



**Glasgow
Kelvin
College**



**Public Sector Equality
Duty Report 2021** (Mainstreaming, Equal
Pay Audit and Pay Gap Information and Equal Pay
Statement)

Public Sector Equality Duty Report 2021

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Public Sector Equality Duty Report 2021

Glasgow Kelvin College Vision:

Transforming lives through education.

Glasgow Kelvin College Mission:

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

1. Introduction

Glasgow Kelvin College serves the North and East of the City and the majority of learners live in Glasgow city itself, 79% making the College truly Glasgow's. [Context Statement 2019-2021](#). The College continues to embed equality within its policies, procedures, systems, processes, functions and practices. This report seeks to illustrate the College's commitment to mainstreaming by providing examples of good practice.

The majority of the teaching activity is focused on vocational qualifications programmes, which support inclusive growth and are designed to respond to labour market intelligence, the needs of its local communities, employers and delivered as part of the Glasgow Regional Outcome Agreement. As in previous years, the College recruits students from some of Scotland's most deprived communities. Circa 48% of College enrolments are from students resident in the most deprived deciles in Scotland with 63% from the most deprived quintile. It is, therefore, uniquely placed to address the Scottish Government's Widening Access agenda.

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

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

The general duties of the Public Sector Equality Duty (PSED) are considered at the planning and delivery stage of the College's [Strategic Plan](#) and the duties are embedded into College strategic and operational plans. The College conducts equality impact assessments as part of its decision making and planning processes [Equality Impact Assessments](#).

1.1 About this Report

This progress report focuses on the implementation of the public sector equality duty (PSED) at Glasgow Kelvin College (GKC). It includes:

- A report on progress in mainstreaming the general duty into all functions since 2018, including:
 - employee equality information: an annual breakdown of information on the number and relevant protected characteristics of employees including information on recruitment, development (career progression) and retention
 - details of progress made in gathering and using employment information to better perform the general duty
 - Board of Management diversity information: the gender breakdown of board members and how information on the protected characteristics of the board has and/or will be used to improve diversity amongst members.
- Gender pay gap information and a statement on equal pay, including occupational segregation, for gender, race and disability.
- A report on final progress in delivering GKC's set of equality outcomes for 2017 - 21

1.2 Public Sector Equality Duty

The public sector equality duty (PSED) consists of a general duty and specific duties. The general duty consists of three main needs. These are underpinned by specific duties which aim to assist public bodies to meet the general duty.

The General Duty

The general duty requires the College, in the exercise of our functions, to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people from different protected characteristic groups, considering the need to:
 - remove or minimise disadvantages suffered by people due to their protected characteristics
 - meet the needs of people with protected characteristics
 - encourage people with protected characteristics to participate in public life or in other activities where their participation is low
- foster good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups

The Specific Duties

The specific duties aim to help the College to better meet the general duty. They are designed to help the College to develop evidence-based policies and practices, improve transparency and accountability, and deliver better outcomes for everyone. To meet the specific duties, the College is required to:

- Report on progress of mainstreaming the general duty into all functions every two years, starting in 2013
- Publish and deliver a set of equality outcomes that cover all protected characteristics (or explain why not all protected characteristics are covered) every four years, starting in 2013
- Assess the impact of new and revised policies and practices against the needs of the general duty on an ongoing basis
- Gather information on the protected characteristics of employees and publish every two years, starting in 2013, as part of mainstreaming reports if not published elsewhere
- Publish our Board of Management diversity information as part of mainstreaming reports from 2017, including the gender breakdown of board members and how this information will be used to improve diversity amongst members
- Publish gender pay gap information every two years, and publish statements on equal pay and occupational segregation for gender, race and disability every four years, starting in 2013
- Have due regard to the general duty in specified procurement practices on an ongoing basis
- Publish the above information in a manner that is accessible

1.3 Using GKC Data

The staffing data is in comparison to that reported in the Mainstreaming report published in 2019 which referenced data 2016 to 2018 and that reported in its Equal Pay Audit in 2016.

This report supports the College obligations to publish staff equality monitoring data as part of the Public Sector Equality Duty under The Equality Act 2010.

The data in this section reflects the publishing cycle required by the Act and includes staff information for annual period 01 April to 31 March over two years, 01 April 2018 to 31 March 2019 and 01 April 2019 to 31 March 2020.

The College staffing data shows that:

- the proportion of staff in terms of gender balance is on a par with that reported for the

Further Education Sector at 54%;

- average age groups are broadly in line with the FE Sector which reports 45% of staff aged 51 and over, a total of 44% of College staff are in this age bracket, the age range within the College is from 20 to 73;
- there is confidence in staff disclosure of disability at 6.8% which is higher than that reported for the Further Education Sector at 6%.
- 7% of our staff are from an ethnic minority background, BME staff at 3.49% and staff from a White Other background at 3.49% which is higher than that reported for the Further Education Sector at 2.2%;
- there has been no progress in attracting ethnic minority groups into senior or managerial positions;
- we have a good retention rate in relation to ethnic minority staff with 42% of staff from a BME background having more than 10 years' service and White Other with 5 to 10 years at 72%;
- due to staff turnover there are no staff with a disclosed disability within senior positions however there is representation at managerial levels;
- we have a good retention rate in relation to our staff who have chosen to disclose a disability with 43% of staff having more than 10 years' service and 19% with more than 20 years' service;
- retention rates for female staff continue to be higher than that of male staff;
- we have made some progress in increasing the proportion of female and males across departments and curriculum areas;
- there has been some progress in attracting males and females into non-traditional roles;
- our staff across the protected characteristics are accessing the professional development budget available to fund professional learning and participating in continuous professional development processes and systems including: Professional Development Review; Professional Development Fund; Professional Teaching Qualifications and Staff Development Days;
- we have made good progress in reducing further our gender pay gap, data confirms that any differential is the result of incremental progression;
- we have a pay gap between staff who fall into a minority racial group and staff who do not. There remains no pay gap with regards to BME staff. The pay gap is in relation to the racial group White Other however this has reduced by 2.53%; and
- we have a pay gap between staff who are disabled and staff who are not.

The observations on the data relating to the lower proportion of disabled staff and staff from an ethnic minority background in higher graded posts, provide areas to be prioritised in our next equality outcomes. This is particularly strengthened by the qualitative information gained through the consultation and involvement process.

Section 2 provides more detailed observations of our staff equality profile.

1.4 Pay Gap Information

The **Equality Act 2010 ('the Act')** legally protects people from being discriminated against because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Part of the protection against sex discrimination provided by the Act is a contractual right for women and men to have equal pay for equal work. The Act entitles male and female employees to equality in their pay and other terms of employment (such as holiday entitlement, pensions contributions and any other benefits) if they are doing equal work for the same employer. This is known as 'equality of terms'. It does so by providing that a sex equality clause is incorporated into contracts of employment, ensuring that women's contractual terms are no less favourable than men's, and vice versa. The College's contractual terms are applied equally to all staff regardless of protected characteristics.

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

- men and women;
- persons who are disabled and persons who are not;
- persons who fall into a minority racial group and persons who do not;
- any other protected characteristic; and
- contractual status.

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

- Publish information on the percentage difference among staff between men's average hourly pay (excluding overtime) and women's average hourly pay (excluding overtime); persons who are disabled and persons who are not; and persons who fall into a minority racial group and persons who do not, based on the most recent data available.
- Under The Act the College needs to publish six calculations showing:
 - mean pay gap in hourly pay
 - median pay gap in hourly pay
 - mean bonus pay gap (the College do not pay bonuses)
 - median bonus pay gap (the College do not pay bonuses)
 - proportion of males and females; persons who are disabled and persons who are not; and persons who fall into a minority racial group and persons who do not receiving a bonus payment (the College do not pay bonuses)
 - proportion of males and females in each pay quartile
 - Publish an equal pay statement which will specify the policy on equal pay between men and women.

- In the equal pay statement specify the occupational segregation between male and female staff; persons who are disabled and persons who are not; and persons who fall into a minority racial group and persons who do not in particular grades and in particular occupations.
- The Equal Pay Audit will also provide data and analysis in relation to ethnicity and disability pay gaps.
- The Public Sector Equality Duty (s.149 of the Equality Act 2010) (PSED) place a requirement on the College to be proactive in addressing pay gaps and assesses the different impacts associated with protected characteristics of employment policy and practice. The PSED is about achieving real positive outcomes for 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 and narrowing the gender pay gap.

1.5 Pay Gap - Conclusion

In summary, the analysis of the information gathered and reported in Section 6 demonstrates:

- the equal pay review for 2020 found no evidence of systemic pay discrimination based on gender, race or disability. The College is committed to ensuring that pay arrangements reward fairly and transparently. Providing equal pay for equal work is central to the concept of rewarding people fairly for what they do. Individuals are not appointed to different points on a pay scale on the basis of gender, race, disability or any other protected characteristic, rather a systematic procedure is applied consistently irrespective of any protected characteristics whether this is a local procedure or one agreed through National Collective Bargaining;
- the more detailed grade analysis indicates no evidence of systematic pay-related discrimination based on gender, disability or race. The gender pay gaps identified in relation to the majority of grades vary slightly in favour of male or female. All roles have been subjected to an approved independent job evaluation system. All roles are considered through an annual job evaluation review process to ensure work of equal value;
- the overall gender pay gap is influenced by a higher percentage of females or males on a particular grade being at a lower pay scale, which will affect the average hourly rate of pay, this will resolve itself as staff progress and reach the maximum of the pay grade;
- the pay gap on the basis of ethnicity (with the exception of BME) and disability is due to staff being concentrated in lower graded roles. The College will seek to review its attraction, recruitment and selection strategy further in consultation with stakeholders and will incorporate targets into its new Equality Outcomes ;
- all staff have the same access to training and development and data demonstrates that staff across the protected characteristics are accessing the opportunities available; and
- there is no evidence to suggest that age or length of service have an impact on pay other

than the time taken to progress through the scale points for the grade which applies equally to both genders.

It should be noted:

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

1.6 Equality Outcomes 2017 – 2021

A report setting out Glasgow Kelvin College's progress against its Equality Outcomes, 2017 – 21 and its new Equality Outcomes, which have been developed using evidence and involvement, has been published separately.

Some of the qualitative data presented in this report was used to inform the implementation of some aspects of our previous equality outcomes, in particular our work on gender (sex) equality and disability equality.

Furthermore, the data in this report informed some of our new equality outcomes in relation to gender (sex), disability race and sexual orientation.

The Board of Management's Equality Outcomes will incorporate targets to:

- identify strategies to continue to increase disclosure rates for protected characteristics related to sexual orientation; disability; ethnicity and trans and gender reassignment;
- develop further its recruitment strategy to attract a diversified workforce;
- develop further its recruitment strategy to attract persons with a disability and from an ethnic minority background into more senior and managerial positions; and
- develop further mechanisms to support existing staff with a disability and from an ethnic minority group to prepare for promoted roles, for example through its Professional Development Review process; Staff Development Programme and coaching and mentoring process.

2. GKC Staffing Data 2018 – 2020

The Staff Data allows the College to have a standard base for all staff equality information across the organisation. The report meets one of the College obligations under The Equality Act 2010. This section has been structured into two parts:

Part one provides a whole College overview by the protected characteristics for staff employed between **31 March 2018 and 31 March 2020**, it includes:

- any movement in terms of increases or decreases in the profile of the workforce; and
- a breakdown of protected characteristics by staff category.

The number of staff employed by the College, based on headcount, has consistently decreased to meet efficiency savings as required by budgetary constraints. The headcount for each period was:

- 01 April 2017 to 31 March 2018 – 633 staff
- 01 April 2018 to 31 March 2019 – 644 staff
- 01 April 2019 to 31 March 2020 – 614 staff

Part Two provides a snap shot of the College staffing profile at **01 April 2020** and compares this to the snapshot taken at **01 April 2018**.

At each snapshot date the headcount was:

- 01 April 2018 - 580
- 01 April 2019 – 580
- 01 April 2020 – 544

2.1 Part One - Staff employed 31 March 2018 and 31 March 2020

College Overview of Protected Characteristics - 01 April 2018 to 31 March 2019 and 01 April 2019 to 31 March 2020.

Sex

Table 1 shows that there has been no fluctuation in the gender make-up of the College workforce since 01 April 2017.

Table 1 – Gender Breakdown since 01 April 2020

| | 01.04.19 -31.03.20 | 01.04.18 – 31.03.19 | 01.04.17 - 31.03.18 |
|---------------------|--------------------|---------------------|---------------------|
| Female | 52% | 52% | 52% |
| Male | 48% | 48% | 48% |
| Female FT | 45% | 47% | 46% |
| Male FT | 68% | 67% | 66% |
| Female PT | 37% | 30% | 32% |
| Male PT | 20% | 17% | 18% |
| Female - Fixed Term | 18% | 23% | 21% |
| Male - Fixed term | 13% | 16% | 16% |

Sex – Contract Status - Full-time, Part-time and Fixed-term

Chart 1 below shows that 40% of College staff work part-time, either on a permanent contract or on a fixed-term contract. The number of female full-time staff remained fairly static over the past two years, and the number of male full-time staff increased (2%) between 2018 and 2020.

The number of staff on a part-time contract also increased (5% for females and 2% for males). The number of staff on a fixed-term contract decreased (3% for both male and females).

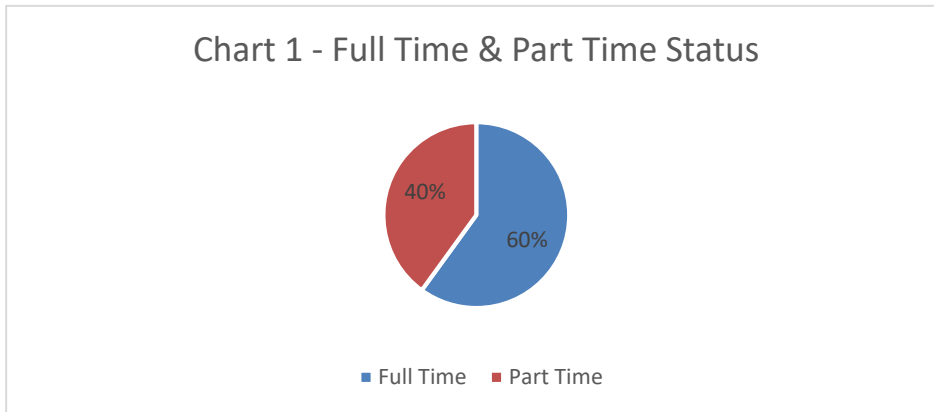
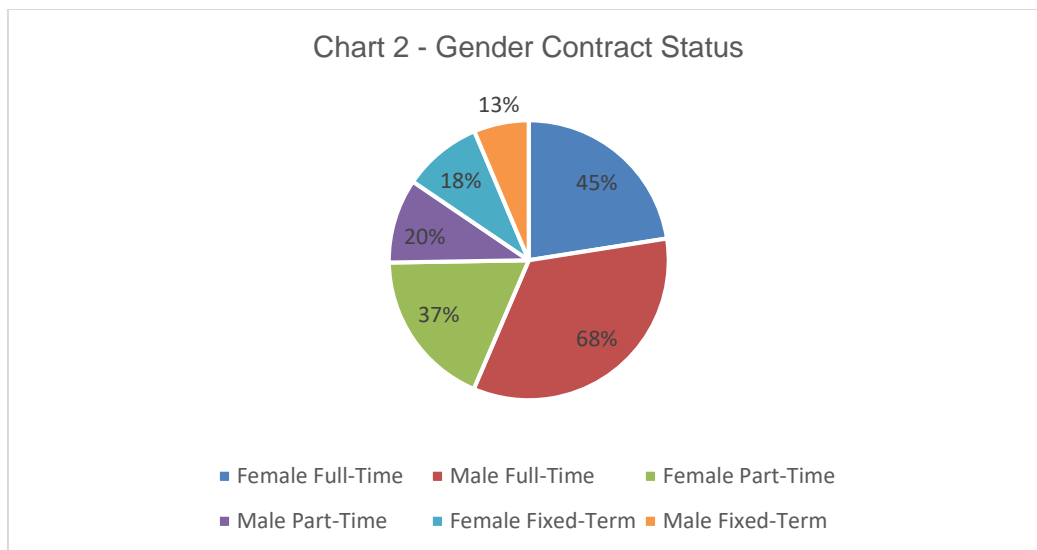


Chart 2 below illustrates the gender profile broken down into contract type for all staff over the past two years, and shows that there has been:

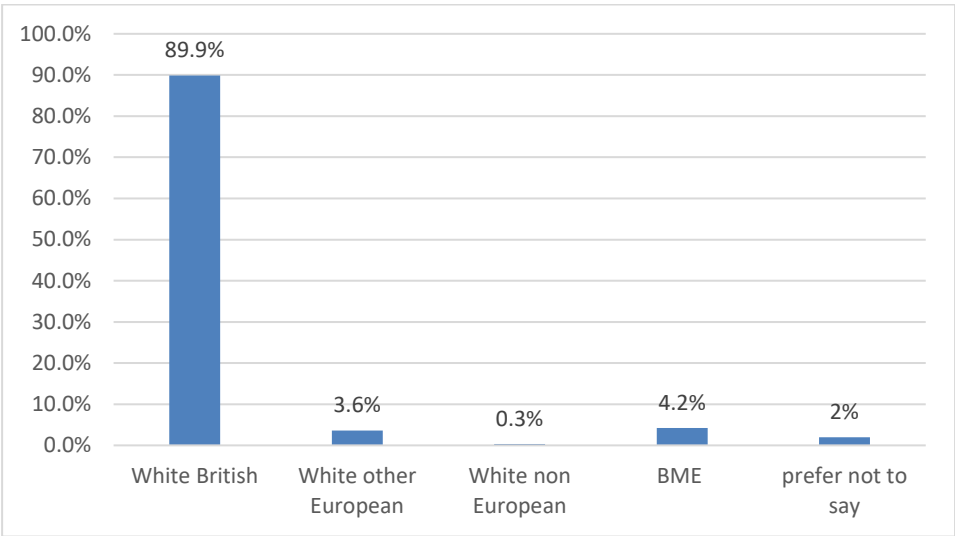
- an increase in full-time male staff +2%, a decrease in full-time female staff -1%
- an increase in part-time staff, female, +5% and male +2%
- a decrease in staff on a fixed-term contract, -3% in both male and female



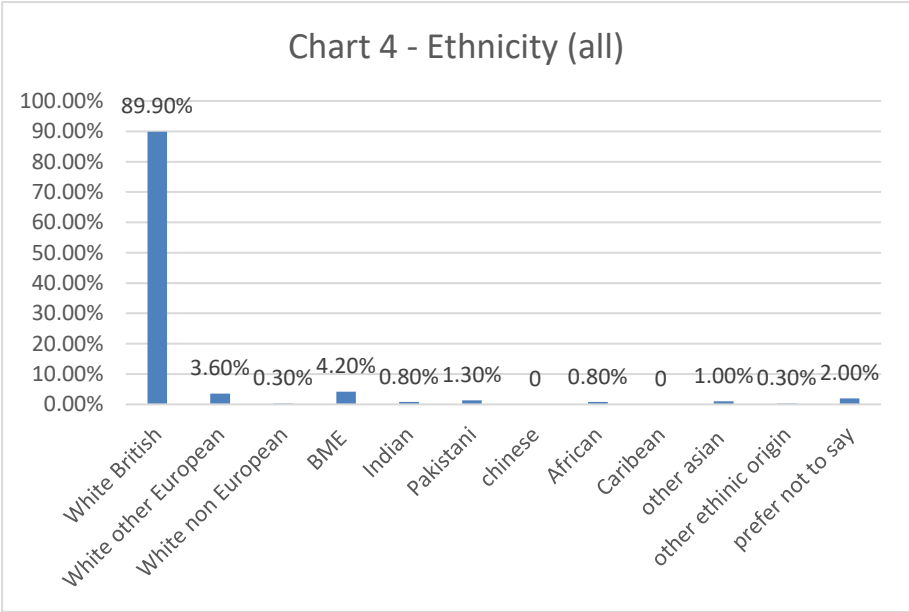
Race

Chart 3 shows that 8.1% of College staff employed during the reporting period were from a Minority Ethnic background, of which 4.2% are from a BME background (increased steadily from 3.3% in 2018 and 4% in 2019).

Chart 3 - Staff by Ethnicity



Breaking data down further the ethnic status for staff during the reporting period is provided for information in Chart 4 below.



The ethnicity of the College staff profile has seen the following changes in the past two years:

- White British: -1.1%
- Overall increase in minority ethnic: +0.9%
- White Other: -0.7%

The College has focused on promoting race equality to encourage existing staff and new entrants to disclose their ethnic origin. The percentage of individuals in the employment of the College 'who prefer not to answer' increased slightly by 0.9%.

Disability

Chart 5 below shows that 7.65% of College staff chose to disclose a disability, an increase of 2.91% from the figure reported in 2018.

Staff stating 'no' indicating that they do not have a disability increased by 10.91%. The 'prefer not to answer' category decreased significantly by 13.82%.

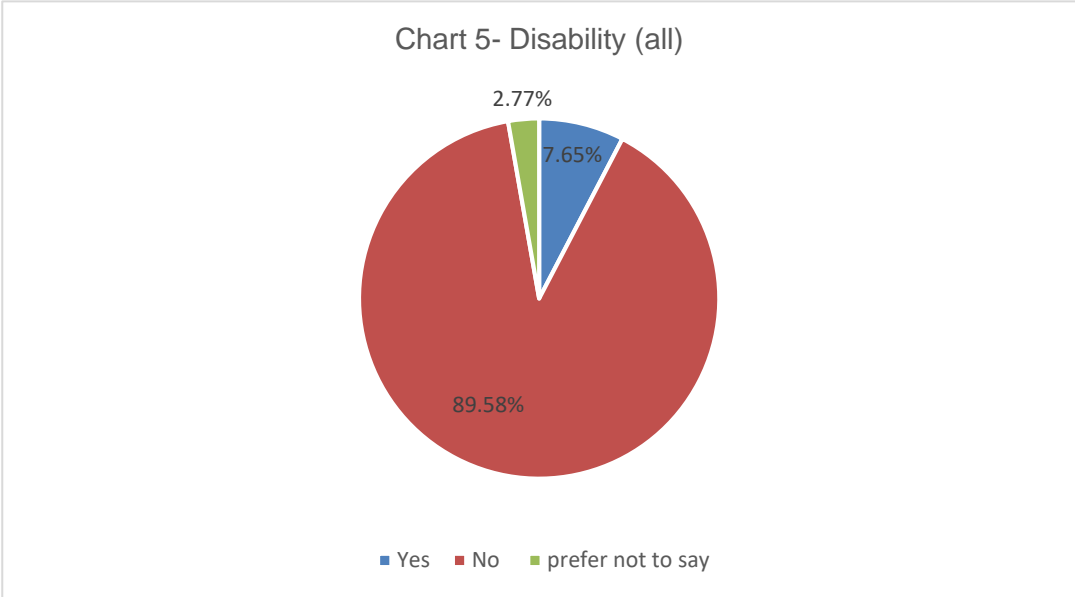
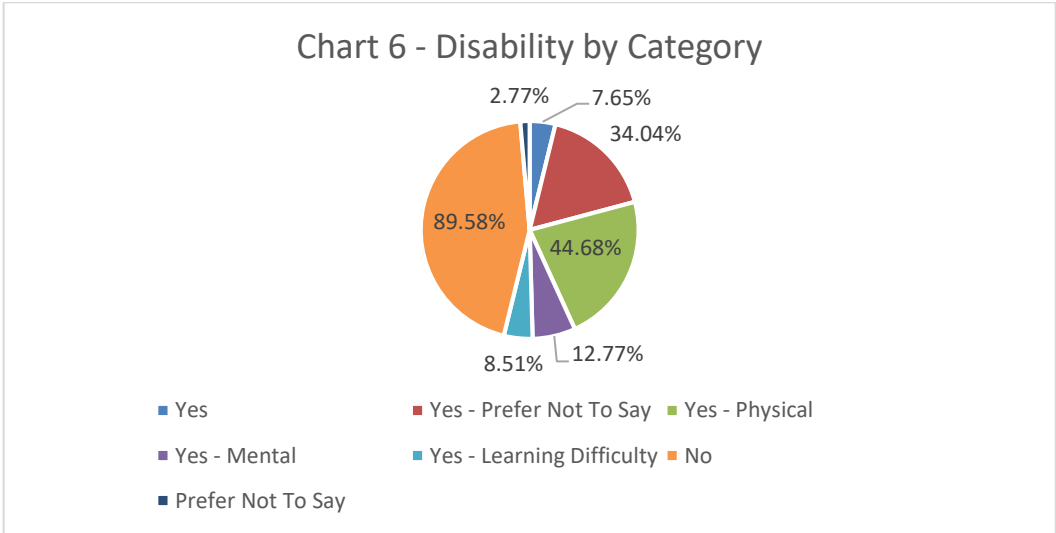


Chart 6 below breaks down the category of disability as disclosed by staff to the College.

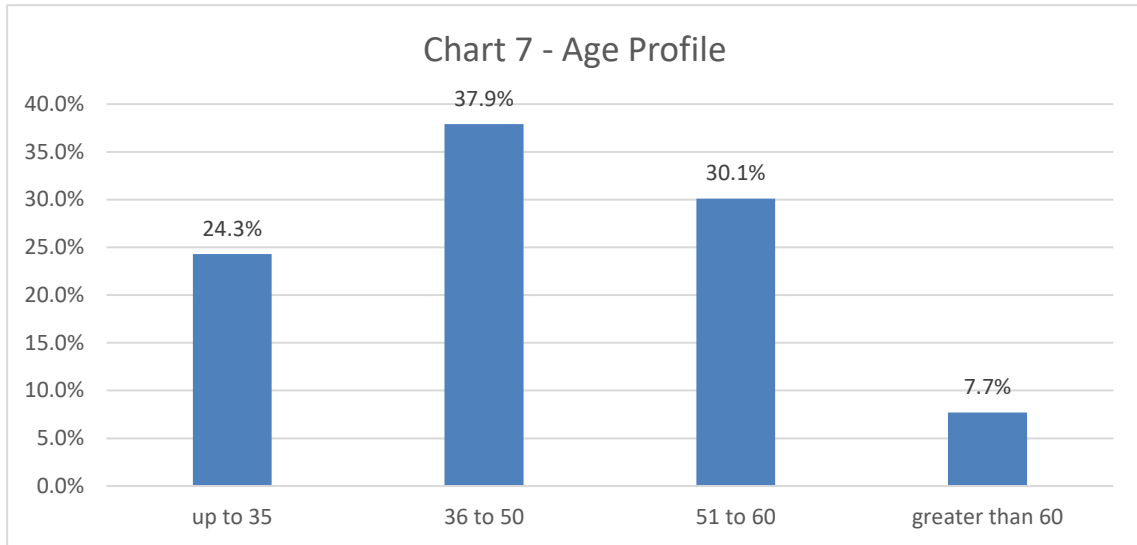


Age

The College age profile is shown in Chart 7. The difference in the age bands over the past two years include:

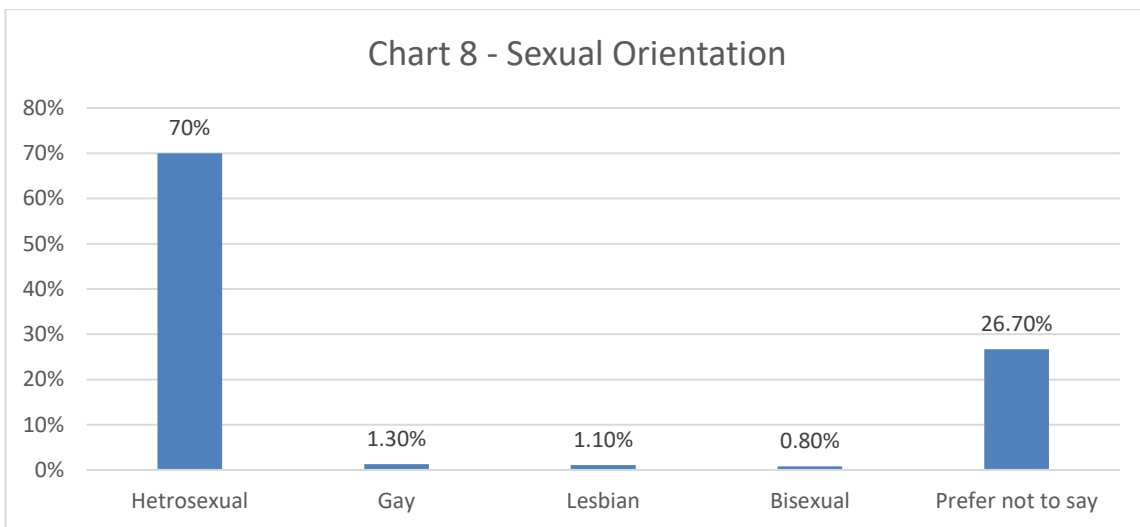
- Up to age 35 has seen an increase: +2.3%
- 36 to 50 has seen an increase: +0.5%

- 51 to 60 has seen an increase: +0.2%
- Greater than 60 has seen a decrease: -3%



Sexual Orientation

Chart 8 shows there has been a continual rise in the percentage of staff disclosing their sexual orientation, (+3.3%). The number of staff who prefer not to answer decreased by 3.5%.



Gender Reassignment

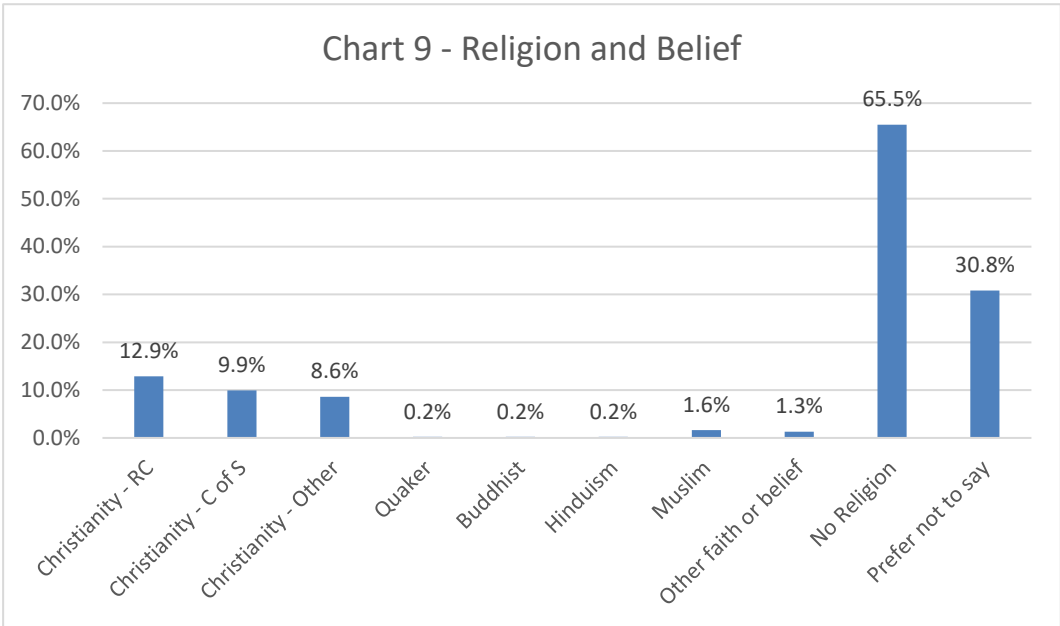
The College is not aware of any member of staff who:

- has undergone, intends to undergo or are currently undergoing gender reassignment (medical and surgical treatment to alter the body); and
- does not intend to undergo medical treatment but wishes to live permanently in a different gender from their gender at birth.

Religion and Belief

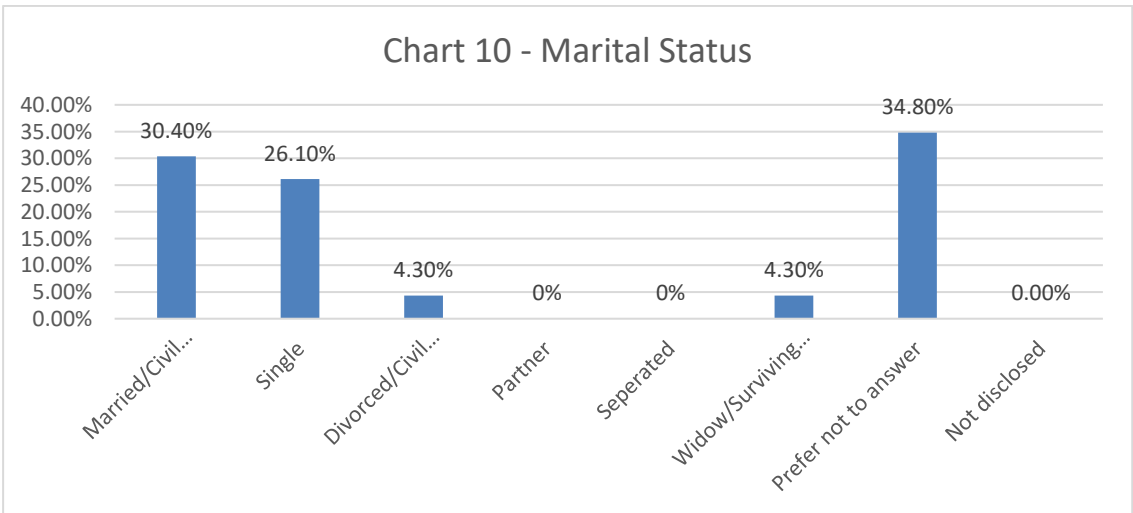
Chart 9 shows that for the period 2019/20 there was a slight rise in the percentage of staff stating that they are Christian (all denominations) (0.6%). There was a decrease in the percentage of staff who preferred not to answer (-4.1%).

Notably, the numbers of staff disclosing they have no religion/belief has more than doubled from 31.8% in session 2017/18 to 65.5% in session 2019/20.



Marital Status

Chart 10 shows a slight increase in married/civil partnership (1%) and a slight increase in staff who are single (1.7%) in the past two years. None of the staff cited partner/co-habiting during this period, with the percentage previously reported as 3%. The number of staff who preferred not to answer decreased by -2.4%.



2.2 Part 2 - Staffing Profile at 01 April 2020 in comparison to 01 April 2018

The following section provides a snap shot of the College staffing profile at 01 April 2020 in comparison to its profile at 01 April 2018. At 01 April 2020 the College employed 544 staff as opposed to 01 April 2018 when it employed 580 staff.

Gender Balance – All Staff

Of the 544 staff employed, 63% were full-time. Table 2 below shows the gender balance in the College at 01 April 2020. The overall gender balance has remained fairly static over the past four years.

Table 2 – Gender Workforce Profile at 1 April 2020 in comparison to 2019, 2018 and 2017

| Gender – 1 April 2020 | All Staff | Full Time | Part Time |
|-----------------------|-----------|-----------|-----------|
| Female | 54% | 54% | 46% |
| Male | 46% | 75% | 25% |
| | | | |
| Gender – 1 April 2019 | All Staff | Full Time | Part Time |
| Female | 53% | 52% | 48% |
| Male | 47% | 73% | 27% |
| | | | |
| Gender – 1 April 2018 | All Staff | Full Time | Part Time |
| Female | 53% | 51% | 49% |
| Male | 47% | 72% | 28% |
| | | | |
| Gender – 1 April 2017 | All Staff | Full Time | Part Time |
| Female | 54% | 48% | 52% |
| Male | 46% | 69% | 31% |

The number of full-time female staff has increased gradually over this period. In relation to staff who work part-time, male and female, the percentage has decreased. There continues to be a higher percentage of female staff who hold part-time roles in comparison to male staff.

The Scottish Funding Council published its report on [College Staffing Data 2018-19](#), SFC Statistical publication. The report shows that of the staff within the Further Education sector 69% were full-time. In comparison 63% of the College work force was full-time. Full-time females account for 61% of all staff headcount in the Further Education Sector in comparison to Glasgow Kelvin College which has a percentage of 54%.

Gender by Age

Table 3 below shows the gender balance within each age range. This is fairly evenly balanced with the exception of age 70 and over which is in favour of male staff.

Table 3 - Gender by Age

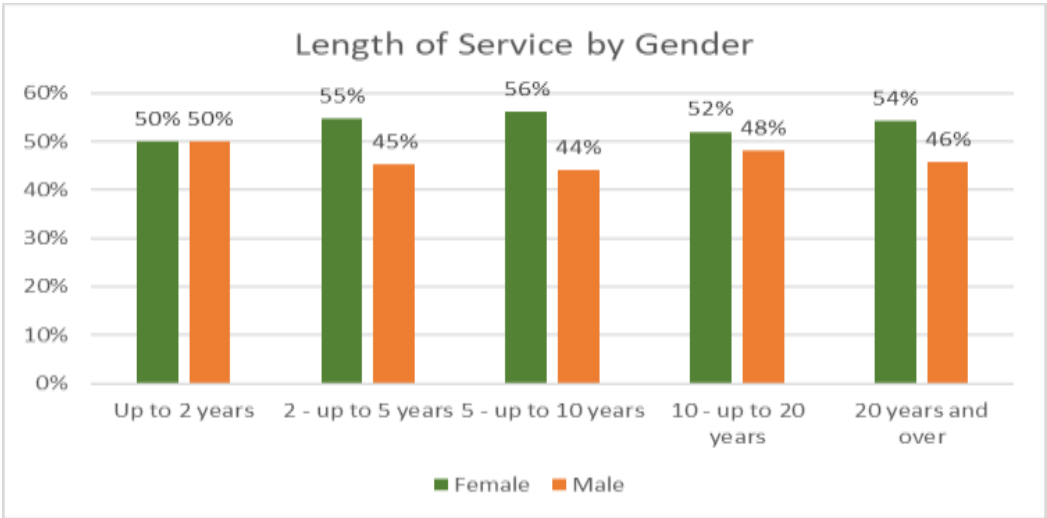
| Age Group | Female | Male |
|-------------|--------|-------|
| 20 - 29 | 52.8% | 47.2% |
| 30 - 39 | 54.3% | 45.7% |
| 40 - 49 | 56.7% | 43.3% |
| 50 - 59 | 55.0% | 45.0% |
| 60 - 69 | 44.1% | 55.9% |
| 70 and over | 20.0% | 80.0% |

The College has in place a range of flexible working approaches including phased retirement which enables staff to remain in employment if they choose to do so.

Length of Service

Graph 1 compares length of service by gender. The data shows that female staff have longer service than male. The College has in place a wide range of flexible working arrangements which are available for all staff to access. These were developed in consultation with staff and Trade Union representatives and have assisted further in the retention of staff, in particular female staff.

Graph 1 – Length of Service by Gender



More detailed information on gender across the grading structure is contained within the Equal Pay Section 6.

Gender Reassignment

The College has worked in partnership with Scottish Trans Alliance to deliver awareness/sensitivity training for staff. Staff have attended an introduction to trans awareness, focusing on language and terminology, equality and rights, and best practice for inclusion. The training was well attended with positive feedback from participants. The College has periodically produced articles and news stories regarding trans gender in its weekly staff

bulletin about the use of language and terminology, equality and rights and best practice for inclusion. The College also introduced during session 2018/19 gender-neutral facilities after consultation with staff, learners and external stakeholders.

During session 2019/20 the College consulted with staff and Trades Union representatives on a number of policies, procedures and practices which impact on individuals who are trans or transgender.

When developing policies, procedures and processes during the consultation period, a number of areas were revised. In summary, these included:

- the development of a Trans and Gender Reassignment Guide for staff, this aims to support staff and learners;
- awareness training for all staff; and
- a revision of the College risk assessment to include pregnant persons.

The Trans and Gender Reassignment Guide for staff was developed in partnership with the Glasgow Regional Equality Group and tailored to fit GKC's culture and operational requirements. The Guide will be launched as part of the promotional campaign for LGBTQ+ month in February 2021. As part of the launch further training and development will be provided for staff.

Race

Table 4 below shows the percentage of staff by ethnic origin at 01 April 2020 in comparison to 01 April 2018. The overall percentage of minority ethnic staff has remained fairly static from 2018 to 2020.

A total of 7.4% of staff employed at 01 April 2020 were from an ethnic minority background. Of which 3.5% were from a Black and Minority Ethnic (BME) background and 3.5% were from a White Other background.

The data shows the following changes in the ethnic minority staffing:

- White Other: -0.2%
- Indian: +5.8%
- Pakistani: +6.8%
- Chinese: -5%
- African: -4.2%
- Any Mixed or Multiple Ethnic Group: -3.7%
- Other Ethnic Group: +0.3%.

Additionally, the number of staff who chose 'Prefer not to answer' rose by +0.8% in 2020.

Table 4 - Minority Ethnic Staff employed at 01 April 2020 in comparison to 01 April 2018

| Number of All Staff by headcount | 544 | 580 |
|---|-----------------|-----------------|
| | 01.04.20 | 01.04.18 |
| UK White | 90.8% | 91.4% |
| White Other | 3.9% | 4.1% |
| Indian | 15.8% | 10.0% |
| Pakistani | 36.8% | 30.0% |
| Chinese | 0% | 5.0% |
| African | 15.8% | 20.0% |
| Black Caribbean | 0% | 0.0% |
| Any Mixed or Multiple Ethnic Group | 26.3% | 30.0% |
| Other Ethnic Group | 5.3% | 5.0% |
| Prefer not to answer | 1.8% | 1.0% |

The percentage of staff from an ethnic minority background is higher than the percentage reported by the SFC, [College Staffing Data 2018-19](#) report which shows the percentage of minority ethnic staff in the Scottish Further Education Sector as 2.2%. The percentage for the College is higher than the Scottish National average from the 2011 census (4%) however it is lower than the Glasgow City average from the same census (11.6%).

Ethnic Minority Staff by Age

Staff from a BME background are spread across the age ranges. Table 5 below shows that BME staff are fairly evenly spread across the age group 20 to 49, with 11% concentrated within the age ranges 50 to 59 and 60 to 69. A small percentage of staff are 70 and over.

Staff from a White Other background are more concentrated within the age range 40 to 49 followed by 30 to 39. There are no staff within these ethnic groups in the age range 60 and over.

Table 5 - % of Ethnic Minority Staff by Age

| Age Group | % of BME Staff | % White Other Staff |
|------------------|-----------------------|----------------------------|
| 20 - 29 | 21% | 10% |
| 30 - 39 | 26% | 33% |
| 40 - 49 | 26% | 43% |
| 50 - 59 | 11% | 14% |
| 60 - 69 | 11% | 0% |
| 70 and over | 5% | 0% |

Ethnic Minority Staff by Length of Service

Table 6 below shows that a total of 42% of staff from a BME background have over 10 years’ service with 16% with 20 years or more with the College. 72% of staff from a White Other background have service ranging between 5 to 20 years with a higher percentage falling within the 5 to 10 years band.

Table 6 - Minority Ethnic Staff by Length of Service

| Length of Service in Years | BME | White Other |
|-----------------------------------|------------|--------------------|
| Up to 2 years | 32% | 14% |
| 2 - up to 5 years | 15% | 14% |
| 5 - up to 10 years | 11% | 52% |
| 10 - up to 20 years | 26% | 20% |
| 20 years and over | 16% | |

The College continues to attract and appoint staff from an ethnic minority background and staff retention is good however it has been less successful in attracting individuals to senior and managerial positions.

The College, similar to many Further and Higher Education institutions, has a lack of BME or White Other staff at more senior levels across its structure.

This was further evidenced in the Advanced HE report for the Scottish Funding Council titled ‘Rapid review of persistent, significant inequalities in UK higher and further education’, this states:

‘In regard to college staff in Scotland, Advance HE (2018b) documented that black and minority ethnic staff were more likely than white staff to report that their race or ethnicity affected fair treatment in areas such as recruitment and selection, allocation of desirable or sought-after tasks or roles, support from management, representation in senior positions, and promotion decisions.’

The attraction of BME candidates to the College’s employment and the career progression of staff has been identified as one of the College’s Equality Outcomes. The College held focus groups during session 2020/21 to consult with its BME staff on their experience of working with the College and external partners to develop its Equality Outcome and associated actions based on the evidence gathered.

Disability

The SFC, [College Staffing Data 2018-19](#) reports that a total of 6% of the Further Education Workforce have disclosed a disability.

Over 7 million people or 18% of the working-age population in Britain are disabled as defined by the Equality Act 2010 (Source: Employers’ Forum on Disability). A total of 24% of Glasgow’s working age population has a disability, which is a higher prevalence than in

other, comparable UK cities.

Table 7 shows that 6.8% of staff have chosen to disclose a disability. This shows a decrease of -2.2% in comparison to the data reported at 01 April 2018.

The data shows the following changes, a decrease in the number of staff disclosing:

- a disability: -2.2%
- the nature of the disability: -36.9%
- a mental health condition: -6.1%
- a learning disability: -7.5%

At 01 April 2019 the percentage of staff who chose ‘prefer not to answer’ with regards to whether or not that they have a disability was 2.76% therefore the overall percentage since 01 April 2019 has decreased slightly.

On comparing the data 41 staff disclosed a disability at 01 April 2018 compared to 37 staff at 01 April 2020 therefore that has been a slight decrease in the number of staff.

Table 7 - Percentage of staff with a disability employed at 01 April 2020

| All Staff (Headcount) | 544 | 580 |
|-------------------------------|----------|----------|
| Disability | 01.04.20 | 01.04.18 |
| Yes | 6.8% | 9.0% |
| Yes - prefer not to answer | 37.8% | 0.9% |
| Yes - Physical impairment | 51.3% | 66.0% |
| Yes – Mental health condition | 10.9% | 17.0% |
| Yes - learning difficulty | 0% | 7.5% |
| No | 90.6% | 90.0% |
| Prefer not to answer | 2.6% | 1.4% |

In light of the data gathered during the reporting period the College undertook several initiatives in partnership with its recognised Trade Unions and external partners to increase the confidence of staff in relation to disclosure and to consult with staff on their experience working with the College.

Disability by Age

Staff who have disclosed a disability are spread throughout the age ranges. Table 8 below shows that the highest concentration of staff who have disclosed a disability are within the age range 40 to 49 followed by 50 to 59. A total of 22% of staff who have disclosed a disability are below the age of 40. The lowest percentage of staff who have disclosed a disability are within the older age band of 60 and over. The reason for this is worth further exploration and this will be considered when working with Age Scotland, further details of this project are contained within the Mainstreaming Section of this report.

Table 8 - Percentage of staff with a Disclosed Disability by Age

| Age Group | % of Staff with a Disclosed Disability |
|-------------|--|
| 20 - 29 | 8% |
| 30 - 39 | 14% |
| 40 - 49 | 35% |
| 50 - 59 | 32% |
| 60 - 69 | 11% |
| 70 and over | 0% |

Disability by Length of Service

Table 9 below shows the length of service by disability.

The College is an accredited Disability Confident employer and has a range of policies, procedures and approaches which aim to attract and retain those with a disability. The data shows that the College has recruited candidates with a disability over the past two years with 27% of staff having less than two years’ service.

It also shows that the College retains staff who have disclosed a disability with 43% of staff remaining in employment for more than 10 years, and 19% having 20 years’ or more service.

Table 9 - Length of Service in Years by Disability

| Length of Service in Years | Percentage of Staff |
|----------------------------|---------------------|
| Up to 2 years | 27% |
| 2 - up to 5 years | 11% |
| 5 - up to 10 years | 19% |
| 10 - up to 20 years | 24% |
| 20 years and over | 19% |

Several initiatives surrounding mental health were delivered in session 2018/19, and the College has 89 staff trained as Mental Health First Aiders.

The College continues to develop its approach to attract persons with a disability into its employment, and support staff who have or develop a disability. These are covered in more detail in the Mainstreaming Section.

Age

The College have use the age bands for reporting purposes that are used by the Scottish Funding Council in order to compare its workforce age profile to that of the Further Education Sector.

The SFC, [College Staffing Data 2018-19](#) reports that a total of 44% of staff within Further Education are aged 51 and over. The College’s profile compares with this figure at 44.1% of

its staff within this age group, Table 10.

The age range within the College at 01 April 2018 is from age 19 to age 71 and at 01 April 2020 it is 20 to 73.

Table 10 – Age Range of all staff employed at 01 April 2020 in comparison to 01 April 2018

| Number of staff all (Headcount) | 544 | 580 |
|--|-----------------|-----------------|
| All Staff | 01.04.20 | 01.04.18 |
| up to 35 | 16.91% | 20.9% |
| 36 to 50 | 38.97% | 38.8% |
| 51 to 60 | 32.54% | 31.5% |
| greater than 60 | 11.58% | 8.8% |

The equal pay information contained with Section 6 of this report has widened the age ranges for the purpose of reporting, for consistency the broader age range has been used in the remainder of this section.

Table 11 below shows the age range across the grading structure. The broadest age range for both male and female falls within the Lecturer role, Teaching Grade 6a, followed by grade 3 where the age range for male staff falls between 20 to 70+.

Grades 1 to 6 have staff who fall within the age range 20 upwards. Grade 7 upwards the age range commences at 30.

Table 11 - Age range Across Grades by Gender

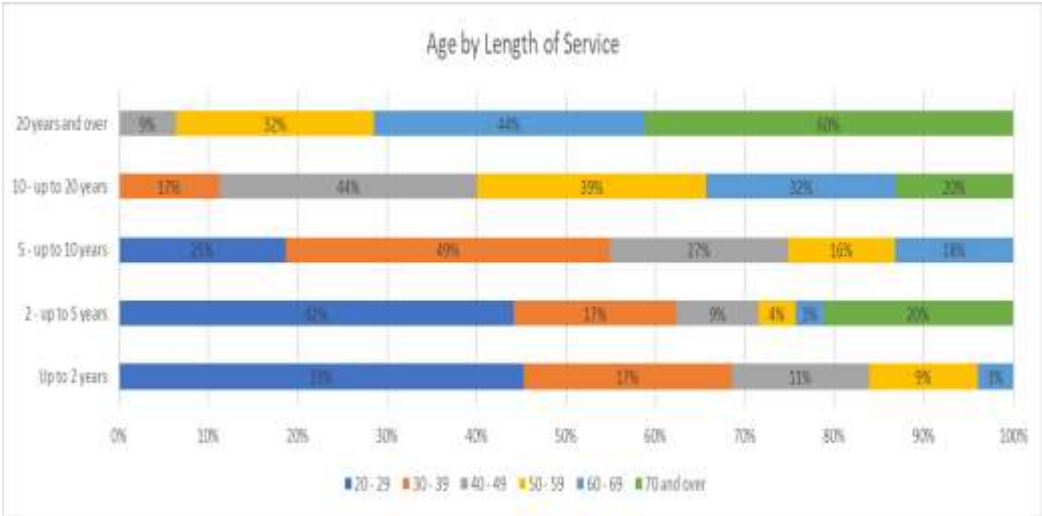
| Grade | No. of Female Staff | Age Range | No. of Male Staff | Age Range |
|----------------------------------|----------------------------|------------------|--------------------------|------------------|
| Grade 1 | 21 | 20-69 | 12 | 20-69 |
| Grade 2 | 45 | 20-69 | 8 | 20-69 |
| Grade 3 | 11 | 20-69 | 26 | 20-70+ |
| Grade 4 | 35 | 20-59 | 15 | 20-59 |
| Grade 5 | 12 | 20-59 | 6 | 40-69 |
| Grade 6 | 9 | 30-69 | 3 | 20-59 |
| Grade 7 | 4 | 30-59 | 3 | 30-59 |
| Grade 8 | 5 | 40-69 | 1 | 50-59 |
| OMT | 5 | 50-69 | 7 | 30-69 |
| SMT | 3 | 40-59 | 5 | 40-59 |
| Teaching Grade 6a | 123 | 20-70+ | 144 | 20-70+ |
| Curriculum Manager | 14 | 30-69 | 10 | 30-69 |
| Senior Curriculum Manager | 4 | 40-69 | 7 | 30-59 |

Age by Length of Service

Over 19% of staff employed by the College at 01 April 2020 had 20 years or more service within the age range 40 to over 70 years of age. Of the staff within the age range 60 to 70+, a total of 7% commenced employment with the College within the last five years.

Graph 2 below shows the breakdown of staff by age and length of service. The College does not have a high turnover rate with 52% of its staff having been employed for ten years or more. The number of scale points for a grade is either 3 or 4 therefore staff will have reached the maximum of the scale within a three year period.

Graph 2 – Age by Length of Service



Sexual Orientation

Table 12 shows the percentage of staff that have chosen to disclose their sexual orientation.

The number of staff that choose to disclose their sexual orientation has continued to increase. The disclosure rate by staff continues to improve however the high response by staff who ‘prefer not to answer’ indicates that this is a protected characteristic that staff are less confident in disclosing.

The College recently held a focus group with LBGTQ+ staff and the feedback from staff in relation to their experience in working with the College, its policies and procedures and working relationships with colleagues was very positive.

There was an area of concern raised by some staff in relation to a specific issue which the College will seek to address in partnership with staff, Trade Union representatives and external partners in session 2020/21. The College will incorporate the advancement of LBGTQ+ equality and inclusion for staff and students as part of its Equality Outcomes based on the data and information gather during its consultation processes.

Table 12 – Sexual Orientation of staff employed at 01 April 2020 in comparison to 01 April 2018

| All Staff (Headcount) | 544 | 580 |
|--------------------------|----------|----------|
| Protected Characteristic | 01.04.20 | 01.04.18 |
| Heterosexual | 69.7% | 66.9% |
| Gay | 1.5% | 1.4% |
| Lesbian | 1.5% | 1.4% |
| Bisexual | 0.92% | 0.3% |
| Prefer not to answer | 26.5% | 30.2% |

Religion and Belief

Table 13 below shows the breakdown of the Religion and Belief of staff employed at 01 April 2020 in comparison to 01 April 2018. The data shows that there has been little change with regards to percentage figures for this protected characteristic between data reported previously.

The highest percentage of staff do not have a religion or belief, followed by those who prefer not to answer. Christianity, Church of Scotland, Roman Catholic and Other Christian belief, have both increased (0.46% and 0.42%). Staff who choose 'None' or 'Prefer not to say' has decreased slightly (0.35% and 0.3%).

Table 13 - Breakdown of Staff by Religion and Belief

| All Staff (Headcount) | 544 | 580 |
|-----------------------|----------|----------|
| | 01.04.20 | 01.04.18 |
| Christianity - RC | 13.05% | 13.10% |
| Christianity - C of S | 10.29% | 9.83% |
| Christianity - Other | 9.38% | 8.96% |
| Quaker | 0.18% | 0.17% |
| Buddhist | 0.18% | 0.17% |
| Hinduism | 0.18% | 0.17% |
| Muslim | 1.29% | 1.58% |
| Jewish | 0.00% | 0.17% |
| Other faith or belief | 1.10% | 0.86% |
| None | 33.27% | 33.62% |
| Prefer not to say | 31.07% | 31.37% |

Marital Status

Table 14 shows there have only been very slight variations in the data for marital status of staff between 01 April 2018 and 01 April 2020. The most noticeable difference is the higher disclosure rate with the percentage of those who preferred not to answer decreasing by 1.9%.

Table14 – Marital Status of staff employed at 01 April 2020 in comparison to 01 April 2018

| All Staff (Headcount) | 544 | 580 |
|----------------------------------|-----------------|-----------------|
| | 01.04.20 | 01.04.18 |
| Single | 29.96% | 28.57% |
| Married/Civil Partnership | 49.82% | 49.05% |
| Divorced | 4.41% | 4.99% |
| Widowed | 0.74% | 0.69% |
| Separated | 1.65% | 1.38% |
| Prefer not to say | 13.42% | 15.32% |

2.3 Pregnancy and Maternity Leave

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

Eleven staff had a period of maternity leave between 1 April 2018 to 31 March 2019 and a further six staff had maternity leave in the period between 1 April 2019 to 31 March 2020.

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

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

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

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

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

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

- 6% of staff took a maternity leave period of 3 months or less however they extended their leave period by adding on paid parental or accrued annual leave;
- 67% of staff took a maternity period of between 7 and 10 months' with 50% of those staff adding on parental leave or accrued annual leave to extend the period of absence; and
- 27% of staff took the full maternity leave period, 12 months, with 50% of those staff using accrued annual leave to facilitate a period of flexible working and 25% making a flexible working request to reduce their working week.

The College has received one application from a male member of staff for shared parental leave for a period of four months which was fully supported. The College continue promote this leave to all staff are part of its commitment to gender equality.

2.4 Flexible Working

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

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

Under this Policy, staff may request a change to their working pattern on a permanent or temporary basis. Over the year the policy has been accessed by staff at all levels, including staff in senior roles and management positions. Table 15 shows the number of requests that the College received from staff during the reporting period broken down by gender. Where a request is rejected for operational reasons the College works with the employee to come to an arrangement that is suitable to both parties. The College has approved all applications for flexible working received over this period.

Table 15 - Applications Granted for Flexible Working Broken Down by Gender

| Year | Male | Female |
|---------------------|------|--------|
| 01.04.19 – 31.03.20 | 2 | 5 |
| 01.04.18 – 31.03.19 | 3 | 4 |
| 01.04.17 – 31.03.18 | 2 | 7 |
| 01.04.16 – 31.03.17 | 4 | 11 |

Whilst the Policy is fairly well utilised, the number of male staff applying for flexible working has been consistently less than the number of applications from female staff. During this reporting period there has been a more even balance.

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

The majority of requests received during this period were from teaching staff, 71% in 2018/19 and rising to 86% in 2019/20 and the remaining requests were submitted by support staff one at grade 2 and the other grade 7.

The data shows that there are no requests from support staff above grade 8, promoted teaching staff or Operational and Senior Managers.

2.5 Family Friendly and Flexible Working Policy

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

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

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

2.5.1 Parental Leave

Table 16 below shows the number of applications received over the reporting period for parental leave. The College actively encourages staff, male and female, to use their entitlement to parental leave and the data demonstrates the leave is used by both genders. Previously there was a low take up of this leave by male staff however the College has promoted routinely the leave available to staff to support their parenting responsibilities and the take up from male staff has improved. Many female staff add a period of parental leave to the end of their maternity leave and there is no need to submit an application for this leave, this may account for a lower percentage of applications from female staff.

Table 16 - Percentage of Parental Leave Applications by Gender

| Year | Applications Received | Number of Staff | Male | Female |
|---------------------|-----------------------|-----------------|------|--------|
| 01.04.19 – 31.03.20 | 32 | 15 | 55% | 45% |
| 01.04.18 – 31.03.19 | 22 | 16 | 64% | 36% |
| 01.04.17 – 31.03.18 | 64 | 35 | 45% | 55% |
| 01.04.16 – 01.03.17 | 59 | 30 | 56% | 44% |

2.5.2 Personal and Domestic Leave

Table 17 details the percentage of applications in each year for personal and domestic leave by gender.

The number of applications received from females is consistently much higher than the applications received from male staff, which suggests that female staff are more likely to respond to emergencies or make arrangements for dependents such as appointments connected with medical, school or care homes than their male counterparts. Applications also include time off for compassionate and bereavement leave.

The College continues to promote the leave which provides support to all staff to undertake caring responsibilities. Through promotional campaigns and advice provided by managers and the Human Resources Team there has been a gradual increase in the number of male staff accessing support from the policy.

Table 17 - Personal and Domestic applications by gender

| Year | Applications Received | Number of Staff | Male | Female |
|---------------------|-----------------------|-----------------|------|--------|
| 01.04.19 – 31.03.20 | 108 | 42 | 33% | 67% |
| 01.04.18 – 31.03.19 | 87 | 48 | 39% | 61% |
| 01.04.17 – 31.03.18 | 180 | 106 | 32% | 68% |
| 01.04.16 – 31.03.17 | 210 | 122 | 30% | 70% |

The College regularly seek the views of staff who access the policy, the anecdotal feedback received combined with the feedback through the formal consultation processes is invaluable in assisting the College to develop and tailor its approach to meet the diverse needs of its staff. Staff across the protected characteristics accessed the leave available under this Policy.

2.6 Transfer to Permanency

2.6.1 Teaching Staff

During the reporting period, 1 April 2018 to 31 March 2020, in accordance with the College's agreed Permanisation Agreement for teaching staff, based on the number of hours staff had worked over two full academic years, a total of 40 staff were offered:

- a permanent contract if they held a fixed-term or temporary contract; or
- an increase in their contractual hours if they already held a permanent teaching contract of employment with the College and worked additional hours over and above their contractual hours.

Of the 40 staff in that period who were offered a permanent contract or an increase in contractual hours, of the three characteristics being reported, they include:

- one female staff member from a BME background;
- five staff, two male and three female, from a White Other background; and
- no staff with a disclosed disability.

The staff concerned up until 31 March 2019 continued to be offered an increase in permanent hours each year until they reached full-time hours or they chose to remain working part-time. The National Joint Negotiating Committee for Colleges agreed through the National Collective Bargaining process a Transfer to Permanency Agreement for the Further Education Sector. This Agreement replaced the College's local Permanence Agreement with effect from 01 April 2019.

The revised Agreement continues to provide the security of employment for teaching staff who continuously work for the College for two years or more on a fixed-term, temporary or non-permanent contract.

In addition, part-time and fixed-term staff have applied for and been successful in relation to lateral moves to secure permanent employment, an additional part-time contract or an alternative position.

Data analysis however demonstrates that of the existing BME staff employed by the College none of the staff in the past two years has applied for a promoted position where this opportunity has arisen. The College has identified a number of specific initiatives to assist it to develop further support for BME staff to improve internal progression and promotion.

2.6.2 Support Staff

In addition, in 2018 the support staff Trade Unions also agreed through National Collective Bargaining a Transfer to Permanency Agreement.

The Agreement is similar to that reached with teaching staff in that temporary staff will transfer to permanent status on completion of two years continuous service. The transfer to permanency after two years will be automatic in many cases, but colleges have regard to posts which are time limited by the nature of funding or the nature of the cover arrangement unlike the agreement reached with teaching staff. For example, where a post is established on a three year externally funded basis, the transfer to permanency after two years will not apply. Similarly, if an employee is appointed to cover for the absence of a permanent post holder on secondment (or any other purpose) for three years, the temporary appointee will not transfer to permanency after two years.

During this period the College has been in a position to confirm in post two male members of staff from a UK White background. The majority of fixed-term support posts are externally funded and are not eligible under the rules of the Transfer to Permanency Agreement for Support Staff.

The College continues to review and revise its use of fixed-term contracts and the use of such contracts are strictly limited to specific projects, peak demand or maternity/sickness cover.

2.7 Continuous Professional Development

All staff are provided with online training for Equality and Diversity, this course is compulsory and must be completed by new entrants within the first month of commencing employment and then every two years thereafter.

The College continued to provide a full and wide range of training and professional activities for staff which is accessed by all staff. This section provides information on four key areas:

- Professional Development Fund
- Professional Teaching Qualifications
- Staff Development Days
- Professional Development

Professional Development Fund

As part of the College's commitment to supporting the professional development of its staff, an element of the Continuous Professional Development budget is identified annually to enable individuals to bid for support to undertake certificated programmes in order to enhance their skills and knowledge. This fund was introduced in 2015-16 and applications are invited from staff on an annual basis.

The professional development fund has supported staff to gain qualifications such as:

- First Degrees;
- Postgraduate Certificate and Diplomas;
- Masters Degrees;
- Research Qualifications;
- Professional Examinations leading to Membership of Professional Bodies;
- Short Professional Development programmes;
- HNC/D; and
- Open University modules.

Professional Teaching Qualifications

Each year the College support teaching staff to complete a Teaching Qualification in Further Education (TQFE) or a Professional Development Award in Teaching Practice (PDA). During this reporting period the College supported 9 staff to achieve the TQFE and is currently supporting a further four staff in session 2020/21.

In addition 25 staff achieved the PDA and a further 18 are being supported in session 2020/21.

At the time of writing this report 73% of teaching staff employed by the College possess a TQFE or equivalent.

Staff Development Days

The College organise and deliver three staff development days per academic year. All staff are invited to participate. Part-time staff and staff on fixed-term contracts are remunerated if the Development Day is out with their working pattern. The Development Days are organised for different days of the week in order to ensure that staff are able to participate in a least one.

The College ran a wide range of activities during the reporting period, for example:

- All Behaviour is Communication
- Safeguarding and Child Protection
- White Ribbon
- Gender Based Violence
- Mind your Mate
- Adverse Childhood Experience
- Mental Health First Aid
- Pre-retirement – Planning for the Future
- Mental Health and Wellbeing
- Mindfulness
- Refuweege – Welcome Pack Appeal
- Mindfit Masterclass
- Assistive Technology
- Managing Depression
- Reasonable Adjustments for Disability

Professional Development

The College has an agreed Professional Development budget, staff have the opportunity to apply for professional development to support them in their role. The budget is also utilised to provide College wide training aimed at staff at all levels. Activities staff attended during this reporting period included, for example:

- Unconscious Bias
- Essential Skills for Line Managers
- Equality in Early Learning and Childcare: Challenging the Status Quo
- Managing Conflict
- Enhancing Inclusive Practice and Autism
- White Ribbon Training
- Understanding Autism
- Gender Equality Policy and Practice in Scotland and India
- Tackling Occupational Segregation
- Managing the Menopause
- Microsoft Teams

In accordance with the requirements of the Equality Act 2010 the College monitor the protected characteristics of the staff who access and are supported through its Continuous Professional

Development procedures and systems. The data demonstrates that staff across the protected characteristics are accessing and being supported to undertake activities.

The data gathered however highlighted that some Departments did not appear to be participating in the Staff Development Days and this has been discussed with the relevant managers. The College will continue to monitor this situation to ensure that all staff are in a position to participate.

2.8 Disciplinary and Grievance

During the reporting period the College managed three disciplinaries and two grievances. None of the cases were associated with an equality and diversity matter.

The College review and revise its policies and procedures as part of the Board of Managements Policy Review Schedule. Training and development to support the awareness and application of policies and procedures takes place each session through the delivery of three staff development days.

3. Responsibilities

Board of Management

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

The Principal

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

Vice Principal, Human Resources and Organisational Development (now Vice Principal, Operations)

Is responsible for:

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

All Senior Staff, Managers and Supervisors

Are responsible for:

- Implementing the policy statement.
- Following any relevant procedures relating to equal pay and, where appropriate, seeking appropriate advice and guidance, e.g. Pay Grading structure, Recruitment and Selection Procedure and the Job Evaluation process, which is currently under review as part of National Bargaining.
- Ensuring that employees know and understand their responsibilities regarding equal pay and, where appropriate and necessary, receive support and training in carrying these out to ensure the College achieves the legal requirements under the Equality Act 2010.

4.0 Commitment to Equality, Diversity and Inclusion

4.1 College Values

Equality, Diversity and Inclusiveness are embedded into Glasgow Kelvin College, our core values are at the heart of everything we do. Our values were developed in partnership with our learners, staff and stakeholders.

They are:

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

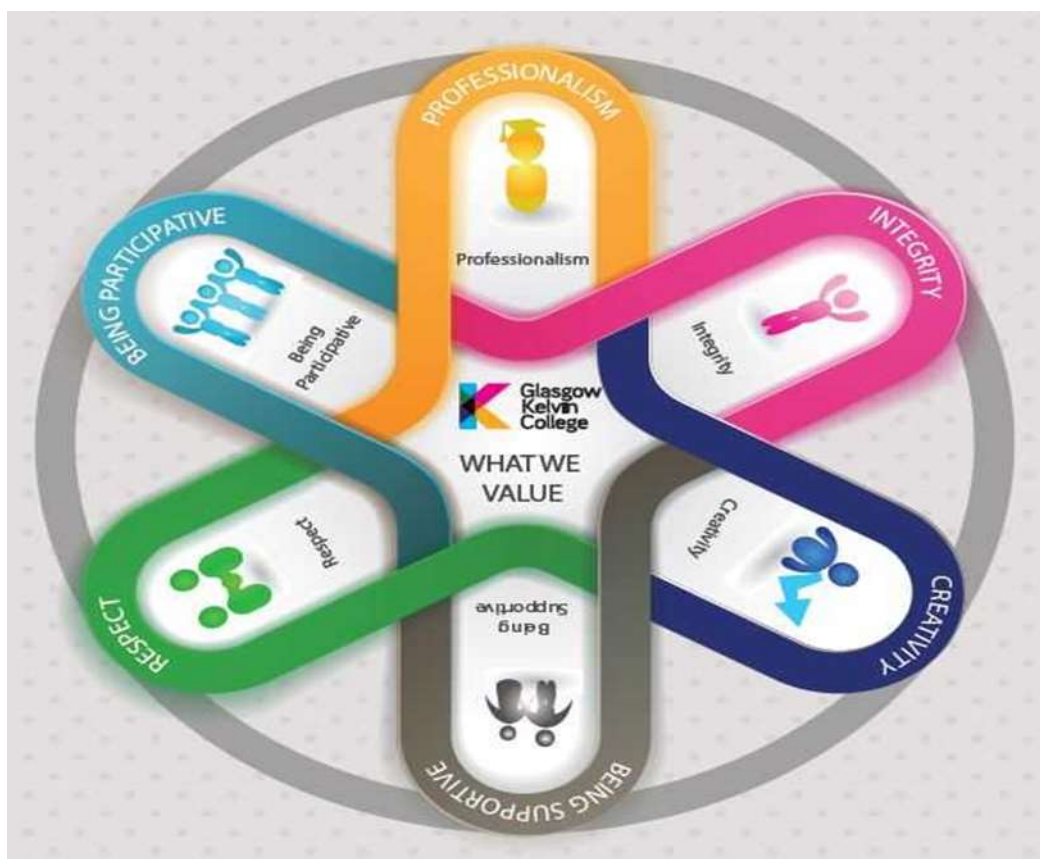
Respect, one of our six core values emphasises our commitment to equality, diversity and inclusion.

Respect - What is it?

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

What we do:

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



4.2 Equality and Diversity Policy

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

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

4.3 College Strategic Priorities

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

- To deliver an accessible, inclusive, high quality learner experience for our learners.
- To provide a professional learning culture to support, retain and develop our highly

skilled, diverse workforce which delivers a high quality learner experience.

- To be the partner of choice for employers and the communities which we serve.
- To achieve and maintain financial viability.
- To maintain the highest standards of corporate governance and responsibility.

4.4 Access and Inclusion

We seek to be an inclusive College which is accessible to all members of the communities we serve and which supports them to achieve their learning goals and aspirations.

Our high level outcomes for Access and Inclusion are that all groups within the communities that we serve are equally likely to:

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

5. Mainstreaming

Our commitment to making the general duty integral to our functions by mainstreaming equality can be clearly evidence in our core activities through our ethos and values. While our Equality Outcomes drive specific activities at strategic, operational and individual levels, this section highlights our work beyond those activities and presents examples of our 'whole College' approach to enhancing the lives of our students and the communities which we serve by eliminating discrimination, advancing equality of opportunity and fostering good relations.

Our commitment to mainstreaming equality into the very fabric of what we do was further demonstrated when our Principal signed the Anti-Racism Pledge in session in August 2020.

Signing Up to Acknowledge and Stamp Out Racism

Glasgow Kelvin College Principal, Derek Smeall, recently pledged the College to support the declaration:

“Racism exists on our campuses and in our society. Call it what it is and reject it in all its forms. We stand united against racism.”

The Critical Conversations to Critical Action project is being run by Advance HE and led by the Race Project Steering Group. It was launched by the Scottish Funding Council in response to a report by the Equality and Human Rights Commission, 'Tackling Racial Harassment'. The Commission recognised that the sector lacked confidence in challenging racist behaviour and addressing its role in dismantling racist structures. <https://www.advance-he.ac.uk/news-and-views/critical-conversations-critical-action-we-stand-united-against-racism>

Principal Smeall said:

“Glasgow Kelvin College is keen to endorse the Sector anti-racist declaration to 'Call it racism; Challenge racist behaviour; Change racist Structures' and we welcome this step to acknowledge and tackle racism in our institutions and in society. I am delighted to pledge the College's support for the project and the recommendations of EHRC for the sector.”

5.1 Eliminating Discrimination

In October 2019 the Equality and Human Rights Commission (EHRC) published its inquiry into racial harassment in publicly funded universities in Great Britain. The EHRC report, titled [Racial Harassment in higher education: our enquiry](#) revealed that racial harassment was a common experience for students and staff. It also found that staff and students often did not report the harassment they experienced and that institutions were over-confident in their abilities to address the issue. Racism is a conscious and subconscious belief that some groups of people are better or superior to others based on existing historical and cultural inaccuracies.

The College will undertake an audit of its policies, procedures, practices and support for staff and students in light of the EHRC report during session 2020/21. The results of the audit will be reported in our Equality Outcomes Progress Report in April 2022.

Advance HE on behalf of the sector are aiming to produce a set of resources that can be used by universities and colleges across Scotland to raise awareness of racism and racial harassment and signpost support and reporting mechanisms. The resources (slogans, posters, film clips, screensavers, banners, book marks, adverts, popups, flags, as to be agreed) will be available to all institutions to customise with their own contact details and logos. This represents the first stage of this project, which will subsequently develop a toolkit and blended learning resource which will build capacity of institutions and the self-efficacy of individuals within them to work to tackle racial harassment and undertake the courageous conversations necessary to do so.

A member of our staff is participating in the steering group and we are working in partnership with them to support the project. Through their experience with the project we will embed the outputs within our existing approaches to learning and development and student support.

As part of our commitment to eliminating discrimination and advancing equality of opportunity we provided unconscious bias training for staff. We are currently exploring options to provide refresher training for all staff as part of our suite of online modules. Currently all staff are required to complete compulsory modules every one, two or three years, for example modules on equality and diversity, corporate parenting and safeguarding and general data protection regulations.

We review our attraction, recruitment and selection strategy in light of, for example, new guidance published, changes in legislation or case law as a matter of course. The Scottish Government produced a toolkit in October 2020 titled '[Minority Ethnic Recruitment Toolkit](#)' this document is being used to audit and inform further developments of our attraction, recruitment and selection strategy.

We were the first College in Scotland to achieve White ribbon Status thanks to the hard work of our Student Association, staff and students. Supporting our students and local schools to look at gendered based violence using White Ribbon presentations. We have continued to work with White Ribbon Scotland to eliminate gender based violence and improve the lives of our staff and students. We are in discussions with White Ribbon Scotland to pilot their new toolkit for supporting an end to violence against women and this will be progressed once the toolkit is available.

To ensure anyone is able to report Hate Crimes, Police Scotland works in partnership with a wide variety of partners who perform the role of 3rd Party Reporting Centres. In session 2018/19 we became a 3rd Party Reporting Centre. In some cases victims and witnesses of Hate Crime do not feel comfortable reporting the matter directly to the Police, and may be more comfortable reporting it to someone they are familiar with. We strive to provide an environment where our staff and students feel comfortable enough to share their experiences with us. Our commitment to tackling discrimination is demonstrated through our policies, procedures, practices and approaches, including putting a stop to hate crime. We run promotional campaigns for our staff and students to raise awareness. We have trained our staff to recognise hate crime and to assist in submitting a report to the police on behalf of the individual concerned.

Our students this year, supported by our staff, will receive training to build their confidence to challenge discrimination. Our students working with Glasgow City Council to produce a social media for the campaign, "It's Our City, No Place for Hate". These initiatives will support us to continue to foster good relations between those who have protected characteristics and those who don't and reflect our ethos and values.

5.2 Advancing and Mainstreaming Equality

GKC has a strong tradition of tackling inequalities by promoting equality, diversity and inclusion in the broadest sense through widening access for individuals regardless of their background, we are in the truest way a community college.

Key initiatives to tackling inequality and promoting equality include:

- We are active participants in the Equally Safe in Higher Education Events and are one of the pilot colleges working to adapt the toolkit for use in the College sector. Our Gender-Based Violence Policy and the Gender-Based Violence Guidelines have been developed through the work of the Equally Safe Project group of the College in line with the Equally Safe Strategy of the Scottish Government. [Equally Safe: Scotland's strategy to eradicate violence against women - gov.scot \(www.gov.scot\)](http://www.gov.scot). These actions are part of our Gender Action Plan to tackle gender inequality and patriarchy.
- The creation of our ADA Lovelace Group for female science students is now well established and provides a network for female students in non-traditional areas to support one another, share experiences and provide feedback to our staff and Student Association about their experience at the College to further improve our services and college life for our students.
- Our active participation in 16 Days of Action to Prevent Violence against Women - poster/email campaign to encourage staff and students to participate in White Ribbon
- We trained 30 our staff, male and female, in First Responder Training (Level Three) to ensure that they are equipped in their role to respond to reports of gender based violence by students and staff.

- We have allocated direct responsibility for specific protected characteristics to each of our HR Business Partners and working in partnership with the EDI Manager to progress the general and specific duties of the PSED.

Our strategies for addressing gender inequality is a key focus of our mainstreaming activities, it remains a societal issue and will continue to be part of our Board's Equality Outcomes.

SmartSTEMs

Our STEM work with schools has been a strong focus for us to encourage girls and women into these areas of study. Support services and teaching staff encourage school pupils to participate in taster days in subjects where there are traditional stereotypes evident. Boys tried hairdressing, beauty and early education, while girls tried out construction and engineering subjects. The College will continue to work in partnership with local schools, primary and secondary, and employers to progress the STEM agenda.

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

We will monitor the impact of the taster sessions and other initiatives to measure our success and we anticipate that we will see an impact on our enrolments in these areas over the next three to five years.

Succession and Workforce Planning

The UK workforce's changing age profile is starting to impact on labour markets and the Further Education Sector is no different from any other employer.

Increased life expectancy and the fact that people are working for longer is changing how all age groups want to live and work. We recognise that we may soon have four, if not five, generations within the same workforce, and planning for our future workforce is essential. Intergenerational working and an ageing workforce will bring unique challenges for everyone. Planning for older age isn't just personal, we see it as good business too.

In consultation with our staff and Trade Union representatives through our formal and informal consultation processes we have responded to their feedback and taken a number of actions over the past four years to improve the attraction and retention of staff across all age groups. We also took cognisance of the Advance HE (formerly the Equality Challenge Unit) report titled [Equality in colleges in Scotland - An analysis of the qualitative data of the impact of age on staff experiences in 2018](#).

We have mainstreamed and progressed our age equality agenda, by:

- Auditing our workforce profile and heading off a potential generational exodus by shrewd

planning, 'part-retirement' or flexible working patterns has helped us to successfully manage the delivery of our services, and support staff with their plans for the future. We see our skilled and experienced employees as a valuable resource and planning how to keep them is part of our HR strategy through our workforce planning process.

- Revising our Professional Development Review (PDR) in academic year 2018/19 to enable staff to highlight themselves under one of three categories detailed below. We have a number of systems, processes and procedures in place to support staff at each stage of their career as outlined above, these include:

Career Progression - allows members of staff to indicate if they are looking for the opportunity to develop further into future roles. This is supported through a range of development opportunities, personal and professional, such as the PDR, Professional Development Fund, Staff Conferences, secondment opportunities, participating in projects such as Erasmus and Empowered to take Action.

Career Stability - indicates that someone is keen to continue to develop themselves within their current role. Where the employee is satisfied in their current role, where their aspirations and goals are met in the valuable work that they do, individually and through working with their teams, they contribute to the development of the function and the College to deliver a high quality service to our learners. All staff have the opportunity to participate in personal and professional development. This is supported through opportunities to work with other teams and participate in cross College projects, workgroups and activities to contribute to the ongoing success of the College through sharing their skills, experience and knowledge with colleagues.

Planning For Your Future - allows staff to indicate that they would like to discuss options for retirement or for work pattern changes. We understand that the decision on when to retire is personal one. We have sought to create an environment where our staff are comfortable and confident to share their plans with us, using effective communication and through building trust by example our staff understand that we need to plan ahead to achieve effective workforce planning. Knowing our staff needs well in advance means that with the help of our staff we can ensure that we are prepared. As part of our approach we provide support and advice to staff for example, to assist them prepare for retirement we explain the options open to them such as the possibility of phased retirement and provide them with time to attend information sessions on how to plan for their retirement.

Our approach to succession and workforce planning for the future through our PDR process and workforce analysis in a consistent and systematic manner has ensured that the skills, experience and knowledge of our staff planning to retire are shared and not lost, contributing to staff retention and helping our staff to feel valued in supporting our continued success.

We have been working in partnership with Age Scotland and were due to participate in their Age Inclusive Matrix (AIM) programme to support further our approach and commitment to be age-inclusive, helping us to identify and manage the impacts of these societal changes to the benefit of us as an employer and our staff. Due to the impact of the Coronavirus the project has been delayed however we will progress with the programme in session 2020/21.

Age Scotland has also delivered training for our staff on pre-retirement to support and assist them with planning their future. A total of 32 staff will attend the training organised for this session. A number of staff have chosen to access a phased retirement or reduce their working hours, staff who choose these options are fully supported by us.

We will continue to work in partnership with internal and external stakeholders to develop further our equalities agenda in relation to age however this protected characteristic will not feature in our new Equality Outcomes.

Mainstreaming Equality Policies, Procedures and Functions

Recruitment and Selection

We hold the Disability Confident accreditation awarded by the Department of Work and Pensions (DWP).

The Disability Confident scheme is organised into three tiers of commitment, and we hold level two:

Level 2: to be a Disability Confident employer, organisations must commit to 13 statements and at least two actions grouped into two themes: “Getting the right people for your business” and “Keeping and developing your people”. Level 2 includes a positive action commitment to offer interviews to disabled candidates who meet the minimum requirements for a job or role.

Candidates who meet the essential criteria for a position are interviewed under the Disability Confident accreditation, where the applicant meets the essential or minimum criteria to ensure the opportunity is provided to demonstrate their skills at interview. Our Human Resources Team review all shortlists prepared by managers to ensure that disabled applicants who meet the essential or minimum criteria are invited to interview.

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

In addition, the College uses a variety of selection approaches and it routinely explores different selection techniques and methods and trialing these with managers. New approaches are evaluated and assessed to inform further the development of the College recruitment and selection strategy.

Policies and Procedures

As a result of direct feedback from staff and data gathered throughout impact assessment processes on an ongoing basis we have taken a number of actions, including for example, we:

- have developed a mental health and well-being strategy for staff – this is supported by our Health and Wellbeing Committee and the People and Wellbeing Workgroup which was established in response to the COVID-19 situation – our approach was recently featured in the Glasgow Colleges Regional Board (GCRB) – Mental Health Magazine
- routinely review our sickness absence policy and procedure with the involvement of staff with a disability to ensure there is no disadvantage experienced by disabled people in the management of absence
- revised our Family Friendly and Flexible Working Policy to include, for example: Kinship Caring; paid carers leave and parental bereavement leave in advance and in excess of the legislation
- implemented an HR self-service system where staff can review and update their own personal data regarding their protected characteristics at any time
- reviewed our systems and processes for gathering staff equality data to ensure data is captured
- run focus groups with staff to identify and barriers and take appropriate action to address these – the feedback from staff who attend the focus group in session 2020/21 will inform further and shape our Equality Outcomes and assist us to develop policies, procedures and work practices which meet the needs of the College and our diverse workforce
- undertook an audit of relevant policies, procedures and work practices with the assistance of external partners, such as Age Scotland. Relevant changes were incorporated where appropriate

Teaching and Learning

In March 2020 the world changed when the coronavirus impacted on everyone's life. Watching the situation evolve we started to plan ahead for a potential lockdown. We trained all of our staff in Microsoft Teams to prepare them for the transition to online learning, our teaching staff commenced adjusting materials and lessons; our support staff set up systems to ensure that our learners and staff would be fully supported. Our senior management team set up the Transformation and Renewal Consultation Group, consisting of managers across the functions, representatives of our Student Association and Trades Union, we established four working groups:

- Learning, Teaching and the Student Experience
- Digital Transformation
- Health and Safety and Environment
- People and Wellbeing

We meet weekly and working in partnership we ensured that our students and communities were engaged in learning and teaching as we moved online and was inclusive. Our students were supplied with ICT equipment, to continue their learning, in total 1600 pieces of kit were issued. Our staff were fully equipped with ICT equipment and provided with training to deliver online learning.

In recognition of the issue of digital poverty which affects many families in the communities we serve, dongles were also supplied to ensure WIFI access. Our Library Team helped with the distribution of ICT devices and also devised support sessions and webinars as training guides.

This supported our students to achieve the optimum use from their devices and access to eBooks and journals' to help with learning.

Our ESOL students and students with disabilities receive support through our Admissions team, the Advice Guidance and Learner Support teams or their course tutor. ESOL students are directly supported by class tutors to complete admission and enrolment forms to simplify and explain these processes. Disabled students are similarly supported by class tutors and admissions sessions are designed specifically for those on supported learning programmes to ease them into College life and help them develop relationships with staff before they commence their studies. Our approach builds effective relationships with families and carers.

Of the applications received in 2018/19, 32.6% of those who disclosed a disability were offered a place with the College. This was 2.7% higher than applicants who had not declared a disability. In session 2019/20 just over 35% of applicants who declared a disability were offered a place, this was slightly higher than those who did not declare a disability.

We are committed to supporting our Care Experienced students (CE). During 2017/18, 31.7% of applicants for academic year 2018/19 who declared that they are care experienced were offered a place on a course. This was 1.4% higher than those who did not declare that they are care experienced. This increased by just over 6% on academic session 2019/20, where 34% of applicants who declared that they are care experienced were offered a place, slightly lower than those who declared that they are not care experienced. The number of offers to applicants declaring that they are care experienced increased by 44%.

We have developed and have in place our British Sign Language, [BSL Action Plan](#). Our students and service users are provided with BSL signers if required and reasonable adjustments are made to enable staff or students to be fully integrated into College life.

Teaching and Learning Approaches Advancing Equality of Opportunity

Activities where our functions have worked together to support our students and advance equality of opportunity include:

- **Business & Administration Team:** have worked with Supported Learning students for the past 2 years from block 2/3. Students on level 4 support for learning courses with an interest in Administration or Business take part in classes to give them a realistic insight into the mainstream course; no assessment is required. This supports progression into mainstream courses: two learners have articulated onto Level 4 and 5 courses in 2020/21 from this pathway.
- **Performing Arts:** there has been a continual rise in learners with Autism, Asperger's Syndrome and ADHD within this student cohort. With assistance from our Advice, Guidance and Learner Support Team and guidance tutors, the percentage of learners completing their course successfully gaining their full NQ and HND qualification has increased.
- **Performing Arts:** undertook a course project in session 2019/20 based around the production, "My Big Gay Italian Wedding," promoting equality, diversity and understanding around LGBTQ. We have improved the disclosure rate for students in

this vocational area who identify as gay, bisexual or transgender.

- **Managers:** There has been a continued increase in students presenting with mental health issues. The Health and Wellbeing Committee produced an induction training pack for students and this was launched at the start of session 2018/19. Every curriculum and support department manager took part in delivering the presentation to teaching and support staff. Teaching staff then went onto deliver the pack to students. This has now been operating for its third year. We are now developing an online module for students.
- **Course teams:** provide a range of additional activities to support the mental health and wellbeing of their students. These include relaxation exercises, mindfulness, yoga, fitness classes, Chi gong and positivity talks.
- **Sound Production:** has been previously identified as a male-dominated course and targets were set to increase percentage of female students through more inclusive marketing and promotion. In 2020/21, female students in this curriculum increased and now account for a total of 12.5% of the student cohort (previously 5%). The number of female students on the courses are low in comparison but there is a positive direction of travel.
- **ECDL and NQ Flexible Learning:** these flexible programmes deliver ICT skills in our outreach centers however due to COVID-19 they are currently being delivered online. Online delivery has enabled us to open this programme to an increased cohort of hard-to-reach learners who face economic, geographical and psychological barriers to education.

Mainstreaming Equality into operational activity

As well as achievements outlined above, we have continued to embed equality and diversity, and supported the general equality duty, into our day-to-day operational activities. Examples include:

- **Senior Management**
 - The Transformation and Renewal Consultation (T&RC) Committee was established by the senior management team. Working Groups were established to oversee the management of College functions in light of COVID-19 with four main sub-groups created covering People and Wellbeing, Health and Safety, Teaching and Learning and the Learner Experience. Committee and Workgroups consist of members of senior management, TU representatives, Student Association and operational managers. At all times the health, safety and wellbeing of our staff was the priority.
 - Like many other organisations our buildings closed which led to some of our staff being furloughed. We ensured that our staff were not impacted upon financially and put in place a written agreement with them that protected their salary and their terms and conditions. We maintained contact with the staff weekly to support their mental health and wellbeing and all staff had access to ongoing training and development activities and our GKC wellbeing hub.

- **Human Resources**

- In session 2019/20 our focus on supporting our staff who have a disability or underlying health condition was even more crucial as we responded to the COVID-19 situation. We very much took a person centered approach. In partnership with members of the T&RC Committee, staff, managers, representatives of our recognised Trade Unions and external partners we developed and introduced a wide range of steps to fully support staff carry out their role, whether working on campus, from home or both, to continue to deliver a high-quality service to our students, employers and the communities we serve.

Our focus was on ensuring that staff had (and continue to have) the information they need to respond to the ongoing COVID-19 situation and that they are fully supported.

As part of our response to the COVID-19 situation we have, for example:

- implemented a range of documentation to support staff and managers, including:
 - Managers Discussion Guide – to support managers when discussing staff needs and a return to campus working to ensure a consistent message is conveyed and that a person centered approach is taken with their staff.
 - Ways of Working – provided information and advice to staff on key areas such as the support and assistance available, reasonable adjustments, flexible working, social distancing framework, ICT equipment, supporting processes, and links to other key documents/sites.
 - Staff Self-Assessment Tool (SAT) – to support staff and managers to consider individual needs and identify reasonable adjustments due to health or personal circumstances – this was very much person centered and managed on a case-by-case basis.
 - Occupational Risk Assessment (ORA) – the Scottish Government produced an ORA for employers to use, this process supported our SAT and identified and potential, or real, risk to our staff.
 - Staff-needs Assessment Pro-forma – all managers were required to submit collated data on their staff to their HR Business Partner (HRBP). The HRBP in discussion with the manager identified support or assistance for staff where required. The overall data for staff was collated to show the impact of COVID-19 on staff and shared with the SMT.
- introduced additional approaches to support the health and wellbeing of our staff and students, including:
 - The promotion of GKC wellbeing site on Teams.
 - Development of a COVID-19 staff survey – an anonymous survey which focused on wellbeing, health and safety, homeworking, readiness to return and effectiveness of communication which informed further our approach to managing the COVID-19 situation and meeting the needs of our staff.
 - Regular updates on public health through a variety of media for staff and students.
 - An action plan of events to run throughout session 2020-21 for staff and students covering health, safety and wellbeing.

- The implementation of an online working from home and coronavirus module – part of this module requires staff to identify what equipment and/or reasonable adjustments they may require when working at home. Staff were asked to disclose if they have a disability, this led to an increase in the number of disclosures.

As a result of COVID-19, the Working from Home and Coronavirus online training module and data gathered through the Staff-needs Assessment Pro-forma we discovered that a number of staff had not previously disclosed a disability. In partnership with representatives of our recognised Trade Unions we ran a joint campaign to encourage staff to disclose if they have a disability and discuss appropriate support and reasonable adjustments with their line manager, their HR Business Partner or their Trade Union representative. As a result the number of staff with a disclosed a disability increased from 37 at 01 April 2020 to 54 at the time of writing this report, 9.9%.

Our HR Team have since reviewed procedures and recording mechanisms in consultation with staff and Trade Union representatives to ensure that data in relation to staff who disclose a disability through a formal process is accurately captured whilst adhering to the data protection rights of staff in accordance with the Data Protection Act 2018. These changes will assist the College to more accurately record data and ensure that staff with a disability are supported.

Our staff are supported to work from home and their well-being maintained through a wide range of activities. Our HR team maintained contact with staff, particularly those who may be vulnerable – lived alone, absent on long-term sick leave, shielding, etc. Working with our managers we agreed flexible work patterns with our staff, we have worked closely with our staff to support them achieve a work life balance while home schooling and carrying out caring responsibilities. Access to mental health support was highly promoted, online groups and chats were established to help combat stress and loneliness for staff, forums and wellbeing activities.

- **Advice, Guidance and Learner Support Team**

- All student support services successfully moved online and the Team continued to effectively work with students to support them with a wide range of personal and health issues. There was a 20% rise in the numbers of students receiving support in session 2019/20 due to COVID-19.

| Disability support statistics | Session 2019/2020 | Session 2020/2021 |
|--|------------------------------|------------------------------|
| Learners declaring disability or support Need during application & enrolment | 735 | 1,035 |
| Questionnaires returned requesting support | 228 | 334 |
| Needs assessments completed at January | 347 | 372 |

- Mental health issues and domestic abuse incidents have all increased. Support provided includes:
 - regular communication of helplines;

- self-referral facility online via the website or intranet
- drop in facility by appointment
- guidance for tutors who are encouraged to refer if they feel, after discussion with the student, that a need should be explored and supported
- the Service will communicate with relevant student to organise and implement suitable support strategies.

| | |
|---|----|
| Self-referrals for Support - Sept to Nov 2020 | 81 |
| Self-Referrals for Support - Nov to Jan 2021 | 73 |

- Counselling – supported by a grant from the Scottish Funding Council, we provide a counselling service provided by two qualified counsellors and a small team of trainee student counsellors on placement. Both Cognitive Behavioural Therapy (CBT) and Person-Centered counselling are available. At present due to the global pandemic, the counselling team are offering counselling sessions via video chat. On-campus sessions can be available on request where essential and appropriate. So far in session 20/21 there have been 135 referrals. An additional three placement counsellors are due to start late-January.
- After dialogue with teaching staff the Team are currently working towards providing a group work service for welfare. This will look at providing less intense support to students in areas related to mental health.
- Safeguarding and Corporate Parenting Team
 - Our Team respond to help vulnerable students and work with external agencies such as housing, GPs, social work and mental health charities to assist with student issues.
 - Student Association
 - To support our learners our Student Association held online chats, quizzes and coffee break to keep students connected to each other in a more social space.
- Community and Learning Development Team
 - Our CLD Team highlighted that many of our Care Experienced and vulnerable young students did not have breakfast at home. Our Hospitality Team provided them with a cooked breakfast and lunch. The social interaction with staff and the provision of breakfast and lunch helped their mental health and wellbeing. These students have now been provided with IT to ensure that they have access to online learning. Additional tuition was provided in keeping safe online to ensure the students are not vulnerable to online abuse.
- Support for our Communities
 - To support our communities we encouraged our staff to volunteer. Many delivered food parcels to local foodbanks, our fashion staff designed and made scrubs for care homes and hospital staff. Staff and students volunteered in hospitals and care facilities. Any equipment that would normally have supported practical classes in care,

hair and beauty and even construction, were donated to the Louisa Jordan Hospital.

- Digital Services
 - Created a MyKelvin app for students as part of the College's Digital Transformation plans. The MyKelvin app replaced the student intranet which had been in place since the merger. The system provides our students with a single point of access to all systems in the College, key integrations which allows students to view their timetable, attendance records, library loans and Moodle assignments, and all the standard intranet content which is currently provided through the intranet. Accessibility is essential to the College and the system is fully compliant with the UK's online 2018 accessibility guidelines but also include an accessibility toolbar allowing students to change the language, read back, show rulers, etc. There are a number of dashboards including the main area, Library, IT Help, Student Association and Finance/Funding. The MyKelvin app has been an essential means of communication between us and our students during the pandemic.
 - We implemented Recite Me on our website for employment and course applications to support applicants whose first language is not English and our students with a disability.
 - We distributed 1600 laptops to students and made available over 400 sim cards to students with 30 GB of free data for a period of three months to support online learning.

All of our staff working together to provide support to our students and our communities has led to an improvement in our student retention rate which has improve by 30% in comparison to our previous year's figures.

5.3 Fostering Good Relations

A range of activities have demonstrated how we foster good relation to provide a welcoming and inclusive working and learning environment. We work in partnership with a number of external partners including Equate Scotland, Coalition for Race Equality and Rights, Close the Gap, Advance HE, Scottish Race Equality Forum, Trans Community of Practice and Equally Safe in colleges and universities.

We also work with the Glasgow Regional colleges where our EDI leads from each college work together to share knowledge, good practice and work on approaches to identify and implement approaches for the benefit of stakeholders within Glasgow. An LGBTQ+ network has been established this session for staff and their allies to have a social space and to develop relationships across the staff of the three colleges. The EDI leads have produced a draft Trans and Gender Reassignment Guide aimed at supporting staff and students. The Guide has been further developed in consultation with our staff, students and Trade Union representatives. The College will undertake a range of promotional activities during LGBTQ+ History Month – 01 to 28 February and it will launch the guide at the end of February 2021.

We have formed a partnership with Action for Children Scotland and we have two Care Experienced Officers on premises to provide support to our services to support care experience learners and young care leavers. Working with our students and developing our staff to support our students through providing practical and emotional care and support, to

ensure that the needs of our students are understood and acted upon to enhance their learner journey and bring about lasting improvement to their lives.

Our staff established Tea@GKC with our ESOL students a number of years ago and this has continued to develop. Many of our teaching areas participate in the Tea@GKC initiative where students from, care, hair and beauty, business amongst many, meet to learn about each other's cultures. The impact, based on feedback from students and staff, has enhanced our students' experience, ensured effective support and led to lasting friendships between students from different cultural backgrounds.

We have developed strong relationships with educational partners and government agencies across India including Andhra Pradesh, Tamil Nadu and Punjab. These relationships have generated significant learning outcomes for our students and staff and our Indian partner colleges. Much of this work is underpinned by support from UKIERI (United Kingdom and India Education Research Initiative) and the British Council. Through our partnership with Lemon Tree Hotels and the Skills Council for Persons with Disability in India, we are helping to develop and establish paid apprenticeship training at levels 2 and 3 to provide work-based learning opportunities for people who have additional support needs.

The Lemon Tree Hotels initiative is an award-winning model of best practice and we are in the process of engaging other hospitality UK based employers in the programme.

Lemon Tree Quote:

Lemon Tree recruits for attitude and trains for skills. We have hired and trained over 3,000 people from the most marginalized sections of Indian society including disability i.e. Speech & Hearing Impaired, Physical Disability, Down Syndrome, Slow Learner, Intellectual & Developmental Disability, Autism, Acid Survivor as well as orphans/abandoned girls, school dropouts and transgender. We help preserve traditional art and indigenous cultures by supporting Bastar art. In an effort to reduce our carbon footprint, we use renewable energy, recycle and reuse water in many different ways and run our hotels by adopting the principles of reduce, recycle and reuse.

Our partnership with India has also influenced our gender equality work with knowledge exchange happening in the virtual space. Other external partners' have been involved in this area of work, such as the Trans Community of Practice and Glasgow East Women's Aid. Our students, after learning about the Make Love not Scars charity and meeting representatives of the Charity through the College, have been involved in fundraising to support the work in India.

<https://www.youtube.com/watch?v=vZE35F13wxw>

We hosted an all College event online in June 2020 titled Gender Equality Policy and Practice in Scotland and India, with our partners from India during which we shared knowledge and good practice. A further event will be hosted in session 2020/21.

We have developed and implemented a Menopause Policy in consultation with staff across the protected characteristics. It is important to us to ensure that all staff understand the impact

that the menopause can have on those who experience it and their partners/family. To support our staff we introduced a Menopause Support Network Group and this consists of staff across the protected characteristics, experiences are shared and staff are supported, including discussions on different approaches to managing the symptoms, responding to questions from those staff who are not experiencing symptoms or who manage staff who are, this has created a working environment where the menopause is openly discuss amongst our staff. To further support our work in this area we are seeking to implement online training for staff in relation to the menopause at work.

We have created designated spaces for staff and students to access for prayer or reflection. Chaplaincy support is available for staff and students from local ministers, imams, priests, the Jewish Society, the Hindu Gurdwara and the Humanist society. Lecturers make adjustments for students who need to pray at specific times during classes. We support staff and students of all religions and beliefs and work with them to meet their needs where possible. We seek to foster good relations through tackling prejudice and promoting understanding between people from different groups.

We frequently run promotional and awareness campaigns on a monthly basis on a variety of topics to raise awareness and celebrate diversity, these include:

- LGBTQ+ History Month
- Black History Month
- Diversity competitions with students across the curriculum areas
- Cultural Awareness Days
- Tea@GKC
- Time to Talk

5.4 Our Partners - Working in Partnership

We have representatives on the following external groups and committees:

- Further Education Safeguarding & Corporate Parenting Forum – Glasgow Colleges and MCR Pathways, SDS and Social Work
- Glasgow City Council Corporate Parenting Forum
- West Forum Care Experienced, Carers, Estranged and Veterans Students – University and Colleges – West Scotland
- Care Experienced Governance Group – Scottish Funding Council
- Safeguarding Forum – Colleges Development Network
- Access and Inclusion Network
- Glasgow Regional Education Group
- College EDI Forum for West of Scotland Colleges

- Trans Working Group
- Scottish Race Equality Network
- Advanced HE Equality Forum
- Fearless Glasgow
- British Sign Language events
- Gender Action Plan Conference
- LGBTQ+ Staff Network
- Action for Churches Together Scotland
- Prevent Meetings – G Division
- Attend and participate in Prevent hearings
- SQA Equality and Inclusion KPG

6. Equal Pay

An equal pay audit is a process of comparing the pay of employees carrying out equal work in order to highlight any differences, considering the reason(s) for those differences, making action plans to rectify any that are unlawful, and then monitoring progress and improvements.

An Equal Pay Audit involves:

- The comparison of pay 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 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.

6.1.1 Benefits of Conducting an Equal Pay Audit

The benefits of conducting an equal pay audit include:

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

6.1.2 Recommended Model for Carrying out an Equal Pay Audit

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

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

The College's Equal Pay Audit considers staff regardless of protected characteristics across all grades and roles.

6.1.3 Approach Taken to Conduct an Equal Pay Audit

The last audit was completed in April 2019 based on data at 01 April 2018. The College invited external bodies Close the Gap and the Coalition for Race Equality to comment on its draft Equal Pay and Occupational Segregation Statement and Equal Pay Audit 2021.

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

6.1.4 Data Collection Approach

The data used in this Audit has been extracted from Cintra, the College HR and Payroll Information System, on 1st April 2020. The previous audit used a snapshot of 1st April 2018.

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

6.1.5 Calculating the Pay Gap

The College has used both the mean and the median figure as required under The Act in its reporting.

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

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

6.2 Equal Pay Analysis

6.2.1 Key Findings and Recommendations: Pay Gap Analysis

In comparison to the previous data reported in 2019 (taken at 01 April 2018). Table 20 below demonstrates the gender pay gap based for the College using the mean as the calculator. The data shows that the gender pay gap is still in favour of male and has increased slightly by 0.60%.

Table 20 – Mean - Overall Gender Pay Gap at 01 April 2020 in comparison to 01 April 2018

| 01 April 2020 | | | 01 April 2018 | | |
|---------------|-----------------------|-------------------------|---------------|-----------------------|-------------------------|
| Gender | Hourly Rate All Staff | 7.77% in favour of male | Gender | Hourly Rate All Staff | 7.17% in favour of male |
| Female | £19.69 | | Female | £18.64 | |
| Male | £21.35 | | Male | £20.08 | |

Table 21 below demonstrates the gender pay gap based on the median. The median is generally used to calculate the gender pay gap.

Table 21 – Median - Overall Gender Pay Gap at 01 April 2020 in comparison to 01 April 2018

| 01 April 2020 | | 01 April 2018 | |
|---------------|-----------------------|---------------|-------------------------|
| Gender | Hourly Rate All Staff | No Gap | 3.51% in favour of male |
| Female | £22.82 | | |
| Male | £22.82 | | |

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

| 01 April 2020 | |
|------------------------------|-------------|
| Lower Quartile | |
| Female | Male |
| 63.24% | 36.76% |
| Lower Middle Quartile | |
| Female | Male |
| 55.88% | 44.12% |
| Upper Middle Quartile | |
| Female | Male |
| 46.32% | 53.68% |
| Upper Quartile | |
| Female | Male |
| 48.89% | 51.85% |

| 01 April 2018 | |
|------------------------------|-------------|
| Lower Quartile | |
| Female | Male |
| 63.45% | 36.55% |
| Lower Middle Quartile | |
| Female | Male |
| 56.55% | 43.45% |
| Upper Middle Quartile | |
| Female | Male |
| 44.83% | 55.17% |
| Upper Quartile | |
| Female | Male |
| 48.28% | 51.72% |

Dividing the College into four equally sized blocks of employees based on hourly earnings demonstrates that there are more females concentrated at the lowest grade however the other quartiles are fairly well balanced.

Quartile 1 – there is a difference of £1.47p in favour of male in the hourly rate paid between the median female and male as opposed to £0.22 in 2018

Quartile 2 - there is a difference of £2.74 in favour of male in the hourly rate paid between the median female and male as opposed to no difference in 2018

Quartile 3 - there is no difference in the hourly rate paid between the median female and male which was the same in 2018

Quartile 4 - there is a difference of £2.41 in favour of female in the hourly rate paid between the median female and male as opposed to no difference in 2018

The hourly rate between categories of staff is explored in further detail later in the report.

6.3 Detailed Gender Pay Gap Analysis

The College collected and compared pay information on basic pay relating to gender for 544 staff employed at 01 April 2020, of whom 54% were female and 46% were male.

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

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

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

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

Consultative Committees and Joint Negotiating Committees are placed on the College website for all staff to access.

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

6.3.1 Gender Pay Gap - All Staff

The gap can be measured in various ways, and it’s important to understand how, in any specific context, the gap is being measured¹. A gender pay gap can be expressed as:

- a positive measure, for example, a gap of 13.9% – this indicates the extent to which women earn, on average, **less** per hour than their male counterparts
- a negative measure, for example, a gap of –9.2% – this indicates the extent to which women earn, on average, **more** per hour than their male counterparts.

Table 22 below indicates the gender pay gap at 01 April 2020 in comparison to 01 April 2018 for all staff and further broken down into full-time and part-time by gender.

Table 22 - Overall Gender Pay Gap at 01 April 2020 in comparison to 01 April 2018 by gender – full-time and part-time

| Category | Pay Gap at 01.04.2020 | | Pay Gap at 01.04.2018 | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|
| | Mean | Median | Mean | Median |
| Overall figure (all women / all men) | 7.77% in favour of male | No Gap | 7.17% in favour of male | 3.51% in favour of male |
| Comparing women’s and men’s full-time hourly rates of pay (excluding overtime) | 7.61% in favour of male | 1.55% in favour of male | 6.06% in favour of male | No gap |
| Comparing women’s and men’s part-time hourly rates of pay (excluding overtime) | 4.55% in favour of male | No Gap | 5.69% in favour of male | 1.62% in favour of male |

The data shows the gender pay gap for all staff has increased slightly using the mean as the calculator, an increase of 0.60%. Using the median as the calculator however the gender pay gap has closed.

In relation to full-time staff the gender pay gap increased using both the mean (1.01%) and the median (1.55%) as a calculator. The gender pay gap for part-time staff reduced using the mean calculator by 1.14% and the gap has closed used the median as the calculator.

¹ Gender Pay Gap Reporting, How to calculate, publish, and communicate your gender pay gap. CIPD January 2020

6.3.2 Gender Pay Gap in UK and Scotland

The gender pay gap data reported on behalf of the College is compared to the gender pay gap in relation to Scotland and the UK against the latest figures from the [Annual Survey of Hours and Earnings](#) (ASHE) from the Office for National Statistics. The publication provides a range of data looking at the gender pay gap for the UK. ASHE provide both the mean and the median values for earnings.

Table 23 shows the median figure in respect of the gender pay gap for the College in comparison to Scotland and the UK based on the figures published by ASHE and published by the [Scottish Government](#). Both organisation use the Median as the calculator.

Table 23 – Pay Gap measurements: comparing median in GKC to the UK and Scotland – 2020

| Category | Pay Gap in UK | Pay Gap in Scotland ² | Pay Gap in Glasgow Kelvin College |
|---|--------------------------|----------------------------------|-----------------------------------|
| | Median | Median | Median |
| Overall figure (all women / all men) | 15.5% in favour of men | 15% in favour of men | No Gap |
| Comparing women’s and men’s full-time hourly rates of pay (excluding overtime) | 7.4% in favour of men | 5.7% in favour of men | 1.55% in favour of men |
| Comparing women’s and men’s part-time hourly rates of pay (excluding overtime) | -2.9% in favour of women | -7.8% in favour of women | No Gap |

The figures published by ASHE demonstrate that the gender pay gap for the College is much lower than those reported for Scotland and in the UK for all employees and in relation to full-time employees. The ONS identifies the gap between all male and female employees, which compares all full and part-time workers as 15%. It reports this gap is higher than the full-time gap for two reasons. The first is the lower wages associated with part-time work. The ONIS identifies the average hourly wage amongst part-time workers as £9.36, compared to £14.31 amongst full-time employees. The second is the difference in working patterns: 41% of women in Scotland work part-time compared to 11% of men. In this context, the median overall gender pay gap amongst part-time workers is -7.8%. This means these workers earn less overall, the median part-time female workers earns 7.8% more than the median part-time male worker.

The College pay the same hourly rate for each role regardless of gender, or contract status therefore there is no impact on whether an individual is working full-time or part-time. The pay gap for part-time employees is -2.9% solely due to a higher percentage of female staff on part-time contracts.

² <https://www.deliveringforscotland.gov.uk/business/gender-pay-gap-reporting/>

Evidence from the ASHE and the [Labour Force Survey](#) suggests that Coronavirus (COVID-19) factors did not have a notable impact on the gender pay gap in 2020. And that changes reported reflected underlying employment patterns.

When the Coronavirus Job Retention Scheme was introduced the College and its recognised Trade Unions signed a Memorandum of Understanding which agreed that staff who would be furloughed would receive 100% of their salary and that there would be no impact on staff terms and conditions of service. Of the 81 staff furloughed during the period March 2020 to October 2020 the College 56% were female and 46% male. As the lockdown restriction eased the furloughed staff returned to work.

6.4 National Minimum Wage

Glasgow Kelvin College since it was established in November 2013 has paid all of its employees above the National Minimum Wage. The College has held accreditation under the Glasgow Living Wage and Scottish Living Wage since conception. The College however outsources its catering, cleaning and security services. The Low Pay Commission note that most underpaid workers are concentrated in the largest low-paying occupations including hospitality and cleaning. Women are more likely to be employed in these roles than men.

The College has achieved accreditation as a National Living Wage Employer to demonstrate its strong public commitment to the Living Wage and tackling in-work poverty in Scotland.

The College has worked with its Procurement Service and external contractors to bring the rates of pay paid to cleaners, catering and security staff up to the National Minimum Wage.

6.5 Gender Pay Gap - All Staff by Grade

The gender pay gap, mean and median, across all grades within the College grading structure is contained in Appendix 1. As a general rule, any differences of 5% or more, or patterns of 3% or more, require exploration and explanation. Grades which require further analysis are highlighted in red.

The data shows a gender pay gap at:

- Grade 5: 4.17% in favour of male
- Grade 8: -7.44% in favour of female

Initial observation suggests that the percentage difference for each grade is a direct result of incremental progression. As staff proceed through the incremental scales the difference in the hourly rate should even out. The gap at these grades will be explored further in the next section.

6.5.1 Gender Pay Gap Analysis– Support Staff by Grade

The College support staff grading structure consists of grades 1 to 8, with salary scale points from 1 to 28 informed by its job evaluation system. Posts, which are on the same grade, have

equivalency. A band for each post consists of 3 or 4 scale points. There is a clear path for progression with an annual increment awarded until it reaches the maximum scale point for the post.

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

The recruitment and promotion activity within a particular grade, as demonstrated in table 7 below, will initially lower the average hourly rate for one gender or the other for that group. However, with the advancement of the salary through the scale points as a result of incremental progression any pay gap will be addressed.

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

Grade 5 indicates that the gender pay gap is in favour of male, whilst grade 8 indicates a significant gender pay gap in favour of female. Further exploration of the data, Appendix 2, shows the percentage difference in the hourly rate and gender pay gap gender cross the support staff. The data confirms that the percentage difference relates to ongoing incremental progression and through time this will even out unless there is further staff movement. Data grading structure at 01 April 2020.

Salary placement of staff on pay scales is systematic and applied consistently. All roles have been subjected to job evaluation using the College job evaluation system Further Education and Development Role Analysisist (FEDRA). This system has been adopted for use for the National Job Evaluation project being undertaken jointly by the Trade Unions and the Employers' Association who act on behalf of the colleges in Scotland for the Further Education Sector. Support staff roles will be evaluated as part of the National process.

Since all roles were first evaluated in academic year 2013/14 the College has undertaken routinely an annual review of support staff roles in partnership with managers, staff and Trade Unions. This approach has assisted the College to ensure that each role continues to be appropriately graded and remunerated within its staffing structure. The College re-evaluated 17 support roles during the period 01 April 2018 to 31 March 2020. Of these roles the post holders consisted of 11 male and six female. A total of 14 roles were regraded as a result of the process, nine male and five female, and three remained within their existing grade.

Terms and conditions are negotiated with recognised Trade Unions and these set out the terms and conditions for salary placement for all staff regardless of employment status or protected characteristics. The College salary placement rules for staff groups are consistently monitored. These are reviewed and updated when appropriate in partnership with recognised Trade Unions. The College is part of the National Collective Bargaining process within the Further Education Sector and this mechanism determines, through negotiation, pay, terms and conditions of service for college staff.

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

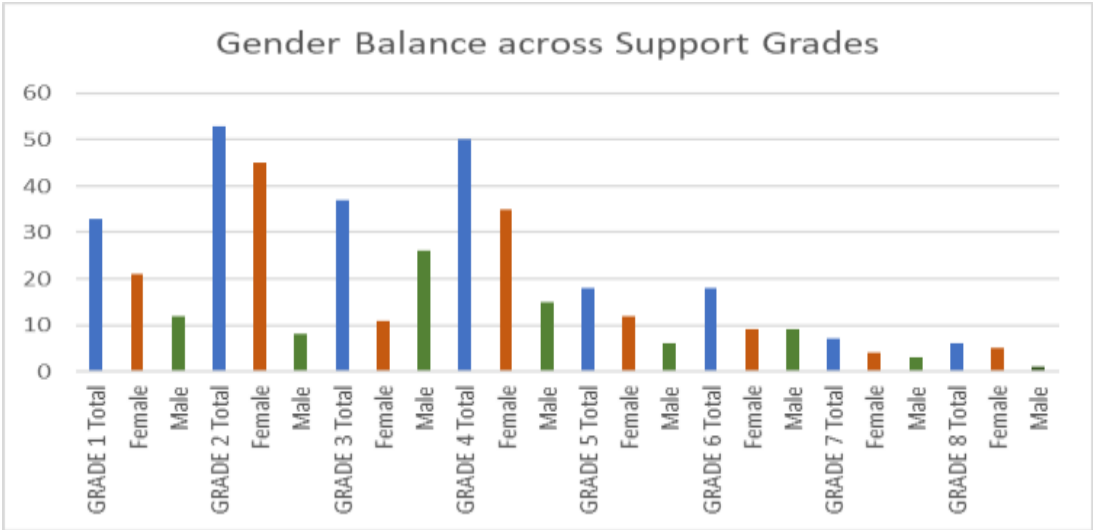
6.5.2 Gender Balance across Support Grading Structure

Graph 3 below shows the gender balance across the grades. There appears to be an uneven distribution of males and females within a number grades of the support staffing structure.

The data shows an imbalance in the following grades:

- Grade 1 and 2 – there is a higher concentration of female staff, these grades cover mainly administrative based and manual labour roles.
- Grade 3 – there is a higher concentration of male staff, this grade covers mainly technical roles, whilst there are a number of females in technical roles males are in the majority.
- Grade 4 and 5 – there is a higher concentration of females, these grades cover administrative and professional roles. A number of roles are externally funded and do not form part of the College’s substantive staffing structure.
- Grade 8 – there is a higher concentration of females, this grade covers heads of department.

Graph 3 – Gender Balance across Support Grades



Since the previous report at 01 April 2018 the number of female post holders at grade one has decreased and the number of males have increased. Both grade 1 and 2 historically have a higher percentage of female staff in post. Grade 3 shows a similar picture to that at 01 April 2018, there has been limited turnover at this level.

Since the previous reporting date the number of males at grade 5 has increased whilst the number of females has slightly decreased. Grade 6 showed a higher concentration of females on this grade at 01 April 2018 however a number of technical roles were re-evaluated and with turnover at this level this grade now has an even gender balance. Grade 8 remains in favour of female.

6.5.3 Hourly Rate – Support Staff – Full-time and Part-time

On average when comparing the hourly rate between men and women, Appendix 3, across all support staff grades, including operational and senior management, within the College at 01 April 2020 using the mean as the calculator, the data shows that:

- there is no percentage difference in the hourly rate between full-time male and female staff;
- part-time male staff earned £0.38p more per hour, a difference of 2.47%; and
- the hourly rate for all male support staff in comparison to all female support staff shows that male staff, including senior management, earned £0.51p more per hour, a difference of 3.08%.

Using the median as the calculator there is no percentage difference between male and female overall or between full-time male and female staff. The percentage difference between part-time male and female however is 11.61%. The data demonstrates that there is a higher proportion of female support staff who are part-time (61) than male (17).

The explanation for the pay gap is associated with part-time female staff are spread across the grades, grades 1 to 8, however the majority of staff are concentrated at grades, grade 1, 2 and 4. Male staff who hold a part-time support staff role are less spread across the grades with the majority being concentrated at grade 4.

Examining the data further, Appendix 4, further analysis shows the gender pay gap broken down by gender, grade, full-time and part-time. The data confirms that the gender pay gap is a direct impact of incremental progression with either full-time or part-time post holder(s) not having reached the maximum of the scale point for the role.

Of all support staff, including operational and senior management, 64% are female. In comparison, there was a higher percentage of part-time female staff, 78%, to part-time male employees, 22% in a support grade. Overall, the hourly rate of pay between male and female across the support grade structures do not display any significant pay discrepancies with the exception of those grades which are impacted upon by incremental progression.

6.6 Teaching Staff by Grade – Gender Pay Gap Analysis

The grading structure for College teaching roles was established by its job evaluation system to ensure that all posts on the same grade had equivalency. The College teaching staff structure consisted of grades 6A to 9 with five scale points for basic grade and three scale points for both promoted teaching posts in operation.

National Collective Bargaining in May 2017 however introduced a five pay scale structure for non-promoted teaching staff and three levels for promoted teaching staff each with a fixed scale point, level one to three. On 01 April 2019 all teaching staff, having travelled through the

harmonisation process, transitioned onto the new National Pay Scales for teaching staff.

Glasgow Kelvin College promoted teaching staff, fall into the National Level 2 and 3, Curriculum Managers at level 2 and Senior Curriculum Managers at Level 3.

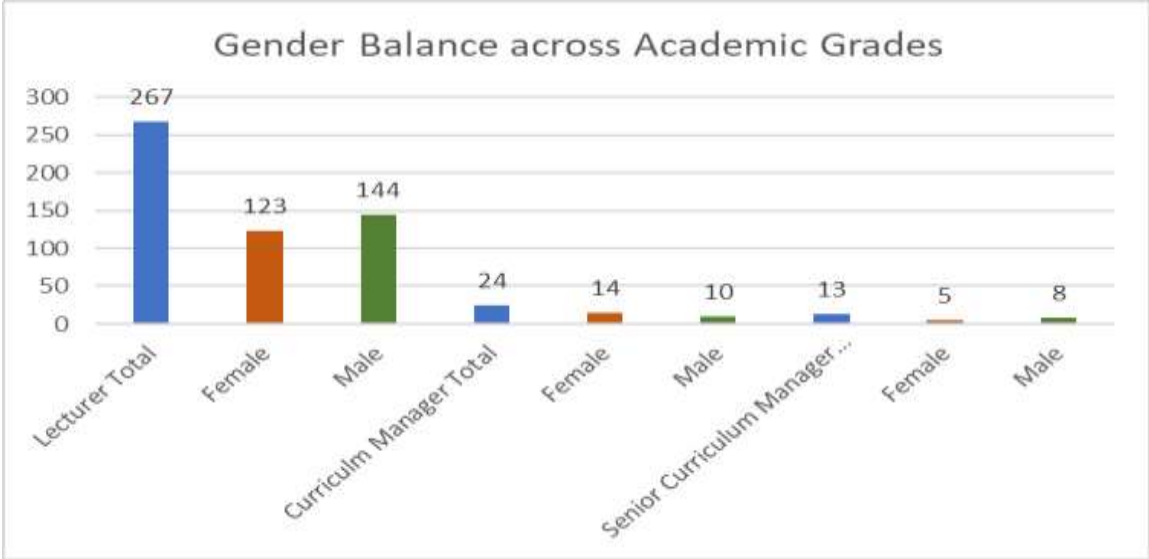
This report is based on the data on the completion of the harmonisation of salaries across the sector and the transition period within Glasgow Kelvin College to move teaching and promoted teaching staff onto the new salary points.

National Collective Bargaining introduced the harmonisation of salaries and terms and conditions across the Further Education Sector. At the time of reporting teaching staff did not come under the scope of the National Job Evaluation Scheme.

National Collective Bargaining has introduced salary assessment rules for teaching staff which is based on the possession of a TQFE and relevant industrial or recognised teaching service. All service calculated is based on start and finish employment dates, regardless of the number of working hours. There is a clear path of progression with an annual increment applied to teaching members of staff until they reach the maximum scale point for the post. The salary placement rules applied equally regardless of gender, race, disability or any other protected characteristic. Staff have access to their salary assessment details and the assessment can be explained fully by a member of the Human Resources Team. Two members of the Human Resources Team review and authorise a salary assessment. A fixed scale point is applicable to promoted teaching staff.

The gender balance for non-promoted and promoted teaching staff is shown in graph 4 below.

Graph 4 – Gender Balance across Academic Grades



At 01 April 2020 the gender balance for non-promoted teaching staff was more in favour of male (54%). A higher proportion of female staff held a Curriculum Manager role (58%) and a higher percentage of male staff held a Senior Curriculum Manager role (62%).

The gender pay gap for all teaching staff, non-promoted and promoted, using the mean as the

calculator, was in favour of male at 01 April 2020 Appendix 5, Table 1. At 01 April 2018 the gender pay gap using the mean was 3.33% therefore there has been a further reduction of 2%. There was no gap using the median as the calculator for either date.

This is attributable to the fact that there are slightly more male staff in post. Of all academic staff, 54% are male. In comparison, there was a higher percentage of part-time female staff, 53%, to part-time male employees, 29% in a teaching post. Of the promoted teaching staff 23 are female and 21 male however there is a higher percentage of male (62%) who hold a Senior Curriculum Manager role.

The gender pay gap at 01 April 2020 for non-promoted and promoted teaching staff broken down by non-promoted and promoted levels, Appendix 5, Table 2 shows that using the mean as the calculator the gender pay gap is in favour of female, 0.66% for non-promoted teaching staff. In comparison to the gender pay gap in 2018 when the pay gap, using the mean as the calculator, was slightly in favour of male for non-promoted teaching staff, 0.43% (using the median as the calculator there was no pay gap).

There are two reasons for the pay gap for non-promoted teaching staff. Firstly, there are more male staff (14) on the lower scale points, with the majority on either scale point 1 or 3, than female (8), where the majority are on scale points 3 or 4.

Secondly as a result of a middle management restructure, a number of staff who made an informed decision to step down from a Curriculum Manager role, male and female, received conservation of salary in accordance with the National agreed terms and conditions of service. The National pay protection practice in terms of the protection period operates over four years. The terms and conditions of the pay protection practice aim to bring the remuneration package into line with the appropriate grade at the earliest possible date to minimise any potential equal pay issues. The College currently has seven staff in this position, of which three are male and four females.

The gender pay gap in relation to the promoted posts, Curriculum Manager (0.32% in 2018 in favour of male) and Senior Curriculum Manager (-0.84% in 2018 in favour of female) have now closed. The gender pay gap in 2018 was due to incremental progression however with the introduction of a fixed-scale point for promoted teaching staff a pay gap at this level will no longer be possible.

Further analysis at each level when comparing full-time and part-time staff, Appendix 6 shows that of the 124 part-time staff, 117 hold a permanent contract and seven hold a Fixed-term contract of which two are female and five males. The College has reduced the number of staff that it employs on a temporary fixed-term basis and only requires to do so for temporary cover such a maternity leave, long-term sickness or specific projects.

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

6.7 Operational and Senior Management by Grade – Gender Pay Gap Analysis

The Operational Management grading structure ranges from grades 9 to 13. All roles have been subject to Job Evaluation and posts of the same grade have equivalency. A salary band for each grade consists of three scale points.

The data, Appendix 7, demonstrates that grade 10 is slightly more in favour of male and grade 11 is slightly more in favour of female. This relates solely to incremental progression related to staff within these grades not yet having reached the maximum scale point in comparison to other staff on that grade.

In comparison to 01 April 2018 the gender pay gap adjusted as follows:

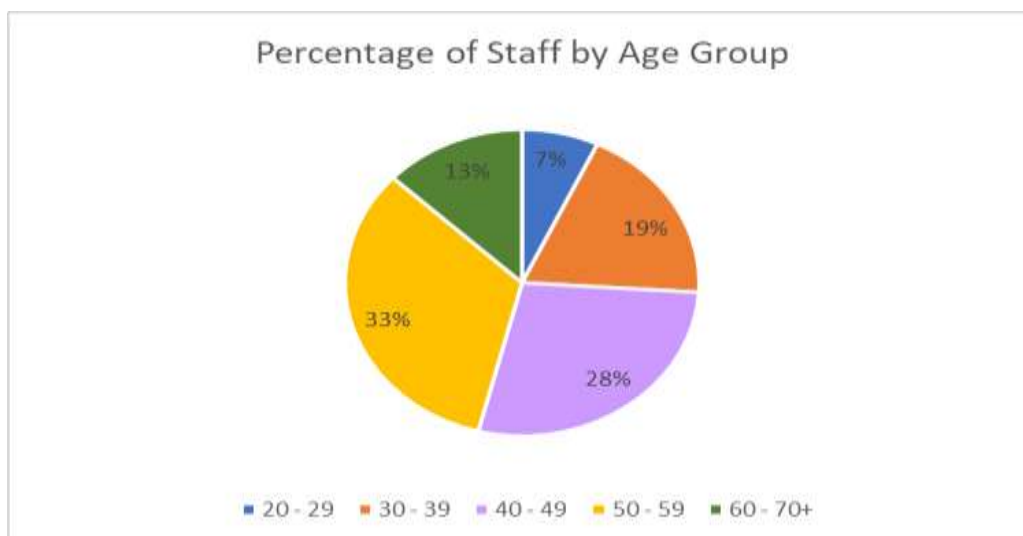
- Grade 9:
 - position at 01 April 2018: –3.35% (mean and median) in favour of female
 - position at 01 April 2020 – gap closed
- Grade 9a:
 - position at 01 April 2018: 2.17% (mean and median) in favour of male
 - position at 01 April 2020 – gap closed
- Grade 10:
 - position at 01 April 2018: 0.79% mean, and 2.71% median, in favour of male
 - position at 01 April 2020 – mean reduced by 0.50% and median by 2.18%

7. Gender Pay Gap by Age

7.1 Age Breakdown for all Staff by Gender

The College staff by age group is shown in graph 5 below. A total of 61% of College staff are age 50 and over, with 28% of staff being aged 60 and over. The SFC, [College Staffing Data 2018-19](#), reported that 45% of staff are aged 51 and over, which is in comparison with the College at 44%.

Graph 5 – Percentage of Staff by Age Group



The age range of staff across the grades has been adjusted for reporting purposes to protect the identity of the staff concerned where the numbers are low with a grade or age range. For example, 1.1% of College staff are aged 70 or over.

The age range of staff across the grading structure within the College by gender is shown in Appendix 8. The data shows that age range of staff is spread across the grades, albeit sometimes in more favour of one gender or the other, with the exception of the following grades:

- Grade 4 –no staff over the age of 60
- Grade 7 – no staff aged 20 – 29 or aged 60 or over
- Grade 8 – no staff aged between 20 and 39
- OMT/SMT – no staff aged 20 -29
- Lecturer – no staff aged 20 - 29

In analysing the length of service by gender, Appendix 9 the gender pay gap is more in favour of male where the length of service is under five years. The pay gap is influenced by the higher percentage of teaching staff that have less than five years’ service, of which there are 32 male and 19 female staff.

8. Disability

8.1 Staff - Disability Disclosure

At 1 April 2020 the College employed 544 staff, of which 37 disclosed a disability, the percentage breakdown by disclosure and by gender is shown in Table 24 below. The percentage of staff within the Further Education Sector who have chosen to disclose a disability reported by the [College Staffing Data 2018-19](#) report was 6%.

Table 24 – Breakdown of Staff by Disability and Gender

| Category | Percentage | Female | Male |
|---------------------------|------------|--------|------|
| Disclosed Disability | 6.8% | 24 | 13 |
| Yes – Mental Ill Health | 10.9% | 2 | 2 |
| Yes- Physical Impairment | 51.3% | 13 | 6 |
| Yes- Prefer not to Answer | 37.8% | 9 | 5 |
| Prefer Not to Answer | 2.6% | 7 | 7 |
| No | 90.6% | 260 | 233 |

8.2 Pay Gap – Disability

The roles held by staff who have disclosed a disability are spread across Support Staff grades 1 to 6 and Academic grades 6a to grade 10 in the Colleges structure.

The ONS report, [Disability Pay Gaps in the UK: 2018](#) published December 2019 reported the disability pay gap for the UK at 12.2%. London had the widest disability pay gap at 15.3% and the narrowest pay gap was in Scotland at 8.3%

More recently according to research by the Trades Union Congress, [Disability employment and Pay Gap 2020](#) report, published October 2020 the disability pay gap for employees in the UK stands at 20%, disabled persons earn £2.10 per hour less than a non-disabled person.

Table 25 below compares the hourly rate for staff who are disabled and staff who are not within the College. Staff who are non-disabled earned £2.86 per hour more than those staff who chose to disclose a disability. The data shows a pay gap of 12.5% between staff who disclosed a disability and those who did not.

Table 25 – Pay Gap - Staff who have disclosed disability in comparison to non-disabled staff

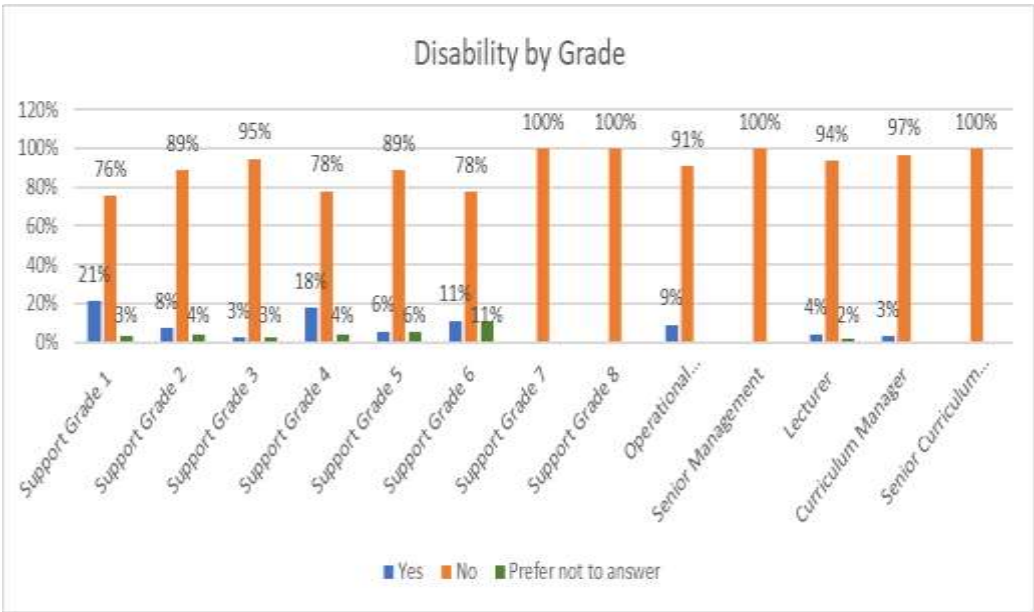
| Disability | No of staff | Hourly rate | % difference |
|------------------------------------|-------------|-------------|---------------------------------------|
| No (includes prefer not to answer) | 507 | £20.70 | 12.5% in favour of non-disabled staff |
| Yes | 37 | £17.84 | |

In the previous report published in 2016 the gap was 6.10%. A number of staff who had disclosed a disability who held senior and managerial positions left the College’s employment at 31 July 2020, this has had an impact on the percentage difference of the hourly rate for staff who are disabled compared to staff who are not disabled. The next section explores further disability across the grading structures.

8.3 Disability across Grading Structures

A high percentage of staff who have disclosed a disability are concentrated at the lower grades 33%. The percentage of staff who have disclosed a disability by grade is shown in Graph 6 below. Operational Management contains grades 9 to 10 and Senior Management contains grades 11 to 13.

Graph 6 – Disability by Grade



The pay gap is largely influenced by the number of staff who do not have a disability (or have chosen not to disclose), in comparison to those who have disclosed. The data demonstrates that there is not an even spread of staff who have disclosed a disability across the higher grades.

Staff who have disclosed a disability are concentrated at:

- Support grades 1 to 6
- Operational Management
- Lecturer
- Teaching Management

In comparing the hourly rate between non-disabled staff and disabled staff at the same grade, Appendix 10, there is a percentage difference is shown at two grades:

- Grade 1: 4.95% in favour of non-disabled
- Grade 10: -3.5% in favour of disabled

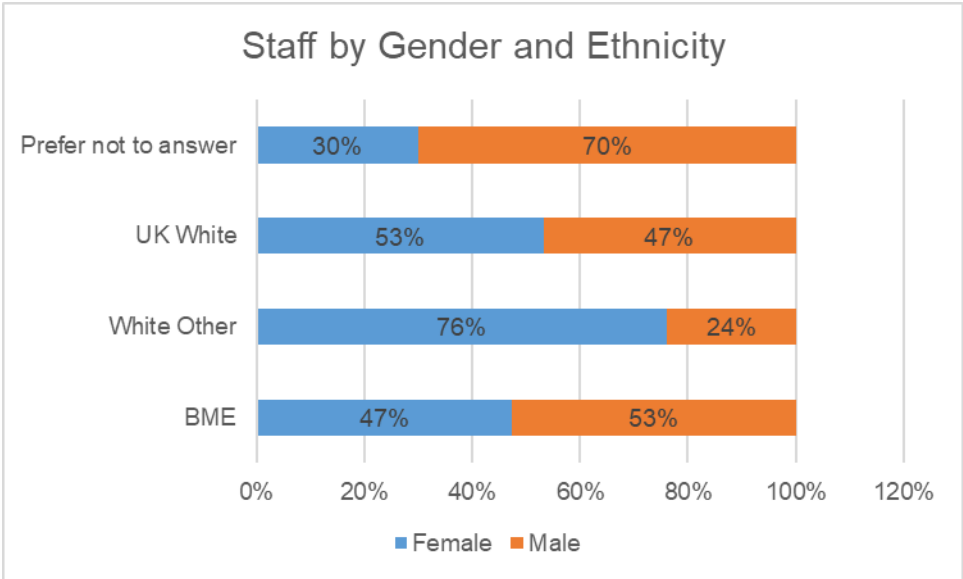
Analysis shows the difference identified to be solely attributable to incremental progression. Through time staff will progress to the maximum of the scale eliminating the pay gap.

9. Pay Gap - Ethnic Origin

Graph 7 below shows the breakdown of staff by gender and ethnicity. The College employed:

- more male BME staff than female; and
- more female than male White Other staff.

Graph 7 - Breakdown of Staff by Gender and Ethnicity



The ONS Report, [Ethnicity Pay Gaps: 2019](#) states that in 2019, the median hourly pay for those in the White ethnic group was £12.40 per hour compared with those in ethnic minority at £12.11 per hour – a pay gap of 2.3%, its narrowest level since 2012. The pay gap was at its largest in 2014, at 8.4%. The ONS reports that this simple comparison between White and ethnic minority groups does, however, mask a wide variety of experiences among different ethnic minority.

The data, Appendix 11, Table 1, shows there is no pay gap between BME staff and UK White staff, this was also the case when reporting at 01 April 2016. At 01 April 2016 the College reported a pay gap between UK White and White Other of 11.43% in favour of UK White, this has decreased to 8.9%.

In comparing staff from an ethnic minority background to UK White, Appendix 11, Table 2, the pay gap is 6.9%. There is a higher percentage of ethnic minority staff on lower graded posts within the College support staff structure which has an influence in the pay gap.

The gender pay gap between ethnic minority female and male staff is 8.9%, this is influenced by the number of male staff who hold a teaching post in comparison to female staff, who are mainly concentrated at the lower grades within the support staff structure. In addition, 32% of ethnic minority female staff have yet to reach the maximum scale point for the role compared to 13% of male staff. The reason for the pay gap is explored further in the next section.

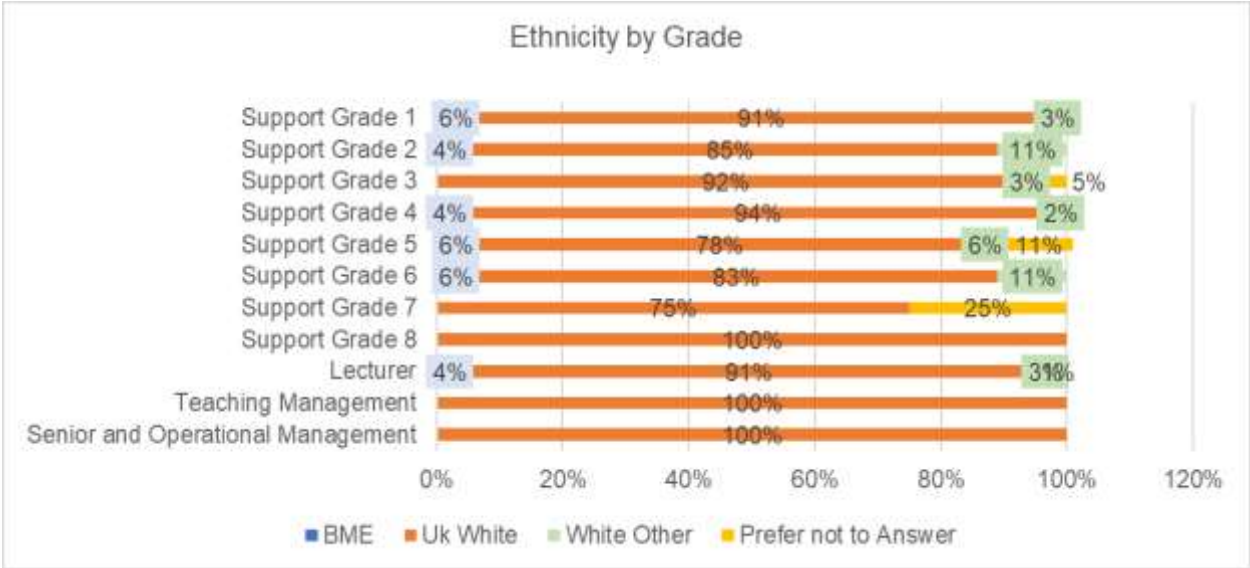
9.1 Ethnic Origin across Grading Structure

The posts held by staff from an ethnic minority background at 01 April 2020 ranged across support and academic grades 1 to 6a.

The percentage of BME and White Other staff at each level is shown in Graph 8 below. Some grades have been condensed for reporting purposes to ensure staff are not identified due to small numbers within a grade.

The posts held by the staff from a BME background are concentrated in grades 1, 2, 4, 5 and 6 within the support staff category and at Lecturer level 6a. There are no staff from a BME background in a teaching management or operational/senior management position. In comparison at 01 April 2016 staff from a BME background were concentrated in grades 2 to 5 within the support staff category and at Lecturer level, Grade 6a and Grade 8 within the teaching staff category.

Graph 8 - BME and White Other



The posts held by staff from a White Other background are concentrated at grades 1 through to 6 within the support staff category and at Lecturer level, Grade 6a within the teaching staff category. In comparison at 01 April 2016 staff from a White Other background, were concentrated in grades 1 to 3 within the support staff category and at Lecturer level, Grade 6a within the teaching staff category.

The SFC [College Staffing Data 2018-19](#), reports that of BME teaching staff, 1.9% are female and 3% are male within the Further Education Sector, in comparison the gender split for teaching BME staff was 45% female and 55% male.

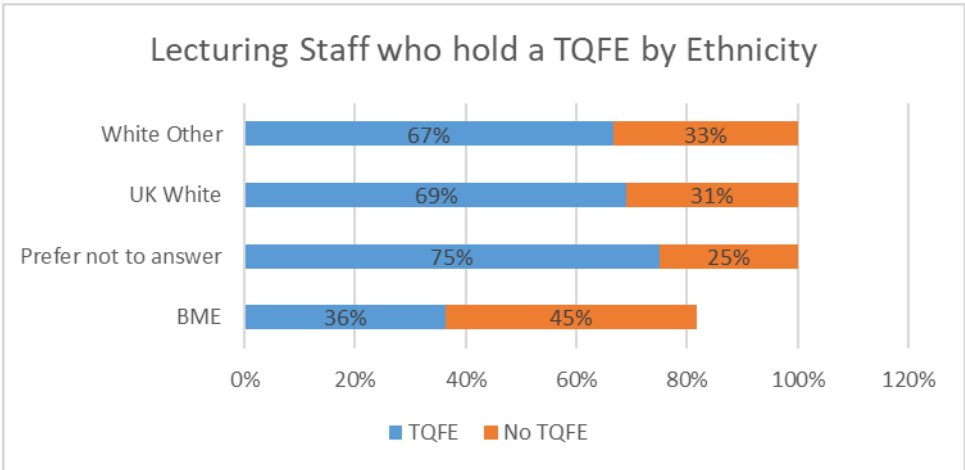
There has been some movement within support staff grades with regards to staff from a BME and White Other background.

There are BME or White Other staff across all of the Faculties and nine of the 14 Support Departments.

In order for a Lecturer to progress to a promoted post they must hold a Teacher Qualification in Tertiary Education (TQFE). Graph 9 below shows a breakdown of non-promoted staff by ethnicity who held a TQFE at 01 April 2020.

A total of 73% of teaching staff hold a TQFE or equivalent. Of the teaching staff who held a TQFE or equivalent at 01 April 2020, 36% are from a BME and 67% are from a White Other background as opposed to 69% of those with a UK white background.

Graph 9 - Lecturing Staff who hold a TQFE or Equivalent by Ethnicity



To assist with the selection of teaching staff for the TQFE programme the College require those who do not possess a TQFE to achieve the Professional Development Award (PDA) prior to progressing to the TQFE, the PDA also assists staff in their role and to undertake the TQFE. Of the 11 BME staff employed at 01 April 2020, four hold the TQFE, two have achieved the PDA, one is currently undertaking the PDA and three are still to undertake the PDA qualification (one member of staff has left the College’s employment). Of the nine staff from a White Other background six hold a TQFE and three are still to undertake the PDA.

As part of the National Collective Bargaining it was agreed that lecturing staff require professional registration with the General Teaching Council (Scotland) (GTCS) as per the National Joint Negotiating Committee (NJNC) [Circular 03/18](#).

Lecturing staff are currently unable to register with the GTCS until they have hold a TQFE or equivalent qualification. The National College Lecturer Registration Working Group which consists of representatives from Colleges Scotland, College management, the General Teaching Council Scotland and the EIS, are currently considering routes to registration in addition to holding a TQFE.

The National College Lecturers’ Registration Working Group are working to a schedule that will see registration opening for all lecturers with TQFE (or equivalent) from 1 August 2021. The anticipated timescale for the conclusion of the registration process of all college lecturers is 1 August 2022.

The Lecturing staff at Glasgow Kelvin College are part of the first group of lecturing staff who are required to register with the GTCS as identified by the College Lecturers’ Registration Working Group. Glasgow Kelvin College is one of three colleges participating in the initial pilot project. The project is a joint initiative with GTC Scotland, EIS-FELA, Colleges Scotland, the Scottish Government and universities offering the TQFE.

The College has established a GTCS Workgroup to manage and progress the pilot, the Workgroup membership consists of representatives from Human Resources and Organisational Development, management, EIS-FELA and a Senior Education Officer (Further Education and Professional Learning, GTC Scotland).

All staff have undergone a Professional Development Review which aims to develop and agree with the employee a development plan to support them to achieve relevant qualification(s) to provide them with the opportunity for career progression for the future.

10. Pay Gap by Age and Gender

The ASHE Report from the Office for National Statistics reports that the gender pay gap remained close to zero for full-time employees aged under 40 but was over 10% for older groups.

In comparing all staff within an age range there is a pay gap within the age band 20 – 29, in all other age ranges the hourly rate is the same, Appendix 12, Table 1. The reason for the pay gap within the age range 20 - 29 is attributable to both the small number of staff within the group compared to other age bands and a higher percentage of staff who have not yet reached the maximum scale point for their grade. A total of 56% of staff within this age range are not on the maximum scale point as opposed to the other age ranges where the percentage of staff not on the maximum varies between 7% and 24%.

Exploring further the pay gap within each age range by gender the table above shows that there is a pay gap within the age ranges 20 – 29 and 30 – 39 in favour of male. Analysing the data further by gender within each age range it shows the number of staff within a grade category.

Age range 20 – 29

| Gender | Total No of Staff | Grade 1 - 4 | Grade 5 – 8 | Lecturer |
|--------|-------------------|-------------|-------------|----------|
| Female | 19 | 14 | 2 | 3 |
| Male | 17 | 8 | 1 | 8 |

The gender pay gap within this age range is influenced by:

- a higher number of female staff are concentrated within support staff grades 1 to 4 than male
- a higher number of male teaching staff within this age range, teaching staff receive a higher hourly rate than support staff grades 1 to 7
- 68% of female staff have yet to reach the maximum scale point for the grade as opposed to 47% of males

Age range 30 – 39

| Gender | Total No of Staff | Grade 1 - 4 | Grade 5 – 10 | Lecturer and Teaching Management (TM) |
|--------|-------------------|-------------|--------------|---------------------------------------|
| Female | 57 | 22 | 9 | 26 (2 TM) |
| Male | 48 | 14 | 4 | 30 (3 TM) |

The gender pay gap within this age range is influenced by:

- a higher number of female staff are concentrated within support staff grades 1 to 4 than male
- male staff on Grade 5 to 10 are concentrated on more senior levels than female staff

combined with female staff not having reached the maximum scale point for the grade

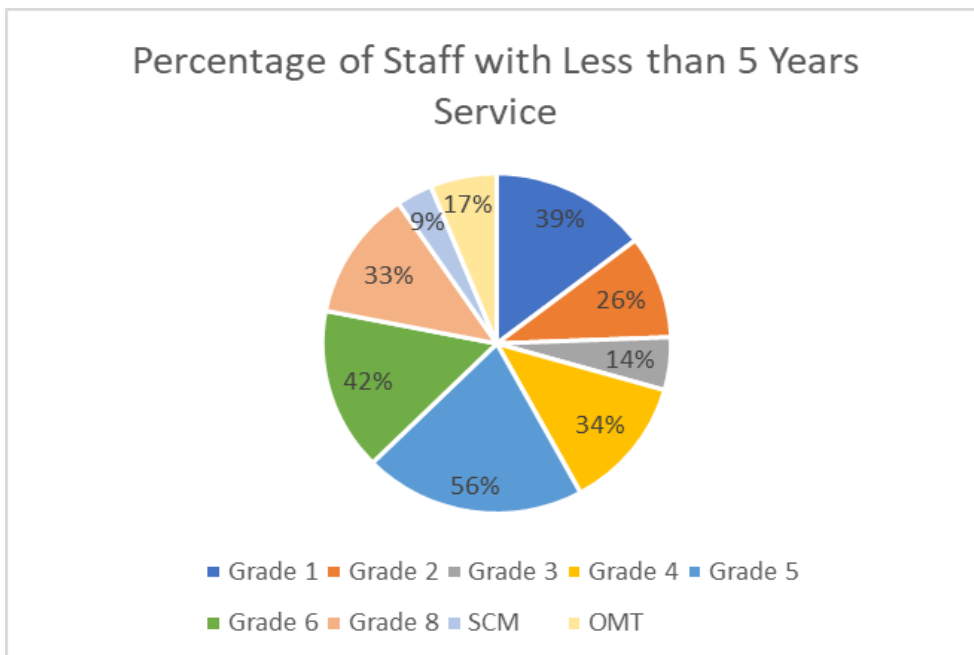
- a higher number of male teaching staff within this age range, teaching staff receive a higher hourly rate than support staff grades 1 to 7 and there is slightly more male promoted teaching staff in this category
- 25% of female staff have yet to reach the maximum scale point for the grade as opposed to 12% of males

As female staff progress through the incremental scale points the pay gap will decrease.

Considering length of service by gender, Appendix 12, Table 2, the gender pay gap is more in favour of male where the length of service is under five years. Analysis shows that the pay gap is influenced by the higher percentage of teaching staff that have less than five years' service, of which there are 32 male and 19 female staff.

Graph 10 below shows the percentage of staff within a grade where staff have less than five years' service. This indicates a higher turnover within that grade or that posts have been created at that level to develop a service area. The grade with the most movement is Grade 5 followed by Grade 6.

Graph 10 - Percentage of staff within a Grade with Less than five years' service



11. Gender Occupational Segregation

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

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

Occupational segregation is one of the barriers, which prevents women and men, from fulfilling

their potential in the labour market, and consequently contributes to the pay gap. Women tend to be concentrated in the lower paid jobs (e.g. caring, catering, cleaning, clerical, and the lower grades within an organisation).

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

The College acknowledges that the gender balance in Departments and Curriculum areas either favour one gender or the other, within some subject areas in relation to teaching roles there is no gender balance. Female staff whilst concentrated in lower graded posts they are also equally spread throughout the grades both in senior and operational management, teaching and support. The College been successful over the past two years in encouraging both genders into non-traditional roles.

The College will continue to consider and identify approaches which would encourage further both genders into non-traditional roles.

11.1 Senior and Operational Management

There are 68 management posts including senior management, operational management and middle management, teaching and support staff grade 7 and above.

The gender balance for management posts at 01 April 2020 in comparison to 28 February 2019 continues to be slightly in favour of female Appendix 13, Table 1.

The figures are broken down further, Appendix 13, Table 2, show the gender balance across the levels of management is fairly even with the exception of Senior Curriculum Manager and Head of Faculty level where the balance is more in favour of male whereas middle management support is more in favour of female.

11.2 Teaching Staff

The College had four Faculties at the time of writing this report:

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

At 01 April 2020 the College employed 304 teaching and promoted teaching staff, including Lecturer, Curriculum Manager and Senior Curriculum Manager.

The gender breakdown for teaching and promoted teaching staff for 2020 in comparison to 2019 has remained fairly static during this period. In relation to full-time and part-time staff the percentage for both genders has increased, Appendix 14. In comparison the number of female part-time staff has decreased whilst the number of male part-time staff has increased, there are twice as many female part-time staff as male staff in this cohort. The number of staff in fixed-term roles has decreased for both genders and there are more male staff on fixed-term

contracts. The College has reduced its use of fixed-term contracts and reserves these solely for covering specific short-term demand, maternity leave and long-term absence.

11.2.1 Curriculum Areas - Gender Balance

The gender balance for teaching staff and promoted teaching staff is considered further broken down by:

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

There are 31 subject areas of which 22 have both genders albeit there is a higher concentration of one gender or the other. Key points taken from the data, Appendix 15, with regards to the gender balance within the curriculum include:

- a more even gender balance (approx. 40% to 60% split) can be found in subject areas such as:
 - Science
 - Wider Access – Adult Learning
 - Music Business
 - Art and Photography
 - Mathematics
 - Hospitality
 - Music Performance and TV Production
- there is a higher concentration of females in subject areas such as:
 - Accounting, Administration and Business
 - Dance, Acting, Performance and Music Theatre
 - Fashion and Jewelry
 - Health and Social Care
 - Support for Learning
 - Hairdressing and Beauty
 - ESOL
- there is a higher concentration of males in subject areas such as:
 - Computing
 - Community
 - Sport, Fitness and Outdoor Education
 - Brickwork and Construction
 - Electrical Engineering and Access
- some subject areas remain male dominated:
 - male – Automotive; Carpentry and Joinery; Civil Engineering and Construction Management; Mechanical Engineering and CAD; Plumbing and Schools; Refrigeration and Air Conditioning; Service and Maintenance; Heating and Ventilation; Electrical Installation and Sound Production

- the subject areas that have improved their gender balance include:
 - Early Education and Childcare (previously female dominated)
 - Art and Photography
 - Computing
 - Hospitality
 - Sport, Fitness and Outdoor Education
 - ESOL

Of the four Heads of Faculty three are male and one female. One Curriculum Manager within Engineering, Construction and Science is female. In her role as a Curriculum Manager she seeks to be influential in working with the staff to identify and implement strategies to attract and retain female learners into the subject areas within the curriculum. The College has been successful in attracting staff into non-traditional areas and the majority of subject areas have both genders represented with the exception Engineering and Construction, it continues to seek to attract female lecturers into this area but unfortunately it has been unsuccessful to date.

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

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

11.3 Support Staff

The analysis across the support functions considers 14 Support areas. The previous Report demonstrated that there was a much higher proportion of females or males in specific service areas and the data demonstrates that this position has not changed. None of the support functions have a gender balance.

Of the 14 areas 10 have a higher concentration of female staff, a more detailed breakdown by department is shown in Appendix 16.

11.3.1 Support Staff – Gender by Department

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

- there is a higher concentration of females in support staff areas such:
 - Student Records

- Advice, Guidance and Advice
 - Administration and Secretariat
 - Support Services for Learners – Health, Care and Learner Development
 - Business Development, Foundation Apprenticeship and Marketing
 - Library
 - Finance
 - Community Information Services
- there is a higher concentration of males in support staff areas such as:
 - Estates
 - ICT Technical Service
 - Support Services for Learners – Business and Creative Industries
 - Support Services for Learners – Engineering, Construction and Science
- Support Departments which are solely one gender or the other include:
 - Human Resources and Learner Engagement (75% of staff within this function are elected by the student body and the gender balance of staff will change each session).

There has been some movement in the support areas with five departments seeing an increase in the number of female staff and three seeing a decrease, other than this Support Departments remain heavily weighted in favour of one gender or the other.

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

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

- ICT Technical Services took the opportunity when two vacancies within the area arose to create two temporary fixed-term posts of which one of the appointees is female. In addition a post was created to support the College's transition to an increased use of digital services due to the Coronavirus. This post was offered to existing staff as a development opportunity and a female member of staff was appointed.
- A temporary cover arrangement during the reporting period was created due to maternity leave within the Human Resources Department. A male agency worker was appointed and worked within the section for 14 months until the cover came to an end.
- A temporary secondment of a male minority ethnic member of staff to the Human Resources Team one day per week. A staff member successfully completed a formal HR qualification and the secondment was been put in place to provide hands on experience and possible future career opportunities should these arise within the College. The employee obtained a position within Human Resources in another organisation.

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

- a female Service Development Manager, IT Technical Services and two female members of staff recently appointed to the Digital Services Team.
- a female Senior Science Technician.
- a male Team Leader – Administration and Secretariat.
- a male Senior Administration Officer.

12. Equal Pay Statement

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

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

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

12.1 How College put Equal Pay into practice?

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

The College commitment to equal pay is demonstrated by:

- operating set terms and conditions for salary placement for all staff regardless of employment status based on National Collective Bargaining or through its Board of Management, Remuneration Committee for Senior Staff;
- monitoring and reviewing pay practices in partnership with Trade Unions and when appropriate staff representatives and members of the Board of Management;
- reviewing and revising, where necessary, written terms and conditions in partnership with its recognised Trade Unions and members of the Board of Management;
- providing open access for staff to their own personal information;
- evaluating all posts, including senior management, using Job Evaluation System, Further Education Development and Role Analysis (FEDRA) and addressing any anomalies

- subsequently identified, locally or nationally;
- reviewing and updating pay and grading structures in partnership with representatives of its recognised Trade Unions underpinned by the FEDRA job evaluation system;
- conducting an equal pay audit and reporting the findings in its Equal Pay Statement and Equal Pay Audit Report as part of the published PSED Report;
- not operating long pay scales and ranges;
- providing training and guidance for those staff directly involved in decisions about pay and benefits;
- encouraging all staff to make appropriate provisions for their pension with the support of its recognised Trade Unions; and
- impact assessing pay policies and practices.

The College equal pay objectives are to:

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

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

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

12.2 Tackling Occupational Segregation

The College takes a number of steps to minimise occupational segregation and advance equality of opportunity associated with gender, race, disability and other protected characteristics.

These are as follows:

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

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

13 Recruitment and Selection

13.1 Recruitment and Selection Strategy

The recruitment and selection strategy for Glasgow Kelvin College seeks to select the best candidate for every job vacancy and achieve a fair and consistent approach in its Recruitment and Selection Procedures by promoting equality of opportunity. The College has an Equality and Diversity Policy that details its commitment to advancing equality of opportunity in employment.

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

It is the responsibility of all those involved in the recruitment and selection process to adhere to all statutory obligations placed on the College by legislation. This is especially with particular reference to Equality Act 2010, the General Data Protection Regulations and the Data Protection Act 2018.

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

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

The College reviews and adapts its approaches systematically to meet its needs. Its recruitment and selection strategy aims to recruit, retain and develop the College workforce

through selecting and appointing the appropriate candidate for the post, which helps to increase staff engagement, productivity and decrease staff turnover.

13.2 Recruitment and Selection Statistics

13.2.1 Recruitment by Applications and Successful Applications

A more detailed breakdown of applicants and appointments can be found in the appendices indicated for each protected characteristic.

Sex – Appendix 17

A summary of data for applications and appointments by gender over the two year period, academic session 2018/19 and 2019/20 includes:

- a higher percentage of applications from women for both years
- 2018/19: a higher percentage of men were shortlisted however the total number of appointments were in favour of women, 2019/20 this was reversed
- 2018/19 and 2019/20: data shows a higher percentage of men were successful for internal appointments and a higher percentage of women for external appointments.

Race - Appendix 17a

A summary of data for applications and appointments by race over the two year period, academic session 2018/19 and 2019/20 includes:

- 2018/19: 9.31% of the applicants were from a minority ethnic background and 9.49% were White Other. 2019/20 - applicants from a minority ethnic decreased to 8.15% for both categories
- 2018/19: of candidates appointed: 3.2% BME and 11.67% White Other
- 2019/20: of candidates appointed: 3.2% BME

The College continues to attract applications from individuals from a minority ethnic backgrounds for lower graded posts however it is less successful in attracting applicants for managerial positions both internally and externally.

Disability – Appendix 17b

A summary of data for applications and appointments by disability over the two year period, academic session 2018/19 and 2019/20 includes:

- 2018/19: 6.27% disclosed a disability, 6.95% were shortlisted and 10% were appointed. 12.82% were external candidates and 4.76% were internal candidates.
- 2019/20: 7.41% disclosed a disability, 7% were shortlisted candidates however none of the candidates who disclosed a disability were appointed
- over the past three years the percentage of applicants who have preferred not to answer has consistently decreased from 4.33% in 2017/18 to 3.42% in 2018/19 and to 2.22% in session 2019/20

Age – Appendix 17c

A summary of data for applications and appointments by age over the two year period, academic session 2018/19 and 2019/20 includes:

- 2018/19 and 2019/20: highest percentage of applicants were under the age of 35, accounting for 46.53% and 40% respectively
- an increase in the number of applicants, and those appointed, who fell within the age range 51-60 and 61+ in both years
- percentage of candidates appointed who were 61+ increased from 0.7% in 2017/18 to 3.33% in 2018/19 and 6.45% in 2019.20
- More than a third of all appointees in 2019/20 were in the higher age ranges.

Sexual Orientation – Appendix 17d

A summary of data for applications and appointments by sexual orientation over the two year period, academic session 2018/19 and 2019/20 includes:

- 2018/19: 8.55% identifying as LGBTQ+ and accounted for 10.01% of appointments
- 2019/20: 7.04% identifying as LGBTQ+ and accounted for 3.23% of appointments
- percentage of applicants who preferred not to answer has decreased significantly from 23.3% in session 2016/17 to single figures in the next two sessions, further decreasing to 3.33% in session 2019/20.

Religion and Belief – Appendix 17e

A summary of data for applications and appointments by religion and belief over the two year period, academic session 2018/19 and 2019/20 includes:

- 2018/19: 33.81% Christian (all denominations)
- 2019/20: 38.15% Christian (all denominations)
- other religions or beliefs disclosed account for 7.5% of all applications in session 2018/19 decreasing to 6.30% in 2019/20
- these included Buddhist, Quaker, Muslim, Sikh, Pagan and other religious beliefs (not specified)

13.2.2 Summary of all appointments by protected characteristic 01 August 2018 – 31 July 2020

The full details of appointments made over academic session 2018/19 and 2019/20 is contained within Appendix 18.

A summary of data for appointments by protected characteristics over the two-year period, academic session 2018/19 and 2019/20 includes:

- gender – 39 Male and 48 Female
- disability –6 appointees
- ethnic minority – 7 appointees

- age – up to 35, appointees 38; 36 – 50: appointees, 29; 51-60: appointees 16 and 61+: appointees 4
- sexual orientation – 7 appointees LGBTQ+
- religion and belief – 28 Christian (all) appointees; 3 other faith or belief and 46 none
- marital status – single: 24 appointees; married/civil partnership: 51 appointees; divorced 4 appointees and separated: 1 appointee

14. Board of Management – Diversity Profile

The Board of Management is responsible for the governance of Glasgow Kelvin College. The strategic direction of the College is set by the Board which is responsible for all College policy. It conforms to legal responsibilities as defined by the Further and Higher Education (Scotland) Act 1992 and is an Assigned College of the Glasgow Colleges' Regional Board.

The Board of Management has 18 members, including two staff representatives elected by the academic and support staff respectively, and two student representatives and the College Principal.

Members of the Board serve on a voluntary basis, without remuneration, take an active interest in the work of the College and attend various college events. The Board normally meets five times a year and observers are welcome. Papers relating to the Board of Management are published on the College website after meetings.

The Board of Management signed up to the Scottish Government's Partnership for Change. The Pledge asks public, private and third sector organisations to set a voluntary commitment for gender balance on their boards of 50/50 by 2020.

In support of the Pledge, the Board made a commitment to seek to improve its gender balance in line with the Gender Representation on Public Boards (Scotland) Act 2018, the Board sought to improve the representation of women in non-executive positions on public boards, noting the 'gender representation objective' – a target that women should make up 50% of non-executive board membership.

The Board revised its attraction strategy in relation to Board Member recruitment to encourage applications from a diverse cross-section of the region's population, striving for a 50/50 gender balance in terms of its membership but also taking cognisance of all other protected characteristics as part of its recruitment and appointment process. The Board will however always, above all other considerations, appoint the person who has the skills required at that time.

In addition, the Board established a succession planning approach for Board Members through the creation of co-opted positions this was aimed at preparing members for full membership.

In session 2019/20 the Board sought to recruit a further four members, two full Board members and two co-opted. Of the two full members recruited there was one male and one was female and same for co-opted members.

Membership of the Board at the time of writing this report consists of 9 males and 10 females. Both the Chair and Vice Chair are male. The Board has achieved its commitment to the 50/50 pledge.

All members of the Board of Management receive training and development in a wide range of equality and diversity topics.

Mean and Median - Gender Pay Gap for Staff Across all Grades at 01 April for 2020

| Support | No of Staff | Mean | Gender Pay Gap | Median | Ender Pay Gap |
|--|--------------------|-------------|-----------------------|---------------|----------------------|
| Grade 1 | | | | | |
| Female | 21 | £11.15 | -1.13% | £11.67 | No Gap |
| Male | 12 | £11.03 | | £11.67 | |
| Grade 2 | | | | | |
| Female | 45 | £13.10 | -0.48% | £13.13 | No Gap |
| Male | 8 | £13.04 | | £13.13 | |
| Grade 3 | | | | | |
| Female | 11 | £14.45 | 0.70% | £14.60 | No Gap |
| Male | 26 | £14.56 | | £14.60 | |
| Grade 4 | | | | | |
| Female | 35 | £16.27 | 0.27% | £16.52 | No Gap |
| Male | 15 | £16.31 | | £16.52 | |
| Grade 5 | | | | | |
| Female | 12 | £17.36 | 2.81% | £17.27 | 4.17% |
| Male | 6 | £17.86 | | £18.03 | |
| Grade 6 | | | | | |
| Female | 9 | £20.69 | -0.55% | £20.77 | No Gap |
| Male | 9 | £20.58 | | £20.77 | |
| Grade 7 | | | | | |
| Female | 4 | £22.59 | -0.19% | £22.72 | No Gap |
| Male | 3 | £22.55 | | £22.72 | |
| Grade 8 | | | | | |
| Female | 5 | £25.23 | -7.44% | £25.23 | -7.44% |
| Male | 1 | £23.48 | | £23.48 | |
| Operational Management | No of Staff | Mean | Gender Pay Gap | Median | Ender Pay Gap |
| Grade 9 | | | | | |
| Female | 2 | £26.97 | N/A | £26.97 | No Gap |
| Male | 1 | £26.97 | | £26.97 | |
| Grade 9a | | | | | |
| Female | 1 | £31.05 | N/A | £31.05 | No Gap |
| Male | 1 | £31.05 | | £31.05 | |
| Support and Academic - Grade 10 | | | | | |
| Female | 1 | £33.36 | 0.27% | £33.36 | 0.53% |
| Male | 4 | £33.45 | | £33.54 | |
| Senior Management | No of Staff | Mean | Gender Pay Gap | Median | Ender Pay Gap |
| Support and Academic - Grade 11 | | | | | |
| Female | 2 | £37.38 | -1.40% | £37.38 | No Gap |
| Male | 3 | £36.86 | | £37.38 | |

| | | | | | |
|---|--------------------|-------------|-----------------------|---------------|----------------------|
| Support and Academic - Vice Principal – Grade 12 | | | | | |
| Female | 1 | £52.04 | N/A | £52.04 | No Gap |
| Male | 1 | £52.04 | | £52.04 | |
| Principal – Grade 13 | | | | | |
| Female | 1 | £0.00 | N/A | £0.00 | N/A |
| Male | 1 | £69.23 | | £69.23 | |
| Academic | No of Staff | Mean | Gender Pay Gap | Median | Ender Pay Gap |
| Lecturer | | | | | |
| Female | 123 | £22.82 | -0.66% | £22.82 | No Gap |
| Male | 144 | £22.67 | | £22.82 | |
| Curriculum Manager | | | | | |
| Female | 14 | £26.61 | No Gap | £26.61 | No Gap |
| Male | 10 | £26.61 | | £26.61 | |
| Senior Curriculum Manager | No of Staff | Mean | Gender Pay Gap | Median | Ender Pay Gap |
| Female | 5 | £28.30 | No Gap | £28.30 | No Gap |
| Male | 8 | £28.30 | | £28.30 | |

Appendix 2

Mean and Median - Percentage difference in the hourly rate across support staff grades by gender at 01 April 2020

| Gender | Head Count | Mean Hourly Rate | Percentage Difference | Median | Percentage Difference |
|----------------|------------|------------------|--|--------|----------------------------|
| Grade 1 | | | -1.13% in favour of female Incremental progression Not on maximum scale point for the grade: 8 female and 4 male | £11.67 | No gap |
| Female | 21 | £11.15 | | | |
| Male | 12 | £11.03 | | £11.67 | |
| Grade 2 | | | -0.48% in favour of female Incremental progression Not on maximum scale point for the grade: 5 female and 3 male | £13.13 | No gap |
| Female | 45 | £13.10 | | | |
| Male | 8 | £13.04 | | £13.13 | |
| Grade 3 | | | 0.70% in favour of male Incremental progression Not on maximum scale point for the grade: 3 female and 6 male | £14.60 | No gap |
| Female | 11 | £14.45 | | | |
| Male | 26 | £14.56 | | £14.60 | |
| Grade 4 | | | 0.27% in favour of male Incremental progression Not on maximum scale point for the grade: 11 female and 5 male | £16.52 | No gap |
| Female | 35 | £16.27 | | | |
| Male | 15 | £16.31 | | £16.52 | |
| Grade 5 | | | 2.81% in favour of male Not on maximum scale point for the grade: 8 female and 2 male | £17.27 | 4.17% in favour of male |
| Female | 12 | £17.36 | | | |
| Male | 6 | £17.86 | | £18.03 | |
| Grade 6 | | | -0.55% in favour of female Not on maximum scale point for the grade: 3 female and 5 male | £20.77 | No Gap |
| Female | 9 | £20.69 | | | |
| Male | 9 | £20.58 | | £20.77 | |
| Grade 7 | | | -0.19% in favour of female Not on maximum scale point for the grade: 1 female and 2 male | £22.72 | No Gap |
| Female | 4 | £22.59 | | | |
| Male | 3 | £22.55 | | £21.72 | |
| Grade 8 | | | -7.44% in favour of female Not on maximum scale point for the grade: 1 female and 1 male | £25.23 | -7.44% in favour of female |
| Female | 5 | £25.23 | | | |
| Male | 1 | £23.48 | | £23.48 | |

Hourly Rate – Support Staff - Male and Female – Full and Part time - 1 April 2020 in comparison to 2018

| 01 April 2020 | | | 01 April 2018 | |
|------------------|-------------|----------------------------|---------------|-------------------------------|
| Gender | Hourly Rate | Mean % Difference | Hourly Rate | Mean % Difference |
| Full-time Male | £16.89 | 0% | £16.26 | 0.86% in favour of male |
| Full-time Female | £16.89 | | £16.12 | |
| | | | | |
| Part-time Male | £15.22 | 2.47% in favour of male | £14.01 | -0.36% in favour of female |
| Part-time Female | £14.84 | | £14.06 | |
| | | | | |
| All Male Staff | £16.56 | 3.08% | £15.77 | 3.42% in favour of male |
| All Female Staff | £16.05 | | £15.23 | |

Gender pay gap broken down by gender, grade, full-time and part-time

| | No of staff | Hourly Rate - Mean | Mean GPG | Hourly Rate -Median | Median GPG |
|----------------|-------------|-----------------------|----------|------------------------|------------|
| Grade 1 | | | | | |
| FT | | | | | |
| Female | 7 | £11.51 | -5.86% | £11.67 | No Gap |
| Male | 9 | £10.88 | | £11.67 | |
| PT | | | | | |
| Female | 14 | £10.97 | 4.47% | £11.40 | 2.35% |
| Male | 3 | £11.49 | | £11.67 | |
| Grade 2 | | | | | |
| FT | | | | | |
| Female | 29 | £13.10 | 1.71% | £13.13 | No Gap |
| Male | 6 | £13.33 | | £13.13 | |
| PT | | | | | |
| Female | 16 | £13.10 | -7.65% | £13.13 | -7.89% |
| Male | 2 | £12.17 | | £12.17 | |
| Grade 3 | | | | | |
| FT | | | | | |
| Female | 9 | £14.42 | 0.91% | £14.60 | No Gap |
| Male | 24 | £14.55 | | £14.60 | |
| PT | | | | | |
| Female | 2 | £14.60 | No Gap | £14.60 | No Gap |
| Male | 2 | £14.60 | | £14.60 | |
| Grade 4 | | | | | |
| FT | | | | | |
| Female | 15 | £16.05 | 1.22% | £16.52 | No Gap |
| Male | 7 | £16.25 | | £16.52 | |
| PT | | | | | |
| Female | 20 | £16.43 | -0.39% | £16.52 | No Gap |
| Male | 8 | £16.36 | | £16.52 | |
| Grade 5 | | | | | |
| FT | | | | | |
| Female | 9 | £17.13 | 4.06% | £17.02 | 5.57% |
| Male | 6 | £17.86 | | £18.03 | |
| PT | | | | | |
| Female | 3 | £18.03 | N/A | £18.03 | N/A |
| Male | 0 | £0.00 | | £0.00 | |

Gender pay gap (GPG) broken down by gender, grade, full-time and part-time

| | No of staff | Hourly Rate - Mean | Mean GPG | Hourly Rate - Median | Median GPG |
|----------------|-------------|-----------------------|----------|-------------------------|------------|
| Grade 6 | | | | | |
| FT | | | | | |
| Female | 5 | £20.77 | No Gap | £20.77 | No Gap |
| Male | 7 | £20.77 | | £20.77 | |
| PT | | | | | |
| Female | 4 | £20.59 | -3.45% | £20.77 | -4.36% |
| Male | 2 | £19.90 | | £19.90 | |
| Grade 7 | | | | | |
| FT | | | | | |
| Female | 3 | £22.55 | No Gap | £22.72 | No Gap |
| Male | 3 | £22.55 | | £22.72 | |
| PT | | | | | |
| Female | 1 | £22.72 | N/A | £22.72 | N/A |
| Male | 0 | £0.00 | | £0.00 | |
| Grade 8 | | | | | |
| FT | | | | | |
| Female | 4 | £25.23 | -7.44% | £25.23 | No Gap |
| Male | 1 | £23.48 | | £23.48 | |
| PT | | | | | |
| Female | 1 | £25.23 | N/A | £25.23 | N/A |
| Male | 0 | £0.00 | | £0.00 | |

Table 1 - Gender Pay Gap all Teaching Staff

| All Teaching Staff - 01 April 2020 | | | | Median | Gender Pay Gap |
|------------------------------------|-------------|--------|-------------------------|--------|----------------|
| | No of Staff | Mean | Gender Pay Gap | | |
| Female | 143 | £23.46 | 1.32% in favour of male | £22.82 | N/A |
| Male | 168 | £23.77 | | £22.82 | |

Table 2 - Gender Pay Gap at 01 April 2020 for Non-promoted and Promoted Teaching Staff

| Staff Category | Headcount | Mean | Gender Pay Gap | Median | Gender Pay Gap |
|-----------------------------------|-----------|--------|--|--------|----------------|
| Teaching Staff | 267 | | -0.66% in favour of female Not on maximum scale point for the grade: 8 female and 14 male | | No Gap |
| Female | 123 | £22.82 | | £22.82 | |
| Male | 144 | £22.67 | | £22.82 | |
| Curriculum Manager Level 2 | 24 | | No Gap | | No Gap |
| Female | 14 | £26.61 | | £26.61 | |
| Male | 10 | £26.61 | | £26.61 | |
| Senior Curriculum Manager Level 3 | 13 | | No Gap | | No Gap |
| Female | 5 | £28.30 | | £28.30 | |
| Male | 8 | £28.30 | | £28.30 | |

Hourly Rate – Teaching Staff - Male and Female

| | No of Staff | Mean | Gender Pay Gap | Median | Gender Pay Gap |
|----------------------------------|-------------|--------|----------------|--------|----------------|
| Lecturer | | | | | |
| FT | | | | | |
| Female | 47 | £22.99 | -0.74% | £22.82 | No Gap |
| Male | 96 | £22.82 | | £22.82 | |
| PT | | | | | |
| Female | 76 | £22.72 | -1.70% | £22.82 | No Gap |
| Male | 48 | £22.34 | | £22.82 | |
| Curriculum Manager | | | | | |
| FT | | | | | |
| Female | 17 | £26.61 | No Gap | £26.61 | No Gap |
| Male | 13 | £26.61 | | £26.61 | |
| PT | | | | | |
| Female | 1 | £26.61 | N/A | £26.61 | N/A |
| Male | 0 | £0.00 | | £0.00 | |
| Senior Curriculum Manager | | | | | |
| FT | | | | | |
| Female | 5 | £28.30 | No Gap | £28.30 | No Gap |
| Male | 8 | £28.30 | | £28.30 | |
| PT | | | | | |
| Female | 0 | £0.00 | N/A | £0.00 | N/A |
| Male | 0 | £0.00 | | £0.00 | |

Appendix 7

Percentage difference in the hourly rate at 01 April 2020 for Operational Management and Senior Management

| | No of Staff | Mean | Gender Pay Gap | Median | Gender Pay Gap |
|---|-------------|--------|--|--------|----------------|
| Operational Management | | | | | |
| Support Grade 9 | | | | | |
| Female | 2 | £26.97 | No Gap | £26.97 | No Gap |
| Male | 1 | £26.97 | | £26.97 | |
| Support Grade 9a | | | | | |
| Female | 1 | £31.05 | No Gap | £31.05 | No Gap |
| Male | 1 | £31.05 | | £31.05 | |
| Support and Academic Grade 10 | | | | | |
| Female | 1 | £33.36 | 0.27% in favour of male Not on maximum scale point for the grade: 1 female and 1 male | £33.36 | 0.53% |
| Male | 4 | £33.45 | | £33.54 | |
| Senior Management | | | | | |
| Support and Academic Grade 11 | | | | | |
| Female | 2 | £37.38 | -1.40% in favour of female Not on maximum scale point for the grade: 1 male | £37.38 | No Gap |
| Male | 3 | £36.86 | | £37.38 | |
| Support and Academic Vice Principal – Grade 12 | | | | | |
| Female | 1 | £52.04 | No Gap | £52.04 | No Gap |
| Male | 1 | £52.04 | | £52.04 | |
| Principal – Grade 13 | | | | | |
| Female | 0 | £0.00 | N/A | £0.00 | N/A |
| Male | 1 | £69.23 | | £69.23 | |

Age Range of All Staff by Grade and Gender

| Age Group | 20 - 29 | 30 - 39 | 40 - 49 | 50 - 59 | 60 - 70+ |
|----------------------------|----------------|----------------|----------------|----------------|-----------------|
| GRADE 1 | | | | | |
| Female | 67% | 100% | 75% | 45% | 67% |
| Male | 33% | 0% | 25% | 55% | 33% |
| GRADE 2 | | | | | |
| Female | 50% | 73% | 93% | 100% | 75% |
| Male | 50% | 27% | 7% | 0% | 25% |
| GRADE 3 | | | | | |
| Female | 50% | 29% | 43% | 25% | 22% |
| Male | 50% | 71% | 57% | 75% | 78% |
| GRADE 4 | | | | | |
| Female | 70% | 58% | 75% | 75% | 0% |
| Male | 30% | 42% | 25% | 25% | 0% |
| GRADE 5 | | | | | |
| Female | 100% | 100% | 43% | 75% | 0% |
| Male | 0% | 0% | 57% | 25% | 100% |
| GRADE 6 | | | | | |
| Female | 100% | 67% | 0% | 60% | 100% |
| Male | 0% | 33% | 100% | 40% | 0% |
| GRADE 7 | | | | | |
| Female | 0% | 50% | 0% | 75% | 0% |
| Male | 0% | 50% | 100% | 25% | 0% |
| GRADE 8 | | | | | |
| Female | 0% | 0% | 100% | 75% | 100% |
| Male | 0% | 0% | 0% | 25% | 0% |
| OMT/SMT | | | | | |
| Female | 0% | 0% | 33% | 45% | 33% |
| Male | 0% | 100% | 67% | 55% | 67% |
| Lecturer | | | | | |
| Female | 27% | 47% | 49% | 50% | 37% |
| Male | 73% | 53% | 51% | 50% | 63% |
| Teaching Management | | | | | |
| Female | 0% | 40% | 64% | 44% | 33% |
| Male | 0% | 60% | 36% | 56% | 67% |

Gender Pay Gap by Length of Service

| Service | Male | Hourly Rate | Female | Hourly Rate | Gender Pay Gap |
|----------------------------|------|-------------|--------|-------------|--------------------------|
| 0 - up to 2 years | 34 | £20.69 | 34 | £16.21 | 21.65% in favour of male |
| 2 - up to 5 years | 24 | £21.71 | 29 | £16.52 | 29.91% in favour of male |
| 5 - up to 10 years | 62 | £22.82 | 79 | £22.82 | No Gap |
| 10 - up to 20 years | 85 | £22.82 | 92 | £22.82 | No Gap |
| 20 and more years | 48 | £22.82 | 57 | £22.82 | No Gap |

Hourly Rate between Non-Disabled Staff and Disabled Staff at the Same Grade

| Grade | Disability | Mean | Hourly Rate - % difference | Median | Hourly Rate - % difference |
|---------------------|------------|--------|--|--------|---------------------------------|
| Support Grade 1 | No | £11.13 | 0.72% in favour of non-disabled | £11.67 | 4.95% in favour of non-disabled |
| | Yes | £11.05 | Not on maximum scale point for the grade: 5 non-disabled and 3 disabled | £11.12 | |
| Support Grade 2 | No | £13.10 | 0.08% in favour of disabled | £13.13 | No Gap |
| | Yes | £13.11 | Not on maximum scale point for the grade: 7 non-disabled and 1 disabled | £13.13 | |
| Support Grade 3 | No | £14.52 | 0.55% in favour of disabled | £14.60 | No Gap |
| | Yes | £14.60 | Not on maximum scale point for the grade: 9 non-disabled | £14.60 | |
| Support Grade 4 | No | £16.29 | 0.31% in favour of non-disabled | £16.52 | No Gap |
| | Yes | £16.24 | Not on maximum scale point for the grade: 12 non-disabled and 4 disabled | £16.52 | |
| Support Grade 5 | No | £17.50 | 2.9% in favour of disabled | £17.53 | -2.8% in favour of disabled |
| | Yes | £18.03 | Not on maximum scale point for the grade: 10 non-disabled | £18.03 | |
| Support Grade 6 | No | £20.62 | 0.72% in favour of disabled | £20.77 | No Gap |
| | Yes | £20.77 | Not on maximum scale point for the grade: 7 non-disabled and 1 disabled | £20.77 | |
| Management Grade 10 | No | £35.36 | 3.5% in favour of disabled | £33.08 | -3.5% in favour of disabled |
| | Yes | £34.29 | Not on maximum scale point for the grade: 2 non-disabled | £34.29 | |
| Lecturer | No | £22.63 | 0.40% in favour of disabled | £22.82 | No Gap |
| | Yes | £22.72 | Not on maximum scale point for the grade: 20 non-disabled and 2 disabled | £22.82 | |
| Curriculum Manager | No | £26.61 | No Gap | £26.61 | No Gap |
| | Yes | £26.61 | | £26.61 | |

Table 1 - Pay Gap by Ethnic Origin – 1 April 20120

| Ethnic Origin | No of Staff | Hourly Rate | Pay Gap |
|---------------|-------------|-------------|-----------------------------|
| BME | 19 | £22.82 | No Gap |
| Not disclosed | 10 | £21.16 | 1.88% in favour of UK White |
| UK White | 494 | £22.82 | |
| White Other | 21 | £20.77 | 8.9% in favour of UK White |

Table 2 - Pay Gap - All Staff Ethnic Minority Staff compared to UK White

| Ethnic Origin | No of Staff | Hourly Rate | Pay Gap |
|-----------------|-------------|-------------|-----------------------------|
| Minority Ethnic | 40 | £21.24 | No Gap |
| Not disclosed | 10 | £21.16 | 1.88% in favour of UK White |
| UK White | 494 | £22.82 | 6.9% in favour of UK White |

Table 1 - Pay Gap by Age and Gender

| Age Group | No of Male Staff | No of Female Staff | Male | Female | Mean Pay Gap | Male | Female | Median Pay Gap |
|-----------|------------------|--------------------|--------|--------|-------------------------|--------|--------|-------------------------|
| 20 - 29 | 17 | 19 | £17.98 | £15.63 | 27.6% in favour of male | £18.41 | £16.52 | 10.3% in favour of male |
| 30 - 39 | 49 | 56 | £20.90 | £18.81 | 10% in favour of male | £22.82 | £20.77 | 9% in favour of male |
| 40 - 49 | 65 | 83 | £21.72 | £19.69 | 9.35% in favour of male | £22.82 | £22.82 | No Gap |
| 50 - 59 | 81 | 99 | £22.44 | £20.77 | 7.44% in favour of male | £22.82 | £22.82 | No Gap |
| 60 - 70+ | 42 | 31 | £21.22 | £20.59 | 2.97% in favour of male | £22.82 | £22.82 | No Gap |

Table 2 – Gender Pay Gap by Length of Service

| Service | Male | Hourly Rate | Female | Hourly Rate | Gender Pay Gap |
|----------------------------|------|-------------|--------|-------------|--------------------------|
| 0 - up to 2 years | 34 | £20.69 | 34 | £16.21 | 21.65% in favour of male |
| 2 - up to 5 years | 24 | £21.71 | 29 | £16.52 | 29.91% in favour of male |
| 5 - up to 10 years | 62 | £22.82 | 79 | £22.82 | No Gap |
| 10 - up to 20 years | 85 | £22.82 | 92 | £22.82 | No Gap |
| 20 and more years | 48 | £22.82 | 57 | £22.82 | No Gap |

Table 1 - Gender by Management at 28 February 2017 in comparison to 2019

| 01 April 2020 | | | | | |
|------------------|-----------|-----------|-----------------------------------|-------|-----|
| All Management | Full-time | Part-time | Adjusted Work Pattern (full-time) | Total | % |
| Female | 33 | 2 | 0 | 35 | 51% |
| Male | 33 | 0 | 0 | 33 | 49% |
| 28 February 2019 | | | | | |
| All Management | Full-time | Part-time | Adjusted Work Pattern (full-time) | Total | % |
| Female | 39 | 0 | 1 | 40 | 51% |
| Male | 39 | 0 | 0 | 39 | 49% |

Table 2 - Gender Balance across levels of Managerial Posts at 01 April 2020

| Management Level | Number of posts | Female | Male |
|---|-----------------|--------|------|
| Senior Management (Principal, Vice Principal and Directors) | 8 | 3 | 5 |
| Operational Management | 8 | 4 | 4 |
| Head of Faculty | 4 | 1 | 3 |
| Senior Curriculum Manager | 11 | 4 | 7 |
| Curriculum Manager | 24 | 14 | 10 |
| Middle Management - Support | 13 | 9 | 4 |

Gender Balance for Teaching and Promoted Teaching Staff

| Un-promoted Teaching Staff (Headcount) | 304 | 346 |
|---|-----------------|-----------------|
| Date | 01.04.20 | 28.02.19 |
| Female | 47% | 46% |
| Male | 53% | 54% |
| | | |
| Female - Full-time | 46% | 42% |
| Male - Full-time | 70% | 67% |
| | | |
| Female - Part-time | 53% | 40% |
| Male - Part-time | 28% | 20% |
| | | |
| Female - Fixed Term | 1% | 18% |
| Male - Fixed term | 2% | 13% |

Gender Balance for Teaching Staff at 01 April 2020 in comparison to 28 February 2019

| Faculty – Business, Creative Industries and Digital Industries | No of Staff | Female FT | Female PT | Male FT | Male PT | % - 2020 Female | % - 2020 Male | % - 2019 Female | % - 2019 Male | Head of Faculty |
|---|--------------------|------------------|------------------|----------------|----------------|------------------------|----------------------|----------------------------------|----------------------|------------------------|
| Faculty Management | 10 | 6 | 0 | 4 | 0 | 60% | 40% | 25% | 75% | Male |
| Accounting, Administration & Business | 9 | 2 | 6 | 0 | 1 | 89% | 11% | 75% | 25% | |
| Art & Photography | 11 | 4 | 2 | 1 | 4 | 55% | 45% | 62% | 38% | |
| Computing | 13 | 0 | 3 | 7 | 3 | 23% | 77% | 11% | 89% | |
| Dance, Acting, Performance & Music Theatre | 7 | 4 | 2 | 0 | 1 | 86% | 14% | 88% | 12% | |
| Fashion & Jewelry | 8 | 2 | 4 | 1 | 1 | 75% | 25% | 75% | 25% | |
| Music Performance & TV Production | 8 | 0 | 3 | 1 | 4 | 38% | 62% | Department has been reconfigured | | |
| Music Business | 2 | 0 | 1 | 1 | 0 | 50% | 50% | 60% | 40% | |
| Sound Production | 7 | 0 | 0 | 5 | 2 | 0% | 100% | 0% | 100% | |
| Faculty – Community Information Services | No of Staff | Female FT | Female PT | Male FT | Male PT | % - 2020 Female | % - 2020 Male | % - 2019 Female | % - 2019 Male | Head of Faculty |
| Faculty Management | 2 | 2 | 0 | 0 | 0 | 100% | 0% | 33% | 67% | Male |
| Community | 3 | 0 | 1 | 0 | 2 | 33% | 77% | 50% | 50% | |
| Flexible Learning | | | | | | | | 75% | 25% | |
| Wider Access - Adult Learning | 8 | 1 | 4 | 2 | 1 | 62% | 48% | 53% | 47% | |

Gender Balance for Teaching Staff at 01 April 2020 in comparison to 28 February 2019

| Faculty – Health, Care and Learner Development | No of Staff | Female FT | Female PT | Male FT | Male PT | % - 2020 Female | % - 2020 Male | % - 2019 Female | % - 2019 Male | Head of Faculty |
|---|-------------|-----------|-----------|---------|---------|-----------------|---------------|------------------------------------|---------------|-----------------|
| Faculty Management | 11 | 8 | 0 | 3 | 0 | 73% | 27% | 50% | 50% | Female |
| Health and Social Care | 20 | 6 | 8 | 1 | 5 | 70% | 30% | 76% | 24% | |
| Hospitality | 4 | 2 | 0 | 1 | 1 | 50% | 50% | 33% | 67% | |
| Support for Learning | 12 | 3 | 6 | 1 | 2 | 75% | 25% | 73% | 27% | |
| Hairdressing and Beauty Therapy | 16 | 4 | 11 | 0 | 1 | 94% | 6% | Department combined | | |
| Sport, Fitness and Outdoor Education | 15 | 1 | 3 | 5 | 6 | 27% | 73% | 17% | 83% | |
| Early Education and Childcare | 13 | 8 | 4 | 0 | 1 | 92% | 8% | 100% | 0% | |
| ESOL | 24 | 5 | 12 | 2 | 5 | 71% | 19% | 84% | 16% | |
| Faculty – Engineering, Construction and Science | No of Staff | Female FT | Female PT | Male FT | Male PT | % - 2020 Female | % - 2020 Male | % - 2019 Female | % - 2019 Male | Head of Faculty |
| Faculty Management | 12 | 2 | 0 | 10 | 0 | 17% | 83% | 25% | 75% | Male |
| Automotive | 6 | 0 | 0 | 6 | 0 | 0% | 100% | Departments have been reconfigured | | |
| Brickwork and Construction | 9 | 1 | 0 | 8 | 0 | 11% | 89% | Departments have been reconfigured | | |
| Carpentry and Joinery | 5 | 0 | 0 | 5 | 0 | 0% | 100% | Departments have been reconfigured | | |
| Electrical Engineering and Access | 12 | 1 | 2 | 5 | 4 | 25% | 75% | Departments have been reconfigured | | |
| Civil Engineering and Construction Management | 8 | 0 | 0 | 8 | 0 | 0% | 100% | Departments have been reconfigured | | |
| Mechanical Engineering and CAD | 8 | 0 | 0 | 7 | 1 | 0% | 100% | Departments have been reconfigured | | |
| Mathematics | 5 | 0 | 2 | 2 | 1 | 40% | 60% | 39% | 61% | |
| Plumbing and Schools | 4 | 0 | 0 | 3 | 1 | 0% | 100% | Departments have been reconfigured | | |
| Refrigeration and Air Conditioning | 4 | 0 | 0 | 4 | 0 | 0% | 100% | Departments have been reconfigured | | |
| Science | 7 | 2 | 2 | 3 | 0 | 57% | 43% | 57% | 43% | |
| Service and Maintenance | 6 | 0 | 0 | 6 | 0 | 0% | 100% | Departments have been reconfigured | | |
| Heating and Ventilation | 5 | 0 | 0 | 4 | 1 | 0% | 100% | Departments have been reconfigured | | |
| Electrical Installation | 7 | 0 | 0 | 7 | 0 | 0% | 100% | Departments have been reconfigured | | |

Support Departments - Gender balance at 01 April 2020 in comparison to 28 February 2019

| 01 April 2020 | | | | | | 28 February 2019 | | Gender |
|---|-----------------|--------|------|-----------|----------|------------------|----------|-----------------|
| Gender by Support Department | Number of Staff | Female | Male | %- Female | % - Male | %- Female | % - Male | Head of Service |
| Student Records | 8 | 6 | 2 | 75% | 25% | 67% | 33% | Female |
| Full-time | 7 | 5 | 2 | | | | | |
| Part-time | 1 | 1 | 0 | | | | | |
| Human Resources and Organisational Development | 7 | 7 | 0 | 100% | 0% | 80% | 20% | Female |
| Full-time | 4 | 4 | 0 | | | | | |
| Part-time | 3 | 3 | 0 | | | | | |
| Advice, Guidance and Admissions | 28 | 21 | 7 | 75% | 25% | 70% | 30% | Female |
| Full-time | 21 | 14 | 7 | | | | | |
| Part-time | 7 | 7 | 0 | | | | | |
| Administration and Secretariat | 30 | 25 | 5 | 83% | 17% | 82% | 18% | Female |
| Full-time | 23 | 18 | 5 | | | | | |
| Part-time | 7 | 7 | 0 | | | | | |
| Estates | 25 | 3 | 22 | 12% | 88% | 8% | 92% | Male |
| Full-time | 21 | 2 | 19 | | | | | |
| Part-time | 4 | 1 | 3 | | | | | |

Support Departments - Gender balance at 01 April 2020 in comparison to 28 February 2019

| 01 April 2020 | | | | | | 28 February 2019 | | Gender |
|--|-----------------|--------|------|-----------|----------|------------------|----------|-----------------|
| Gender by Support Department | Number of Staff | Female | Male | %- Female | % - Male | %- Female | % - Male | Head of Service |
| ICT Technical | 19 | 1 | 18 | 5% | 95% | 7% | 93% | Female |
| Full-time | 18 | 1 | 17 | | | | | |
| Part-time | 1 | 0 | 1 | | | | | |
| Business Development, Foundation Apprenticeship and Marketing | 19 | 16 | 2 | 84% | 16% | 81% | 19% | Female |
| Full-time | 16 | 14 | 2 | | | | | |
| Part-time | 3 | 3 | 0 | | | | | |
| Library | 13 | 11 | 2 | 85% | 15% | 92% | 8% | Female |
| Full-time | 5 | 5 | 1 | | | | | |
| Part-time | 7 | 6 | 1 | | | | | |
| Finance (including Bursaries) | 15 | 14 | 1 | 93% | 7% | 87% | 13% | Male |
| Full-time | 10 | 9 | 1 | | | | | |
| Part-time | 5 | 5 | 0 | | | | | |
| Learner Engagement | 4 | 4 | 0 | 100% | 0% | 33% | 67% | Male |
| Full-time | 1 | 1 | 0 | | | | | |
| Part-time | 3 | 3 | 0 | | | | | |

Support Departments - Gender balance at 01 April 2020 in comparison to 28 February 2019

| 01 April 2020 | | | | | | 28 February 2019 | | | |
|--|-----------------|--------|------|-----------|----------|------------------|----------|--------------------------|--|
| Gender by Support Department | Number of Staff | Female | Male | %- Female | % - Male | %- Female | % - Male | Head of Service | |
| Community and Information Services | 32 | 23 | 9 | 72% | 28% | 62% | 38% | Male and Female | |
| Full-time | 13 | 6 | 7 | | | | | | |
| Part-time | 19 | 17 | 2 | | | | | | |
| Support Services for Learners - Engineering, Construction and Science | 9 | 3 | 6 | 33% | 67% | 38% | 62% | Head of Faculty - Male | |
| Full-time | 6 | 1 | 4 | | | | | | |
| Part-time | 3 | 2 | 2 | | | | | | |
| Support Services for Learners – Business and Creative Industries | 6 | 1 | 5 | 17% | 83% | 20% | 80% | Head of Faculty - Male | |
| Full-time | 4 | 0 | 4 | | | | | | |
| Part-time | 2 | 1 | 1 | | | | | | |
| Support Services for Learners – Health, Care and Learner Development | 9 | 7 | 2 | 78% | 12% | 73% | 27% | Head of Faculty - Female | |
| Full-time | 2 | 2 | 0 | | | | | | |
| Part-time | 7 | 5 | 2 | | | | | | |

Annex B

Recruitment and Selection Statistics

Recruitment by Applications and Successful Applications

Gender - Breakdown of Recruitment Statistics for sessions 2018/19 and 2019/20 by Gender

| All Vacancies | 2018/19 | | | | 2019/20 | | | |
|---------------------------------|--------------------------------------|----------------------------------|-------|----------------------------|---|----------------------------------|-------|----------------------------|
| | Female (including trans woman) | Male (including trans man) | Other | Prefer Not to Answer | Female (including trans woman) | Male (including trans man) | Other | Prefer Not to Answer |
| All Applicants | 55.84% | 39.22% | 0.19% | 4.75% | 61.11% | 36.30% | 0% | 2.59% |
| All Shortlisted Applicants | 47.10% | 48.26% | 0% | 4.64% | 54.00% | 43.00% | 0% | 3.00% |
| Total Appointments | 58.33% | 41.67% | 0% | 0.00% | 43.39% | 51.61% | 0% | 0% |
| External Applicants | 56.53% | 38.48% | 0.20% | 4.79% | 63.41% | 33.74% | 0% | 2.85% |
| Internal Applicants | 42.00% | 54.00% | 0% | 4.00% | 37.50% | 62.50% | 0% | 0% |
| External Shortlisted Applicants | 48.42% | 46.60% | 0% | 4.98% | 58.44% | 37.66% | 0% | 3.90% |
| Internal Shortlisted Applicants | 39.47% | 57.89% | 0% | 2.64% | 39.13% | 60.87% | 0% | 0% |
| External Appointments | 64.10% | 35.90% | 0% | 0.00% | 52.94% | 47.06% | 0% | 0% |
| Internal Appointments | 47.62% | 52.38% | 0% | 0.00% | 42.86% | 57.14% | 0% | 0% |

Race - Breakdown of Recruitment Statistics for sessions 2018/19 and 2019/20 by Race

| All Vacancies | 2018/19 | | | | 2019/20 | | | |
|---------------------------------|-----------------|-------------|----------|-------------------|-----------------|-------------|----------|-------------------|
| | Minority Ethnic | Other White | UK White | Prefer not to say | Minority Ethnic | Other White | UK White | Prefer not to say |
| All Applicants | 9.31% | 9.49% | 78.54% | 2.66% | 8.15% | 8.15% | 80% | 3.70% |
| All Shortlisted Applicants | 4.63% | 8.88% | 83.78% | 2.71% | 2.00% | 7.00% | 89% | 2% |
| Total Appointments | 3.23% | 11.67% | 80% | 5.10% | 3.23% | 0% | 96.77% | 0% |
| External Applicants | 9.67% | 9.67% | 78.17% | 2.49% | 8.94% | 8.94% | 78.05% | 4.07% |
| Internal Applicants | 2% | 6% | 86% | 6% | 0% | 0.00% | 100% | 0% |
| External Shortlisted Applicants | 5.43% | 9.05% | 83.26% | 2.26% | 2.60% | 9.09% | 85.71% | 2.60% |
| Internal Shortlisted Applicants | 0% | 7.89% | 86.84% | 5.27% | 0% | 0% | 100% | 0% |
| External Appointments | 5.13% | 15.38% | 76.92% | 2.57% | 5.88% | 0% | 94.12% | 0% |
| Internal Appointments | 0% | 4.77% | 85.71% | 9.52% | 0% | 0% | 100% | 0% |

Disability - Breakdown of Recruitment Statistics for sessions 2018/19 and 2019/20 by Disability

| All Vacancies | 2018/19 | | | 2019/20 | | |
|---------------------------------|----------|---------------|----------------------|----------|---------------|----------------------|
| | Disabled | Non- disabled | Prefer not to answer | Disabled | Non- disabled | Prefer not to answer |
| All Applicants | 6.27% | 90.31% | 3.42% | 7.41% | 90.37% | 2.22% |
| All Shortlisted Applicants | 6.95% | 89.19% | 3.86% | 7.00% | 92.00% | 1% |
| Total Appointments | 10% | 85% | 5% | 0% | 100% | 0% |
| External Applicants | 6.18% | 90.53% | 3.29% | 8.13% | 89.43% | 2.44% |
| Internal Applicants | 8% | 86% | 6% | 0% | 100% | 0% |
| External Shortlisted Applicants | 7.24% | 89.14% | 3.62% | 9.09% | 89.61% | 1.30% |
| Internal Shortlisted Applicants | 5.26% | 89.48% | 5.26% | 0% | 100% | 0% |
| External Appointments | 12.82% | 84.62% | 2.56% | 0% | 100% | 0% |
| Internal Appointments | 4.76% | 85.72% | 9.52% | 0% | 100% | 0% |

Age - Breakdown of Recruitment Statistics for sessions 2018/19 and 2019/20 by Age

| All Vacancies | 2018/19 | | | | | 2019/20 | | | | |
|---------------------------------|----------|--------|--------|-------|----------------------|----------|--------|--------|-------|----------------------|
| | Up to 35 | 36-50 | 51-60 | 61+ | Prefer not to answer | Up to 35 | 36-50 | 51-60 | 61+ | Prefer not to answer |
| All Applicants | 46.53% | 35.04% | 13.40% | 2.37% | 2.66% | 40% | 37.41% | 15.92% | 2.60% | 4.07% |
| All Shortlisted Applicants | 38.22% | 40.15% | 15.06% | 4.25% | 2.32% | 38% | 37% | 16% | 5% | 4% |
| Total Appointments | 45% | 31.67% | 18.33% | 3.33% | 1.67% | 32.26% | 32.26% | 29.03% | 6.45% | 0% |
| External Applicants | 47.36% | 34.50% | 13.16% | 2.19% | 2.79% | 42.68% | 34.55% | 16.67% | 2.03% | 4.07% |
| Internal Applicants | 30% | 46.00% | 18% | 6% | 0% | 12.50% | 66.67% | 8.33% | 8.33% | 4.17% |
| External Shortlisted Applicants | 39.37% | 39.37% | 14.93% | 3.62% | 2.71% | 45.45% | 28.57% | 18.18% | 3.90% | 3.90% |
| Internal Shortlisted Applicants | 31.58% | 44.74% | 15.79% | 7.89% | 0% | 13.04% | 65.22% | 8.70% | 8.70% | 4.34% |
| External Appointments | 51.28% | 28.21% | 15.39% | 2.56% | 2% | 47.06% | 5.88% | 41.18% | 5.88% | 0% |
| Internal Appointments | 33.33% | 38.10% | 23.81% | 4.76% | 0.00% | 14.29% | 64.28% | 14.29% | 7.14% | 0% |

Sexual Orientation - Breakdown of Recruitment Statistics for sessions 2018/19 and 2019/20 by Sexual Orientation

| All Vacancies | 2018/19 | | | | | | 2019/20 | | | | | |
|---------------------------------|---------------|-------|---------|----------|----------------------|--------|---------------|--------|---------|----------|----------------------|-------|
| | Hetero-sexual | Gay | Lesbian | Bisexual | Prefer Not to Answer | Other | Hetero-sexual | Gay | Lesbian | Bisexual | Prefer Not to Answer | Other |
| All Applicants | 84.8% | 3.61% | 1.33 % | 2.85% | 6.65 % | 0.76 % | 89.63 % | 3.33 % | 1.48 % | 1.48 % | 3.33 % | 0.75% |
| All Shortlisted Applicants | 86.49% | 3.86% | 1.93 % | 2.32% | 4.25 % | 1.15 % | 88% | 5% | 2% | 1.00 % | 3% | 1% |
| Total Appointments | 84.99% | 1.67% | 1.67 % | 5% | 5% | 1.67 % | 96.77 % | 3.23 % | 0% | 0% | 0% | 0% |
| External Applicants | 84.55% | 3.69% | 1.2% | 2.99% | 6.78 % | 0.79 % | 88.62 % | 3.66 % | 1.63 % | 1.63 % | 3.66 % | 0.80% |
| Internal Applicants | 90% | 2% | 4% | 0% | 4.00% | 0% | 100% | 0% | 0% | 0% | 0% | 0% |
| External Shortlisted Applicants | 85.97% | 4.07% | 1.36 % | 2.71% | 4.52 % | 1.37 % | 84.42 % | 6.49 % | 2.60 % | 1.30 % | 3.89 % | 1.30% |
| Internal Shortlisted Applicants | 89.47% | 2.63% | 5.27 % | 0% | 2.63% | 0% | 100% | 0% | 0% | 0% | 0% | 0% |
| External Appointments | 82.06% | 2.56% | 0% | 7.69% | 5.13 % | 2.56 % | 94.12 % | 5.88 % | 0% | 0% | 0% | 0% |
| Internal Appointments | 90.48% | 0% | 4.76 % | 0% | 4.76% | 0% | 100% | 0% | 0% | 0% | 0% | 0% |

Religion and Belief - Breakdown of Recruitment Statistics for sessions 2018/19 and 2019/20 by Religion and Belief

| All Vacancies | 2018/19 | | | | 2019/20 | | | |
|---------------------------------|-----------------|-----------------------|--------|-------------------|-----------------|-----------------------|--------|-------------------|
| | Christian (All) | Other Faith or Belief | None | Prefer not to say | Christian (All) | Other Faith or Belief | None | Prefer not to say |
| All Applicants | 33.81% | 7.50% | 49.76% | 8.93% | 38.15% | 6.30% | 47.78% | 7.77% |
| All Shortlisted Applicants | 37.45% | 6.18% | 47.49% | 8.88% | 35% | 4% | 55% | 60% |
| Total Appointments | 31.67% | 5% | 48.33% | 15% | 32.26% | 0% | 64.52% | 3.22% |
| External Applicants | 33.30% | 7.78% | 50.15% | 8.77% | 38.21% | 6.91% | 46.34% | 8.54% |
| Internal Applicants | 44% | 2% | 42% | 12% | 37.50% | 0% | 62.50% | 0% |
| External Shortlisted Applicants | 36.20% | 6.79% | 49.32% | 7.69% | 35.06% | 5.19% | 51.95% | 7.80% |
| Internal Shortlisted Applicants | 44.74% | 2.63% | 36.84% | 15.79% | 34.78% | 0% | 65.22% | 0% |
| External Appointments | 23.08% | 7.69% | 58.97% | 10.26% | 35.29% | 0% | 58.82% | 5.89% |
| Internal Appointments | 47.62% | 0% | 28.57% | 23.81% | 28.57% | 0% | 71.43% | 0% |

All Appointments – Session 2018/19 and 2019/20 – by Protected Characteristic

Over the two-year period, the College made 91 appointments including 4 appointments to the Board of Management, leaving a total of 87 appointees to teaching, support and management posts.

Headcount of appointed candidates by Gender

| Type of Post | Male | Female |
|--------------|------|--------|
| Support | 11 | 25 |
| Teaching | 19 | 20 |
| Management | 9 | 3 |

Headcount of appointed candidates by Race

| Type of Post | Minority Ethnic | Other White | UK White | Prefer not to say |
|--------------|-----------------|-------------|----------|-------------------|
| Support | 3 | 4 | 27 | 2 |
| Teaching | 0 | 3 | 35 | 1 |
| Management | 0 | 0 | 12 | 0 |

Headcount of appointed candidates by Disability

| Type of post | Disabled | Non-disabled | Prefer not to answer |
|--------------|----------|--------------|----------------------|
| Support | 5 | 29 | 2 |
| Teaching | 1 | 37 | 1 |
| Management | 0 | 12 | 0 |

Headcount of appointed candidates by Age

| Type of Post | Up to 35 | 36-50 | 51-60 | 61+ |
|--------------|----------|-------|-------|-----|
| Support | 22 | 7 | 7 | 0 |
| Teaching | 15 | 15 | 7 | 2 |
| Management | 1 | 7 | 2 | 2 |

Headcount of appointed candidates by Sexual Orientation

| Type of Post | Heterosexual | LGBTQ+ | Prefer Not to Answer |
|--------------|--------------|--------|----------------------|
| Support | 31 | 4 | 1 |
| Teaching | 34 | 3 | 2 |
| Management | 12 | 0 | 0 |

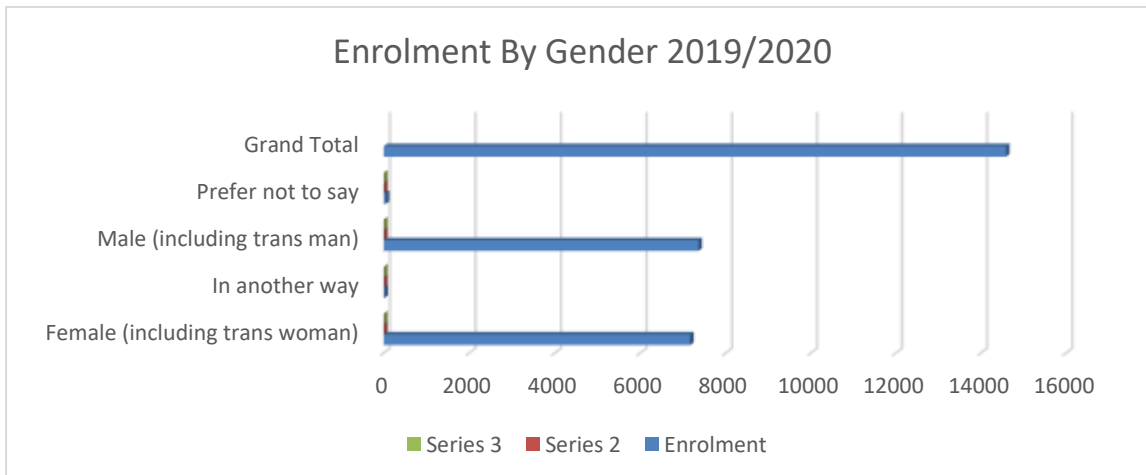
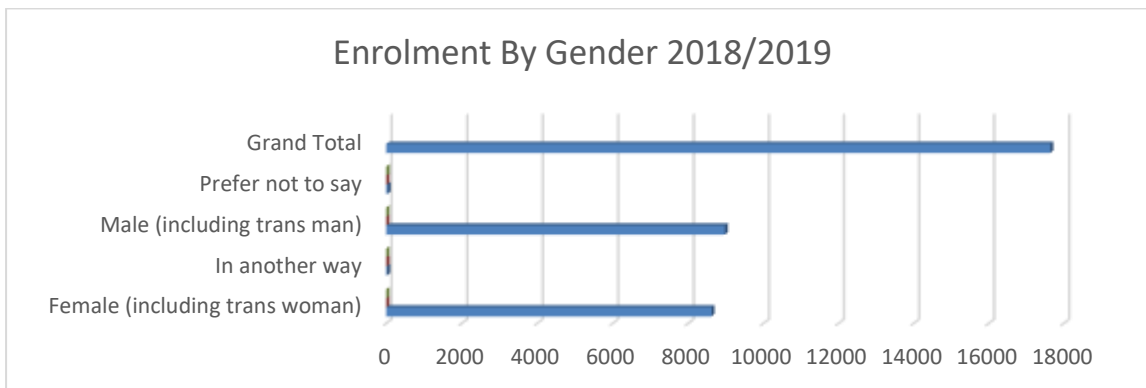
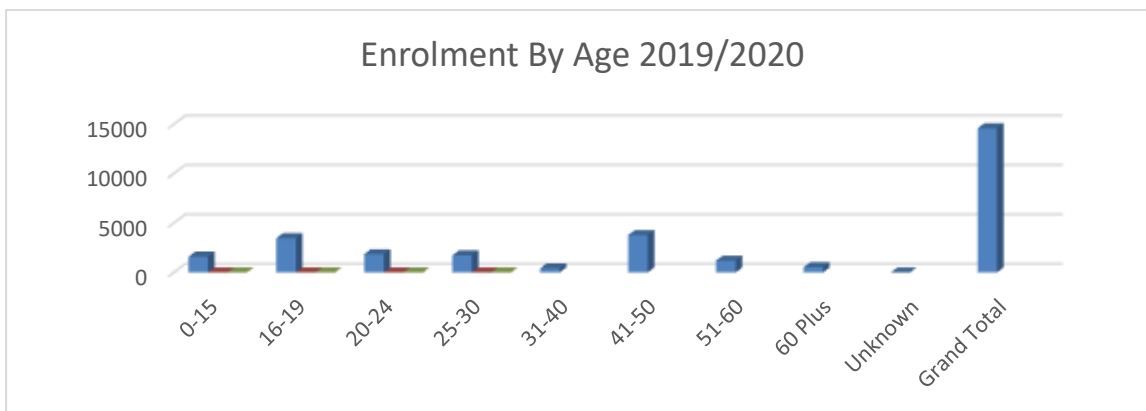
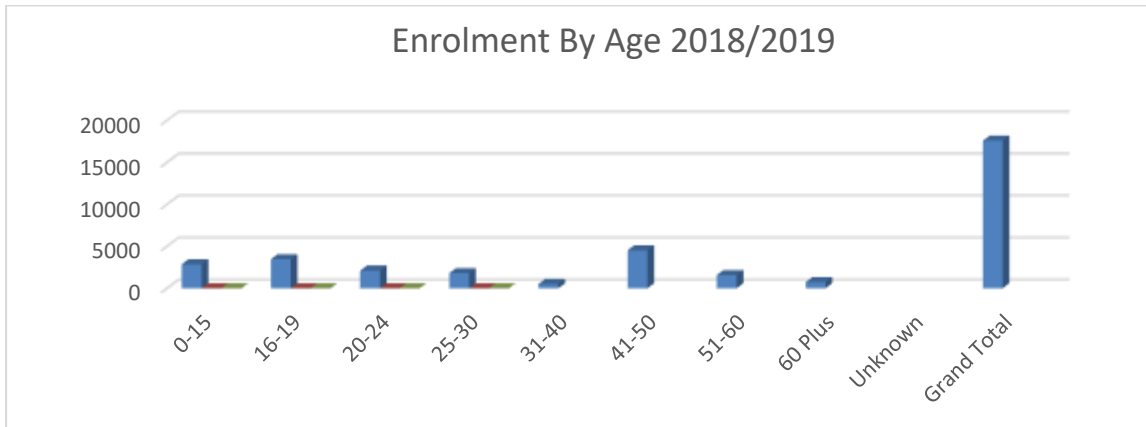
Headcount of appointed candidates by Religion/Belief

| Type of Post | Christian (All) | Other Faith or Belief | None | Prefer not to say |
|--------------|-----------------|-----------------------|------|-------------------|
| Support | 8 | 3 | 20 | 5 |
| Teaching | 13 | 0 | 21 | 5 |
| Management | 7 | 0 | 5 | 0 |

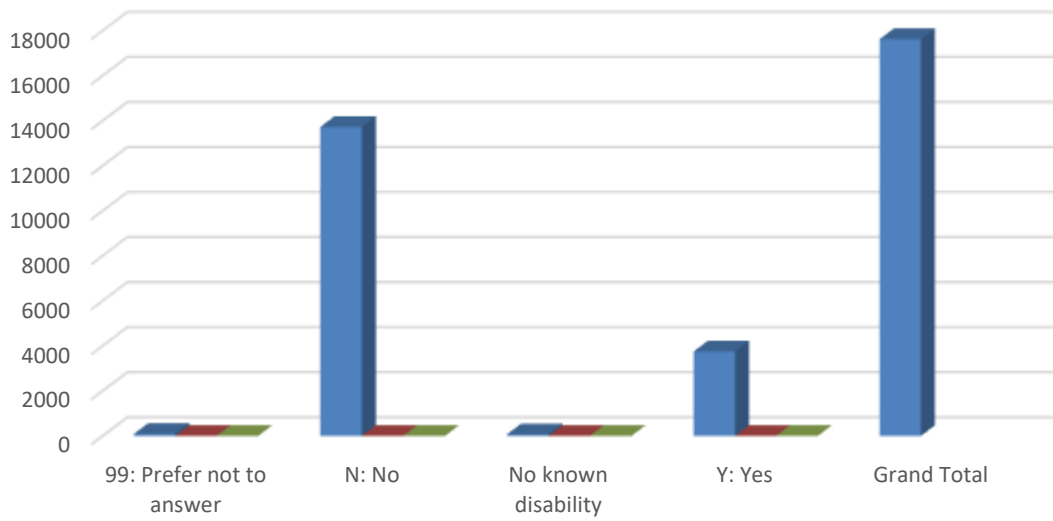
Headcount of appointed candidates by Marital Status

| Type of Post | Single | Married/ Civil Partnership | Divorced | Widowed | Separated | Prefer Not to Answer |
|--------------|--------|-------------------------------|----------|---------|-----------|----------------------|
| Support | 13 | 19 | 1 | 1 | 0 | 2 |
| Teaching | 11 | 22 | 2 | 1 | 0 | 3 |
| Management | 0 | 10 | 1 | 0 | 1 | 0 |

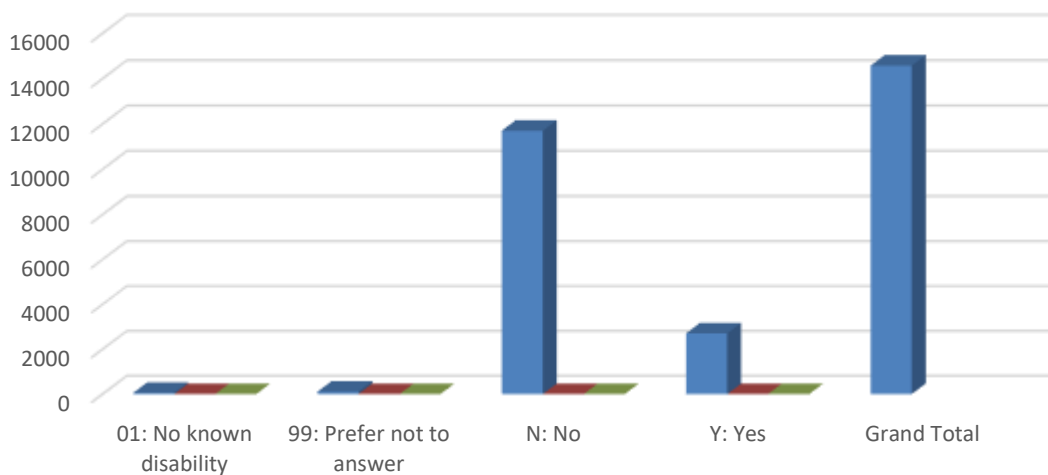
Annex C – Student Data



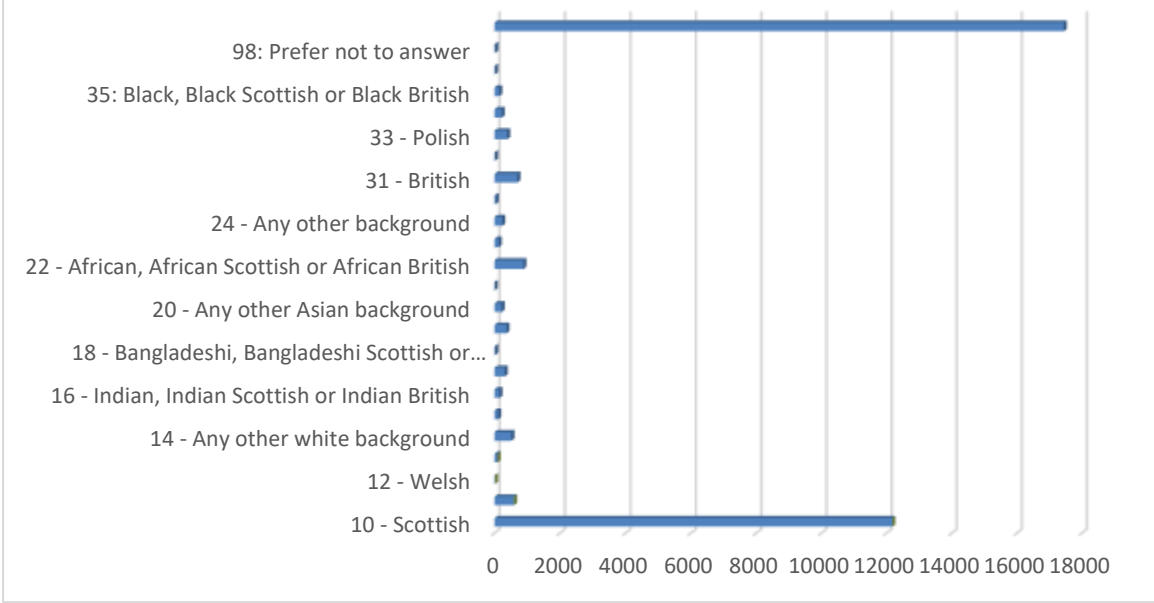
Enrolment By Disability 2018/2019



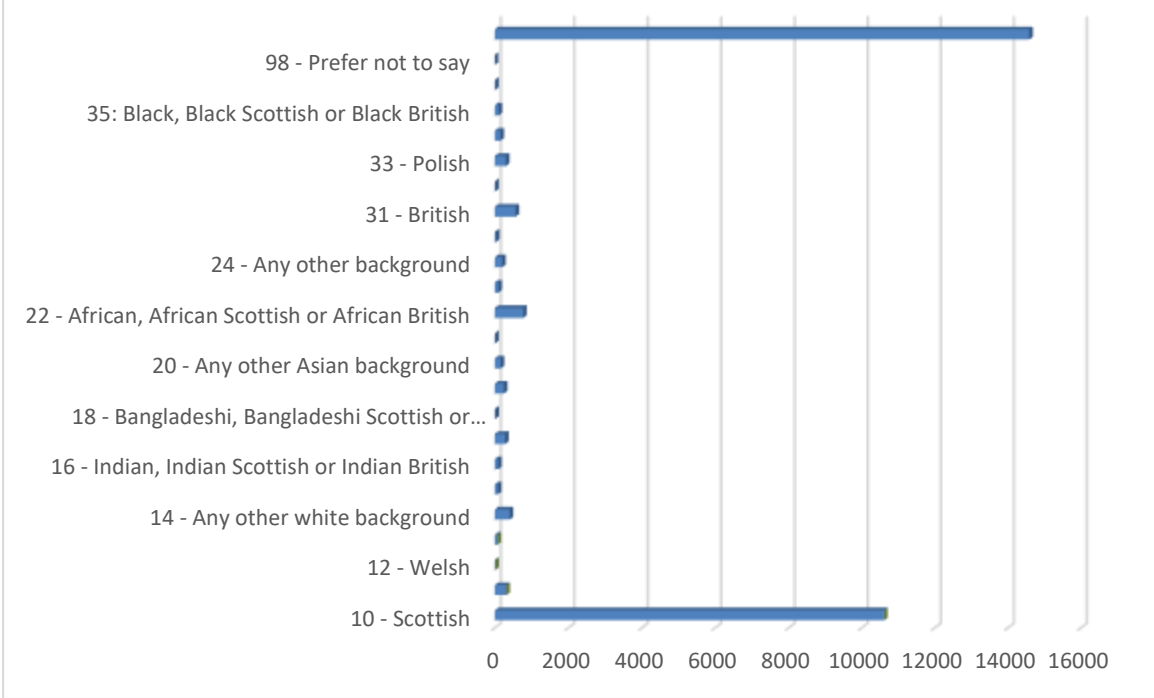
Enrolment By Disability 2019/2010



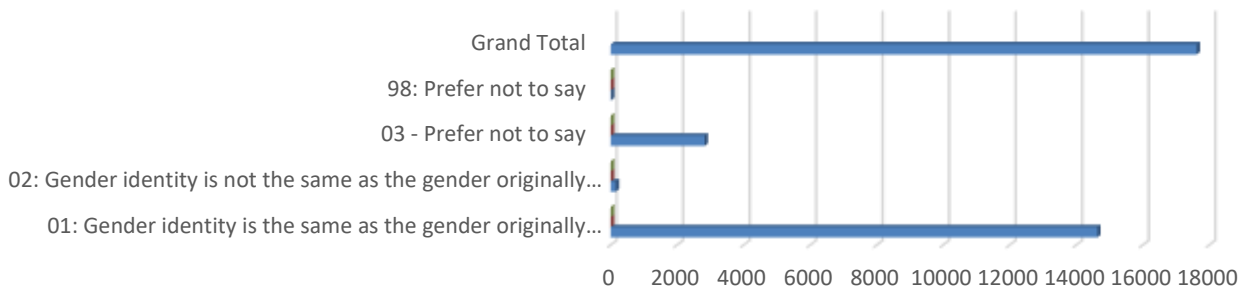
Enrolment By Ethnicity 2018/2019



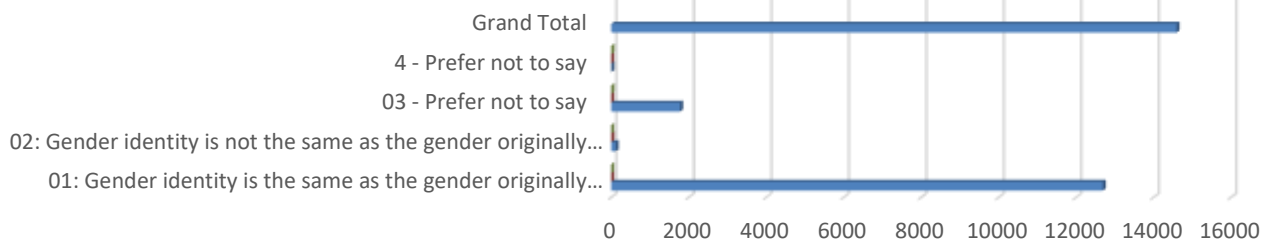
Enrolment By Ethnicity 2019/2020



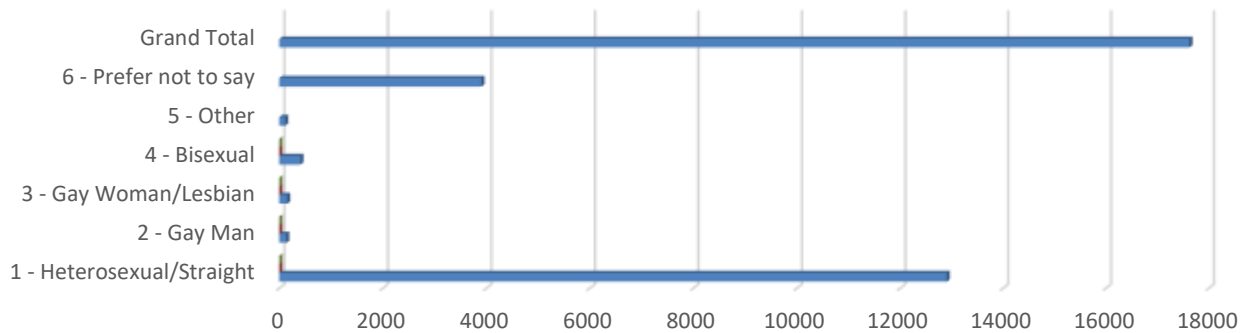
Enrolment By Gender Identity 2018/2019



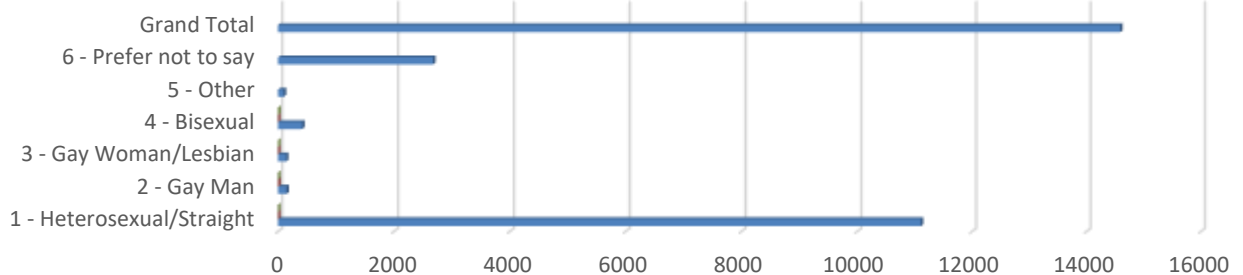
Enrolment By Gender Identity 2019/2020



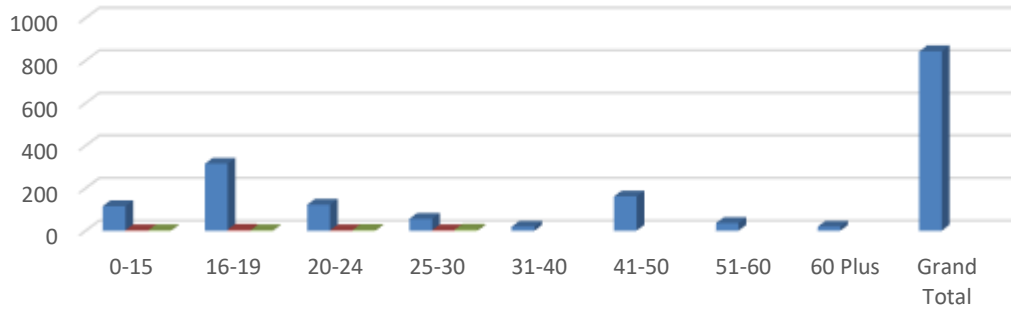
Enrolment BY Sexual Orientation 2018/2019



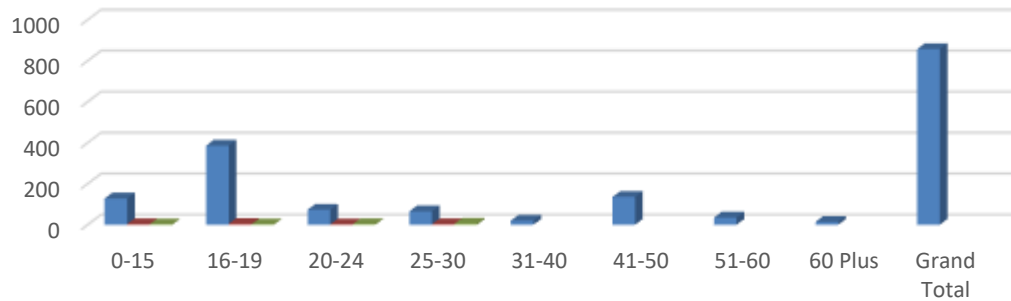
Enrolment By Sexual Orientation 2019/2020



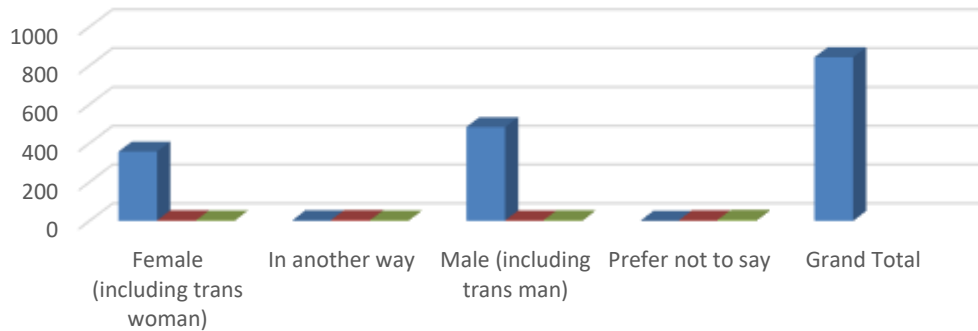
Partial Success By Age 2018/2019



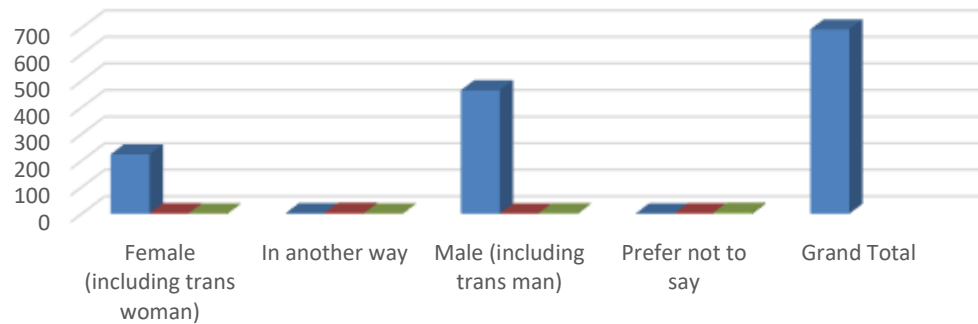
Partial Success By Age 2109/2020



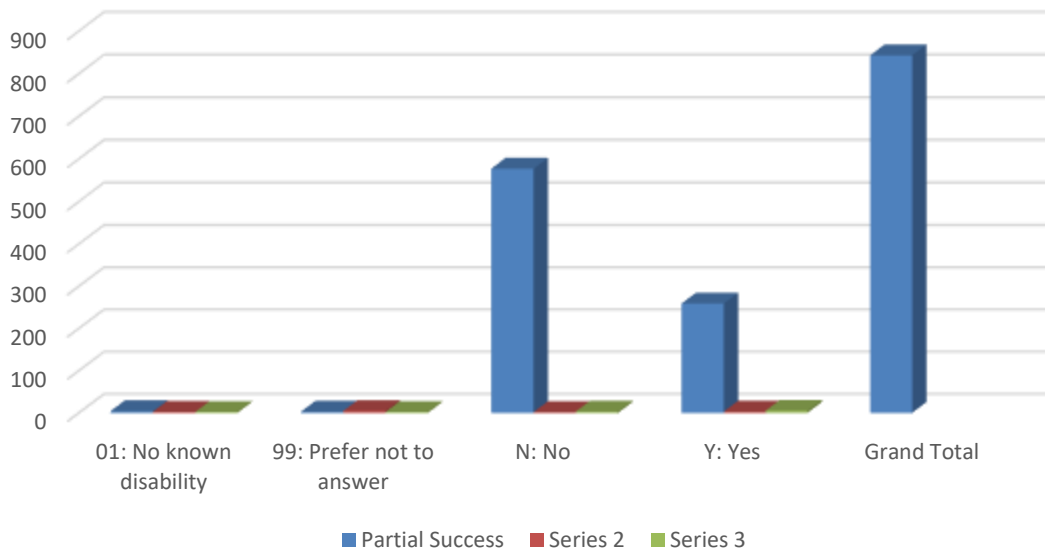
Partial Success By Gender 2018/2019



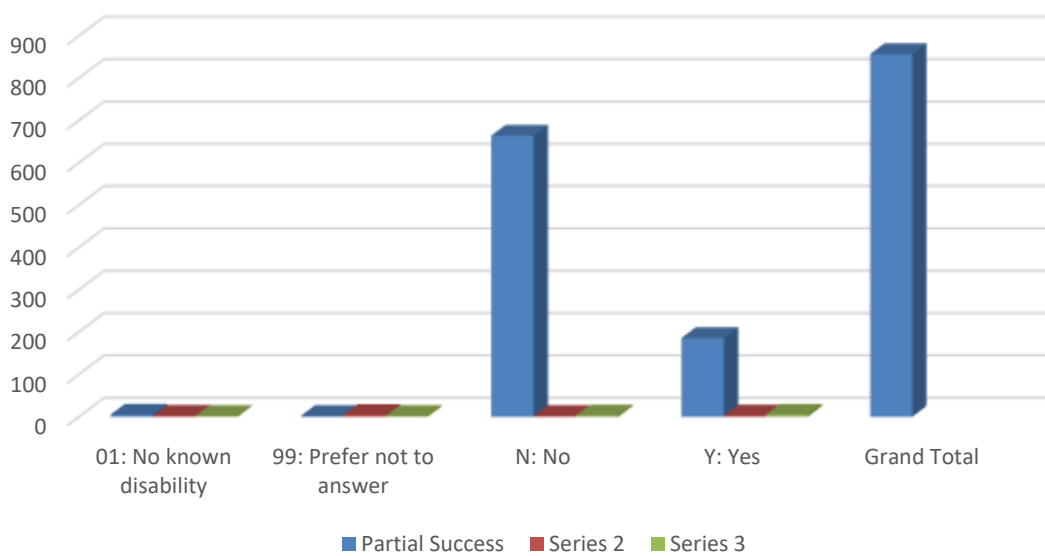
Partial Success By Gender 2019/2020



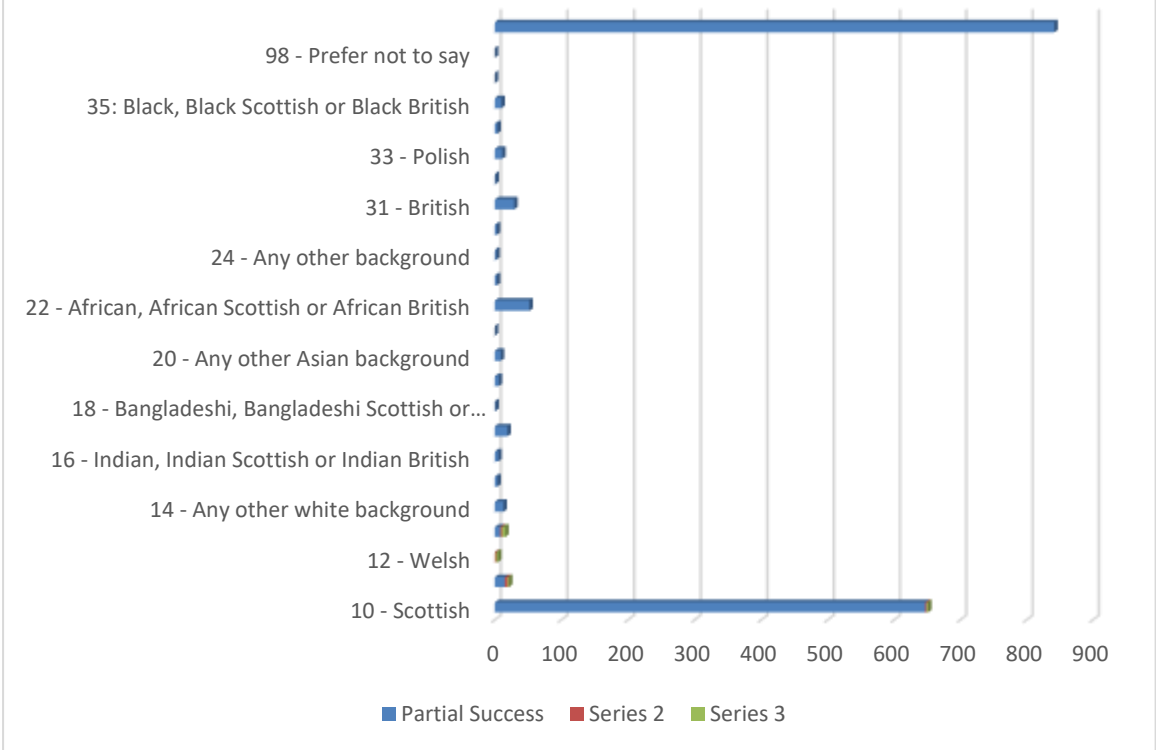
Partial Success By Disability 2018/2019



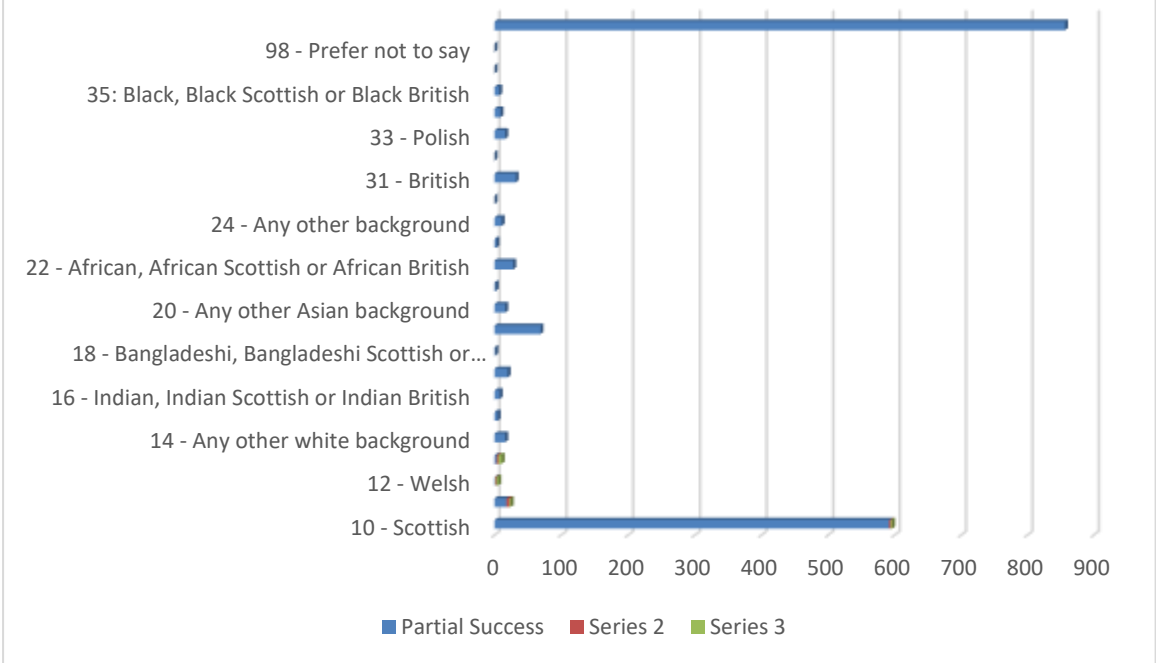
Partial Success By Disability 2019/2020



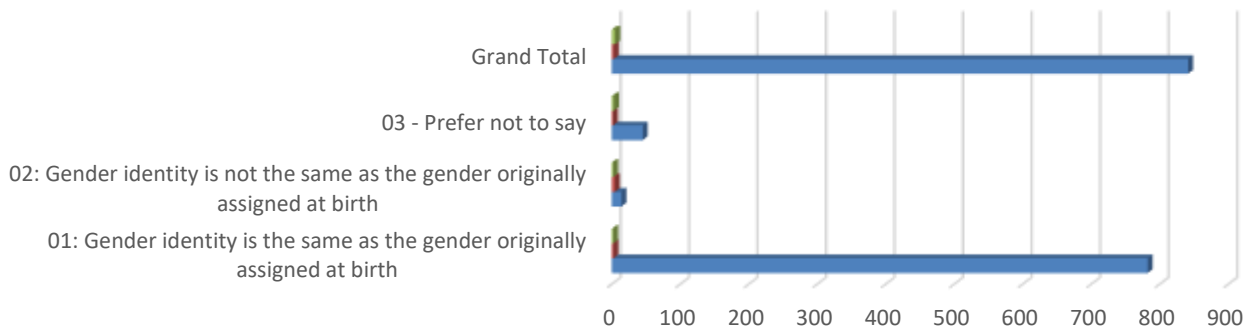
Partial Success By Ethnicity 2018/2019



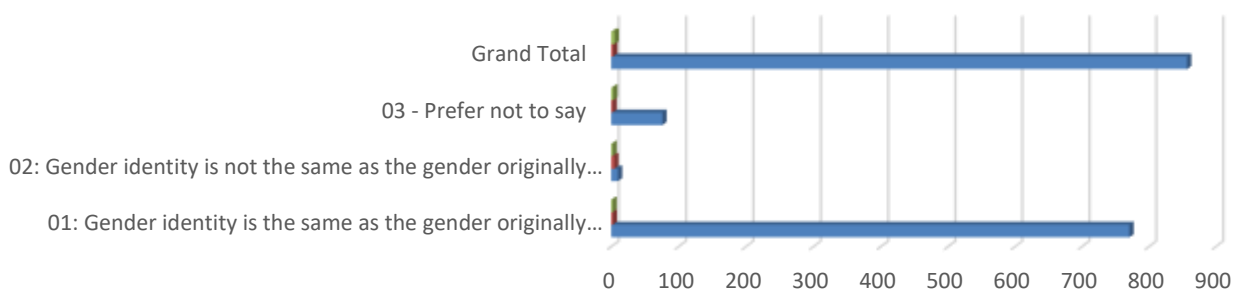
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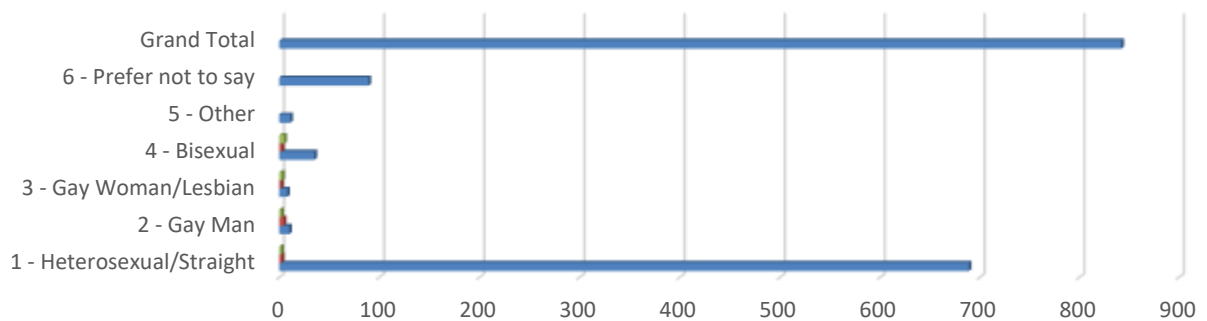
Partial Success By Gender Identity 2018/2019



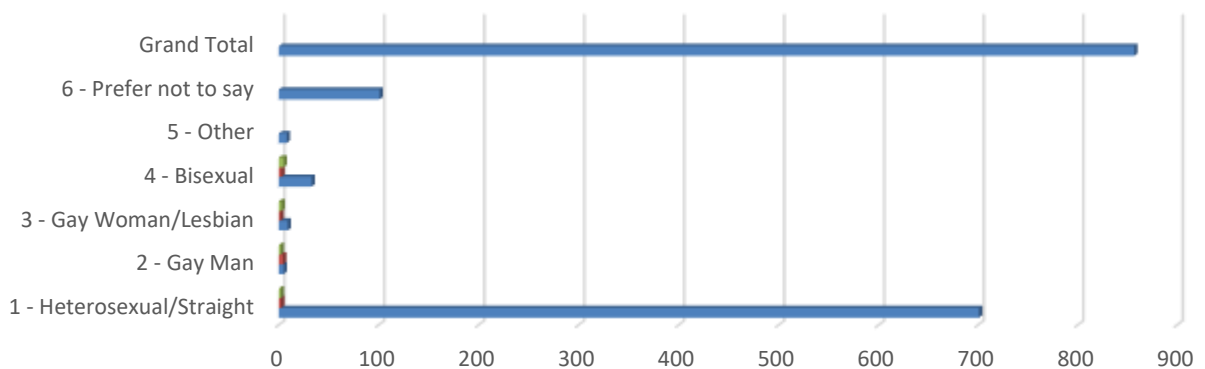
Partial Success By Gender Identity 2019/2020



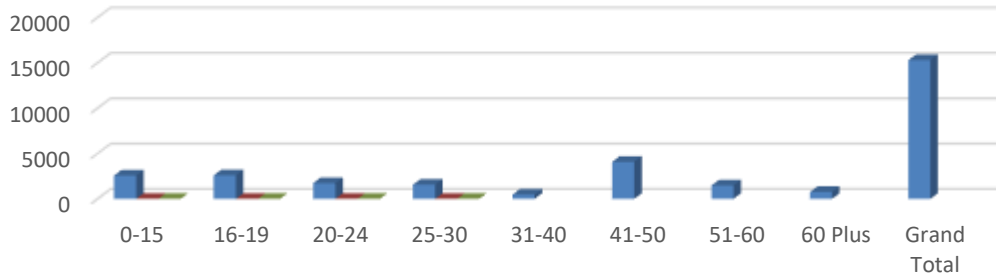
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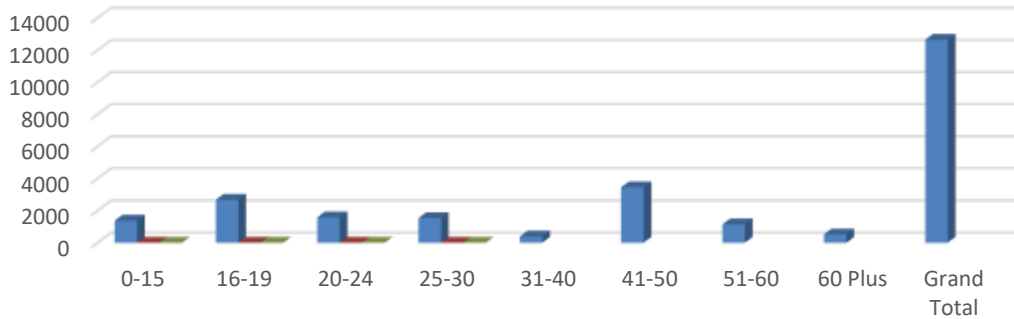
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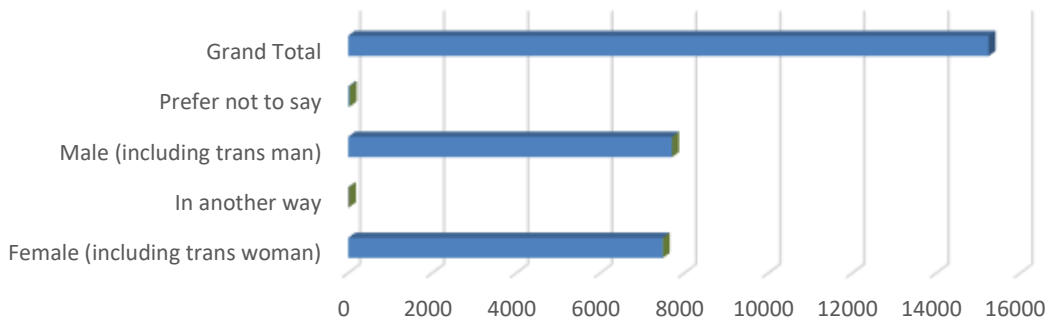
Successful Outcome By Age 2018/2019



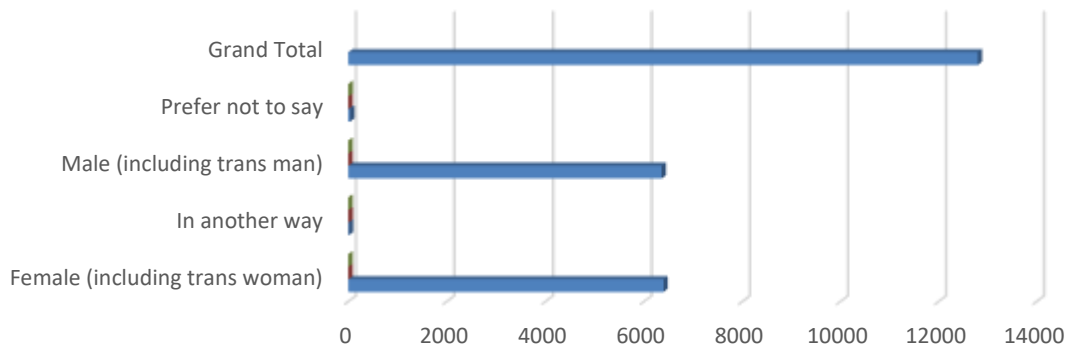
Successful Outcome By Age 2019/2020



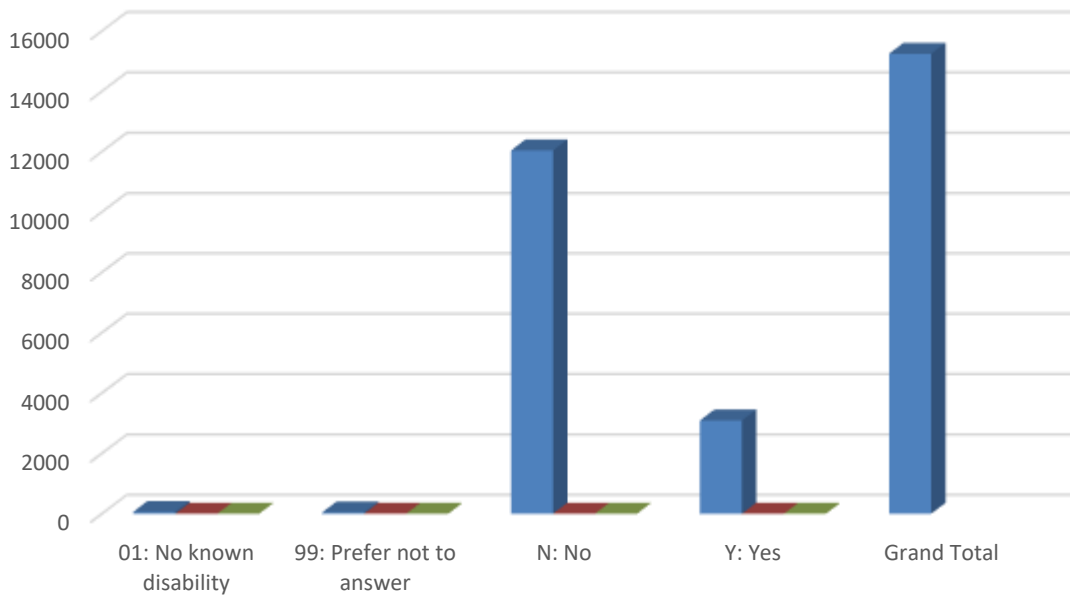
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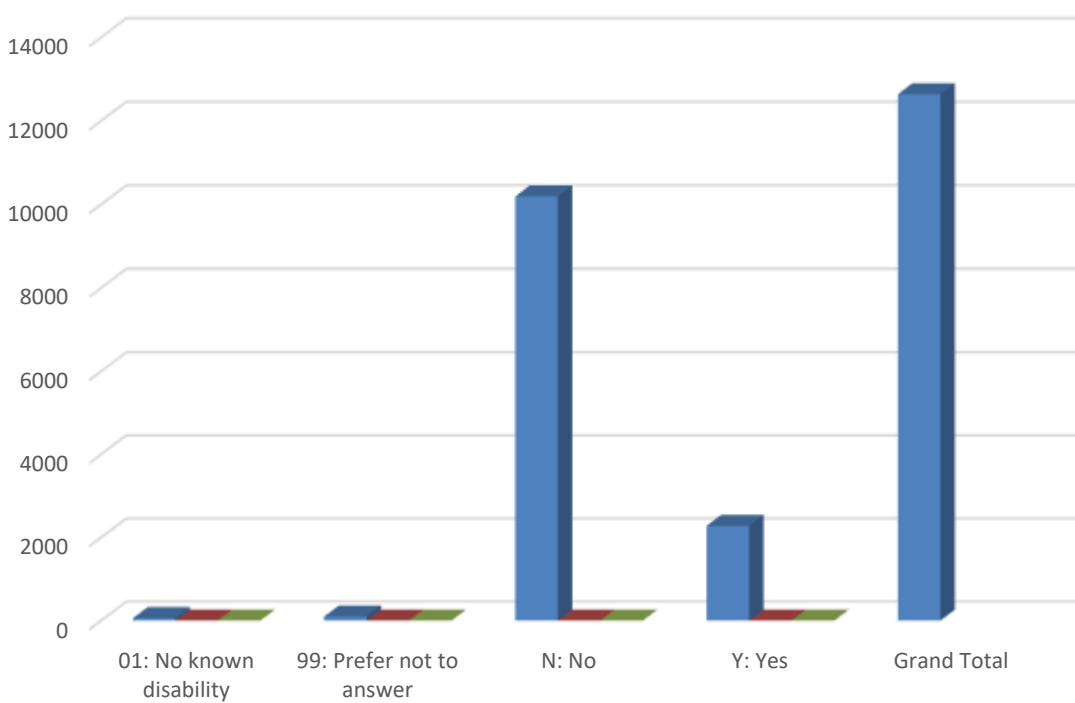
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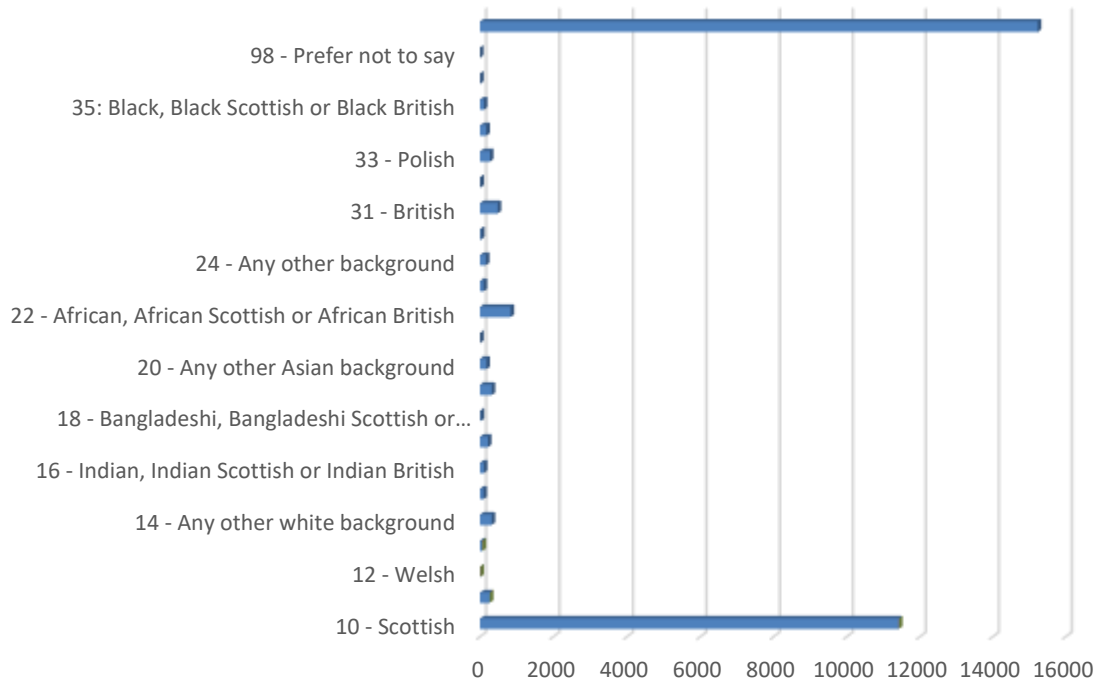
Successful Outcome By Disability 2018/2019



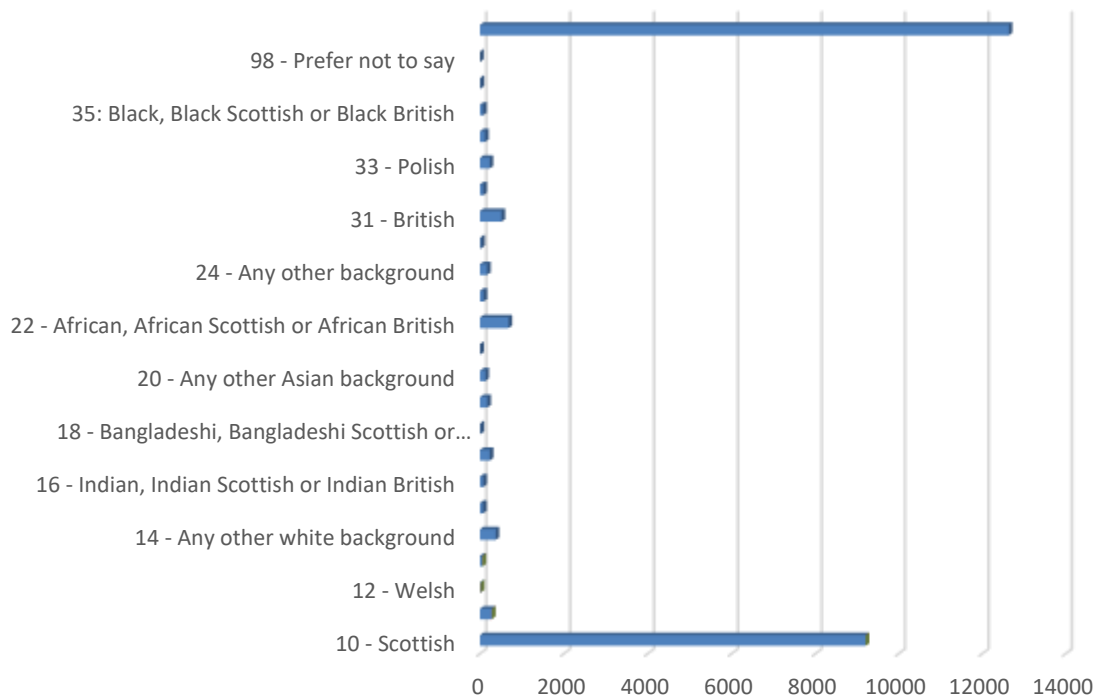
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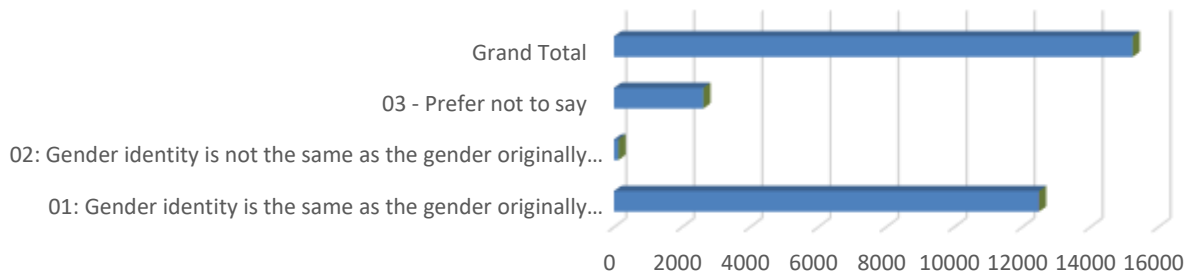
Successful Outcome By Ethnicity 2018/2019



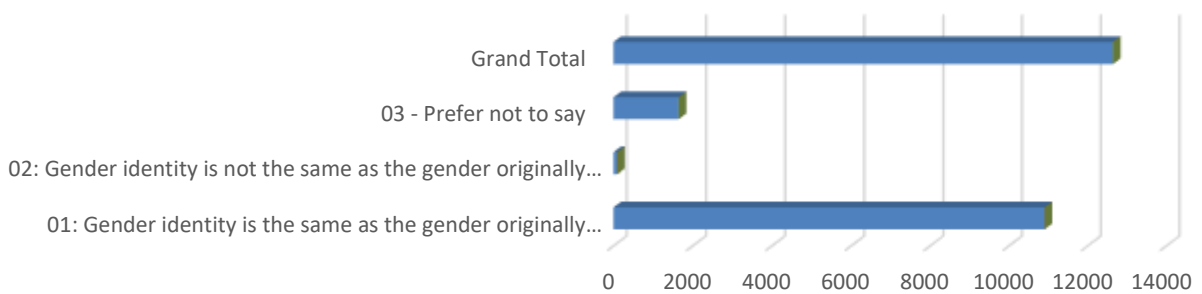
Successful Outcome By Ethnicity 2019/2020



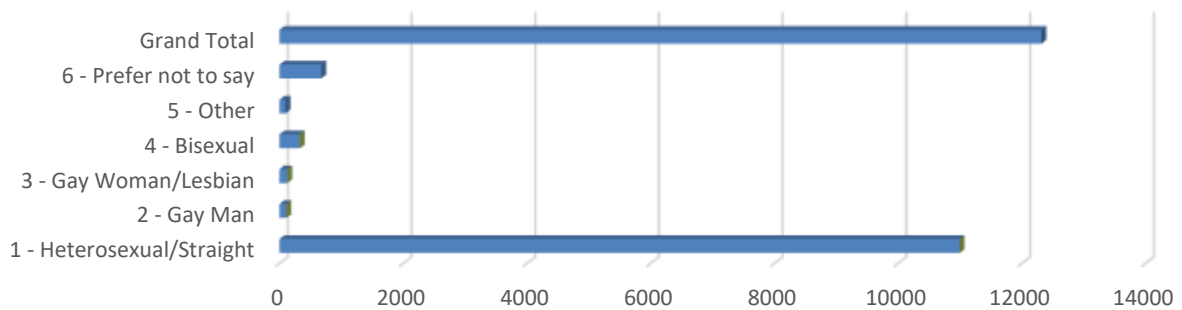
Successful Outcome By Gender Identity 2018/2019



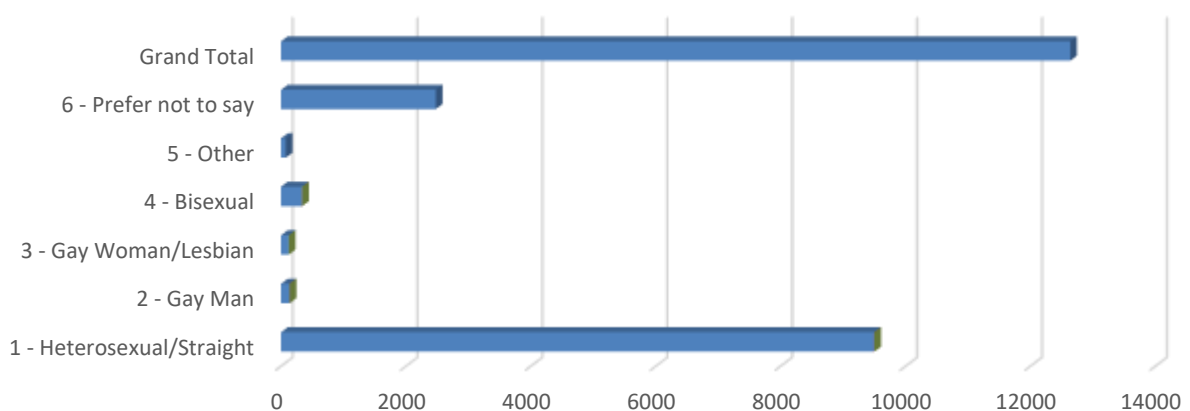
Successful Outcome By Gender Identity 2019/2020



Successful Outcome By Sexual Orientation 2018/2019



Successful Outcome By Sexual Orientation 2019/2020





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