

## Board of Management

<b>Date of Meeting</b>	<b>Wednesday 21 June 2017</b>
<b>Paper No.</b>	<b>BoM6-K</b>
<b>Agenda Item</b>	<b>14.1.2</b>
<b>Subject of Paper</b>	<b>Equal Pay Statement &amp; Information Report 2017</b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>Paul Clark, College Secretary</b>
<b>Date of production</b>	<b>8 June 2017</b>
<b>Action</b>	<b>For Approval</b>

### 1. Recommendations

For the Board to approve the College's Equal Pay Statement and Information Report 2017.

## 2. Purpose of Report

This paper presents the College's Equal Pay Statement and Information Report 2017, one of the four Equality Statutory Reports required under the Equality Act 2010 Specific Duties; see [Appendix 1](#).

## 3. Context

### 3.1 Responsibilities

The College has a number of corporate, social justice and legal responsibilities for advancing ED&I, as detailed in the College's [ED&I Strategy 2013-2017](#). These include the publication of four documents:

- Equality Mainstreaming Report 2017
- Progress in Achieving Equality Outcomes 2017
- Equality Outcomes Framework 2017-2021
- Equal Pay Statement and Information Report 2017

All these documents were required to be published by 30<sup>th</sup> April 2017, and this was duly undertaken. The first three of these reports were published following Board approval, however, the Equal Pay report 2017 had to be published pending Board approval.

The key findings from the Equal Pay report were:

- The report identified progress since 2015, with our Gender Pay Gap decreasing from 14% to 12%.
- It is worthy of note that whilst the College has an overall pay gap, there is no notable pay gap by role (academic) or grade (support) due to a robust process of spinal points (academic) and job evaluation (support).
- 2017 is the first year that we have reported on disability and race. The regulations stipulate a reporting on employees in these categories, not pay gap. It should be noted that there are data gaps in these areas, as whilst we encourage employees to provide this information, it is not compulsory.

- There are plans to examine our representation of disability and race with reference to the most recent census to create an action plan.

#### **4. Impact and Implications**

Having delivered the Statutory Reports as recommended has ensured compliance with the specific duties of the Equality Act 2010. Furthermore these publications contribute to the College's track record for being sector leading for equality, together with supporting student and staff engagement.

From a risk management perspective, the robust approach taken in developing this reportage ensures compliance with legislative duty, enhancing the College's corporate reputation, and averting any potential intervention from either Education Scotland or the Equality and Human Rights Commission.

## **Appendix 1: Equality Statutory Report:**

### **1. Equal Pay Statement and Information 2017**



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This report is published subject to pending Board of Management approval.





# Foreword from the Principal

## Foreword from the Principal

As Scotland's largest technical and professional skills college and an established flagship for a new era of tertiary education, City of Glasgow College not only values and advances Equality, Diversity and Inclusiveness (ED&I), we aim to lead the way in promoting these principles.



Our college serves a richly diverse community so it is natural and right for our workforce to reflect that multiplicity.

We want to ensure that our students - who are at the heart of everything we do - and our staff - who are our greatest asset - have the best possible opportunities available to them to realise their full potential, improve their life chances and reach their educational and career goals.

To support that aim, in December 2015 we committed to the Digital Badge Award Scheme which launched with the ED&I Badge and staff signing up to become Equalities Champions. ED&I values are incorporated into our daily practices and policies and by committing to equality, diversity and inclusiveness our college sees real people benefits. As you will see detailed throughout this report, ED&I is core to City of Glasgow College purpose to **Let Learning Flourish**.

We are recognised as Investors in Diversity and Investors in People which underline our inclusive approach and core corporate values. We are also part of the Stonewall Workplace Equality Index which measures our efforts to create an inclusive workplace for lesbian, gay, bisexual and transgender employees and students.

City of Glasgow College is committed to creating an inclusive culture that provides equality of opportunity, process and outcome to all students, staff and stakeholders. This report reflects our dedication to fulfilling these responsibilities.

Paul Little

Principal and CEO







# 1. Introduction

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To meet the requirements of the Equality Act 2010, this report will detail how City of Glasgow College has devised an equal pay statement, after conducting an equal pay analysis based on staff data as of 1<sup>st</sup> April 2017.

City of Glasgow College is ranked top two in the UK for WorldSkills and composite overall number one in the Scottish sector for success in student attainment in combined Further and Higher Education. We are leading the way in tackling gender inequality within the curriculum - our Women into Engineering course applications doubled in its second year alone.

Our college, like Scotland as a nation, is a melting pot of diversity, equality and excellence. We deliver above average success rates for our students. Our innovative approaches to teaching and learning enable personalised development across a range of over 2,000 courses from Access Level to Masters. There are opportunities to study at a level that encourages success and progression, enabling our students to reach their full potential and improve their life chances, regardless of background or protected characteristic.

City of Glasgow College is a powerhouse of technical and professional programmes ranging across six Faculties:

- Building, Engineering & Energy.
- Business.
- Creative Industries.
- Education & Society.
- Leisure & Lifestyle.
- Nautical Studies.

2015-16 was a landmark year with the opening of our award winning Riverside campus on the banks of the Clyde and our stunning City campus in the heart of Glasgow's learning quarter. Our twin site campus - our Super College - represents a multi-million investment and is making a bold statement in creating a new era of tertiary education, providing meticulously designed, industry standard, future-proofed learning and working environments.

Sections of underlined text in the electronic version of this report are active hyperlinks, often to additional resources. For example, for ease of understanding, definitions of terms used are detailed within an [ED&I Glossary](#).



## 2. Commitment

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### College Values

Equality, Diversity & Inclusiveness is one of 6 core College values:

- The Individual.
- *Equality, Diversity & Inclusiveness.*
- Integrity, Honesty and Transparency.
- Excellence & Achievement.
- Partnership.
- Innovation & Enterprise.

### College Behaviours

Through student and staff engagement, behaviours were identified which support the College values and promote a positive culture. These agreed behaviours are being communicated and developed through a variety of approaches, including the “Our Behaviours” booklet and related training sessions, as well as the new “Digital Badges Initiative”. Such approaches help promote and reinforce the behaviours to ensure they become embedded within the College culture.

### Equality, Diversity & Inclusion Policy and Mainstreaming Vision

The College’s Equality, Diversity & Inclusion (ED&I) Policy details the aims, scope and responsibilities for ED&I. The College’s Mainstreaming Vision is:

“To nurture an environment in which the equality, diversity and inclusion of students, staff and visitors from all backgrounds are routinely anticipated, expertly accommodated and positively celebrated.”

## Equality, Diversity & Inclusion Statement

“Equality, Diversity & Inclusiveness for all:

- Fairness.
- Opportunity.
- Respect.

## College Strategic Priorities 2017-2025

Equality, diversity and inclusiveness are addressed within the following strategic priorities:

1. To be an inspirational place of learning.
2. To enable individuals to excel and realise their full potential.
3. To live our values, value our people and innovate in partnership.
5. To deliver excellence in performance.

## Access, Inclusion & Wellbeing

As detailed in the Student Experience Strategy and Access & Inclusion Initiative, the College encourages access and inclusion, and thus widen participation, by recognising, prioritising and meeting the needs of individuals and groups which co





### 3. Purpose

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A summary of the [Equality Act 2010](#), including Public Sector Equality Duty (PSED) and statutory specific equality duties, is available on the College Website.

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

#### Publish gender pay gap information

- 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.

#### Publish statements on equal pay, etc.

- Publish a statement which must specify the policy on equal pay among staff between:
  - Men and women;
  - Persons who are disabled and persons who are not; and
  - Persons who fall into a minority racial group and persons who do not.
- Specify, in the statement, occupational segregation among staff - in particular grades and in particular occupations - in relation to the concentration of:
  - Men and women;
  - Persons who are disabled and persons who are not; and
  - Persons who fall into a minority racial group and persons who do not.

The requirements to report progress on mainstreaming and gathering staff information, publish a series of equality outcomes, as well as completed equality impact assessments are, are available from the [ED&I section](#) of the College's website.





## 4. Approach

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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.

### Benefits of Conducting an Equal Pay Audit

The benefits of conducting an equal pay audit include:

- Identifying, explaining and, where justifiable, eliminating pay inequalities.
- Supporting rational, fair and transparent pay arrangements.
- Demonstrating to employees a commitment to equality.
- Demonstrating the College's values to those it does business with.
- Helping to meet the public sector equality duty.

### 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.

## Approach Taken to Conduct an Equal Pay Audit

This is the College's third equal pay audit since the implementation of job evaluation programme in 2013. The last audit was completed in April 2015. Feedback on the College's Equal Pay Statement and Information Report 2015 was provided by Close the Gap. Where practical, this feedback was account for when conducting this review.

### Data Collection Approach

Data used in the Audit has been extracted from HREvolution, the College's HR Information System, on 1<sup>st</sup> April 2017. The previous audit used a snapshot of 1<sup>st</sup> April 2015. The equal pay review highlights the key analysis and findings. The review examined potential differences between the following protected characteristics, and according to service, to test whether they are significant and to determine their cause: sex (gender); age; disability; and race (ethnicity).

### Calculating the Gender Pay Gap

The percentage gender pay gap is calculated using the mean hourly salaries of females expressed as a percentage of the average hourly salaries of male staff doing work of equal value:

$$(M - F) = \text{Total}$$

$$\text{Total} * 100 / M = \text{Pay Gap}$$

M = mean hourly rate of pay of male employees.

F = mean hourly rate of pay of female employees.

For the purpose of this report 'Salary' is defined as basic annual salary and does not include any contractual or non-contractual allowances. All salaries have been adjusted to represent a full time equivalent hourly salary to allow direct comparison of salary whether an employee is full or part time.





## 5. Equal Pay Analysis

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### Key Findings & Recommendations: Pay Gap Analysis

The analysis is by pay grade since staff in the same pay grade are in jobs that have been subjected to an analytical job evaluation scheme and rated as being equivalent. As a general guide, 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.

#### Sex (Gender) Pay Gap

In 2015, the gender pay gap for the City of Glasgow College was 13.98%. The mean average hourly rate was £16.31. The differential between male and female employees was £2.45; £17.53 compared to £15.08.

In 2017, the gender pay gap for the College is 11.69%. For primary contacts, the mean average hourly rate is £17.03. The differential between male and female employees is £1.46; £17.82 compared to £16.36. For secondary contracts, the mean average hourly rate is £19.03. The differential between male and female employees is £0.68; £19.39 compared to £18.71. Please refer to Tables 1 to 5 of [Appendix A](#) for more details.

We found no significant pay gaps when we analysed the average hourly rate of basic pay for male and female staff in the same pay grades. Staff that have a rate of pay which does not fit within a spinal point range have been classified as Off Scale. A key feature is the uneven distribution of male and female staff by pay grade. There is a higher proportion of female staff in the lower grades and a lower proportion of female staff in the higher grades. A recommendation is for the College to review its recruitment and promotion procedures to ensure there is no bias in appointing to senior posts to help it to achieve a more even gender distribution of staff in higher grades.

Our analysis of the average basic pay of male and female staff in the same grade for each staff group found the gender pay gap is generally negligible. This is the key analysis since staff in these jobs have been rated as equivalent using an analytical job evaluation system. The distribution of male and female staff by pay grade within each staff group is skewed in that there are generally more male staff in the higher pay grades and more female staff in the lower pay grades. This skewed distribution causes

some differences in the average basic pay earned by all male and all female staff within some staff groups.

### Age Analysis

Average basic pay for all staff increases with age but there are some differences by gender. Within all age bands with the exception of age 16-19 male staff earn more than female staff. Female average basic pay increases at a slower rate and starts to fall away at a much sharper rate from age 40.

### Disability Analysis and Race Analysis

The relatively low proportion of disabled, BME and Other White staff, together with data gaps, continues to hinder the analysis of pay by disability and race and makes it difficult to draw definitive conclusions as to the size of any pay gap.

A recommendation is for the College to continue to explore and implement ways of encouraging staff to disclose this information so that records are as complete as possible in order to allow the College to meet its obligations in advancing and monitoring equality for ethnic groups and disabled staff.

## Key Findings & Recommendations: Contractual Analysis

### Full and Part Time Staff

Employees who work part-time fall within the Senior Lecturer, Lecturer and Support staff groups. Within each grouping there is an uneven distribution of part-time and full-time staff. A recommendation is for the College to review its recruitment and promotion procedures and flexible working arrangements to ensure there are no barriers for staff in full time roles who may wish to work part time, to facilitate a more even distribution of part-time staff across all staff groups.

### Fixed Term and Permanent Contract Staff

We found significant pay gaps when we analysed the average basic pay of fixed term and permanent staff within the same Staff Category. No fixed term staff earn more

than permanent staff, although the sample of fixed term staff is small. Fixed term staff earn less than permanent staff for Curriculum Head, Senior Lecturer, Lecturer and Support Staff. The key reason may be that fixed term contract staff generally have significantly less service than permanent contract staff. This is subsequently likely to have an impact on pay because the College has an incremental pay structure.

### Length of Service

Average basic pay generally increases with length of service but there are some differences by gender. While the average basic pay earned by male staff continues to rise steadily with service, female average basic pay rises more slowly.

### Summary of Recommendations

There is an uneven distribution of male and female staff by pay grade/spinal point and this is the cause of the overall gender pay gap of 11.69% within the College (this gap has reduced from 13.98% in the previous equal pay audit). We recommend that the College continues to:

- Review its recruitment and promotion procedures, to ensure there is no bias in appointing to senior posts and reviews its arrangements for leadership development to help achieve a more even gender distribution of staff in higher grades.
- Explore and implement ways of encouraging disclosure, so that records are as complete as possible in order to allow the College to meet its obligations in advancing and monitoring equality for ethnic groups and disabled staff.

### Detailed Gender Pay Gap Analysis

The College reviewed its pay data for 1,349 employees, of whom 53.97% are female (728) and 46.03% are male (621). This is inclusive of all staff regardless of grade or job title. For reference, an additional summary has been provided detailing an overview of staff that hold more than one contract with the College. Any additional contracts have not been included in the values above.



The key analysis is by pay grade/spinal point since staff in the same pay grade are in jobs that have been subjected to an analytical job evaluation scheme and rated as equivalent.

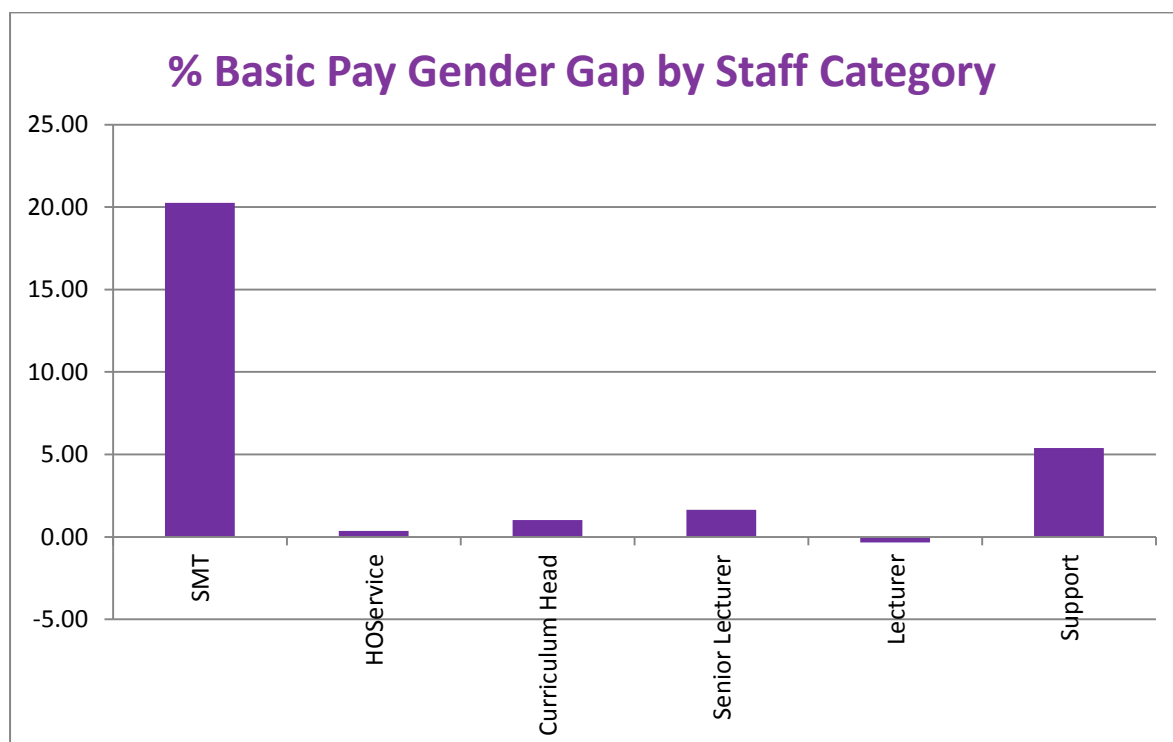
The analysis for support staff has been completed by grade and all other staff types by spinal point as we do not have a single pay grade structure for all staff.

Our analysis found there is no significant difference in the average basic pay earned by male and female staff in the same pay grades/spinal points, with the exception of SMT and Support staff.

Female staff earn 20.25% less average basic pay than male staff in Senior Management Team (SMT). The SMT team comprises of the Executive team, Faculty Directors, Service Directors and the College Secretary. SMT does not comprise of single grade/spinal point in the same way as the other staff categories because it contains a collection of senior posts at different spinal point levels.

### Basis Pay Gap by Staff Category

The graph below shows the % basic pay gap between male and female staff by staff category. The average basic pay of male staff is slightly higher within the Head of Service, Curriculum Head and Senior Lecturer staff categories.



### Average Gender Basic Pay Gap by Staff Category

The table below shows that the basic pay gender pay gap is not significant for staff within Head of Service, Curriculum Head and Senior Lecturer staff categories. There is one staff category (Lecturer) where the average basic pay of female staff is slightly higher than the average basic pay of male staff. The average basic pay of male staff is significantly higher within SMT and support staff.

SMT has different characteristics because it contains a collection of senior posts which comprise of different 'sizes' and at different management levels.

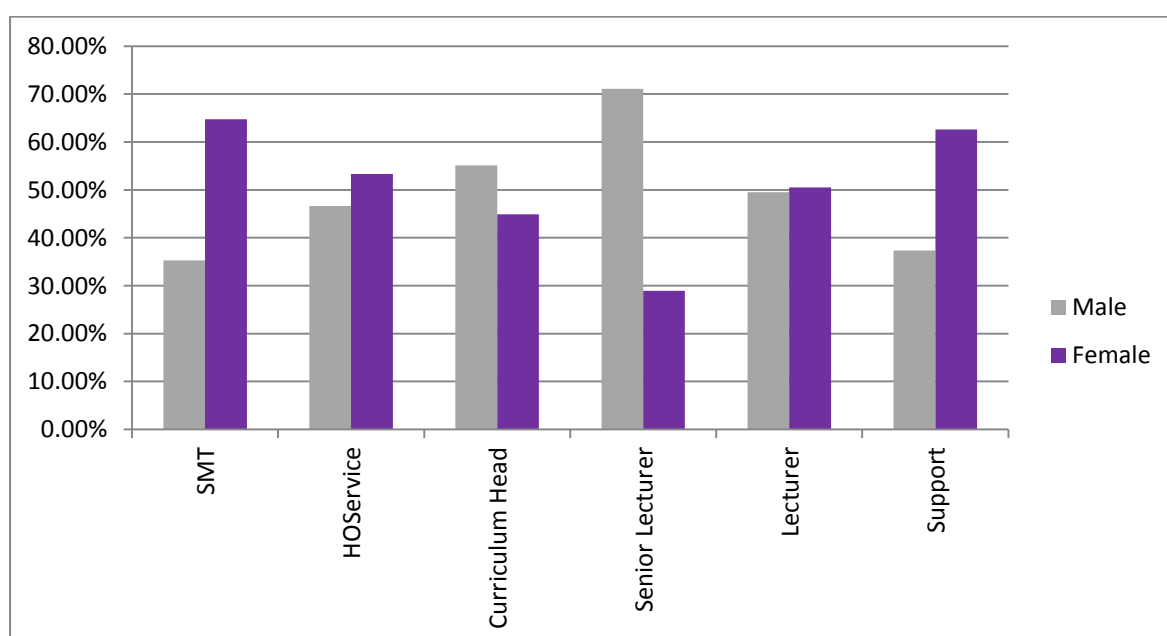
The basic pay gender gap below includes staff on Off Scale arrangements.

All Staff	All Staff Average Basic Pay	Male Average Basic Pay	Female Average Basic Pay	Basic Pay Gender Gap %
SMT	£42.10	£48.45	£38.64	20.25
Head of Service	£26.75	£26.80	£26.70	0.37
Curriculum Head	£26.04	£26.16	£25.90	1.00
Senior Lecturer	£22.71	£22.82	£22.44	1.66
Lecturer	£18.80	£18.77	£18.83	-0.32
Support	£11.96	£12.38	£11.71	5.41
<b>Total Staff</b>	<b>£17.03</b>	<b>£17.82</b>	<b>£16.36</b>	<b>8.20</b>

Note: As a general guide, 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.

### Distribution of Male and Female Staff by Staff Category

As demonstrated by the following graph and table, analysis of the distribution of male and female staff by staff category shows there is an uneven distribution within the College. In general, there is a higher proportion of female staff found in lower grade support roles and a lower proportion of female staff found in higher grade roles, for example Senior Lecturer and Curriculum Head positions. It is this uneven distribution of male and female staff by pay grade/spinal point that is the cause of the overall gender pay gap of 11.69% within the College. The pay gap for primary contract employees is 8.20% and for all non-primary contracts is 3.49%.



Gender	SMT*	HOS*	CH*	SL*	Lecturer	Support	Total Staff
Male	6 (35.29%)	7 (46.67%)	27 (55.10%)	54 (71.05%)	333 (49.48%)	194 (37.38%)	621
Female	11 (64.71%)	8 (53.33%)	22 (44.90%)	22 (28.95%)	340 (50.52%)	325 (62.62%)	728

**\* Key**

SMT: Senior Management Team

HOS: Head of Service

CH: Curriculum Head

SL: Senior Lecturer

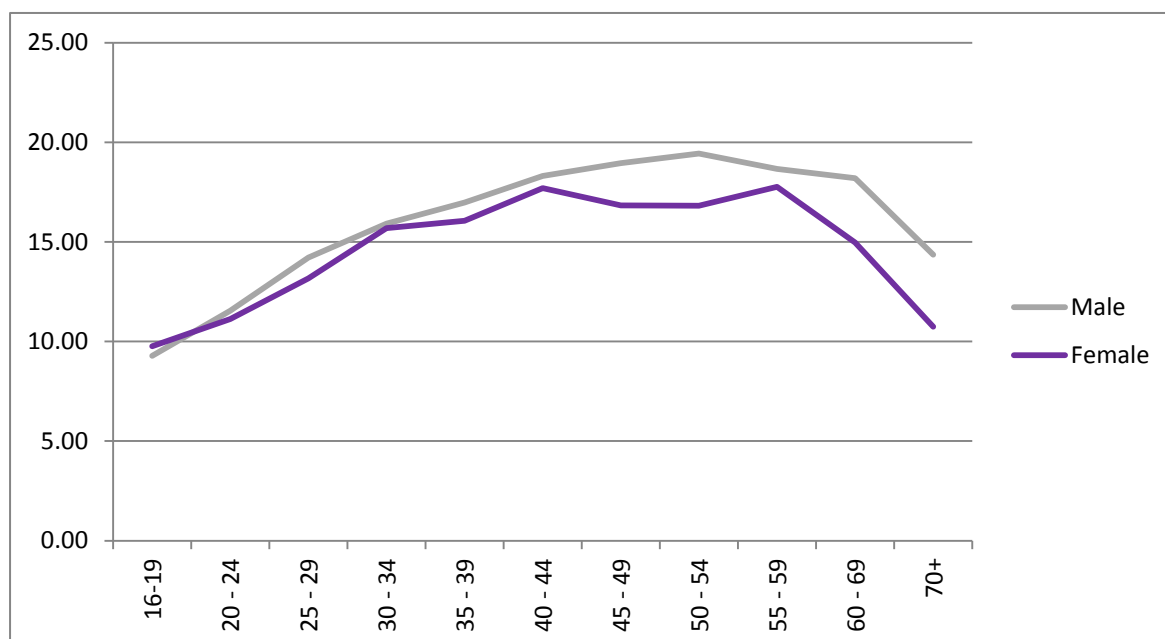
### Analysis of the Gender Pay Gap by Age of Staff

The table below shows how the gender pay gap increases with age. The difference in male and female staff average hourly basic pay increases with age and male average basic pay continues to rise steadily with age. However, female average basic pay increases slower and starts to fall away at age 40.

Age Range	All Staff Average Basic Pay	Male Average Basic Pay	Female Average Basic Pay	Basic Pay Gender Gap %
16 - 19 years	£9.47	£9.28	£9.76	-5.17
20 - 24 years	£11.35	£11.55	£11.12	3.67
25 - 29 years	£13.63	£14.21	£13.17	7.32
30 - 34 years	£15.78	£15.92	£15.68	1.47
35 - 39 years	£16.46	£16.98	£16.06	5.39
40 - 44 years	£17.97	£18.31	£17.70	3.35
45 - 49 years	£17.89	£18.95	£16.83	11.19
50 - 54 years	£17.95	£19.43	£16.82	13.44
55 - 59 years	£18.15	£18.66	£17.77	4.76
60 - 69 years	£16.72	£18.20	£14.96	17.79
70+ years	£13.09	£14.36	£10.75	25.16

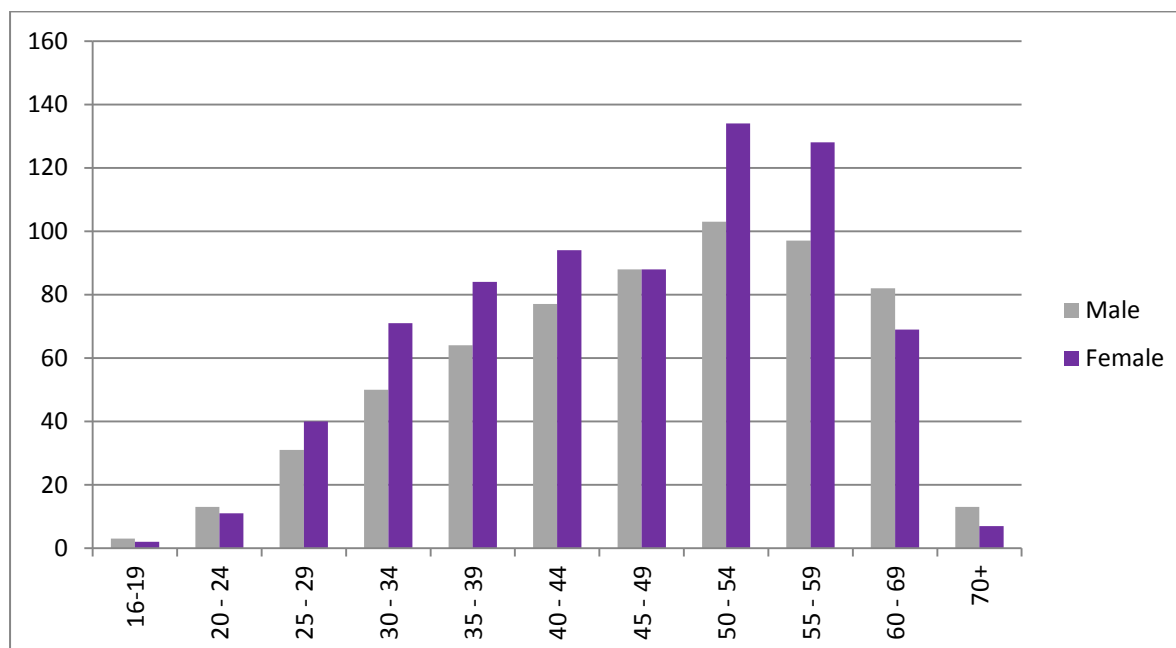
### Average Basic Pay for Male and Female Staff by Age Band

The following graph shows the profile of the average basic pay earned by male and female staff by age bands ranging from age 16 to up to age 70 and over.



### Breakdown of Male and Female Staff by Age Range

The following graph shows the lowest gender pay gap is in the age 16-19 age range, and thereafter the gender pay gap rises with age. There is significant increase in pay gap from age 45+ in favour of men and this gap continues to rise until 60. When we look at % difference between male and female staff who work part time, 68.45% of women work part-time which could result in lower earnings.



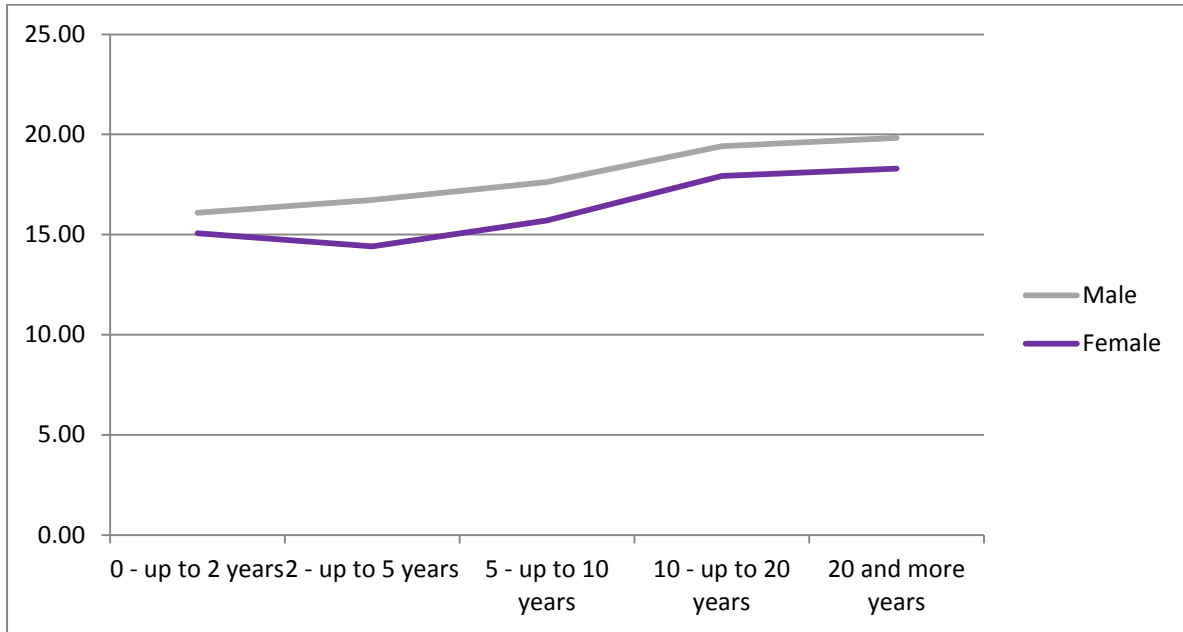
### Average Basic Pay and Basic Pay Gender Gap by Staff Service

The table below shows that, up to 10 years of service, the gender pay gap increases with length of service. Thereafter, it decreases and stabilises at 7.69%.

Service	All Staff Average Basic Pay	Male Average Basic Pay	Female Average Basic Pay	Basic Pay Gender Gap %
0 - up to 2 years	£15.56	£16.08	£15.06	6.35
2 - up to 5 years	£15.47	£16.72	£14.40	13.86
5 - up to 10 years	£16.59	£17.62	£15.71	10.85
10 - up to 20 years	£18.59	£19.41	£17.92	7.69
20 and more years	£18.94	£19.82	£18.30	7.69

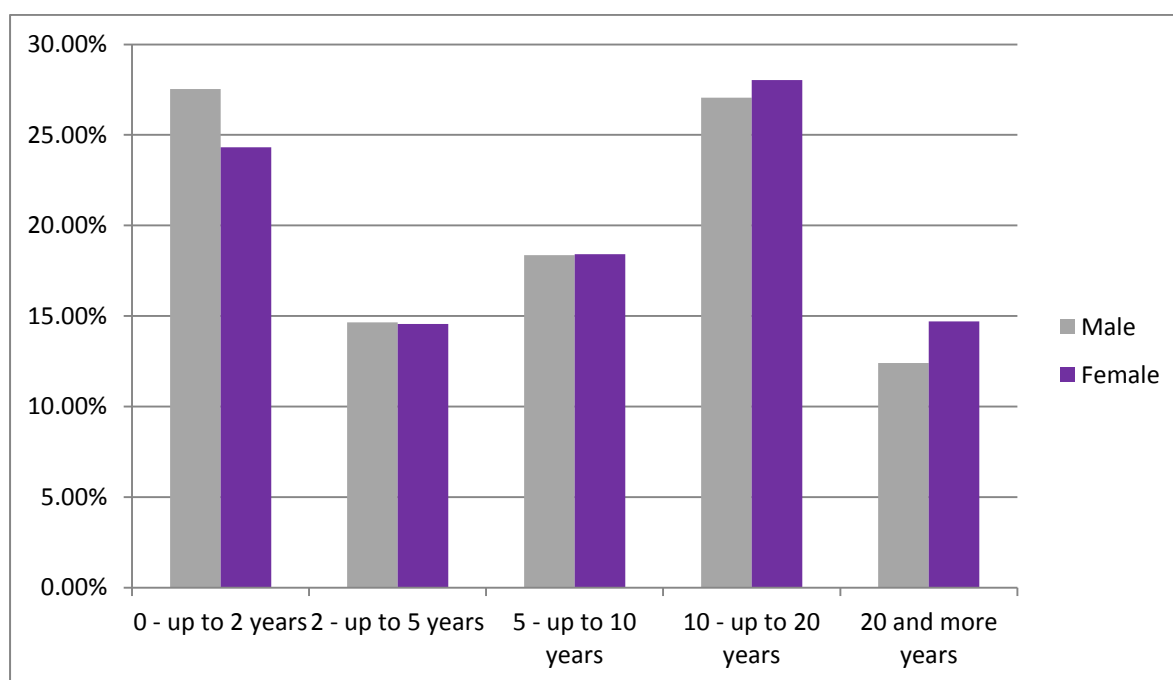
### Average Basic Pay for Male and Female Staff by length of Service

The graph below shows how male average basic pay steadily rises with length of service whilst female average basic pay decreases slightly between 2 and 4.11 years of service before rising after 5 years of service.



### Distribution of Male and Female Staff by Length of Service

The graph below shows the gender distribution of the workforce by length of service. 28.02% of female staff have between 10 and 20 years of service (compared to 27.05% of male staff) and 14.70% have more than 20 years of service (compared to 12.40% of male staff).



### Basic Pay Gender Gap by Staff Group

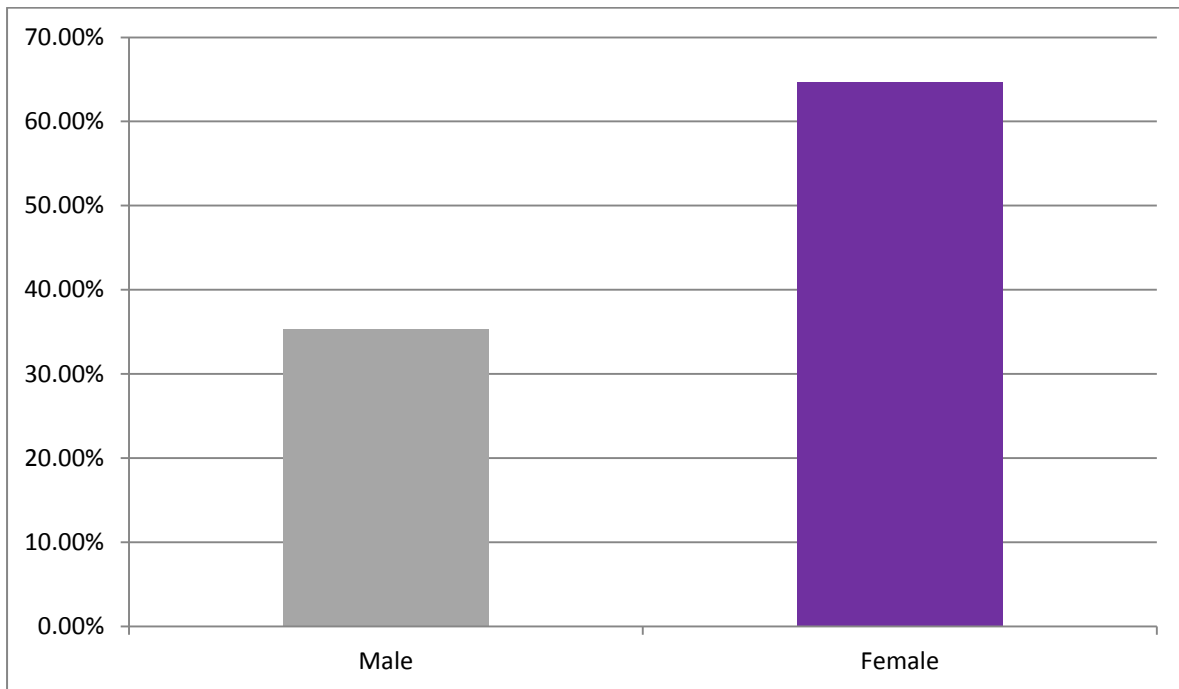
The following table shows the overall difference in the average basic pay earned by all male and female staff within each employee staff group.

Sub Group	Basic Pay Gender Gap %
SMT	20.25%
Head of Service	0.37%
Curriculum Head	1.00%
Senior Lecturer	1.66%
Lecturer	-0.32%
Support Staff	5.41%

### Distribution of Senior Management Team\_by Gender

The gender basic pay gap of 20.25% for Senior Management Team, SMT, is as a result of the uneven gender distribution of staff by spinal point.

The majority of Senior Management Team are female (64.71%).



The table below shows the number of male and female staff in SMT by spinal point

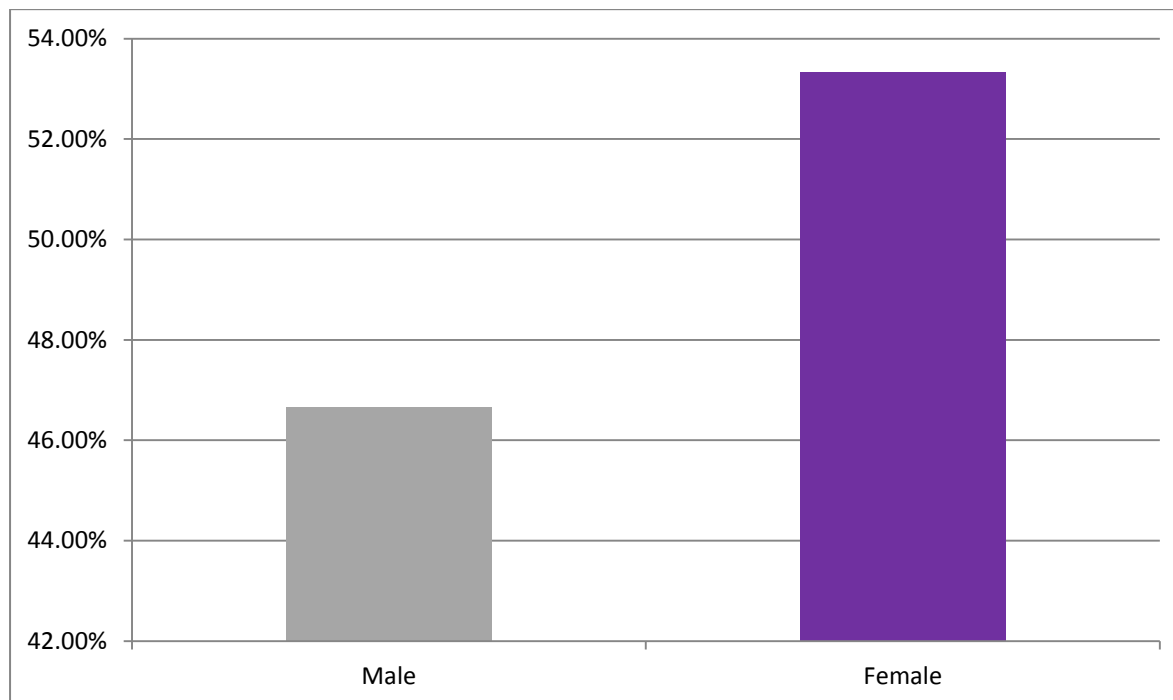
Gender	SP 1	SP 47	SP 50	SP 51	SP 55	SP 58
Male	1 (16.67%)	1 (16.67%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (33.33%)
Female	0 (0.0%)	0 (0.0%)	8 (72.73%)	1 (9.09%)	1 (9.09%)	0 (0.0%)

Gender	SP 65	SP 69	OFF SCALE	Total
Male	1 (16.67%)	0 (0.00%)	1 (16.67%)	06
Female	0 (0.0%)	1 (9.09%)	0 (0.0%)	11



## Distribution of Head of Service Staff by Gender

The majority of Head of Service are female (53.33%).

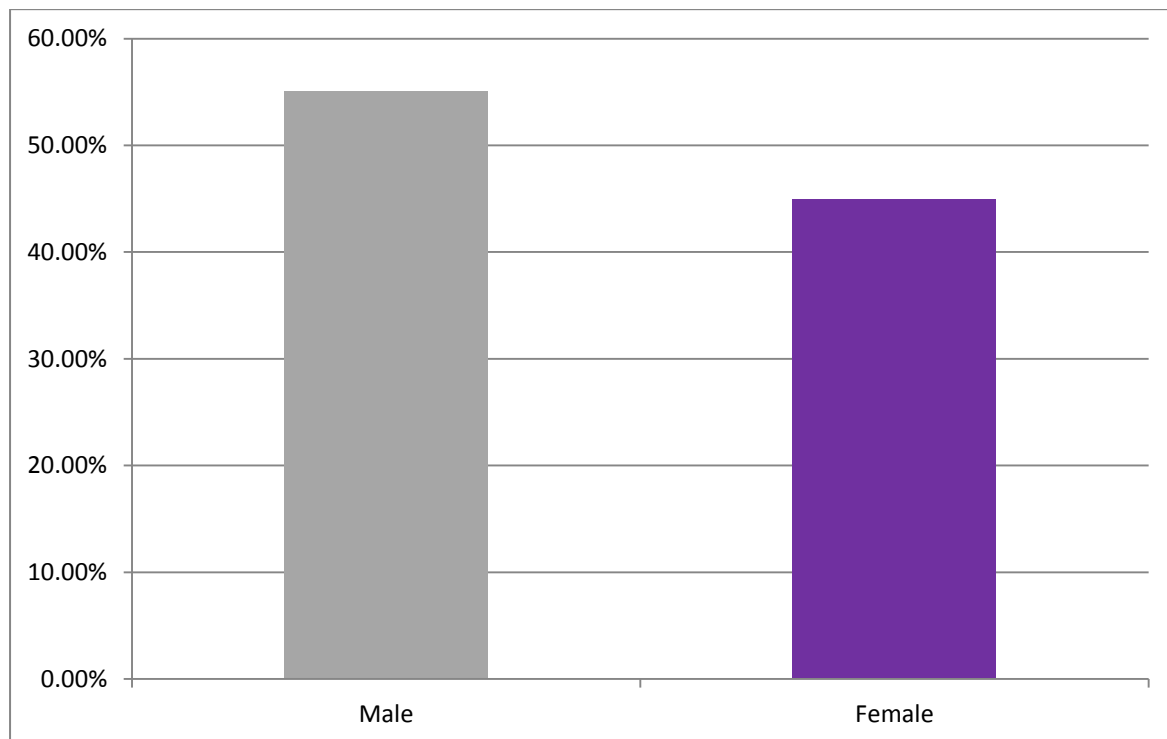


Analysis of the average basic pay for male and female Head of Service, HOS, staff shows a pay gap of 1% in favour of female staff; this is within the Off Scale category.

HoS by Spinal Point	Male Staff	Female Staff	All Staff Average Basic Pay	Male Average Basic Pay	Female Average Basic Pay	Gender Basic Pay Gap %
40	0	1	£24.85	£0.00	£24.85	-
41	1	0	£25.73	£25.73	£0.00	-
42	0	1	£26.62	£0.00	£26.62	-
43	5	5	£26.82	£26.82	£26.82	0.00
Off Scale	1	1	£27.89	£27.75	£28.02	-1.00
<b>Total</b>	<b>7</b>	<b>8</b>	<b>£26.75</b>	<b>£26.80</b>	<b>£26.70</b>	<b>0.37</b>

## Distribution of Curriculum Head staff by Gender

The majority of Curriculum Head staff are Male (55.10%).

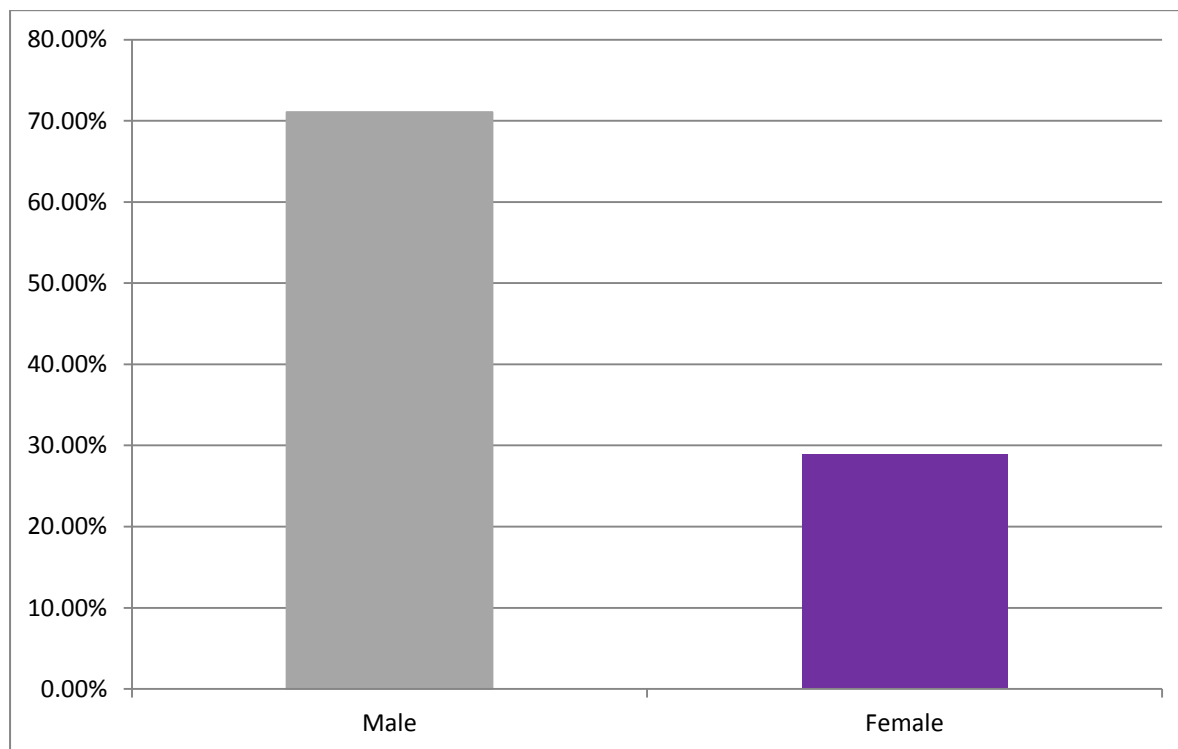


When we looked at the average hourly basic pay for male and female Curriculum Head staff we found no pay gaps within spinal points, however a pay gap of 2.93% in favour of female Off Scale staff was found.

Curriculum Head Spinal Point	Male Staff	Female Staff	All Staff Average Basic Pay (Hourly)	Male Average Basic Pay	Female Average Basic Pay	Gender Basic Pay Gap %
12	1	2	£24.06	£24.06	£24.06	0.00
13	3	2	£24.78	£24.78	£24.78	0.00
14	4	7	£25.65	£25.65	£25.65	0.00
15	14	10	£26.47	£26.47	£26.47	0.00
Off Scale	5	1	£27.09	£26.96	£27.75	-2.93
<b>Total</b>	<b>27</b>	<b>22</b>	<b>£26.04</b>	<b>£26.16</b>	<b>£25.90</b>	<b>1.00</b>

## Distribution of Senior Lecturer staff by Gender

There are significantly more male than female Senior lecturers.

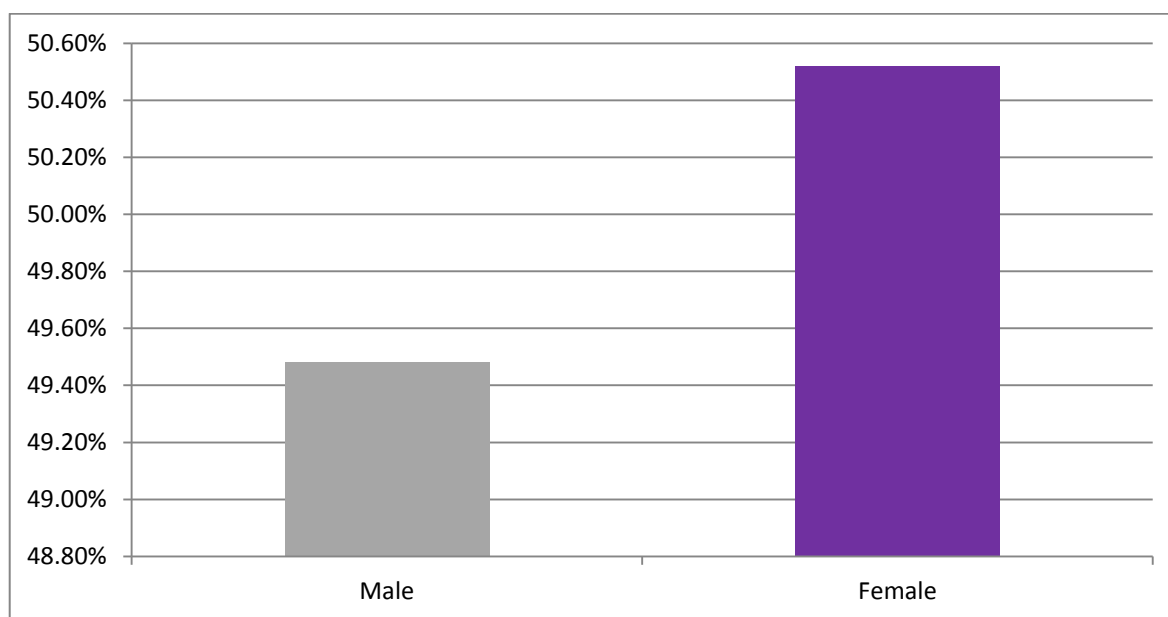


The analysis of the average hourly basic pay of male and female Senior Lecturers in the same pay grade shows that male staff have slightly higher average basic pay in spinal point 10. We do not have any female Off Scale staff.

Senior Lecturer Staff by Spinal Point	Male Staff	Female Staff	All Staff Average Basic Pay	Male Average Basic Pay	Female Average Basic Pay	Gender Basic Pay Gap %
9	4	4	£21.08	£21.08	£21.08	0.00
10	9	3	£22.27	£22.37	£21.96	1.83
11	37	15	£22.90	£22.90	£22.90	0.00
Off Scale	4	0	£24.78	£24.78	£0.0	-
<b>Total</b>	<b>54</b>	<b>22</b>	<b>£22.71</b>	<b>£22.82</b>	<b>£22.44</b>	<b>1.66</b>

## Distribution of Lecturer Staff by Gender

There is a very slight gender difference of lecturer staff, with 50.52% being female.



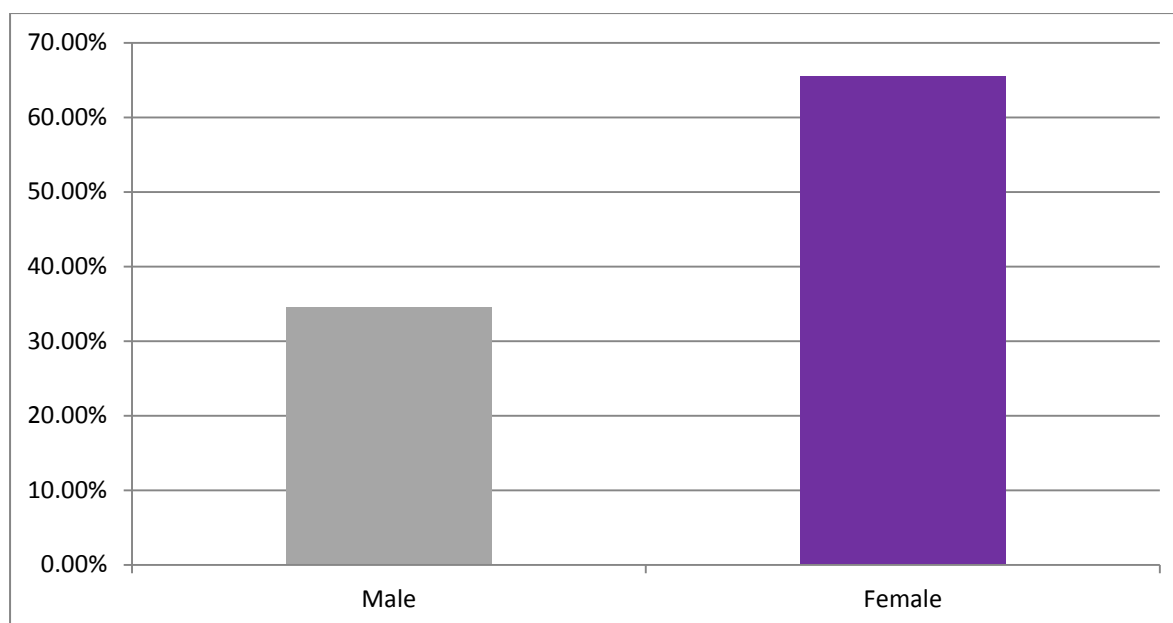
When we looked at the average hourly basic pay for male and female Lecturer staff in the same grade, we found no significant pay gaps.

The average hourly pay for female staff in spinal point 3 is 1.78% higher than that of male staff, however male staff earn slightly more in spinal point 5 and Off Scale.

Lecturer by Spinal Point	Male Staff	Female Staff	All Staff Average Basic Pay (Hourly)	Male Average Basic Pay	Female Average Basic Pay	Gender Basic Pay Gap %
1	53	42	£15.32	£15.32	£15.32	0.00
2	23	24	£16.23	£16.23	£16.23	0.00
3	13	15	£16.91	£16.75	£17.05	-1.78
4	13	26	£17.35	£17.35	£17.35	0.00
5	40	37	£18.65	£18.73	£18.57	0.85
6	10	14	£18.91	£18.91	£18.91	0.00
7	7	4	£19.53	£19.53	£19.53	0.00
8	164	162	£20.27	£20.26	£20.28	-0.11
Off Scale	10	16	£22.00	£22.41	£21.74	2.99
<b>Total</b>	<b>333</b>	<b>340</b>	<b>£18.80</b>	<b>£18.77</b>	<b>£18.83</b>	<b>-0.32</b>

## Distribution of Support Staff by Gender

62.62% of Support staff are female.

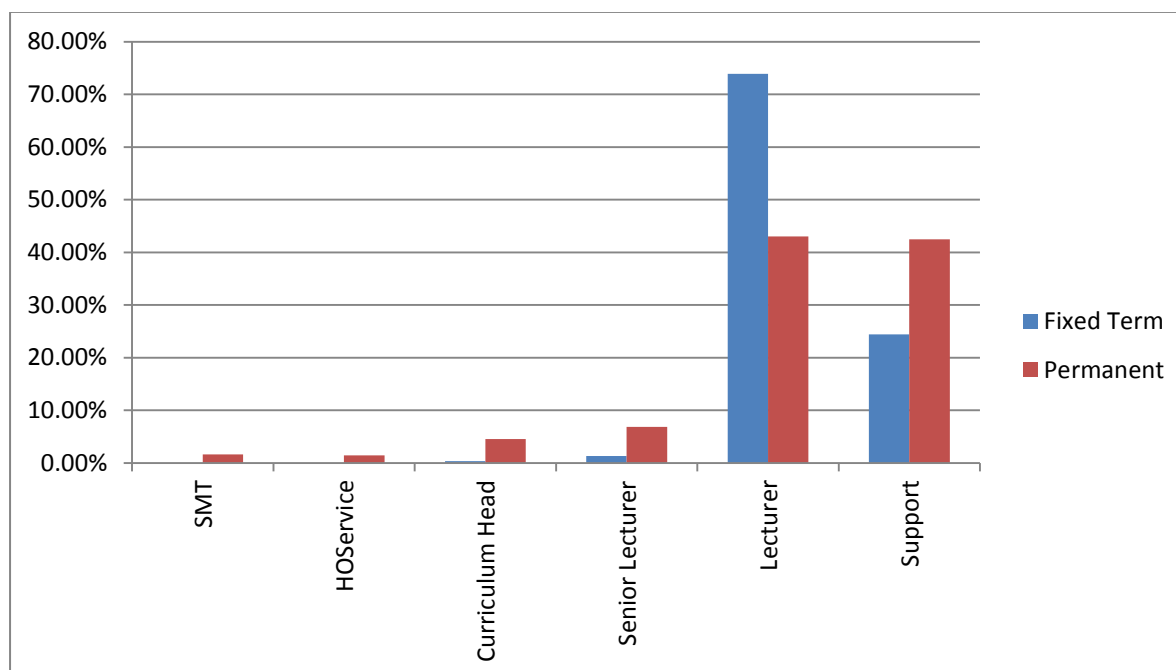


The table below shows there is a significantly higher proportion of female staff in the lower grades; grade 7 has a higher proportion of male staff, however the pay gap is 0.92% in favour of female staff. The pay gap of 5.62%, in favour of male staff for grade eight, is due to the uneven gender distribution within the spinal point range for this grade. There is a significant pay gap for Off Scale staff and this is due to legacy terms and conditions. The overall gender basic pay gap is however 5.41% in favour of male staff.

Support Staff by Grade	Male Staff	Female Staff	All Staff Average Basic Pay (Hourly)	Male Average Basic Pay	Female Average Basic Pay	Gender Basic Pay Gap %
1	54	89	£8.78	£8.90	£8.72	2.03
2	39	106	£10.27	£10.18	£10.30	-1.24
3	20	28	£11.68	£11.83	£11.58	2.06
4	31	38	£13.47	£13.50	£13.44	0.44
5	22	29	£15.35	£15.24	£15.43	-1.24
6	11	15	£17.41	£17.51	£17.33	1.02
7	15	12	£19.61	£19.53	£19.71	-0.92
8	1	5	£22.04	£23.12	£21.82	5.62
Off Scale	1	3	£18.99	£25.45	£16.84	33.83
<b>Total</b>	<b>194</b>	<b>325</b>	<b>£11.96</b>	<b>£12.38</b>	<b>£11.71</b>	<b>5.41</b>

### Distribution of Fixed Term and Permanent Contract Staff by Staff Category

The reference fixed term contract includes employees on both fixed term and temporary contracts. The graph below shows the distribution of fixed term and permanent staff by each contract type. Staff breakdown by staff fixed term contracts are Curriculum Head (0.33%), Senior Lecturer (1.34%), Lecturer (73.91%) and Support staff (24.41%).

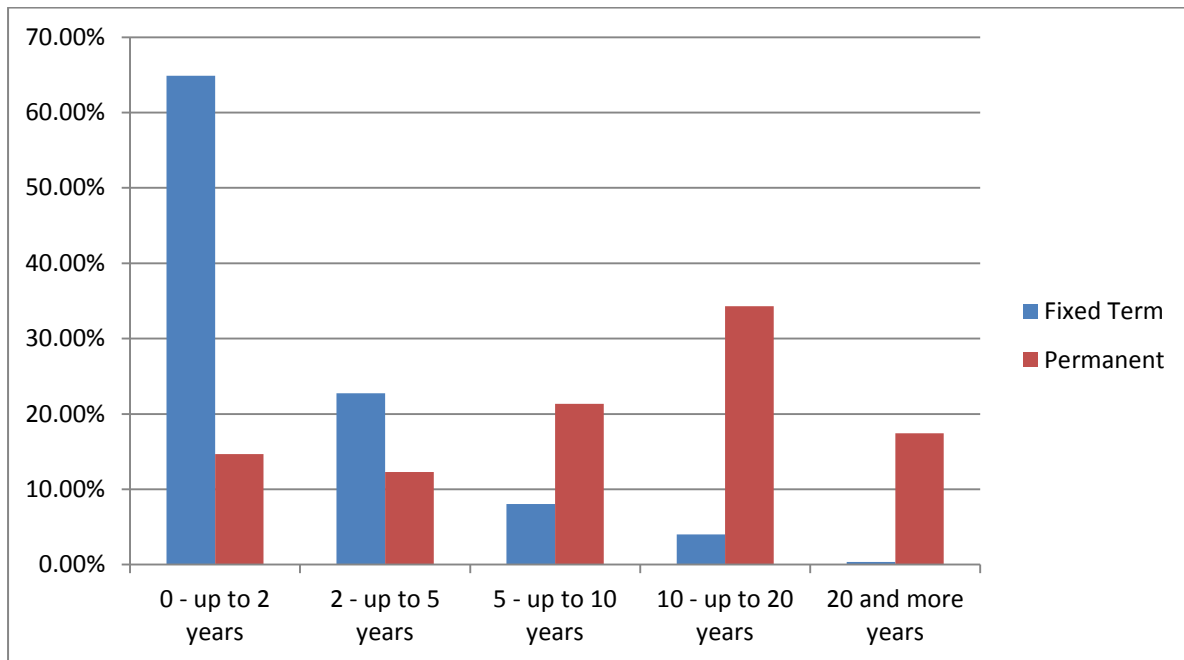


The table below shows the pay gap between fixed term and permanent staff by staff group.

Staff Grade	Fixed Term Staff	Permanent Staff	All contracts Ave Basic Pay	Fixed Term Average Basic Pay	Permanent Average Basic Pay	Basic Pay Gap %
SMT	0	17	£42.10	£0.00	£42.10	-
HOS	0	15	£26.75	£0.00	£26.75	-
C. Head	1	48	£26.04	£24.06	£26.08	-8.39
S. Lect.	4	72	£22.71	£21.30	£22.79	-6.96
Lecturer	221	452	£18.80	£16.76	£19.80	-18.15
Support	73	446	£11.96	£11.60	£12.02	-3.65
<b>Total</b>	<b>299</b>	<b>1050</b>	<b>£17.03</b>	<b>£15.58</b>	<b>£17.45</b>	<b>-11.96</b>

As illustrated in the graph below, we found significant pay gaps when we analysed the average basic pay of fixed term and permanent staff. Fixed term contract staff earned less than permanent staff within all staff groups.

Our analysis suggests the key reason may be that fixed term contract staff generally have less service than permanent contract staff.



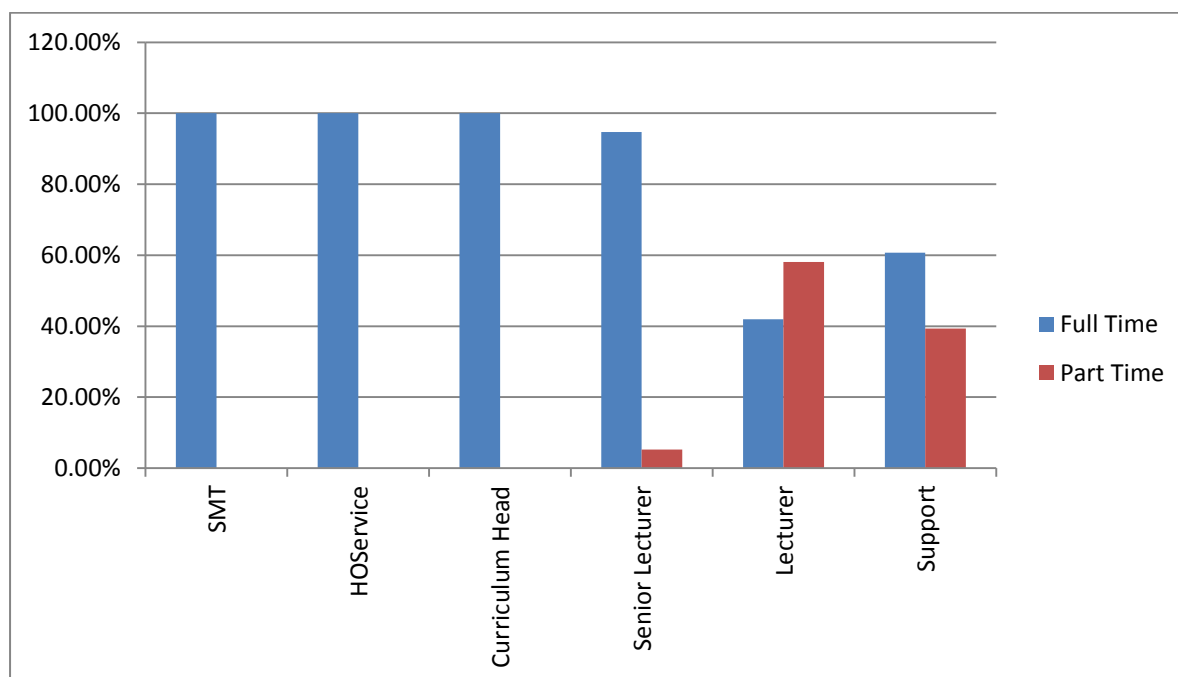
87.63% of fixed term contract staff have less than 5 years of service, compared to 26.95% of permanent staff. More significantly, 64.88% of fixed term contract staff have less than two years of service, compared to only 14.67% of permanent staff.

This is likely to have an impact on pay because the College has an incremental pay structure.

Our analysis of the average basic pay earned by all fixed term contract and all permanent contract staff shows that overall, fixed term contract staff earn 11.96% less than permanent staff. This pay gap is caused by the uneven distribution of fixed term and permanent staff by pay grade/spinal point in the College.

## Distribution of Full and Part Time by Staff Category

The graph below shows the distribution of full and part time staff by each contract. Staff breakdown by part time contracts are Senior Lecturer, 5.26%, Lecturer, 58.10%, and Support staff, 39.31%.



The table below shows the pay gap between part and full time contracts by staff group.

Grade	Part time	Full time	All contracts Ave Basic Pay	Part time Ave Basic Pay	Full time Basic Pay	Basic Pay Gap %
SMT	0	17	£42.10	£0.00	£42.10	-
HOS	0	15	£26.75	£0.00	£26.75	-
C Head	0	49	£26.04	£0.00	£26.04	-
SL	4	72	£22.71	£22.45	£22.72	-1.22
Lecturer	391	282	£18.80	£18.19	£19.65	-7.44
Support	204	315	£11.96	£10.30	£13.04	-21.04
<b>Total</b>	<b>599</b>	<b>750</b>	<b>£17.03</b>	<b>£15.53</b>	<b>£18.24</b>	<b>-14.85</b>

Our analysis of the average basic full-time equivalent pay earned by full time and part staff shows that overall, part time staff earn 14.85% less than full time staff. This pay gap is caused by the uneven distribution of full and part time staff by pay grade/spinal point within the College.



## Disability and Ethnicity Analysis

5.78% of staff identify as being disabled and 88.66% of staff identify as being non-disabled. 5.56% of staff prefer not to declare their disability status, or have not provided any information, i.e. no response. 85.10% of staff identify as being UK White. The proportion of BME staff is 5.11% and the proportion of Other White is 4.74%. 5.04% of staff prefer not to say/no response. A combination of low numbers and data gaps make it difficult to undertake a robust analysis of pay by disability and race. To address this, we recommend that the College continues to explore and implement ways of encouraging disclosure so that staff records are as complete as possible. Doing so would better support the College in meeting its duties to monitor and advance equality for disabled and ethnic minority staff.

## Analysis of Non-Primary Contracts

We carried out an analysis of the basic pay of employees who have more than one contract with the College in order to see if there were any significant differences in pay by Staff type group. As demonstrated by the following table, the Overall pay gap for all non-primary contract staff is 3.49%

Staff type	All Staff Average Basic Pay	Male Average Basic Pay	Female Ave Basic Pay	Basic Pay Gender Gap %
Curriculum Head	£20.97	£20.97	£0.00	-
Senior Lecturer	£21.47	£21.99	£21.26	3.33
Lecturer	£19.37	£19.39	£19.36	0.15
Support	£10.23	£8.74	£10.33	-18.21
Total	£19.03	£19.39	£18.71	3.49

Staff type	Male	Female
Curriculum Head	4	0
Lecturer	178	189
Senior Lecturer	2	5
Support	1	16





## 6. Occupational Segregation

## 6. Occupational Segregation

### Presentation of Data

Please refer to Tables 6-9 in [Appendix A](#) which detail horizontal and vertical segregation for College overall, teaching and support staff in relation to sex (gender) disability and race (ethnicity), based on data at 1<sup>st</sup> April 2017.

### Sex (Gender)

The distribution of male and female staff varies vertically and horizontally across the College.

#### Overall College and SMT

Overall, 53.97% of College staff are female and 46.03% are male. The majority of the Senior Management Team, SMT, is comprised of female staff, 64.71%, compared to male staff, 35.29%. This proportion is significantly higher than the College overall total.

#### Teaching Faculties

Overall, a slightly higher proportion of teaching staff is male, 52.91%, than female, 47.09%. However, within teaching staff, there is variance in the vertical distribution of male and female staff. A lower proportion of female staff, 44.90%, than male staff, 55.10%, is found in Curriculum Head positions. A significantly lower proportion of female staff, 28.95%, compared to male staff, 71.05%, is found in Senior Lecturer roles. Lecturer roles are more evenly split, with 50.52% being female and 49.48% being male.

Reflecting occupational segregation in wider society, there is significant variance in relation to the horizontal distribution of male and female teaching staff across teaching faculties. In Building, Engineering & Energy, 92.39% of teaching staff are male and 7.61% of staff are female. Similarly, in Nautical Studies, 84.44% of teaching staff are male and 15.56% are female. In Creative Industries, 60.87% of teaching staff are male and 39.13% are female. In contrast, 67.33% of teaching staff in Education &

Society are female and 32.67% are male. In Leisure & Lifestyle, 65.87% of teaching staff are female and 34.13% are male. In Business, a more even split is found, with 54.72% female teaching staff and 45.28% male teaching staff.

Overall, 62.01% of Learning Support and faculties support staff are female and 37.99% are male. Again, reflecting occupational segregation in wider society, there is significant variance in relation to the horizontal distribution of male and female faculty support staff, e.g. Administrative Assistants and Technicians across teaching faculties. 72.73% of Building, Engineering & Energy support staff are male and 27.27% are female. 71.43% of Creative Industries support staff are male and 28.57% are female. In contrast, 100% of Business support staff are female. In both Education & Society and Nautical Studies, 75% of support staff are female and 25% of support staff are male. In Learning Support, 73.58% of staff are female and 26.42% are male.

### Support Services

Head of Service positions are more evenly split, with 53.33% of staff being female and 46.67% being male. Overall, a significantly higher proportion of support staff are female, 62.63%, than male, 37.37%. With the exception of Support Grade 7, the majority of staff in all other Support Grades are female. Furthermore, although a higher proportion of staff in Grade 8 is female, in general more female staff are found in lower Support Grades, particularly at Grade 2.

Although the majority of support staff are female, the relative concentration of female staff varies horizontally across service areas. In the Executive Office, 75% of staff are female and 25% are male. In Student Experience, 74.03% of staff are female and 25.97% of staff are male. In Finance, 73.68% of staff are female and 26.32% are male. In People & Culture, 70.59% of staff are female and 29.41% of staff are male. In contrast, the proportion of staff in Infrastructure is more evenly split with 54.24% female staff and 45.76% male staff.

## Disability

A combination of low numbers and data gaps make it difficult to examine horizontal and vertical segregation by disability and draw any meaningful conclusions. It is recommended that the College further explores and implements ways of encouraging disclosure, so that records are as complete as possible.

### Overall College and SMT

Overall, 5.78% of College staff identify as being disabled and 88.66% of staff identify as being non-disabled. 5.56% of staff prefer not to say/have not responded, almost the same proportion of staff that identify as being disabled. No members of SMT identify as being disabled.

### Teaching Faculties

Overall, 5.30% of teaching staff identify as being disabled and 87.84% identify as being non-disabled. 6.86% of teaching staff prefer not to say/have not responded, a higher proportion than the number of teaching staff who identify as being disabled.

10.20% of Curriculum Head staff identify as being disabled, 87.76% of Curriculum Head staff are non-disabled and 2.04% prefer not to say/have not responded.

Compared to other teaching roles, more Curriculum Head staff identify as being disabled. 7.89% of Senior Lecturers identify as being disabled, 85.53% of Senior Lecturer staff identify as being non-disabled and 6.58% prefer not to say/have not responded. Compared to other teaching roles, fewer Lecturers, 4.61%, identify as being disabled. However, a higher proportion of Lecturers, 7.13%, compared to other teaching roles prefer not to say/have not responded.

There is variance in the degree to which teaching staff identify as being disabled across faculties. 10.67% of Education & Society teaching staff, 8.70% of Creative Industries teaching staff and 4.35% of Building, Engineering & Energy teaching staff are disabled. In contrast, 2.99% of Leisure & Lifestyle teaching staff, 2.52% of Business teaching staff and 2.22% of Nautical Studies teaching staff identify as being disabled. Similarly, there is variance in the degree to which teaching staff have declared their disability status. For example, although in Leisure & Lifestyle only

1.80% of teaching staff prefer not to say/have not responded, in Building, Engineering & Energy, 11.96% of teaching staff prefer not to say/have not responded.

Overall, 6.70% of Learning Support and faculties support staff are disabled, 89.39% identify as being non-disabled and 3.91% prefer not to say/have not responded. There is variance in the horizontal distribution of disabled support staff across Learning Support and teaching faculties. In Building, Engineering & Energy, 13.64% of support staff identify as being disabled. In Creative Industries, 9.52% of support staff are disabled. In Learning Support, 9.43% of staff are disabled. In contrast, no support staff identify as being disabled in Business, Leisure & Lifestyle and Nautical Studies. There is variance in the degree to which support staff have declared their disability status. For example, although only 1.89% of Learning Support staff prefer not to say/have not responded, 12.50% of Education & Society support staff prefer not to say/have not responded.

### Support Services

6.67% of Head of Service staff identify as being disabled, 86.67% identify as being non-disabled and 6.67% prefer not to say/have not responded. Overall, 6.45% of support staff identify as being disabled and 89.78% identify as being non-disabled. 3.76% prefer not to say/have not responded. No staff in Support Grades 8 and 6 identify as being disabled. More support staff identify as being disabled in lower grades, in particular Support Grade 4, 10.14%, Support Grade 3, 8.33%, and Support Grade 2, 10.34%, than in higher support grades.

There is variance in the degree to which staff identify as being disabled across support service areas. For example, 10.39% of Student Experience staff, 8.33% of Executive Office Staff and 7.84% of Corporate Innovation & Development staff are disabled. In contrast, 5.88% of People & Culture, 5.26% of Finance and 4.52% of Infrastructure staff identify as being disabled. Similarly to teaching areas, there is significant variance in the degree to which support service staff declare their disability status. For example, although no staff in Finance prefer not to say/have not responded, 17.65% of People & Culture staff prefer not to say/have not responded.

## Race (Ethnicity)

A combination of low numbers and data gaps make it difficult to examine horizontal and vertical segregation by ethnicity and draw any meaningful conclusions. As stated, it is recommended that the College further explores and implements ways of encouraging disclosure, so that records are as complete as possible.

### Overall College and SMT

Overall, 85.10% of College staff identify as being UK White, 5.11% are from BME backgrounds and 4.74% are from Other White backgrounds. 5.04% of staff prefer not to say/have not responded. 94.12% of SMT are UK White, 5.88% of SMT are from a BME background and no members are from an Other White background.

### Teaching Faculties

Overall, 5.56% of teaching staff identify as being from a BME background, 4.14% identify as being from Other White backgrounds and 84.35% identify as being UK White. 5.95% of teaching staff prefer not to say/have not responded, a higher proportion than the number of teaching staff who identify as being from a BME background.

6.12% of Curriculum Head staff are from BME backgrounds and none are from Other White Backgrounds. 89.80% of Curriculum Heads are UK White and 4.08% prefer not to say/have not responded. 9.21% of Senior Lecturers are from BME backgrounds and 3.95% are from Other White backgrounds. 84.21% of Senior Lecturers are UK White and 2.63% prefer not to say/have not responded. A lower proportion of Lecturers, 4.90%, compared to other teaching roles are from a BME background. However, a higher proportion of Lecturers, 4.46%, compared to other teaching roles, are from an Other White background. 84.25% of Lecturers identify as being UK White. A higher proportion of Lecturers, 6.39%, compared to other teaching roles, prefer not to say/have not responded.

There is significant variance in the horizontal distribution of BME and Other White teaching staff across faculties. For example, in Nautical Studies, 22.22% of teaching staff are from BME backgrounds, 3.33% of teaching staff are from Other White backgrounds and 72.23% of teaching staff identify as being UK White. In Business,



6.29% of teaching staff are from BME backgrounds, 5.66% of teaching staff are Other White and 80.50% are UK White. In contrast, in Leisure & Lifestyle, 1.80% of teaching staff are from BME backgrounds, 1.80% of teaching staff identify as being Other White and 94.01% are UK White. Again, there is variance in the degree to which teaching staff declare their ethnicity. For example, in Nautical Studies, 2.22% of teaching staff prefer not to say/have not responded, whereas in Education and Society, 8% of teaching staff prefer not to say/have not responded.

Again, there are differences in the horizontal distribution of BME and Other White staff across Learning Support and faculties support staff, together with the degree to which staff declare their ethnicity. In Business, all support staff identify as being UK White. In contrast, in Leisure & Lifestyle, 7.14% of support staff are from BME backgrounds and 7.14% identify as being Other White. Although no support staff in Business prefer not to say/have not responded, in Education & Society, 12.50% of support staff prefer not to say/have not responded.

### Support Services

100% of Head of Service staff identify as being UK white, with no staff from BME, or Other White backgrounds. Overall, 4.84% of support staff are from BME backgrounds, 6.45% are from Other White backgrounds and 85.48% identify as being UK White. 3.23% prefer not to say/have not responded. 100% of Support Grade 8 staff identify as being UK White. Although 3.7% of staff in Support Grade 7 are from Other White backgrounds, no staff are from BME backgrounds. The highest proportion of BME and Other White staff are found in lower Support Grades.

Across support services, the proportion of staff from BME and Other White backgrounds vary as does the degree to which staff prefer not to say/have not responded. Infrastructure has the higher proportion of BME, 6.21%, and Other White, 10.18%, support staff. In contrast, in Finance, 100% of staff identify as being UK White and no staff prefer not to say/have not responded. In the Executive Office, 91.67% of staff identify as being UK White and 8.33% prefer not to say/have not responded. In People & Culture, 5.88% of staff are from Other White backgrounds and 11.76% of staff prefer not to say/have not responded.





## 7. Equal Pay Statement

# 7. Equal Pay Statement 2017-2021

## Introduction and Context

This equal pay statement supports the College's:

- Value of equality, diversity and inclusiveness.
- Strategic Aims 2017-2025, some of which are focused on equality, diversity and inclusiveness.
- People & Culture Strategy 2017-2025.
- Equality, Diversity & Inclusion (ED&I) Policy.
- Genuine commitment to tackling equal pay and occupational segregation issues.
- Approach to meeting the specific duties of the Equality Act 2010.

City of Glasgow College is committed to the principles of equality in employment and believes that staff should receive equal pay for work of equal value, for the same or broadly similar work, or work rated as equivalent, regardless of their age, disability, gender reassignment, marriage and civil partnership status, pregnancy and maternity, race (including colour, nationality, ethnic or national origins), religion or belief, sex (formerly gender) and sexual orientation.

The College's Equality, Diversity & Inclusion (ED&I) Policy sets out the College's overall aims, within an ED&I Statement:

### Equality, Diversity & Inclusiveness for all:

- Fairness.
- Opportunity.
- Respect.

City of Glasgow College understands that the right to equal pay between women and men is a legal right under both domestic and European Law.

In addition, [as detailed in this summary](#), the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 and Amendment Regulations 2016 require the College to take the following steps:

### Publish gender pay gap information

- 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.

### Publish statements on equal pay, etc.

- Publish a statement which must specify the policy on equal pay among staff between:
  - Men and women;
  - Persons who are disabled and persons who are not; and
  - Persons who fall into a minority racial group and persons who do not.
- Specify, in the statement, occupational segregation among staff - in particular grades and in particular occupations - in relation to the concentration of:
  - Men and women;
  - Persons who are disabled and persons who are not; and
  - Persons who fall into a minority racial group and persons who do not.

It is good practice and reflects the College value of Equality, Diversity & Inclusiveness that pay is awarded fairly and equitably.

The College recognises that horizontal and vertical segregation currently exists and will ensure that the College policies and processes are consistently applied to in an effort to minimise and remove both organisational segregation for disability, race and sex and the gender pay gap.

In order to achieve equal pay for employees doing the same or broadly similar work, work rated as equivalent, or work of equal value, it should operate pay systems which are transparent, based on objective criteria and free from unlawful bias.

## Statement Objectives and Actions

We aim to eliminate any bias in our pay systems, not only to protect the UK and European legal rights of our employees but also to increase their confidence that the work men and women undertake is equally valued. It is in the interest of the College to have fair and just pay systems to attract the best staff from domestic and international arenas and to send a positive message to our students, customers and other stakeholders.

We recognise that in order to achieve equal pay for employees doing equal work we should operate a pay system which is transparent, based on objective criteria, free from bias and which does not discriminate unfairly between those on different contractual arrangements.

Whilst it makes good business sense to have a fair and transparent reward system that will help us to control costs and follow good practice in workforce planning, we are also aware that avoiding unfair discrimination will improve morale and support motivated individuals committed to excellence. To this end we have a job evaluation scheme to assess, systematically, the relative contributions of existing roles within the college and to provide fair and equitable grading structures. Evaluation processes for new roles and for the re-grading of existing roles are also in place. The College has developed an Equality Impact Assessment process which enables relevant policies, procedures, practices and decisions to be reviewed to identify any discriminatory impact and required actions across all characteristics.

In short, in line with the Public Sector Equality Duty of the Equality Act 2010, our objectives are to:

- Eliminate unfair, unjust or unlawful practices and other discrimination that impact on pay equality and equality in occupational distribution, together with taking appropriate action to address any unwarranted discrepancies in pay.
- Advance equality of opportunity and the principles of equal pay throughout the workforce.
- Foster good relations between people sharing different protected characteristics in the implementation of equal pay.

## Key Issues

The College has concluded an analysis of pay data, based on staff data at 1<sup>st</sup> April 2017. The gender pay gap is 11.69%. The following factors are contributing to occupational segregation and the gender pay gap:

- Historical differences in Terms and Conditions of Employment following the merger of the three Colleges into City of Glasgow College.
- Large proportion of staff with long service that have progressed through the grades.
- Lower proportion of fixed term, part time or reduced hours contracts for higher grade positions.
- Generally higher proportion of female staff found in lower grade support roles and a lower proportion of female staff found in higher grade teaching roles, for example Senior Lecturer and Curriculum Head positions.
- Low proportion of disabled and minority ethnic staff across all College positions.
- Prevalence of “prefer not to say” and “unknown” staff responses which hinder the analysis of pay and staff distribution by disability and race (ethnicity).

## Key Commitments and Supporting Action Plan

The College recognises that both a gender based pay gap and horizontal and vertical segregation across disability, race and sex (gender) currently exists.

The College, together with other Colleges in Scotland, is currently subject to national bargaining in conjunction with trade unions. Given this, individual Colleges are limited in the extent to which existing and future pay practices for all staff - including part-time workers, those on fixed term contracts or contracts of unspecified duration, and those on pregnancy, maternity or other authorised leave - can be reviewed and revised.

Despite this, in order to reduce the gender pay gap, and related occupational segregation, the College will consistently apply the relevant policies and procedures, in particular those relating to staff recruitment & selection, staff integration

(induction), Work/Life Balance (flexible working), Pregnancy & Maternity, staff development and staff benefits/rewards.

A [supporting action plan](#), detailing actions and outputs which will be delivered over the next four years, together with responsibilities and timescales, is presented at the end of this statement. In delivering this action plan, the College will:

- Ensure that Terms and Conditions of employment will be consistently applied for all new staff.
- Maintain a systematic job evaluation scheme which incorporates the principles of equal pay.
- Respond promptly to grievances or complaints on equal pay.
- Provide guidance for staff and managers about how pay practices work, including the spinal bar point and how their own pay is determined, and incorporate into recruitment and selection and staff integration (induction).
- Communicate the College's Equal Pay Statement internally to staff via email, Principal's Briefing and new staff integration (induction).
- Communicate the College's Equal Pay Statement and Commitment to applicants via a statement on the College's online recruitment portal, accessed via the College website.
- Ensure that all line managers and HR staff undergo training in conscious and unconscious (implicit) bias and the effects these can have on norms and stereotyping in relation to job and career choices.
- Ensure that all staff who are involved in selection interviews undergo training which explicitly highlights the College's duties under the Equality Act 2010, together with the College's corporate and moral responsibilities.
- Undertake regular monitoring of the impact of our recruitment and selection practices in line with the requirements of the Equality Act 2010.
- Conduct an Equality Impact Assessment (EQIA) of our Work/Life Balance (Flexible Working) Policy and Procedure, to ensure that staff have equitable access to flexible working (in application, consideration, approval and uptake).



- Conduct an EQIA of staff benefits, including pension, occupational sick pay, employee counselling, etc., ensuring that staff have equitable access to these (in application, consideration, approval and uptake).
- Conduct an EQIA of any service related entitlements which are provided on the grounds of rewarding loyalty, maintaining motivation and reward for higher levels of skills and experience e.g. long service award, salary, annual leave, etc., ensuring that staff have equitable access to these.
- Ensure that staff have equitable access to staff learning and development.
- Conduct an EQIA of the College website and job application portal.
- Examine and enhance the College's Board of Management strategies for increasing the diversity of members.
- Increase the declaration of staff and board member equalities information.
- Support the development of a staff Women's Network.
- Become a Disability Confident accredited organisation and then a Disability Confident Leader.
- Work with our equality partners, in particular Equality Challenge Unit, to redress occupational segregation.
- Benchmark our staff composition, in relation to disability, race and sex, with the population in Glasgow and Scotland as a whole to determine progress in redressing under-representation.
- Use the results of the examination of the vertical and horizontal segregation as outlined in this report to inform Succession Planning, Talent Management as part of the wider People & Culture Strategy.

## Responsibilities

### Board of Management

As the governing body of the College, the Board of Management, and specifically the Students, Staffing, and Equalities Committee which meets three times per academic session, is responsible for ensuring that the College complies with its statutory

obligations in terms of equal pay. During each Students, Staffing, and Equalities Committee, equalities matters will be considered, including equality data monitoring, mainstreaming progress and the achievement of Equality Outcomes and the Equal Pay Statement Supporting Action Plan.

### The Principal

Will be responsible for ensuring that the College commitment to ED&I 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 Finance & Human Resources

Will be 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

Will be 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 use the College Grievance Procedure in order to achieve internal resolution.

## Monitoring

The Vice Principal Finance & Human Resources will monitor and review this policy, consulting with employee and trade union representatives as appropriate, on changes being required due to changes in line with legislation or best practice.

## Supporting Action Plan 2017-2021

Issues	Actions	Intended Outputs	Responsibility	Timescale
<p><b>Norms, stereotyping, Conscious Bias and Unconscious Bias Related Staff Learning &amp; Development</b></p> <p>Attitudes and expectations are based on norms and stereotypes, can result in value based judgements and prejudice in relation to job and career choices. (Equate Scotland, 2016a, 2016b and 2017a)</p>	<p>All line managers and Human Resources (HR) staff involved in recruitment to complete unconscious (implicit) and conscious bias training taking account of:</p> <ul style="list-style-type: none"> <li>• Norms and stereotyping across all protected characteristics.</li> <li>• Student Gender Action Plan and effect of norms on qualification and career choices.</li> </ul>	<p>The effect of unconscious (implicit) and conscious bias during recruitment and selection is minimised, supporting increased diversity in applicants, short listed applicants and successful appointments, particularly in relation to disability, race and sex. This training will therefore support the Student Gender Action Plan and raise staff awareness of norms, stereotypes and bias.</p>	<p>Human Resources Director. Performance &amp; Improvement Director.</p>	<p>Line managers and HR staff to be trained by Dec' 2018. Thereafter, new staff will be trained as part of ongoing integration.</p>
<p><b>Recruitment &amp; Selection Related Staff Learning &amp; Development</b></p> <p>There is variance in the skills and knowledge of staff involved in recruitment and selection, in relation to the requirements of Equality Act 2010 and focus of the College's People &amp; Culture Strategy. (Equate Scotland, 2016a, 2016b and 2017a; and Runnymede Trust, 2015)</p>	<p>All staff involved in recruitment and selection, i.e. line managers and key HR staff, to complete recruitment and selection training taking account of:</p> <ul style="list-style-type: none"> <li>• Legal, business and moral drivers and benefits.</li> <li>• Norms and stereotyping across all protected characteristics.</li> <li>• Unconscious bias and the effects of fatigue, stress and blood sugar levels on bias.</li> </ul>	<p>Ensure that questions are not asked of female candidates that are not asked of male candidates. Essential, robust equalities training, incorporating un/conscious bias and discrimination to be given to all line managers and HR staff who are involved in recruitment and selection interviews.</p>	<p>Human Resources Director. Performance &amp; Improvement Director.</p>	<p>Line managers and HR staff to be trained by Dec' 2018. Thereafter, new staff will be trained as part of ongoing integration.</p>

Issues	Actions	Intended Outputs	Responsibility	Timescale
<p><b>Recruitment &amp; Selection Job Descriptions, Persons Specifications and Adverts</b></p> <p>Women are less likely to apply for jobs for which they do not have all the essential AND desirable criteria. If jobs are not formally advertised then women, who tend to have less access to informal workplace networks, are less likely to be aware of development and promotion opportunities.</p> <p>Women and disabled people are less likely to have formal qualifications. Similarly, BME people are more likely to have achieved non-UK standard qualifications. As such, job adverts, job descriptions and person specifications based on UK qualifications are likely to indirectly discriminate against these groups and deter potential applicants from applying.</p> <p>(CtG, 2015; EHRC, 2016; Equate Scotland, 2016a, 2016b, 2016c and 2017a)</p>	<p>As part of a review of competencies and job descriptions, Organisational Development (OD) and Human Resources (HR) staff will examine and remove unnecessary criteria on person specifications and job description.</p> <p>Ensure that job descriptions and specifications refer to “relevant experience and/or UK, or Non-UK equivalent qualifications”.</p> <p>Where possible, all jobs will be advertised internally and externally.</p> <p>Explicit commitment to tackling under-representation of BME, disabled and female staff will be embedded in:</p> <ul style="list-style-type: none"> <li>• Job adverts, emails and recruitment information, with emphasis on experience, rather than qualifications.</li> <li>• College application portal (not simply College website).</li> </ul>	<p>The potential for indirect discrimination in relation to job descriptions, person specifications and recruitment and selection is minimised.</p> <p>Greater diversity in job applications, particularly in relation to under-represented groups, is encouraged.</p>	<p>Human Resources Director.</p> <p>Performance &amp; Improvement Director.</p>	<p>All advertised job roles, as part of recruitment and selection, from January 2018.</p> <p>All existing job roles reviewed and revised, as part of national bargaining*.</p> <p><b>* National bargaining is being conducted by Colleges Scotland in conjunction with Trade Unions, with an expected deadline of December 2018.</b></p>

Issues	Actions	Intended Outputs	Responsibility	Timescale
<p><b>Impact of Inflexible Working on Disabled People and Women with Caring Responsibilities</b></p> <p>Women are more likely than men to have primary caring responsibilities.</p> <p>Women are more likely than men to take career breaks from work to focus on primary caring responsibilities.</p> <p>Women face barriers to finding flexible work, to accommodate their caring responsibilities.</p> <p>Similarly disabled people, with a range of impairments, may be better suited to working part-time or reduced hours.</p> <p>However, part time works tends to be under-valued and is often low paid and low skilled.</p> <p>(CtG, 2015 and 2016a; and Equate Scotland, 2016a), 2016c and 2017a</p>	<p>The Work/Life Balance (Flexible Working) Policy and Procedure will be equality impact assessed.</p> <p>Subsequently, a paper will be discussed at an SMT meeting to raise awareness of issues and business benefits, gain buy in and discuss the potential for increased flexible working* in relation to:</p> <ul style="list-style-type: none"> <li>• Start and finish times.</li> <li>• Reduced hours.</li> <li>• Increase job sharing for roles.</li> <li>• Increased phased return following carer breaks.</li> </ul> <p>Subsequently, the policy and procedure will be better:</p> <ul style="list-style-type: none"> <li>• Communicated to new and existing staff to raise awareness.</li> <li>• Considered and accounted for during recruitment and selection decisions, e.g. part time job sharing, prior to advert being posted.</li> </ul> <p>* Within parameters of national bargaining/policy approval process.</p>	<p>Following an equality impact assessment, and review of findings, there will be increased:</p> <ul style="list-style-type: none"> <li>• Commitment to flexible working in relation to working hours, reduced hours and job sharing across the College (vertically and horizontally across teams).</li> <li>• Proportion of staff applying for flexible working.</li> <li>• Proportion of staff adopting flexible working.</li> <li>• Proportion of new jobs being advertised on a job sharing basis.</li> </ul>	<p>Senior Management Team (SMT). Human Resources Director. College Secretary.</p>	<p>EQIA on existing Work/Life Balance Policy and Procedure by August 2017.</p> <p>Paper submitted to SMT September 2017.</p> <p>Any policy content relating to working hours is subject to national bargaining* .</p>

Issues	Actions	Intended Outputs	Responsibility	Timescale
<p><b>Impact of Presenteeism</b></p> <p>Evidence demonstrates that many women perceive that promoted posts require a significant increase in hours spent working which can be challenging for those with caring responsibilities or who are committed to a work-life balance.</p> <p>(CtG, 2015 and 2016a; Equate Scotland, 2016a, 2016c and 2017a)</p>	<p>A paper will be submitted and discussed at a Senior Management Team (SMT) meeting to raise awareness of issues in relation to:</p> <ul style="list-style-type: none"> <li>• Perceptions of increased working hours required for promoted positions.</li> <li>• Audit of working time.</li> <li>• Negative effect of increased hours on female and disabled applicants for promoted roles, staff productivity and staff engagement.</li> </ul>	<p>All staff are better supported and empowered to:</p> <ul style="list-style-type: none"> <li>• Work their contracted hours.</li> <li>• Apply for promoted posts.</li> <li>• Increase the proportion of non full-time promoted posts.</li> </ul>	<p>Senior Management Team. Human Resources Director.</p>	<p>Paper submitted to SMT in October 2017.</p> <p>Incorporate into vacancies from Jan 2018.</p> <p>The College's Work/Life Policy is subject to national bargaining*.</p>
<p><b>Staff Benefits, Especially Service Related Entitlements Based on Length of Service</b></p> <p>Women are more likely than men to take career breaks to be a full time primary carer (for children and disabled/elderly relatives) and can be disadvantaged in rewards based on length of service (CtG, 2015 and 2016a; and Equate Scotland, 2016a).</p>	<p>The College will conduct an Equality Impact Assessment (EQIA) on our Policies, rewards and benefits*.</p> <p>In particular, we will account for career breaks to be a full time primary carer in benefits based on length of service.</p> <p>* Within parameters of national bargaining/policy approval process.</p>	<p>Increased transparency and fairness in relation to:</p> <ul style="list-style-type: none"> <li>• Fixed term and permanent contractual status.</li> <li>• Salary.</li> <li>• Annual leave.</li> <li>• Pension Scheme.</li> <li>• Employee Assistance Scheme.</li> <li>• Occupational sick pay.</li> <li>• Long Service Awards.</li> </ul>	<p>Human Resources Director. College Secretary.</p>	<p>EQIA on existing staff benefits by December 2017.</p> <p>The College's Rewards and Benefits Policy is subject to national bargaining*.</p>

Issues	Actions	Intended Outputs	Responsibility	Timescale
<p><b>Impact of Recruitment &amp; Selection Processes: Panel Gender Imbalance and Questions</b></p> <p>Having a selection interview panel comprised of one gender can exacerbate the effects on unconscious bias on recruitment and selection decisions.</p> <p>Having a balanced selection panel can also put candidates at ease.</p> <p>(EA, 2011; ECU, 2017; and Equate Scotland, 2016b and 2016c)</p>	<p>HR, and relevant line managers, will where possible:</p> <ul style="list-style-type: none"> <li>• Ensure that recruitment and selection panels are gender balanced.</li> <li>• Communicate this commitment to applicants.</li> <li>• Neutralise selection interview questions and account for the opportunities afforded by a career break, e.g. “Tell us about a time, at work or otherwise when you....”</li> </ul>	<p>The potential impact of unconscious bias on selection decisions is minimised.</p> <p>Actions will support specific <b>recruitment &amp; Selection Related Staff Learning &amp; Development</b> detailed above.</p>	<p>Human Resources Director.</p> <p>Relevant line managers involved.</p>	<p>In place by January 2018 as part of ongoing review of recruitment process and procedures.</p>
<p><b>Lack of Understanding about Grading Structure and Spinal Point Bar</b></p> <p>There is a lack of staff understanding about the Grading Structure, in particular what the spinal point bar is and how it is applied and the process of re-evaluation.</p>	<p>As part of a review of competencies and job descriptions, OD and HR staff will examine affected roles and:</p> <ul style="list-style-type: none"> <li>• Ensure the spinal bar point is consistently applied.</li> <li>• Communicate how the grading structure and spinal bar point is applied to staff via email, intranet and staff integration.</li> <li>• Communicate to applicants how it is applied as part of recruitment and selection information.</li> </ul>	<p>All applicants, new and existing staff have a greater understanding of the staff grading structure, how it is applied and what, if any, development is required to qualify for an incremental increase beyond the bar.</p>	<p>Human Resources Director.</p> <p>Performance &amp; Improvement Director.</p>	<p>All advertised job roles, as part of recruitment and selection, from January 2018.</p> <p>All existing job roles reviewed and revised, as part of national bargaining*.</p>



Issues	Actions	Intended Outputs	Responsibility	Timescale
<p><b>Lack of Staff Awareness about the Equal Pay Gap, Equal Pay Statement and Commitment</b></p> <p>Due to a lack of communication, staff are unaware about the College's:</p> <ul style="list-style-type: none"> <li>• Gender pay gap.</li> <li>• Equal Pay Statement.</li> <li>• Commitment and approaches to tackling under representation - in relation to disability, gender and race - of staff across the College.</li> </ul>	<p>Communicate the College's Equal Pay Statement, together with our commitment and approaches to tackling the gender pay gap and under-representation to staff via:</p> <ul style="list-style-type: none"> <li>• Email.</li> <li>• Principal's Briefing</li> <li>• New staff integration (Induction).</li> </ul>	<p>Staff have a greater understanding of the College's commitment and approach, resulting in increased buy in.</p>	<p>Human Resources Director. Performance &amp; Improvement Director. Executive Director Corporate Development &amp; Innovation.</p>	<p>Communicate Equal Pay Statement and Information, together with College's commitment to staff in May 2017.  Communicate approaches on an on-going basis.</p>
<p><b>Lack of Applicant Awareness about the Equal Pay Gap, Equal Pay Statement and Commitment</b></p> <p>Due to a lack of communication, job applicants are unaware about the College's:</p> <ul style="list-style-type: none"> <li>• Equal pay gap.</li> <li>• Equal Pay Statement.</li> <li>• Commitment and approaches to tackling under representation - in relation to disability, gender and race - of staff across the College.</li> </ul>	<p>Communicate the College's Equal Pay Statement, together with our commitment and approaches to tackling the gender pay gap and under-representation to job applicants via:</p> <ul style="list-style-type: none"> <li>• A statement on the College's online recruitment portal, accessed via the College website, which includes a hyperlink to this report.</li> </ul>	<p>Job applicants have a greater understanding of the College's commitment and approach, resulting in increased buy in.</p>	<p>Human Resources Director. Performance &amp; Improvement Director. College Secretary.</p>	<p>Communicate Equal Pay Statement and Information, together with College's commitment to applicants from January 2018.</p>

Issues	Actions	Intended Outputs	Responsibility	Timescale
<p><b>Become an accredited Level 2: Disability Confident employer</b></p> <p>Disabled people are significantly less likely to be in work than non-disabled people (EHRC, 2016).</p> <p>Disabled people are paid significantly less than non-disabled people (EHRC, 2016).</p> <p>Organisations and staff have misconceptions, lack of confidence and lack of understanding about the benefits of employing disabled people.</p> <p>At City of Glasgow College, a significantly lower proportion of staff identify as being disabled, 5.8%, compared to those living in Glasgow, 22.7%, or Scotland as a whole, 19.6% (CoGC, 2017).</p> <p>Becoming Disability Confident accredited provides a framework for increasing the support available for disabled applicants and staff (DWP, 2014; DWP&amp;DH, 2016).</p>	<p>Taking advice from our disability equality partners, in becoming a Disability Confident employer, the College will self-assess the business against a set of statements grouped into 2 themes:</p> <ul style="list-style-type: none"> <li>• Getting the right people for your business.</li> <li>• Keeping and developing your people.</li> </ul> <p>Actions will support the College to then become a Disability Confident Leader.</p>	<p>Through becoming Disability Confident accredited, the College is better able to:</p> <ul style="list-style-type: none"> <li>• Support making reasonable adjustments for disabled applicants, new appointments and staff.</li> <li>• Recruit more disabled staff.</li> <li>• Support staff to identify as being disabled.</li> <li>• Ensure that disabled staff have the opportunities to fulfil their potential and realise their aspirations.</li> </ul> <p>Related actions support the College Equality Outcome 3.1: Disabled students and staff confidently access relevant facilities and support.</p> <p>Related actions support the College Equality Outcome 4.2: The diversity of staff identifies, experiences and needs is accounted for in the design and delivery of Learning &amp; Development.</p>	<p>Human Resources Director.</p> <p>Performance &amp; Improvement Director.</p> <p>College Secretary.</p>	<p>April 2019.</p>

Issues	Actions	Intended Outputs	Responsibility	Timescale
<p><b>Become an accredited Level 3: Disability Confident Leader</b></p> <p>Disabled people are significantly less likely to be in work than non-disabled people (EHRC, 2016).</p> <p>Disabled people are paid significantly less than non-disabled people (EHRC, 2016).</p> <p>Organisations and staff have misconceptions, lack of confidence and lack of understanding about the benefits of employing disabled people.</p> <p>At City of Glasgow College, a significantly lower proportion of staff identify as being disabled, 5.8%, compared to those living in Glasgow, 22.7%, or Scotland as a whole, 19.6% (CoGC, 2017).</p> <p>Becoming Disability Confident accredited provides a framework for increasing the support available for disabled applicants and staff (DWP, 2014; DWP&amp;DH, 2016).</p>	<p>Taking advice from our disability equality partners, in becoming a Disability Confident Leader, the College will:</p> <ul style="list-style-type: none"> <li>• Seek external validation of its self-assessment.</li> <li>• Demonstrate what have been implemented and achieved as a Disability Confident leader.</li> </ul>	<p>Through becoming a Disability Confident Leader, the College is better able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate our genuine commitment to disability equality.</li> </ul> <p>Related actions support the College Equality Outcome 3.1: Disabled students and staff confidently access relevant facilities and support.</p> <p>Related actions support the College Equality Outcome 4.2: The diversity of staff identifies, experiences and needs is accounted for in the design and delivery of Learning &amp; Development.</p>	<p>Human Resources Director.</p> <p>Performance &amp; Improvement Director.</p> <p>College Secretary.</p>	<p>April 2021.</p>

Issues	Actions	Intended Outputs	Responsibility	Timescale
<p><b>Staff Learning &amp; Development</b></p> <p>Nationally, part-time, low-paid female staff are least likely to be offered L&amp;D opportunities. Training is often scheduled at a time when part time staff are not working, or have caring responsibilities. In our College, support staff, younger, older, pregnant staff and support staff are less likely to participate in L&amp;D compared to other groups. (CoGC, 2017; CtG, 2015 and 2016a; and Equate Scotland, 2017a)</p>	<p>OD, in conjunction with relevant members of SMT and line managers, will ensure that:</p> <ul style="list-style-type: none"> <li>• All staff have an equal opportunity to access and participate in Learning &amp; Development opportunities, commensurate to their role, in an effort to develop skills.</li> <li>• Pregnant staff/those on adoption leave, who miss training, undertake the training through blended learning at home, during Keeping in Touch days, or upon return to work.</li> </ul>	<p>Related actions support the College Equality Outcome 5.2: The completion of Learning &amp; Development is increased for support staff, younger, older and pregnant staff.</p>	<p>Performance &amp; Improvement Director. College Secretary.</p>	<p>Detailed Timescales will be presented in the College's Equality Outcome Progress Plan, which will be published by October 2017.</p>
<p><b>Conduct an Equality Audit of the College Website</b></p> <p>Prospective applicants, across all characteristics, may not submit a job application due to a perception that the College is not committed to ED&amp;I.</p> <p>BME people, due to language issues, and disabled people, due to accessibility issues, may find it challenging applying online.</p>	<p>In partnership with Equality Academy, conduct an audit of the College's website in relation to:</p> <ul style="list-style-type: none"> <li>• The representation of the diversity of identities, experiences and needs of people.</li> <li>• Commitment to ED&amp;I.</li> <li>• HR Policies and Procedures being fair and effective.</li> <li>• Being accessible for disabled people.</li> </ul>	<p>Following the audit recommendations, the College will make practical improvements.</p> <p>The College has confidence that website, application portal, and related policies/procedures:</p> <ul style="list-style-type: none"> <li>• Demonstrate a commitment to and understanding of ED&amp;I.</li> <li>• Are accessible, compliant and do not disadvantage individuals.</li> </ul>	<p>Executive Director Corporate Development &amp; Innovation. College Secretary. Partnership with Equality Academy.</p>	<p>May to December 2017.</p>

Issues	Actions	Intended Outputs	Responsibility	Timescale
<p><b>Examine and Enhance Board of Management Strategies for Targeting Under Representation</b></p> <p>Women are under-represented in public and corporate leadership, including board level.</p> <p>Evidence demonstrates that having greater diversity of thinking and talent in the management team, and in organisations overall, leads to better performance (CtG, 2016a).</p>	<p>Work in partnership with other Glasgow Colleges to:</p> <ul style="list-style-type: none"> <li>Establish a checklist for recruitment and selection to encourage greater diversity in Board of Management representation across all protected characteristics.</li> <li>Undertaking subsequent recruitment and selection, according to the checklist to support.</li> <li>Revise checklist accordingly.</li> </ul>	<p>The diversity of the board of management increases, to better reflect the communities the College serve.</p>	<p>Human Resources Director. College Secretary.</p>	<p>Devise checklist by July 2017. Implement checklist at each round of recruitment.</p>
<p><b>Board of Management and Staff Declaration of Equalities Information, In Particular for Disability</b></p> <p>Although there is a low proportion of “Prefer not to Say” responses for disability, 4.0%, the proportion of staff who declare a disability is low, 5.8%, (CoGC, 2017) compared to the Glasgow City Council, 22.7%, and the Scottish population, 19.6% (National Records of Scotland, 2017).</p>	<p>Through a variety of on and offline communications:</p> <ul style="list-style-type: none"> <li>Raise awareness of the support available for disabled board and staff members.</li> <li>Encourage board of management and staff to achieve their ED&amp;I badge.</li> </ul> <p>In doing so, encourage board and staff members to check the accuracy of and update their equalities information.</p>	<p>Board and staff members:</p> <ul style="list-style-type: none"> <li>Are reassured that their data will remain confidential and anonymous.</li> <li>Better understand the reasons for and benefits of declaring equality information.</li> <li>Better understand the reasonable adjustment support available.</li> <li>Increase declaration rates for equality information, in particular disability.</li> </ul>	<p>Human Resources Director. Performance &amp; Improvement. College Secretary. Executive Director Corporate Development &amp; Innovation.</p>	<p>Initiatives to encourage Board of Management and College staff to declare equality data by December 2017.</p>

Issues	Actions	Intended Outputs	Responsibility	Timescale
<p><b>Women's Networks</b></p> <p>Successful women's networks have five key aims:</p> <ol style="list-style-type: none"> <li>1. Enhancing women's professional growth by providing information on coaching career paths, flexibility, and role models;</li> <li>2. Developing new and existing commercial talent;</li> <li>3. Fostering the retention and promotion of women in career fields;</li> <li>4. Improving an organisation's ability to attract, develop and retain diverse women;</li> <li>5. Cultivating the leadership competencies that reflect the organisation's focus on growth.</li> </ol> <p>(Equate Scotland, 2017a)</p>	<p>Further establish and support the women's staff network in the College by:</p> <ul style="list-style-type: none"> <li>• Identifying whether women are interested in developing a staff network for women.</li> <li>• Asking women what they want from the network and establishing a Terms of Reference.</li> <li>• Identifying and learning from other organisations with effective networks.</li> <li>• Encouraging women to join the network via a variety of on and off line communications.</li> <li>• Agreeing a number of hours per block that staff can attend the network during working hours.</li> <li>• Reviewing and evaluating activity to better meet demand.</li> </ul>	<p>The network:</p> <ul style="list-style-type: none"> <li>• Is consulted on improving College internal policies and practices</li> <li>• Advises the organisation on business development or service delivery.</li> <li>• Delivers the five aims of effective network.</li> </ul>	<p>Senior Management Team. Human Resources Director. College Secretary. Equality Challenge Unit Project Team.</p>	<p>Focus groups with female staff to identify need in January 2018. Based on feedback, launch network group in June 2018.</p>

Issues	Actions	Intended Outputs	Responsibility	Timescale
<p><b>Positive Action Staff Development and Recruitment Project Equality Challenge Unit</b></p> <p>Although there is a very similar proportion of women (50.3%) and men (49.7%) employed as Lecturers, a lower proportion of women is represented at Senior Lecturer level (30.4%) and Curriculum Head level (41.7%). In contrast, all Faculty Directors are women.</p> <p>The majority of Lecturer roles are recruited externally, whereas the majority of Senior Lecturer and Curriculum Head positions and all Faculty Directors are in position following internal promotion.</p> <p>In an attempt to tackle the issues identified in this action plan, in a coordinated way, organisations can adopt a positive action strategy, in partnership with gender equality partners (Equate Scotland, 2017a).</p>	<p>The College will participate in a supported project with Equality Challenge Unit (ECU) to examine and take advantage of the opportunities afforded by S158 and S159 of the Equality Act 2010 to consider positive action in relation to development/promotion of female teaching staff into Senior Lecturer and Curriculum Head roles.</p> <p>Informed by legal advice, the aim would be to:</p> <ul style="list-style-type: none"> <li>• Identify and minimise barriers to recruitment, selection, development and retention of these promoted positions.</li> <li>• Encourage applications.</li> <li>• Support and develop aspiring applicants.</li> <li>• Support and develop new appointments.</li> </ul> <p>Taking part, will allow the College to learn from other participating organisations which are focusing on disability and race.</p>	<p>The proportion of female applicants and successful appointments for the roles of Senior Lecturer and Curriculum Heads increases in line with the proportion of men and women at Lecturer level.</p> <p>Lessons learned will be applied to tackling under-representation of disability and race.</p>	<p>Senior Management Team.</p> <p>Human Resources Director.</p> <p>Performance &amp; Improvement Director</p> <p>College Secretary.</p> <p>Equality Challenge Unit Project Team.</p>	<p>April 2017 to end 2018.</p>

Issues	Actions	Intended Outputs	Responsibility	Timescale
<p><b>Work in Partnership with our Disability Equality Partners</b></p> <p>Disabled people are significantly less likely to be in work and are paid significantly less than non-disabled people (EHRC, 2016).</p> <p>Although there is a low proportion of “Prefer not to Say” responses for disability, 4.0%, the proportion of staff who declare a disability is low, 5.8%, (CoGC, 2017) compared to the Glasgow City Council, 22.7%, and the Scottish population, 19.6% (NRoS, 2017).</p>	<p>The College will seek consultancy support from our disability equality partners to act as “critical friend” and audit our recruitment and selection processes. Doing so, would allow the College to better make reasonable adjustments for disabled people and:</p> <ul style="list-style-type: none"> <li>• Identify and minimise barriers to recruitment, selection, development and retention.</li> <li>• Encourage applications.</li> <li>• Support new appointments.</li> <li>• Support and develop staff.</li> </ul>	<p>The proportion of declared disabled applicants, appointments and staff increases, in line with the Glasgow and Scottish population.</p> <p>Related actions support the College Equality Outcome 3.1: Disabled students and staff confidently access relevant facilities and support.</p>	<p>Human Resources Director.</p> <p>Performance &amp; Improvement Director.</p> <p>College Secretary.</p>	<p>April 2017 to end 2018.</p>
<p><b>Work in Partnership with our Race Equality Partners</b></p> <p>Unemployment rates are significantly higher for some ethnic minorities compared with white people (EHRC, 2016).</p> <p>The proportion of BME staff, 9.0%, is lower than in Glasgow city, 11.6%. Similarly, the proportion of other white staff, 2.1% (CoGC, 2017) is lower the Glasgow city population, 5.7% (NRoS, 2017).</p>	<p>The College will seek consultancy support from our race equality partners to act as “critical friend” and audit our recruitment and selection processes.</p> <p>The College would adopt a similar approach as above, but with a focus on increasing the proportion of BME and other white applicants/ appointments/ staff. (CRER, 2016; and Runnymede Trust, 2015)</p>	<p>The proportion of BME and other white applicants, appointments and staff increases in line with the Glasgow population.</p> <p>Related actions support the College Equality Outcome 3.3: International students and staff from all ethnicities are supported and integrated into life in the College and Glasgow.</p>	<p>Human Resources Director.</p> <p>Performance &amp; Improvement Director.</p> <p>College Secretary.</p>	<p>April 2017 to end 2018.</p>



Issues	Actions	Intended Outputs	Responsibility	Timescale
<p><b>People &amp; Culture Strategy: Succession Planning and Talent Management</b></p> <p>The College has an ageing population, with 35% of staff aged 50-59 and 12% of staff aged 60 and over (CoGC, 2017), meaning that staff turnover is likely to increase in the short to mid-term.</p> <p>In addition, under representation of staff, in relation to disabled, race and sex remains pronounced in key areas.</p> <p>As such, as part of the People &amp; Culture Strategy, and supporting talent and succession planning initiatives, there is an economic basis to increase the pool of applicants in an effort to attract and retain the best people, through supportive and flexible working practices.</p> <p>(CtG, 2015 and 2016a; and Equate Scotland, 2016c)</p>	<p>Incorporate the above actions and outputs detailed both in this plan and the Equality Outcomes Framework 2017-2021 into the People &amp; Culture Strategy, and supporting policies and procedures.</p>	<p>The People &amp; Culture Strategy seeks to enable the delivery of the College strategy.</p> <p>Aligning the actions and outputs presented in this action plan with the People &amp; Culture Strategy, and supporting policies and procedures, will support the People &amp; Culture Strategy’s aims in relation to “attracting the brightest and best” and “through fairness, opportunity and respect, achieve employee retention”.</p>	<p>Human Resources Director.</p> <p>Performance &amp; Improvement Director.</p> <p>College Secretary.</p>	<p>The consultation on strategy across the College will be conducted between April 2107 and June 2017.</p> <p>The strategy will be published in July 2017.</p> <p>The strategy will be delivered from July 2017 to July 2025.</p>





## 8. Looking Forward

## 8. Looking Forward

The report identified a gender pay gap of 11.69% and examined vertical and horizontal occupational segregation between: men and women; staff who are disabled and those who are not; and staff who fall into a minority racial group and persons who do not. This information informed the development of the College's Equal Pay Statement, and supporting action plan.

Through the responsibilities of key staff groups, the College is committed to communicating and delivering these actions and intended outputs.

The College will again publish gender pay gap information in April 2019. This will allow any additional revisions to be identified and made to the statement and action plan.

Finally the College will deliver the action plan over the next four years. Doing so will inform the development of the next equal pay statement, due in April 2021.

This document is available alternative formats upon request.

For more information, please call 0141 375 5401/5402, or contact [edi@cityofglasgowcollege.ac.uk](mailto:edi@cityofglasgowcollege.ac.uk)



# Appendix A

# Appendix A: Detailed Analysis

Table 1: Proportion of Male and Female Staff at 1<sup>st</sup> April 2017

Staff	Number	Percentage
Female	728	53.97%
Male	621	46.03%
Total	1,349	100%

Table 2: Rate of Hourly Pay of Male and Female Staff at 1<sup>st</sup> April 2017

Staff Average	Primary Contract	Non Primary Contract
Mean Average	£17.03	£19.03
Male Average (M)	£17.82	£19.39
Female Average (F)	£16.36	£18.71

## Percentage Pay Gap Calculation

$$(M - F) = \text{Total}$$

$$\text{Total} * 100 / M = \text{Pay Gap}$$

M = mean hourly rate of pay of male employees.

F = mean hourly rate of pay of female employees.

**Percentage Pay Gap Calculation: Primary Contracts**      **Percentage Pay Gap Calculation: Non-Primary Contracts**

$$(17.82 - 16.36) = 1.46$$

$$1.46 * 100 / 17.82 = 8.20\%$$

$$(19.39 - 18.71) = 0.68$$

$$0.68 * 100 / 19.39 = 3.49\%$$

**Table 3: Unpromoted Teaching Staff Grading Structure by Hourly Rate**

<b>Spinal Point</b>	<b>Minimum Salary</b>
8	£20.26
7	£19.53
6	£18.91
5	£17.96
4	£17.35
3	£16.75
2	£16.23
1	£15.78

Table 4: Promoted Teaching Staff Grading Structure by Hourly Rate

Spinal Point	Minimum Salary
15	£26.47
14	£25.65
13	£24.78
12	£24.06
11	£22.90
10	£21.96
9	21.08



**Table 5: Support Staff Grading Structure by Hourly Rate**

Grade	Minimum Salary	Maximum Salary	Minimum Point	Bar Point	Maximum Point
8	£21.29	£23.12	38	N/A	40
7	£18.19	£20.46	33	N/A	36
6	£16.35	£17.83	29	N/A	32
5	£14.32	£15.86	25	N/A	28
4	£12.64	£13.88	21	N/A	24
3	£10.99	£12.43	14	17	20
2	£9.76	£10.75	8	10	13
1	£8.32	£9.54	2	4	7

Table 6: Overall College Staff Vertical Segregation (Continued over Page)

Staff Grade/ Position	Sex (Gender)		Disability			Race				Staff Total
	Female	Male	Disabled	Non-Disabled	Prefer Not to Say/UK**	Black & Minority Ethnic	Other White	UK White	Prefer Not to Say/UK**	
SMT	64.71% (11)	35.29% (6)	0% (0)	100% (17)	0% (0)	5.88% (1)	0% (0)	94.12% (16)	0% (0)	1.26% (17)
Head of Service	53.33% (8)	46.67% (7)	6.67% (1)	86.67% (13)	6.67% (1)	0% (0)	0% (0)	100% (15)	0% (0)	1.11% (15)
Curriculum Head	44.90% (22)	55.10% (27)	10.20% (5)	87.76% (43)	2.04% (1)	6.12% (3)	0% (0)	89.80% (44)	4.08% (2)	3.63% (49)
Senior Lecturer	28.95% (22)	71.05% (54)	7.89% (6)	85.53% (65)	6.58% (5)	9.21% (7)	3.95% (3)	84.21% (64)	2.63% (2)	5.63% (76)
Lecturer	50.52% (340)	49.48% (333)	4.61% (31)	88.26% (594)	7.13% (48)	4.90% (33)	4.46% (30)	84.25% (567)	6.39% (43)	49.89% (673)
Support Grade 8	83.33% (05)	16.67% (1)	0% (0)	100% (6)	0% (0)	0% (0)	0% (0)	100% (4)	0% (0)	1.16% (6)
Support Grade 7	44.44% (12)	55.56% (15)	3.70% (1)	88.89% (24)	7.41% (2)	0% (0)	3.70% (1)	88.89% (24)	7.41% (2)	5.20% (27)
Support Grade 6	57.69% (15)	42.31% (11)	0% (0)	100% (26)	0% (0)	3.85% (1)	7.69% (2)	88.46% (23)	0% (0)	5.01% (26)
Support Grade 5	56.86% (29)	43.14% (22)	1.96% (1)	98.04% (50)	0% (0)	5.88% (3)	3.92% (2)	88.24% (45)	1.96% (1)	9.83% (51)

Staff Grade/ Position	Sex (Gender)		Disability			Race				Staff Total
	Female	Male	Disabled	Non-Disabled	Prefer Not to Say/UK**	Black & Minority Ethnic	Other White	UK White	Prefer Not to Say/UK**	
Support Grade 4	55.07% (38)	44.93% (31)	10.14% (7)	85.51% (59)	4.35% (3)	2.90% (2)	2.90% (2)	89.86% (62)	4.35% (3)	13.29% (69)
Support Grade 3	58.33% (28)	41.67% (20)	8.33% (4)	85.42% (41)	6.25% (3)	4.17% (2)	2.08% (1)	83.33% (40)	10.42% (5)	9.25% (48)
Support Grade 2	73.10% (106)	26.90% (39)	10.34% (15)	86.21% (125)	3.45% (5)	5.52% (8)	4.14% (6)	87.59% (127)	2.76% (4)	27.94% (145)
Support Grade 1	62.24% (89)	37.76% (54)	4.20% (6)	90.91% (130)	4.90% (7)	6.29% (9)	11.89% (17)	77.62% (111)	4.20% (6)	27.55% (143)
Off Scale	75% (3)	25% (1)	25% (1)	75% (3)	0% (0)	0% (0)	0% (0)	100% (4)	0% (0)	0.77% (4)
College Total	53.97% (728)	46.03% (621)	5.78% (78)	88.66% (1196)	5.56% (75)	5.11% (69)	4.74% (64)	85.10% (1148)	5.04% (68)	100% (1,349)

\* SMT (Senior Management Team) comprises: the Principal; Depute Principal; Vice Principals, Executive Director; Directors and the College Secretary.

\*\* Prefer Not to Say/NR refers to combined Prefer Not to Say and Unknown staff responses.

**Table 7: Faculties Teaching Staff Horizontal Segregation**

Faculty	Sex (Gender)		Disability			Race				Staff Total
	Female	Male	Disabled	Non-Disabled	Prefer Not to Say/UK**	Black & Minority Ethnic	Other White	UK White	Prefer Not to Say/UK**	
Building, Engineering & Energy	7.61% (7)	92.39% (85)	4.35% (4)	83.70% (77)	11.96% (11)	2.17% (2)	1.09% (1)	89.13% (82)	7.61% (7)	100% (92)
Business	54.72% (87)	45.28% (72)	2.52% (4)	88.05% (140)	9.43% (15)	6.29% (10)	5.66% (9)	80.50% (128)	7.55% (12)	100% (159)
Creative Industries	39.13% (45)	60.87% (70)	8.70% (10)	86.96% (100)	4.35% (5)	1.74% (2)	6.96% (8)	83.48% (96)	7.83% (9)	100% (115)
Education & Society	67.33% (101)	32.67% (49)	10.67% (16)	82.67% (124)	6.67% (10)	4% (6)	5.33% (8)	82.67% (124)	8% (12)	100% (150)
Leisure & Lifestyle	65.87% (110)	34.13% (57)	2.99% (5)	95.21% (159)	1.80% (3)	1.80% (3)	1.80% (3)	94.01% (157)	2.40% (4)	100% (167)
Nautical Studies	15.56% (14)	84.44% (76)	2.22% (2)	87.78% (79)	10% (9)	22.22% (20)	3.33% (3)	72.23% (65)	2.22% (2)	100% (90)
<b>Total</b>	<b>47.09% (364)</b>	<b>52.91% (409)</b>	<b>5.30% (41)</b>	<b>87.84% (679)</b>	<b>6.86% (53)</b>	<b>5.56% (43)</b>	<b>4.14% (32)</b>	<b>84.35% (652)</b>	<b>5.95% (46)</b>	<b>100% (773)</b>

\*\* Prefer Not to Say/NR refers to combined Prefer Not to Say and Unknown staff responses.

**Table 8: Learning Support and Faculties Support Staff Horizontal Segregation**

Faculty	Sex (Gender)		Disability			Race				Staff Total
	Female	Male	Disabled	Non-Disabled	Prefer Not to Say/UK**	Black & Minority Ethnic	Other White	UK White	Prefer Not to Say/UK**	
Building, Engineering & Energy	27.27% (6)	72.73% (16)	13.64% (3)	81.82% (18)	4.55% (1)	4.55% (1)	0% (0)	86.36% (19)	9.09% (2)	100% (22)
Business	100% (5)	0% (0)	0% (0)	100% (5)	0% (0)	0% (0)	0% (0)	100% (5)	0% (0)	100% (5)
Creative Industries	28.57% (6)	71.43% (15)	9.52% (2)	85.72% (18)	4.76% (1)	4.76% (1)	0% (0)	85.72% (18)	9.52% (2)	100% (21)
Education & Society	75% (18)	25% (6)	8.33% (2)	79.17% (19)	12.50% (3)	0% (0)	4.17% (1)	83.34% (20)	12.50% (3)	100% (24)
Leisure & Lifestyle	66.67% (28)	33.33% (14)	0% (0)	97.62% (41)	2.38% (1)	7.14% (3)	7.14% (3)	83.33% (35)	2.38% (1)	100% (42)
Nautical Studies	75% (9)	25% (3)	0% (0)	100% (12)	0% (0)	0% (0)	8.33% (1)	91.67% (11)	0% (0)	100% (12)
Learning Support	73.58% (39)	26.42% (14)	9.43% (5)	88.68% (47)	1.89% (1)	5.66% (3)	3.77% (2)	88.68% (47)	1.89% (1)	100% (53)
<b>Total</b>	<b>62.01% (111)</b>	<b>37.99% (68)</b>	<b>6.70% (12)</b>	<b>89.39% (160)</b>	<b>3.91% (7)</b>	<b>4.47% (8)</b>	<b>3.91% (7)</b>	<b>86.59% (155)</b>	<b>5.03% (9)</b>	<b>100% (179)</b>

\*\* Prefer Not to Say/NR refers to combined Prefer Not to Say and Unknown staff responses.

**Table 9: Support Services Staff Horizontal Segregation**

Directorate	Sex (Gender)		Disability			Race				Staff Total
	Female	Male	Disabled	Non-Disabled	Prefer Not to Say/UK**	Black & Minority Ethnic	Other White	UK White	Prefer Not to Say/UK**	
Corporate Innovation & Development	60.78% (31)	39.22% (20)	7.84% (4)	88.24% (45)	3.92% (2)	1.96% (1)	3.92% (2)	92.16% (47)	1.96% (1)	100% (51)
Executive Office	75% (9)	25% (3)	8.33% (1)	83.34% (10)	8.33% (1)	0% (0)	0% (0)	91.67% (11)	8.33% (1)	100% (12)
Finance	73.68% (28)	26.32% (10)	5.26% (2)	94.74% (36)	0% (0)	0% (0)	0% (0)	100% (38)	0% (0)	100% (38)
Infrastructure	54.24% (96)	45.76% (81)	4.52% (8)	92.09% (163)	3.39% (6)	6.21% (11)	10.18% (18)	80.79% (143)	2.82% (5)	100% (177)
People & Culture	70.59% (12)	29.41% (5)	5.88% (1)	76.47% (13)	17.65% (3)	0% (0)	5.88% (1)	82.36% (14)	11.76% (2)	100% (17)
Student Experience	74.03% (57)	25.97% (20)	10.39% (8)	87.01% (67)	2.60% (2)	7.79% (6)	3.90% (3)	84.41% (65)	3.90% (3)	100% (77)
<b>Total</b>	<b>62.63% (233)</b>	<b>37.37% (139)</b>	<b>6.45% (24)</b>	<b>89.78% (334)</b>	<b>3.76% (14)</b>	<b>4.84% (18)</b>	<b>6.45% (24)</b>	<b>85.48% (318)</b>	<b>3.23% (12)</b>	<b>100% (372)</b>

\*\* Prefer Not to Say/NR refers to combined Prefer Not to Say and Unknown staff responses.



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