineering, Construction and Science; Student Records and Learner Engagement; and
- none of the Support Departments are solely one gender or the other.

There has been some movement in the support areas of Administration and Secretariat and Community Learning and Development and Information Services which have both seen an increase in the number of male staff however other than this Support Departments remain heavily weighted in favour of one gender or the other.

The gender balance in areas which are traditionally male dominated including Estates and ICT continue to have a high concentration of male staff. Whilst the more administrative and professional areas such as Business Development, Library, Human Resources have a higher concentration of female staff.

Approaches have been undertaken to address occupational segregation both horizontal and vertical, these include:

- Finance for example created an Accountant Trainee role as part of its succession planning strategy. The two senior roles within this area are held by males. The Accountant Trainee appointed is female. There are now two qualified female accountants within the team. This provides the qualified staff with future career opportunities should these arise within the College. It is noted that this area has a higher percentage of female staff however this is concentrated at the lower grade level.
- A temporary secondment of a male member of staff to the Human Resources Team one day per week. A staff member has successfully completed a formal HR qualification and the secondment has been put in place to provide hands on experience and possible future career opportunities should these arise within the College.

The College has successfully attracted individuals into roles which are more traditionally held by one gender or the other, the College support staff structure has:

- a female Service Development Manager, IT Technical Services.
- a female Senior Science Technician.
- a male Team Leader – Administration and Secretariat
- a male Senior Administration Officer.

Table 22 - Support Departments - Gender balance at 28 February 2019 in comparison to 28 February 2017

| 28 February 2019                                      |                 |        |      |           |          | 28 February 2017 |          | Gender          |
|---|-----------------|--------|------|-----------|----------|------------------|----------|-----------------|
| Gender by Support Department                          | Number of Staff | Female | Male | %- Female | % - Male | %- Female        | % - Male | Head of Service |
| <b>Student Records</b>                                | 9               | 6      | 3    | 67%       | 33%      | 67%              | 33%      | Female          |
| Full-time   | 7               | 4      | 3    | 67%       | 100%     |                  |          |                 |
| Part-time   | 2               | 2      | 0    | 33%       | 0%       |                  |          |                 |
|   |                 |        |      |           |          |                  |          |                 |
| <b>Human Resources and Organisational Development</b> | 10              | 8      | 2    | 80%       | 20%      | 80%              | 20%      | Female          |
| Full-time   | 8               | 5      | 2    | 62%       | 100%     |                  |          |                 |
| Part-time   | 3               | 3      | 0    | 38%       | 0%       |                  |          |                 |
|   |                 |        |      |           |          |                  |          |                 |
| <b>Advice, Guidance and Admissions</b>                | 23              | 16     | 7    | 70%       | 30%      | 70%              | 30%      | Female          |
| Full-time   | 19              | 12     | 7    | 75%       | 100%     |                  |          |                 |
| Part-time   | 4               | 4      | 0    | 25%       | 0%       |                  |          |                 |
|   |                 |        |      |           |          |                  |          |                 |
| <b>Administration and Secretariat</b>                 | 34              | 28     | 6    | 82%       | 18%      | 87%              | 13%      | Female          |
| Full-time   | 25              | 19     | 6    | 68%       | 100%     |                  |          |                 |
| Part-time   | 9               | 9      | 0    | 32%       | 0%       |                  |          |                 |
|   |                 |        |      |           |          |                  |          |                 |
| <b>Estates</b>  | 26              | 2      | 24   | 8%        | 92%      | 7%               | 93%      | Male            |
| Full-time   | 20              | 1      | 20   | 50%       | 80%      |                  |          |                 |
| Part-time   | 6               | 1      | 4    | 50%       | 20%      |                  |          |                 |

Table 22 - Support Departments - Gender balance at 28 February 2019 in comparison to 28 February 2017

| 28 February 2019                     |                 |        |      |           |          | 28 February 2017 |          | Gender          |
|--------------------------------------|-----------------|--------|------|-----------|----------|------------------|----------|-----------------|
| Gender by Support Department         | Number of Staff | Female | Male | %- Female | % - Male | %- Female        | % - Male | Head of Service |
| <b>ICT Technical</b>                 | 15              | 1      | 14   | 7%        | 93%      | 6%               | 94%      | Male            |
| Full-time                            | 15              | 1      | 14   | 7%        | 93%      |                  |          |                 |
| Part-time                            | 0               | 0      | 0    | 0%        | 0%       |                  |          |                 |
|                                      |                 |        |      |           |          |                  |          |                 |
| <b>Business Development</b>          | 21              | 17     | 4    | 81%       | 19%      | 77%              | 23%      | Male            |
| Full-time                            | 19              | 15     | 4    | 88%       | 100%     |                  |          |                 |
| Part-time                            | 2               | 2      | 0    | 12%       | 0%       |                  |          |                 |
|                                      |                 |        |      |           |          |                  |          |                 |
| <b>Library</b>                       | 13              | 12     | 1    | 92%       | 8%       | 92%              | 8%       | Female          |
| Full-time                            | 7               | 6      | 1    | 50%       | 100%     |                  |          |                 |
| Part-time                            | 6               | 6      | 0    | 50%       | 0%       |                  |          |                 |
|                                      |                 |        |      |           |          |                  |          |                 |
| <b>Finance (including Bursaries)</b> | 16              | 14     | 2    | 87%       | 13%      | 82%              | 18%      | Male            |
| Full-time                            | 11              | 10     | 2    | 71%       | 100%     |                  |          |                 |
| Part-time                            | 4               | 4      | 0    | 29%       | 0%       |                  |          |                 |
|                                      |                 |        |      |           |          |                  |          |                 |
| <b>Learner Engagement</b>            | 3               | 1      | 2    | 33%       | 67%      |                  |          |                 |
| Full-time                            | 2               | 1      | 1    | 100%      | 50%      |                  |          |                 |
| Part-time                            | 1               | 0      | 1    | 0%        | 50%      |                  |          |                 |

Table 22 - Support Departments - Gender balance at 28 February 2019 in comparison to 28 February 2017

| 28 February 2019   |                 |        |      |           |          | 28 February 2017 |          |                 |
|--|-----------------|--------|------|-----------|----------|------------------|----------|-----------------|
| Gender by Support Department                                   | Number of Staff | Female | Male | %- Female | % - Male | %- Female        | % - Male | Head of Service |
| <b>Community Learning Development and Information Services</b> | 40              | 25     | 15   | 62%       | 38%      | 66%              | 34%      | Male and Female |
| Full-time  | 7               | 4      | 3    | 16%       | 20%      |                  |          |                 |
| Part-time  | 33              | 21     | 12   | 84%       | 80%      |                  |          |                 |
|  |                 |        |      |           |          |                  |          |                 |
| <b>Support - Engineering, Construction and Science</b>         | 8               | 3      | 5    | 38%       | 62%      |                  |          | Female          |
| Full-time  | 6               | 2      | 4    | 67%       | 80%      |                  |          |                 |
| Part-time  | 2               | 1      | 1    | 23%       | 20%      |                  |          |                 |
|  |                 |        |      |           |          |                  |          |                 |
| <b>Support – Business and Creative Industries</b>              | 5               | 1      | 4    | 20%       | 80%      |                  |          | Male            |
| Full-time  | 4               | 0      | 4    | 0%        | 100%     |                  |          |                 |
| Part-time  | 1               | 1      | 0    | 100%      | 0%       |                  |          |                 |
|  |                 |        |      |           |          |                  |          |                 |
| <b>Support – Health, Care and Learner Development</b>          | 11              | 8      | 3    | 73%       | 27%      |                  |          | Male            |
| Full-time  | 2               | 2      | 0    | 25%       | 0%       |                  |          |                 |
| Part-time  | 9               | 6      | 3    | 75%       | 100%     |                  |          |                 |

## 12. Gender by Age and Length of Service

### 12.1 Age

Table 23 shows the gender pay gap by age range. The gender pay gap within the age ranges 50 to 54 and 70+ are more in favour of female. The gender pay gap based on age however is skewed by the fact that staff within the age bands hold roles which range across the grades within the College structure.

In considering the gender pay gap further the data was compared using the age range within each grading structure to demonstrate the spread across each grade. This data is shown in table 24.

**Table 23 - Gender Pay Gap by Age**

| Age range | Male | Female | All staff | Male   | Female | Gender Gap                |
|-----------|------|--------|-----------|--------|--------|---------------------------|
| 16-19     | 0    | 2      | £11.75    | £0.00  | £11.75 | N/A                       |
| 20-24     | 4    | 7      | £15.32    | £15.64 | £15.14 | 3.20%                     |
| 25-29     | 16   | 17     | £15.87    | £16.03 | £15.72 | 1.90%                     |
| 30-34     | 24   | 36     | £17.57    | £18.73 | £16.79 | 10.38%                    |
| 35-39     | 40   | 39     | £18.61    | £19.11 | £18.10 | 5.27%                     |
| 40-44     | 26   | 35     | £19.23    | £20.56 | £18.25 | 11.21%                    |
| 45-49     | 27   | 54     | £19.54    | £20.29 | £19.54 | 3.68%                     |
| 50-54     | 35   | 54     | £20.08    | £19.80 | £20.27 | 2.37% in favour of female |
| 55-59     | 55   | 44     | £21.27    | £21.98 | £20.39 | 7.24%                     |
| 60-69     | 39   | 20     | £20.22    | £21.18 | £18.34 | 13.41%                    |
| 70+       | 5    | 1      | £20.14    | £19.90 | £21.37 | 7.41% in favour of female |

As shown in table 24 below there is a wide age range across the grades. Data analysis confirms that where there are significant differences in the hourly rate between male and female this is a reflection of number of staff who hold a higher graded post or a higher concentration of teaching staff falling within that age band. The analysis has not demonstrated any gender pay bias on the basis of age.

**Table 24 - Age range Across Grades**

| Grade   | Number of Staff | Female – Age Range | Number of Staff | Male – Age Range |
|---------|-----------------|--------------------|-----------------|------------------|
| Grade 1 | 19              | 16-69              | 15              | 20-69            |
| Grade 2 | 49              | 20-69              | 10              | 25-59            |
| Grade 3 | 11              | 25-59              | 25              | 25-70+           |
| Grade 4 | 38              | 16-59              | 18              | 20-69            |
| Grade 5 | 9               | 30-59              | 11              | 20-59            |

| <b>Grade</b>            | <b>Number of Staff</b> | <b>Female – Age Range</b> | <b>Number of Staff</b> | <b>Male – Age Range</b> |
|-------------------------|------------------------|---------------------------|------------------------|-------------------------|
| <b>Grade 6 Teaching</b> | 8                      | 30-59                     | 3                      | 30-44                   |
| <b>Grade 6a</b>         | 135                    | 20-70+                    | 151                    | 20-70+                  |
| <b>Grade 7</b>          | 3                      | 50-59                     | 2                      | 30-54                   |
| <b>Grade 8 Teaching</b> | 4                      | 45-69                     | 1                      | 45-49                   |
| <b>Grade 8</b>          | 19                     | 30-69                     | 15                     | 30-69                   |
| <b>Grade 9 Teaching</b> | 2                      | 45-59                     | 1                      | 55-59                   |
| <b>Grade 9</b>          | 6                      | 45-59                     | 8                      | 40-59                   |
| <b>Grade 9a</b>         | 1                      | 50-54                     | 2                      | 35-60                   |
| <b>Grade 10</b>         | 1                      | 50-54                     | 5                      | 55-69                   |
| <b>Grade 11</b>         | 3                      | 45-59                     | 1                      | 50-54                   |
| <b>Grade 12</b>         | 1                      | 50-54                     | 2                      | 40-59                   |
| <b>Grade 13</b>         | 0                      | n/a                       | 1                      | 60-69                   |

Table 25 below breaks length of service down by gender. The gender pay gap is more in favour of female across length of service with the exception of 5 to 10 years where it is slightly more in favour of male.

Again the figures are skewed as reporting by length of service includes staff across the grading structure. The data does demonstrate however the females remain in employment with the College longer than their male counter parts within the 0 to 10 year band after which the balance between male and female staff is more or less equal.

**Table 25 – Gender Pay Gap by Length of Service**

| <b>Service</b>             | <b>All staff</b> | <b>Male</b> | <b>Male Headcount</b> | <b>Female</b> | <b>Female Headcount</b> | <b>Gender Gap</b>       |
|----------------------------|------------------|-------------|-----------------------|---------------|-------------------------|-------------------------|
| <b>0 - up to 2 years</b>   | £16.80           | £17.58      | 36                    | £16.25        | 51                      | 7.57%                   |
| <b>2 - up to 5 years</b>   | £18.26           | £19.22      | 53                    | £17.44        | 63                      | 9.25%                   |
| <b>5 - up to 10 years</b>  | £19.53           | £19.51      | 54                    | £19.55        | 64                      | 0.19% in favour of male |
| <b>10 - up to 20 years</b> | £20.78           | £21.90      | 77                    | £19.72        | 81                      | 9.94%                   |
| <b>20 and more years</b>   | £20.16           | £20.62      | 51                    | £19.69        | 50                      | 4.50%                   |

## 12.2 Pay Gap - Conclusion

In summary, the analysis of the information gathered demonstrates:

- the equal pay review for 2018 found no evidence of systemic gender based pay discrimination. The College is committed to ensuring that pay arrangements reward fairly and transparently. Providing equal pay for equal work is central to the concept of rewarding people fairly for what they do. Individuals are not appointed to different points on a pay scale on the basis of gender or any other protected characteristic rather a systematic procedure is applied consistently irrespective of any protected characteristics;
- the more detailed grade analysis indicates no evidence of systematic pay-related discrimination between males and females. The gender pay gaps identified in relation to the majority of grades, with the exception of grade 6 and 8 which is in favour of female, vary slightly in favour of male or female. All roles have been subjected to an approved independent job evaluation system. Roles are considered through an annual job evaluation review process to ensure work of equal value;
- the overall gender pay gap is influenced by a higher percentage of females or males on a particular grade being at a lower pay scale, which will affect the average hourly rate of pay, this will resolve itself as staff progress and reach the maximum of the pay grade;
- all staff have the same access to training and development; and
- there is no evidence to suggest that age or length of service have an impact on pay other than the time taken to progress through the scale points for the grade which applies equally to both genders.

### **It should be noted:**

- the College does not pay bonuses or shift allowance. Overtime is limited and is offered to all staff within the Department when available; and
- the College does not operate performance related pay.

## 13. Recruitment and Selection

The recruitment and selection strategy for Glasgow Kelvin College seeks to select the best candidate for every job vacancy and achieve a fair and consistent approach in its Recruitment and Selection Procedures by promoting equality of opportunity. The College

has an Equality and Diversity Policy that details its commitment to advancing equality of opportunity in employment.

The College values diversity and welcomes applications from all groups in society. As an employer, the College is committed to advancing and promoting equality of opportunity. To fulfil these commitments it is crucial that the College adopts recruitment and selection procedures that are fair, lawful, objective and cost effective to promote consistent good practice. This will safeguard the interests of Glasgow Kelvin College and its good reputation as a fair employer. Recruitment and selection is a means of demonstrating the Board's commitment to best employment practices and the option of choice applies equally to both the College and the applicant.

It is the responsibility of all those involved in the recruitment and selection process to adhere to all statutory obligations placed on the College by legislation. This is especially with particular reference to Equality Act 2010 and the General Data Protection Regulations Data Protection Act 1998.

The College monitors its staffing profile to enable it to develop further its recruitment and selection strategy.

In session 2017/18 the College launched its online Recruitment and Selection system. The online site is branded to the College corporate identity and provides increased branding capabilities. The system supports the recruitment process from vacancy creation through to applicant appointment. Its wide-ranging features ensure the recruitment process is conducted effectively and efficiently. The College works with its managers to meet their hiring expectations and provide each candidate with a positive experience in their recruitment journey with the College. A positive recruitment experience will help the College to develop brand ambassadors.

The College is committed to removing barriers to success and as part of this commitment has introduced name-blind recruitment. In addition, the College is currently working towards creating its Recruitment web page to host its online system to promote the College. It aims to attract a diverse range of high calibre candidates through providing information about the College as an employer and service provider. The site will include information relating to services provided, the pay and benefits available and the College approach to equality and diversity. The College is currently working with a range of stakeholders to develop its recruitment site and create a positive perception of its brand.

The new website being developed, with input from internal and external stakeholders, will include videos to introduce prospective candidates to the College and exhibit its organisational goals, ethos and values and culture. Videos of managers talking about the service their area delivers to inform candidates about the role and the team. Staff talking about their experience of working at the College and their contribution towards creating an environment which transforms the lives of learners through education and College life. The section on College staff will provide links to learner success with existing staff demonstrating

how they, as a member of staff, made a difference to the life of individuals and the communities it serves. This approach is aimed at engaging and inspiring candidates to want to work with the College, hence attracting a diverse and talented candidate base.

In particular the site aims to challenge attitudes and expectations based on gender norms through its website to attract both genders into non-traditional roles. It will include:

- Videos of staff who hold a post in a non-traditional area talking about what it is like working for the College in that role;
- women who hold an operational or senior management role talking about their career progression and position with the College;
- the promotion of the flexible working arrangements available which applies to all roles; and
- the training and development opportunities which the College offers to all staff.

In addition, the College uses a variety of selection approaches and is currently exploring different selection techniques and methods and trialing these with managers. These new approaches will be evaluated and assessed to inform further the development of the College recruitment and selection strategy.

The College reviews and adapts its recruitment strategy systematically to meet its needs. Its recruitment and selection strategy aims to recruit, retain and develop the College workforce through selecting and appointing the appropriate candidate for the post, which helps to increase staff engagement, productivity and decrease staff turnover.

Table 26 below shows the recruitment data for Session 2016/17 in comparison to 2017/18. It demonstrates that the College received a higher percentage of applications from women in both sessions.

Of the shortlisted applicants a higher percentage of women applied for a position. In considering the percentage of candidates who applied against the percentage of were shortlisted by gender there was a slightly higher percentage of women.

Of the candidates appointed in session 2017/18 the data shows that the gender balance was fairly even however a higher percentage of women were successful for internal appointments and a higher percentage of men for external appointments. In comparison in session 2016/17 a greater percentage of women were appointed for both internal and external appointments.

**Table 26 - Breakdown of Recruitment Statistics for sessions 2016/17 and 2017/18 for comparison**

| All Vacancies                   | Session 2016/17                |                            | Session 2017/18                |                            |
|---------------------------------|--------------------------------|----------------------------|--------------------------------|----------------------------|
|                                 | Female (including trans woman) | Male (including trans man) | Female (including trans woman) | Male (including trans man) |
| All Applicants                  | 61%                            | 39%                        | 55%                            | 45%                        |
| All Shortlisted Applicants      | 62%                            | 38%                        | 57%                            | 43%                        |
| Total Appointments              | 72%                            | 28%                        | 46%                            | 54%                        |
| External Applicants             | 61%                            | 39%                        | 55%                            | 45%                        |
| Internal Applicants             | 55%                            | 45%                        | 60%                            | 40%                        |
| External Shortlisted Applicants | 64%                            | 36%                        | 57%                            | 43%                        |
| Internal Shortlisted Applicants | 56%                            | 44%                        | 62%                            | 38%                        |
| External Appointments           | 74%                            | 26%                        | 44%                            | 56%                        |
| Internal Appointments           | 69%                            | 31%                        | 54%                            | 46%                        |

Of the 81 appointments made in session 2016/17, 58 were female and 23 male

- 6 management positions of which 4 appointments were female and 2 male;
- 37 were support staff positions of which 26 were female and 11 were male; and
- 38 teaching staff of which 28 were female and 10 male.

Of the 67 appointments made in 2017/18, 31 were female and 36 male, appointments included:

- 5 management positions of which 3 appointments were female and 2 male;
- 31 were support positions of which 21 were female and 10 were male; and
- 31 teaching of which 7 were female and 24 male.

#### 14. Tackling Occupational Segregation

Occupational segregation is understood as the concentration of female and male staff:

- in different kinds of jobs (**horizontal** segregation) or
- in different grades (**vertical** segregation)

Occupational segregation is one of the barriers, which prevents women and men, from fulfilling their potential in the labour market, and consequently contributes to the pay gap. Women tend

to be concentrated in the lower paid jobs (e.g. caring, catering, cleaning, clerical, and the lower grades within an organisation).

As an employer and provider of education services Glasgow Kelvin College is committed to tackling occupational segregation. The College recognises the benefits of utilising talent and skills and is committed to ensuring that stereotypical perceptions and unconscious bias do not inhibit an individual in learning, work or life.

The College acknowledges that the gender balance in Departments favour one gender or the other, and within some subject areas in relation to teaching roles there is no gender balance. Female staff are concentrated in lower graded posts but equally they are spread throughout the grades both in management, teaching and support. The College will continue to consider and identify approaches which would encourage both genders into non-traditional roles.

The College has continued to address occupational segregation as an employer. In addition to the further development of its Recruitment and Selection strategy as briefly outlined above other activities include:

#### **14.1. Unconscious Bias Training**

The College was invited to participate in the 'Value the Difference' project as a member of the Glasgow Employer Diversity Forum during session 2015/16. The project is a partnership between Glasgow City Council, University of Strathclyde and Brodies LLP with funding from The BIG Lottery.

The project aims to tackle Unconscious Bias in the workplace through a combination of research activity, organisational intervention and individual support to employees from participating organisations. The project includes bespoke workshops for management teams on key issues highlighted in the Implicit Attitude Tests taken by staff within the organisation. These workshops focus on the practical impact of equality and diversity legislation and participation in organisational interventions.

The first step in the project was to conduct the Implicit Association Test (IAT) with staff, in session 2015/16. Implicit attitudes are evaluations that occur without conscious awareness towards an attitude object or the self. These evaluations are generally either favourable or unfavourable. They come about from various influences in the individual experience. The commonly used definition of implicit attitude within cognitive and social psychology comes from Anthony Greenwald and Mahzarin Banaji's template for definitions of terms related to implicit cognition: "*Implicit attitudes are introspectively unidentified traces of past experience that mediate favorable or unfavorable feeling, thought, or action toward social objects*". These thoughts, feelings or actions have an influence on behavior that the individual may not be aware of.

The College chose to focus on the following three Protected Characteristics. These included:

- disability (mental health and competency biases);

- race (biases relating to high/low status roles); and
- gender (competency and status).

One of the planned events includes a training programme delivered by both Brodies LLP and University of Strathclyde on unconscious bias. The programme was delivered during session 2016/17 and 2017/18 included:

- a bespoke workshop for the senior and operational management team and members of the Board of Management focusing on the practical impact of equalities legislation;
  - the workshop:
    - introduced the concept of unconscious bias
    - explored the impact of unconscious bias on our behaviour
    - discussed the legal framework which relates to equality and diversity in the workplace
    - participate in case studies relating to its application
    - two sessions were held in session 2016/17 and one in 2017/18
- a bespoke workshop for the operational management team focusing on the practical impact of the legislation was delivered in August/September 2017

## 14.2 Training and Development Activities

- personalised career coaching for under-represented groups:
  - 19 staff participated in the coaching programme, which ran in session 2016/17; and
  - 15 staff participated in the coaching programme which ran in session 2017/18.

In addition, in session 2017/18 the College through Blue Ptarmigan ran a series of workshops between June and December 2018. These included:

- **Interview Techniques**

Aimed at staff who wish to develop further their interviewing skills and confidence to enhance career development.

- **Enhance Management Skills**

Aimed at newly appointed managers or managers who wish to develop further their management skills.

- **Resilience and Confidence Building**

Aimed at all staff who wish to develop resilience and confidence building strategies.

- **People Skills**

Aimed at all staff who wish to develop further their people skills.

- **Coaching and Mentoring for Line Managers**

Aimed at individuals who have career coaching and mentoring responsibilities to enhance their skills and capabilities in this field

The workshops were aimed at all staff, in particular women, disabled people and people from ethnic communities, to better prepare them to achieve their career aspirations.

## **15. Equal Pay Statement**

Glasgow Kelvin College recognises the importance of equality and valuing diversity and it is committed to ensuring that all staff are treated equitably regardless of their age, race (including nationality, ethnic or national origin), disability, sexual orientation, gender (including staff who have undergone gender re-assignment), marital, civil partnership or parental status, religion or belief, or lack of religion or belief. We believe as part of these principles that staff should receive equal pay for work of equal value.

The College recognises that in order to achieve equal pay for employees carrying out equal work it should operate a pay system which is transparent, based on objective criteria and free from unfair bias on any grounds, including sex, race or disability. This is a fundamental principle which is central to College policy on equality and diversity and pay related policies and practices.

The legislative framework Under the Equality Act 2010, both women and men have the right to equal pay for work of equal value; this applies to all employees regardless of full or part-time status, casual or temporary contract or length of service.

### **How College put Equal Pay into practice?**

The College workforce comprises of two employee groups whose pay and conditions of service are set under different Local and National Collective Bargaining arrangements, which cover pay and terms and conditions.

The College commitment to equal pay is demonstrated by:

- operating set terms and conditions for salary placement for all staff regardless of employment status;
- monitoring and reviewing pay practices in partnership with Trade Unions and when appropriate staff representatives;
- reviewing and revising, where necessary, written terms and conditions in partnership with its recognised Trade Unions;
- providing open access for staff to their own personal information;
- evaluating all posts, including senior management, using Job Evaluation System, Further Education Development and Role Analysis (FEDRA) and addressing any anomalies subsequently identified;
- reviewing and updating pay and grading structures in partnership with representatives of its recognised Trade Unions underpinned by the FEDRA

- job evaluation system;
- conducting an equal pay audit and reporting the findings in its Equal Pay Statement and Equal Pay Audit Report;
- not operating long pay scales and ranges;
- providing training and guidance for those staff directly involved in decisions about pay and benefits;
- encouraging all staff to make appropriate provisions for their pension with the support of its recognised Trade Unions; and
- impact assessing pay policies and practices.

The College equal pay objectives are to:

- ensure that any unfair, unjust or unlawful practices that impact on pay are eliminated;
- ensure that its pay arrangements remain free from bias; and
- take appropriate remedial action to address any elements of the pay arrangements that may be unfair, unjust or unlawful.

By following these principles and fulfilling its objectives the College intends to avoid unfair discrimination and reward.

However the College is concerned that there has been no agreement at a national level between to Employers' Association and EIS/Fela to introduce a national job evaluation scheme for teaching staff.

### **Occupational Segregation**

The College takes a number of steps to minimise occupational segregation and advance equality of opportunity associated with gender.

These are as follows:

- monitoring the impact of College pay practices across the protected characteristics (PCs) and reporting the impact by PC and by grade;
- monitoring and reporting the profile of roles within the College by gender to identify any areas of occupational segregation and identify any actions necessary to address occupational segregation;
- encouraging males and females to apply for non-traditional roles through innovative recruitment advertising;
- monitoring and reporting the workforce profile by gender full-time and part-time by grade on an annual basis;
- operating flexible working practices for staff at all levels;
- monitoring and reporting the take up of flexible working opportunities gender and report the take up in the Mainstreaming Report;
- operating and monitoring the utilisation of work-life balance policies across all the protected characteristics and reporting the impact by gender;

- operating open access to professional development and monitoring and reporting by gender and the take up of such opportunities;
- professional development review procedures;
- mentoring and coaching opportunities open to all staff and specific activities to support and encourage under-represented groups;
- analyse progression in terms of grade and between job groups by gender; and
- producing a Workforce Plan, which incorporates a succession planning strategy.

## **16. Responsibilities**

### **Board of Management**

As the governing body of the College, the Board or Management is responsible for ensuring that the College complies with its statutory **obligations in terms of equal pay.**

### **The Principal**

Will be responsible for ensuring that the College commitment to Equality, Diversity & Inclusion including equal pay is implemented; that training and guidance is provided for those making decisions regarding remuneration and that the equal pay policy statement is communicated internally and externally.

### **Vice Principal, Human Resources and Organisational Development**

Is responsible for:

- Ensuring that pay, benefits and reward system for all pay grades, including the Senior Management Team, are kept under regular review and that statistical analysis is undertaken on an annual basis.
- Advising on the authorising of job specifications, post profiles and appropriate salary levels to ensure that equal pay issues are given appropriate consideration.
- Provide Recruitment and Selection awareness, and focused training for all relevant managers, to ensure all staff are aware of the equal pay policy and statement.
- Communicating the policy statement, via internal communication platforms, to ensure all staff are aware of the wider equality related issues.
- Ensuring that key information on equal pay statistics is published in accordance with the College's statutory duties.

### **All Senior Staff, Managers and Supervisors**

Are responsible for:

- Implementing the policy statement.
- Following any relevant procedures relating to equal pay and, where appropriate, seeking appropriate advice and guidance, e.g. Pay Grading structure, Recruitment and Selection

Procedure and the Job Evaluation process, which is currently under review as part of National Bargaining.

- Ensuring that employees know and understand their responsibilities regarding equal pay and, where appropriate and necessary, receive support and training in carrying these out to ensure the College achieves the legal requirements under the Equality Act 2010.

## **Complaints and Grievances**

An employee concerned about discriminatory action in relation to equal pay should in the first instance discuss the matter with their line manager. If an employee is dissatisfied the matter should be raised formally using the College Grievance Procedure in order to achieve internal resolution.

## **Monitoring**

The Vice Principal, Human Resources and Organisational Development will monitor and review this policy statement, consulting with employees and Trade Union representatives as appropriate, on changes being required due to changes in line with legislation or best practice. Monitoring process and systems include:

- An annual Workforce Profile;
- Recruitment and Selection Statistics (internal and external);
- Discipline and Grievance Cases;
- Professional Development;
- Exit Interviews; and
- Take up on Policies and Procedures.

## **Action Plan**

A supporting action plan, detailing actions and outputs which was established in 2017 to be delivered over four years, together with responsibilities and timescales. A progress action plan is presented at the end of this statement.

## 17. Action Plan

| Recruitment and Selection  |   |                |   |  |   |
|--|---|----------------|---|--|---|
| Objective  | Lead Organiser  | Timescale      | Actions   | Progress   | Next Steps  |
| Implement and evaluate the attraction, recruitment and selection, on boarding and CPD strategy.  | Vice Principal (VP), Human Resources (HR) and Organisational Development (OD) | June 2018      | Produce and implement attraction, recruitment and selection, on boarding and CPD strategy.  | Attraction, recruitment and selection strategy reviewed and implemented<br>Onboarding systems introduced and operational<br>CPD strategy revised.  | Launch revised recruitment website.<br><br>Evaluate onboarding systems and adapt as appropriate.<br><br>Evaluate CPD strategy and report impact in OD Self-Evaluation report.   |
| Develop, implement and monitor effectiveness of College wide strategies to encourage/attract women to posts, senior and non-traditional roles. | Director of HR  | December 2018  | Review and revise impact of attraction, recruitment, on boarding and CPD strategies.<br><br>Incorporate feedback from Close the Gap, Equate and the Coalition for Race Equality and Rights. | Some progress in attracting males and females into non-traditional roles.<br><br>Number of females in a promoted post increased.<br><br>Advice sought from Equate and Coalition for Race Equality and Rights | Recruitment website will contain videos of staff in non-traditional roles to encourage both genders to apply for positions which are considered non-traditional.<br><br>Recruitment website will contain videos of women in management roles.<br><br>Promote further family friendly policies and procedures. |
| Ensure that staff, in particular female employees are involved in the review of the College's Recruitment and Selection Strategy.              | Director of HR and Equality, Diversity and Inclusion (EDI) Manager            | September 2017 | Use feedback to inform further development of the College website, materials, recruitment and   | Focus groups held with staff regarding revised website, materials and recruitment and selection  | Provide further opportunity for staff to comment on final content and design prior to formal launch.  |

| Recruitment and Selection   |                              |   |  |   |   |
|---|------------------------------|---|--|---|---|
| Objective   | Lead Organiser               | Timescale                                     | Actions  | Progress  | Next Steps  |
|   |                              |   | selection process and onboarding process.  | process and onboarding process and feedback incorporated into design and content. |   |
| Mitigate inadvertent bias in attraction, recruitment and selection strategies.  | HR Team/Marketing Team       | Audit each recruitment and selection campaign | Part of ongoing review process.  | Monitoring will be reported in the Mainstreaming Report and Gender Pay Gap Report | Publish Mainstreaming Report and Gender Pay Gap and Equal Pay Statement 2019 Report |
| Ensure all staff, managers and members of the Executive members of the Board of Management are trained in the revised recruitment and selection policy and procedure. | VP, HR and OD and OD Manager | December 2017                                 | Review and revise recruitment and selection training and development   | Training provided.  | Refresher training and training for new managers.                                   |
| HR to review the E&D monitoring data associated with recruitment and appointments. Report on trends as well as 'snapshot' information.                                | Director of HR and HR Team   | August 2018 and every August thereafter.      | Undertake an evaluation of recruitment campaigns and processes for appointments in particular management appointments after each campaign. | Report to be published at first HR Committee meeting.                             | Evaluate and report annually.   |
| Provide training for Senior, Operational and Line managers in unconscious bias.   | Director of HR               | April/May 2017                                | Brodies LLP and Blue Ptarmigan to deliver training. Evaluate impact of training and  | Achieved  | Provide refresher training on an ongoing basis for managers and new appointees.     |

| Recruitment and Selection  |                                  |               |   |  |                  |
|--|----------------------------------|---------------|---|--|------------------|
| Objective  | Lead Organiser                   | Timescale     | Actions   | Progress   | Next Steps       |
|  |                                  |               | implement any identified changes.   |  |                  |
| Create and implement a set of Key Performance Indicators (KPIs) and use to monitor progress over time. | VP, HR and OD and Director of HR | December 2018 | Set of KPIs created as part of Workforce Planning exercise. Use to produce trend data to benchmark recruitment and selection processes. | KPIs established and published in progress report for Workforce Planning. Data incorporated into Annual HRM Report to the HR Committee | Report annually/ |

| Career progression for female  |                            |                |   |   |   |
|--|----------------------------|----------------|---|---|---|
| Objective  | Lead Organiser             | Timescale      | Actions   | Progress  | Next Steps  |
| Offer group based training sessions to enhance participant's confidence and capability by developing their career specific skills, such as interview techniques and presentation skills. | Director of HR             | October 2017   | Progress with Blue Ptarmigan.                                     | Achieved Series of training activities delivered. Further details contained within this report. | Continue to provide appropriate training and development identified through monitoring, feedback and developing legislation and case law development. |
| Record and monitor professional development including CPD log and Professional Development Review process to ensure that female staff are accessing opportunities.                       | Senior HR Business Partner | September 2017 | Develop the HR system further to record professional development. | Monitoring and reporting through mainstreaming report.  | Report annually   |

| Career progression for female           |                |             |   |          |  |
|---|----------------|-------------|---|----------|--|
| Objective                               | Lead Organiser | Timescale   | Actions   | Progress | Next Steps   |
| Organise career coaching opportunities. | Director of HR | 1 July 2017 | <p>Delivered by Blue Ptarmigan.</p> <p>Overall feedback from sessions provided to identify any barriers and assist develop strategies for career development for staff.</p> | Achieved | <p>Professional development programme being developed in-house. For example Solution Focused Coaching and Leadership Development Programme. Programmes offered to all staff and participation is encouraged.</p> <p>PDR process reviewed to encourage staff to identify if they are interested in</p> <ul style="list-style-type: none"> <li>- Career Stability – developing within the current role professionally and personally.</li> <li>- Career Progression – developing for future promotion either with the College or another organisation.</li> <li>- Future Planning – preparing for retirement, skills/experience/knowledge sharing – options for winding down.</li> </ul> |

| Female staff   |                |            |  |   |   |
|--|----------------|------------|--|---|---|
| Objective  | Lead Organiser | Time scale | Actions  | Progress  | Next Steps  |
| Continue to develop and promote the Family Friendly and Flexible Working Policy, Procedures and practices.   | Director of HR | June 2017  | Review existing policy, procedure and practices.   | Procedure and practice adapted as appropriate based on feedback and impact. Policy currently under review in consultation with staff, management and Trade Union Representatives. | Policy to be presented to the Board of Management in June 2019.   |
| Hold focus groups with female staff to identify barriers, perceived or real, to career progression, entry into non- traditional roles, how to balance work and home and how to maximise the promotion process. | Director of HR | July 2017  | <p>Liaise with external agencies and invite them to host focus groups. Set up appropriate focus groups with female staff to explore this further; utilise information already gathered from HR from applicants.</p> <p>Evaluate and implement changes where appropriate using the feedback provide by Equate Scotland and Close the Gap.</p> | <p>Feedback used to inform further development of policies, procedures and practices.</p> <p>Promotion campaigns run to increase awareness.</p>                                   | <p>Focus groups with female staff to assess impact of policy and procedure as part of review for 2018/19.</p> <p>Utilise information to develop further policy, procedure and practice.</p> |

**Female staff**

| <b>Objective</b>   | <b>Lead Organiser</b>      | <b>Time scale</b> | <b>Actions</b>   | <b>Progress</b>  | <b>Next Steps</b>   |
|--|----------------------------|-------------------|--|--|---|
| Review current practice and support for staff returning to work following a career or maternity/shared parental leave  | Senior HR Business Partner | July 2017         | Build on previous research conducted by members of HR and engage with recent maternity returners about their experience of maternity processes (and returning to their role) | Feedback used to inform further development of policies, procedures and practices.   | Seek feedback from staff to inform further development of policy, procedure and practices as part of 2018/19 review.        |
| Work with senior and operational managers to identify opportunities to encourage the development and career progression of women employees and identify any potential barriers that may affect female staff. | Senior HR Business Partner | July 2017         | Identify external agencies to facilitate focus groups with female and disabled staff.  | Research information and feedback from staff, Trade Unions used to inform further development of policies, procedures and practices. | Seek feedback from stakeholders to inform further development of policy, procedure and practices as part of 2018/19 review. |

| Pay Gap Analysis  |                                |             |   |  |  |
|---|--------------------------------|-------------|---|--|--|
| Objective   | Lead Organiser                 | Timescale   | Actions   | Progress   | Next Steps   |
| Further analysis to be undertaken (outside of this review) to better understand any pay gaps reported; steps to be taken to remedy any imbalances identified where appropriate. | Director of HR and EDI Manager | August 2017 | HR to analyse data in more depth. Annual pay audit to be undertaken on 1 <sup>st</sup> April. | Data incorporated into Gender Pay Information and Equal Pay Statement 2019 | Gather data annually and publish in next Pay Report. |

| Other general actions  |  |  |  |  |  |
|--|--|--|--|--|--|
| Objective  | Lead Organiser                         | Timescale  | Actions  | Progress   | Next Steps   |
| Conduct impact analysis in gender, disability and ethnicity. Seek external input from agencies to support the critical evaluation of policies, practices and procedures. | Director of HR and EDI Manager         | In line with the Board of Managements Policy review schedule | HR to establish level of external input required and agencies.                                     | EQIA conducted in relation to all policies and procedures. Published accordingly.  | Conduct EQIA in relation to all policies and procedures and publish accordingly.   |
| Practices in departments and faculties that contribute positively towards the goals of gender, disability and/or ethnic equality shared across the College.              | Director of Curriculum and EDI Manager | December 2017  | SCM Quality to work with Departments and Faculties to collect and share examples of good practice. | Data gathered to be published in mainstreaming and equality outcome reports. Routine reports on equality, diversity and inclusion presented at the HR Committees | Data gathered will be published in mainstreaming and equality outcome reports. Routine reports on equality, diversity and inclusion will be presented at the HR Committees |

| Other general actions   |                            |              |  |  |  |
|---|----------------------------|--------------|--|--|--|
| Objective   | Lead Organiser             | Timescale    | Actions  | Progress   | Next Steps   |
| Staff who are leaving to be actively encouraged to complete exit questionnaires and take-up to be improved in this area; ensure questions asked allow for issues relating to pay, career progression and potential discrimination to arise; analyse information annually, in terms of both E&D monitoring and trends that arise, reporting to the Equality and Diversity Committee. | Senior HR Business Partner | June 2018    | Explore online exit interview system and actively encourage all leavers to complete online system. | Paper based system still active. IT resources have been focused on other priority areas. | <p>Ensure that all leavers are invited to participate in the exit interview process.</p> <p>Review existing exit Interview form to create user friendly version to encourage more staff to participate.</p>  |
| Career Development Training – targeted at individuals with the College who have career coaching and mentoring responsibilities to enhance their skills and capability in this field. This for line managers.  | Director of HR             | October 2017 | Blue Ptarmigan to deliver Career Development Training for Managers.                                | Achieved   | <p>Professional development programme being developed in house. For example Solution Focused Coaching and Leadership Development Programme. Programmes offered to all staff and participation is encouraged.</p> <p>PDR process reviewed to encourage staff to identify if they are interested in</p> <ul style="list-style-type: none"> <li>- Career Stability – developing within the current role professionally and personally.</li> <li>- Career Progression – developing for future promotion either with the College or another organisation.</li> <li>- Future Planning – preparing for</li> </ul> |

| Other general actions |                |           |         |          |   |
|-----------------------|----------------|-----------|---------|----------|---|
| Objective             | Lead Organiser | Timescale | Actions | Progress | Next Steps  |
|                       |                |           |         |          | retirement, skills/experience/knowledge sharing – options for winding down. |

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Appendix 1

Mean - Gender Pay Gap for All Staff at 01 April for 2018, 2016 and 2015 for comparison

| 01 April 2018 |           |                  |                           | 01 April 2016     |                           | 01 April 2015            |
|---------------|-----------|------------------|---------------------------|-------------------|---------------------------|--------------------------|
| Grade         | Headcount | Mean Hourly Rate | Percentage Difference     | Headcount         | Percentage Difference     | Percentage Difference    |
| Grade 1 Total | 33        | £10.78           | 1.38% in favour of male   | Grade 1 Total: 45 | 0.44% in favour of male   | 3.3% in favour of male   |
| Female        | 19        | 10.72            |                           | Female: 22        |                           |                          |
| Male          | 14        | 10.87            |                           | Male: 23          |                           |                          |
| Grade 2 Total | 59        | 12.48            | 1.03% in favour of male   | Grade 2 Total: 67 | 5.15% in favour of female | 6% in favour of female   |
| Female        | 49        | 12.46            |                           | Female: 57        |                           |                          |
| Male          | 10        | 12.59            |                           | Male: 10          |                           |                          |
| Grade 3 Total | 36        | 13.95            | 0.72% in favour of female | Grade 3 Total: 28 | 0.75% in favour of male   | 2.4% in favour of male   |
| Female        | 11        | 14.02            |                           | Female: 6         |                           |                          |
| Male          | 25        | 13.92            |                           | Male: 22          |                           |                          |
| Grade 4 Total | 56        | 15.5             | 1.72% in favour of male   | Grade 4 Total: 57 | 1.47% in favour of male   | 1.6% in favour of male   |
| Female        | 38        | 15.41            |                           | Female: 38        |                           |                          |
| Male          | 18        | 15.68            |                           | Male: 19          |                           |                          |
| Grade 5 Total | 20        | 16.97            | 0.47% in favour of female | Grade 5 Total: 19 | 3.83% in favour of female | 2.0% in favour of female |
| Female        | 9         | 17.02            |                           | Female: 9         |                           |                          |
| Male          | 11        | 16.94            |                           | Male: 10          |                           |                          |

| Grade                   | Headcount | Mean Hourly Rate | Percentage Difference     | Headcount           | Percentage Difference     | Percentage Difference    |
|-------------------------|-----------|------------------|---------------------------|---------------------|---------------------------|--------------------------|
| Grade 6 Total           | 10        | 19.23            | 6.51% in favour of female | Grade 6 Total: 5    | 5.49% In Favour Of Female | 0.6% in favour of female |
| Female                  | 8         | 19.47            |                           | Female: 4           |                           |                          |
| Male                    | 2         | 18.28            |                           | Male: 1             |                           |                          |
| Teaching Staff Grade 6a | 286       | £21.09           | 0.43% in favour of male   | Grade 6a: Total 328 | 1.27% In Favour Of Male   | 1.3% in favour of male   |
| Female                  | 135       | £21.04           |                           | Female: 156         |                           |                          |
| Male                    | 151       | £21.13           |                           | Male: 172           |                           |                          |
| Grade 7 Total           | 5         | 21.79            | 3.56% in favour of female | Grade 7 Total: 6    | 0.4% In Favour Of Female  | 0.4% in favour of female |
| Female                  | 3         | 22.09            |                           | Female: 3           |                           |                          |
| Male                    | 2         | 21.33            |                           | Male: 3             |                           |                          |
| Grade 8 Total           | 5         | 24.27            | 5.17% in favour of female | Grade 8 Total: 4    | 1.22% In Favour Of Female | 0.34% in favour of male  |
| Female                  | 4         | 24.53            |                           | Female: 3           |                           |                          |
| Male                    | 1         | 23.22            |                           | Male: 1             |                           |                          |
| Teaching Staff Grade 8  | 34        | £24.65           | 0.32% In Favour Of Male   | Grade 8: Total 37   | 0.07% In Favour Of Male   | 1% in favour of male     |
| Female                  | 19        | £24.62           |                           | Female: 17          |                           |                          |
| Male                    | 15        | £24.70           |                           | Male: 20            |                           |                          |



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