

Equal Pay Report 2017

**Seeing Potential
Finding Solutions
Achieving More**

1. Introduction

As an equal opportunities employer, Glasgow Clyde College recognises the importance of equality and valuing diversity and as such is committed to ensuring that all staff are treated equitably regardless of their age, race (including nationality, ethnic or national origin), disability, sexual orientation, gender (including staff who have undergone gender re-assignment), marital/civil partnership status, parental status, religion or belief (or lack of religion or belief).

In line with our commitment to achieve equal opportunities for all staff, the College supports the principle that all employees should receive equal pay for work of equal value and aim to eliminate any bias in our reward systems.

The College recognises that in order to achieve equal pay for employees carrying out equal work we should operate a pay system which is transparent, based on objective criteria and free from unlawful bias on any grounds. This is a fundamental principle which is central to College policy on equality and diversity and pay related policies and practices. We use an analytical job evaluation system to assess the relative value of all jobs across our organisation which provides evidence in support of the allocation of each job within our pay grading structure.

The College are also mindful of our responsibilities under the Equality Act 2010, which gives everyone a right to equal pay for equal work. The equal work provisions apply to all employers, although those in the public sector (including the College) are subject to the gender equality duty. This specifically requires the College to carry out an equal pay audit.

2. Background

Under the Equality Act 2010, Equal Pay is a legal obligation. The Act gives a right to equal pay for equal work. Organisations are responsible for providing employees with equal pay and for ensuring that pay systems are transparent. The Equality and Human Rights commission code of practice recommends equal pay reviews as the most appropriate method of ensuring that a pay system delivers equal pay free from discrimination.

3. What is an Equal Pay Audit?

An Equal Pay Audit involves the comparison of the pay of men and women doing equal work, investigating the causes of any pay gaps by gender, ethnicity, disability or working pattern and planning to close any gaps that cannot be justified on grounds other than one of those characteristics.

The current gender pay gap in the UK, based on median hourly earnings excluding overtime for full time workers is 12.2% (or 16.4% based on the mean). (ONS, 2016)

In line with guidelines from the Equality and Human Rights Commission (EHRC) pay gaps greater than 5% are considered significant indicators of underlying systematic pay discrimination and action is required to address the issue and close the gap. Pay

gaps greater than 3% but less than 5% should be regularly monitored and where the pay gap is less than 3% no action is required.

4. Methodology

In undertaking this audit, Glasgow Clyde College have followed the guidelines published by The Equality and Human Rights Commission. The key steps to this process were:

- 1) Deciding the scope of the audit and identifying the data required
- 2) Identifying where men and women (and protected groups) were doing equal work: like work / work rated as equivalent equal value
- 3) Collecting and comparing pay data to identify any significant equal pay gaps
- 4) Establishing the causes of pay gaps and deciding whether they are free from discrimination
- 5) If there appears to be discrimination, developing an equal pay action plan or if the results show that pay was free from discrimination ensuring ongoing review and monitoring.

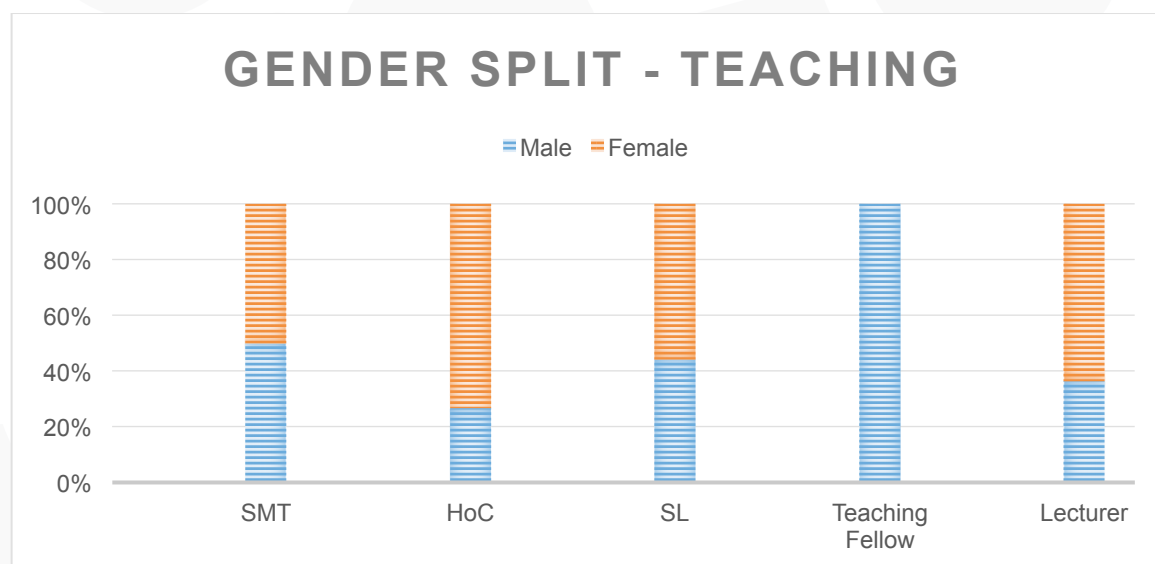
All data was extracted from our HR system.

Analysis of this data has been undertaken to consider the following:

- Workforce composition
- Average male/female pay gap across pay grades
- Distribution of males/females across pay grades
- Distribution of full and part-time staff across pay grades
- Gender profile of full and part-time staff

5. Occupational Segregation

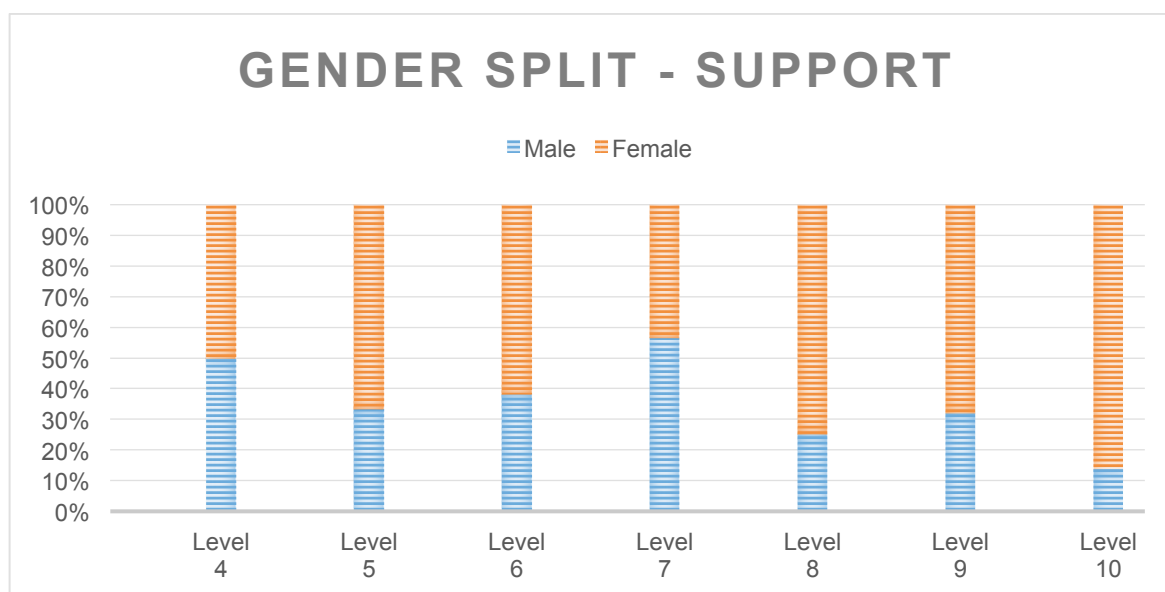
The graphs below detail the distribution of males and females on the ten levels across our organisation.



The gender split across all teaching staff is 37.79% male, 62.21% female. As shown, males dominate in roles such as Teaching Fellows whilst female are dominant in the Head of Curriculum and Lecturing roles. Upon further consideration of our data we can see that different areas of the Curriculum are heavily populated by one gender. Engineering and Construction is an example of a heavily male dominated area, whilst the areas of Childcare and Social Care are primarily female dominant.

These figures are not unusual across Scotland and the public sector as a whole. According to a report published by the Equality Challenge Unit in 2015 - *Equality in Colleges in Scotland Statistics*, the distribution of males and females across different curriculum areas is shown below:

Women		Men	
Art and Design	65%	Construction	92%
Care	73%	Engineering	87%
Hairdressing and Beauty	95%	Nautical Studies	94%
Languages	64%	Land Based Industries	69%



The gender split across all support staff levels is 33.96% male and 66.04% female. As shown, there is a higher representation of female support staff across a number of levels including management. Levels 8, 9 and 10 are very female dominated with administrator, support worker and cleaning roles undertaken on the whole by women. The College has a higher representation of male staff in areas such as Estates and ICT. Again, this information is typical of these areas of occupation as shown by the Scottish Government Labour Market Statistics, 2015, Annual Population Survey (October 2014–September 2015) which details occupational segregation in Scottish Industry:

Industry	% Men	% Women
<i>Agriculture, forestry and fishing</i>	81	19
<i>Energy and water</i>	79	21
<i>Manufacturing</i>	74	26
<i>Construction</i>	86	14
<i>Transport and Communication</i>	78	22
<i>Public administration, education and health</i>	29	71

In line with other public sector bodies throughout Scotland, the majority of our workforce is female. Our workforce composition has highlighted that at a number of levels there is a significantly higher proportion of women than men. Going forward, this will be investigated and addressed as part of our recruitment strategy.

This report has identified that there is a significant number of female staff working at levels 8, 9 and 10 at the lower end of our salary scale. In order to address this and in a bid to mitigate any segregation the College has, since 2015, given staff earning

under £22,00 the opportunity to apply to study on a fully-funded further/higher education programme. This programme allows two members of staff to be released from their College position for a period 12 months to undertake this study. To date, this has been a great success and very popular with staff at lower levels who would otherwise not have had the opportunity to study. They also have the security of having their substantive post to return to.

The data gathered for this report has allowed us to identify not only the gender profile across the College, but also the disability and race profile of our workforce. Given the low rates of disclosure across these two protected characteristics, however, we have been unable to publish this data. Looking at our disability profile there is no pattern or trend in terms of the level of job or the roles carried out by individuals who identify themselves as having a disability. Similarly, with our ethnicity profile, no patterns or trends have been identified.

Moving forward, we are working in partnership with the Equality Challenge Unit on a project to increase our disclosure rates and expect that we will be able to report on these characteristics in full within our next round of equal pay reporting.

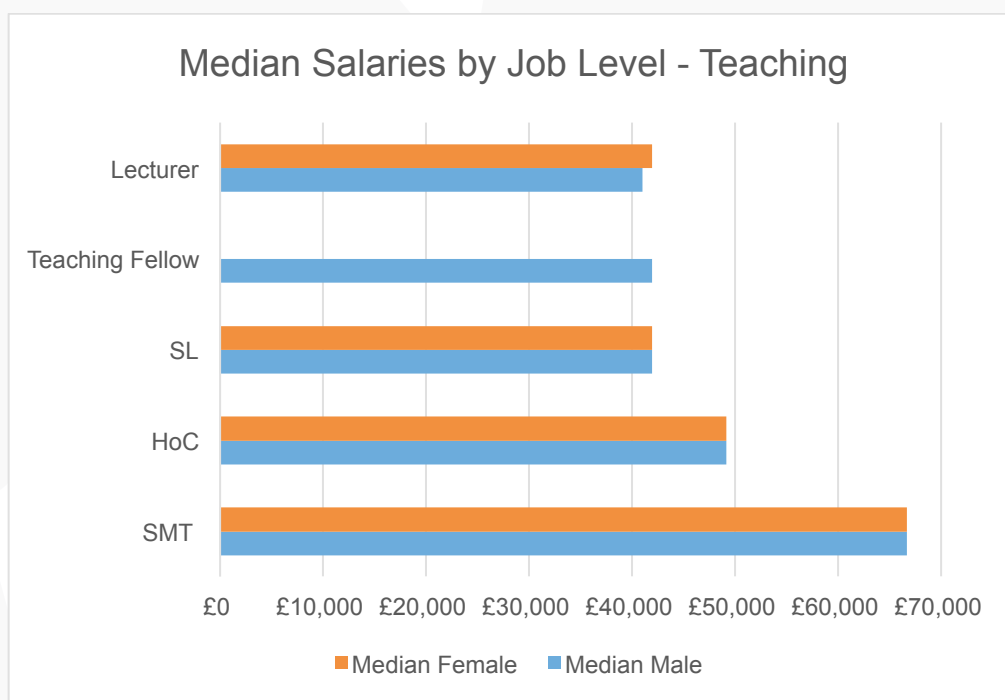
Glasgow Clyde College have a number of policies and procedures in place in order to help minimise occupational segregation and eliminate discrimination based on an individual's gender, race or disability status. The College is committed to work-life balance and recognise the importance of helping and supporting our employees in balancing work and home life commitments. As such we have a wide range of flexible working opportunities on offer as a means to support, develop and retain employees at work. These opportunities are considered on a case by case basis and the options which are available or accessible to individuals is dependent upon the needs of their specific department however examples include requests for part time working, compressed hours, flexitime and term time working. Over the 15/16 academic year a total of 32 work/life balance applications were approved from staff across the College within both lecturing and support roles.

6. Gender Pay Gap

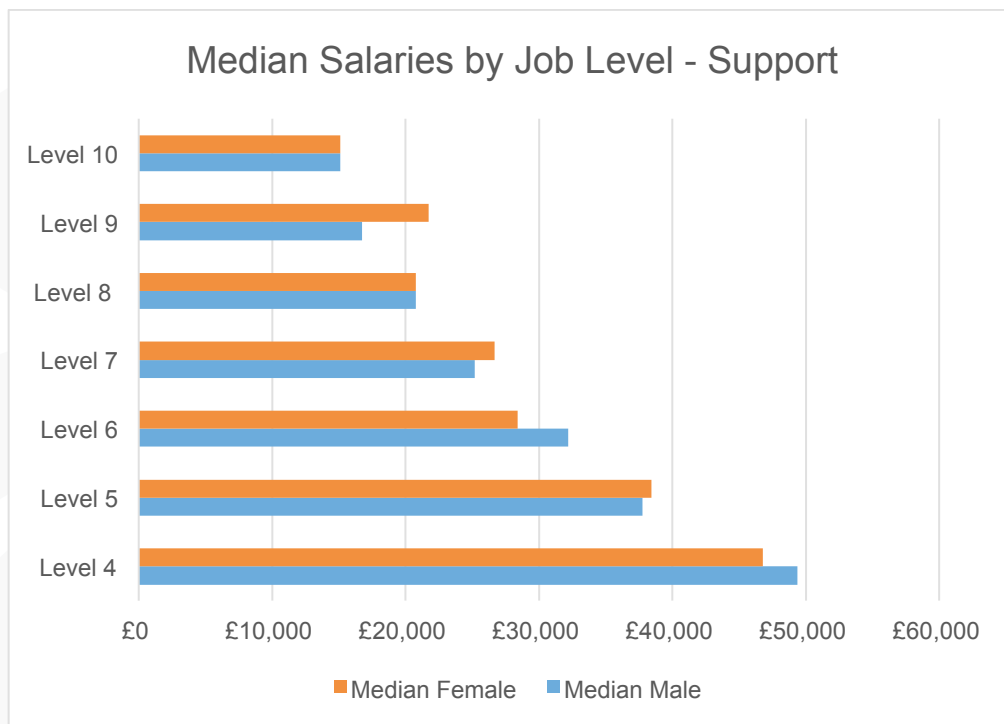
The Gender Pay Gap Duty requires public authorities with 20 or more employees to publish a Gender Pay gap figure. Taking in to account all staff across the College the mean and median pay gap information is shown below. For part-time staff, salaries were factored up to the FTE.

	Mean Hourly Rate	Gender Pay Gap
Female	£17.10	1.44 %
Male	£17.35	

	Median Hourly Rate	Gender Pay Gap
Female	£19.07	0.94 %
Male	£19.25	



As can be seen from the data above, across teaching staff the only pay gap identified is at lecturing level where the gap is in favour of women. This difference in pay can be attributed to the conservation of salaries, which is due to come to an end in July of this year.



The pay gaps identified in favour of male staff across support staff are seen at Level 4 and Level 6. Initial analysis of job roles at both these levels has shown there is nothing within College policy or practice that has resulted in women at these levels being paid less. In 2015 the College carried out a full job evaluation exercise which set the pay level of each job role within the College and decisions made were irrespective of the gender of the post holder.

7. Conclusion

In conclusion, this report has identified there is a minimal pay gap between men and women based on both the mean and median pay gap figures, but as per the guidance from EHRC, as both these gaps are less than 3% no action is required.

The College acknowledge that whilst it is our specific duty to include information on occupational segregation in relation to race and disability we are unable to anonymously and meaningfully report on these protected characteristics due to the lack of data we currently hold for each of them. As a result of this the College have proposed actions as detailed below:

- To increase staff disclosure rates across all nine protected characteristics with particular focus on disability and race. In order to do this we will work collaboratively with the Equality Challenge Unit to establish focus groups of relevant staff which will help us develop appropriate collection methods and improve current rates to allow us to fulfil our reporting obligations. This action will allow us to fulfil our obligations and publish a complete data set in April 2018.

- To analyse the data and identify of any areas of under representation.
- To collect information on gender reassignment to be able to report on this protected characteristic.
- To ensure that going forward we have a complete data set which is robust enough for analysis and will allow us to implement any necessary changes.

Glasgow Clyde College will continue to monitor our gender pay gap and as per our legal obligations will publish a further report in April 2018 which, as noted, will also consider and show, in full detail, pay-data broken down by the protected characteristics of disability and race.