



**Glasgow
Kelvin
College**



**Equal Pay and Occupational
Segregation Statement
and Equal Pay Audit 2017**

Equal Pay Policy Statement and Equal Pay Audit

Equal Pay Policy Statement

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Equal Pay Policy Statement

1.0 Introduction

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

This report will highlight any pay differences or occupational segregation associated with gender, race or disability and how the College will respond to the areas highlighted in an action plan at appendix 1.

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

It is recognised that in order to achieve the principle of equal pay for employees doing equal work, that the College should operate a pay system which is transparent, based on objective criteria which are free from unfair bias and do not discriminate unfairly on the grounds of protected characteristics or between those on different contractual arrangements.

2.0 Legislative Framework

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;
- contractual status.

The PSED (should state what this is) Regulations 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.

3. How will the College put this into practice?

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

The College's commitment to equal pay is demonstrated by:

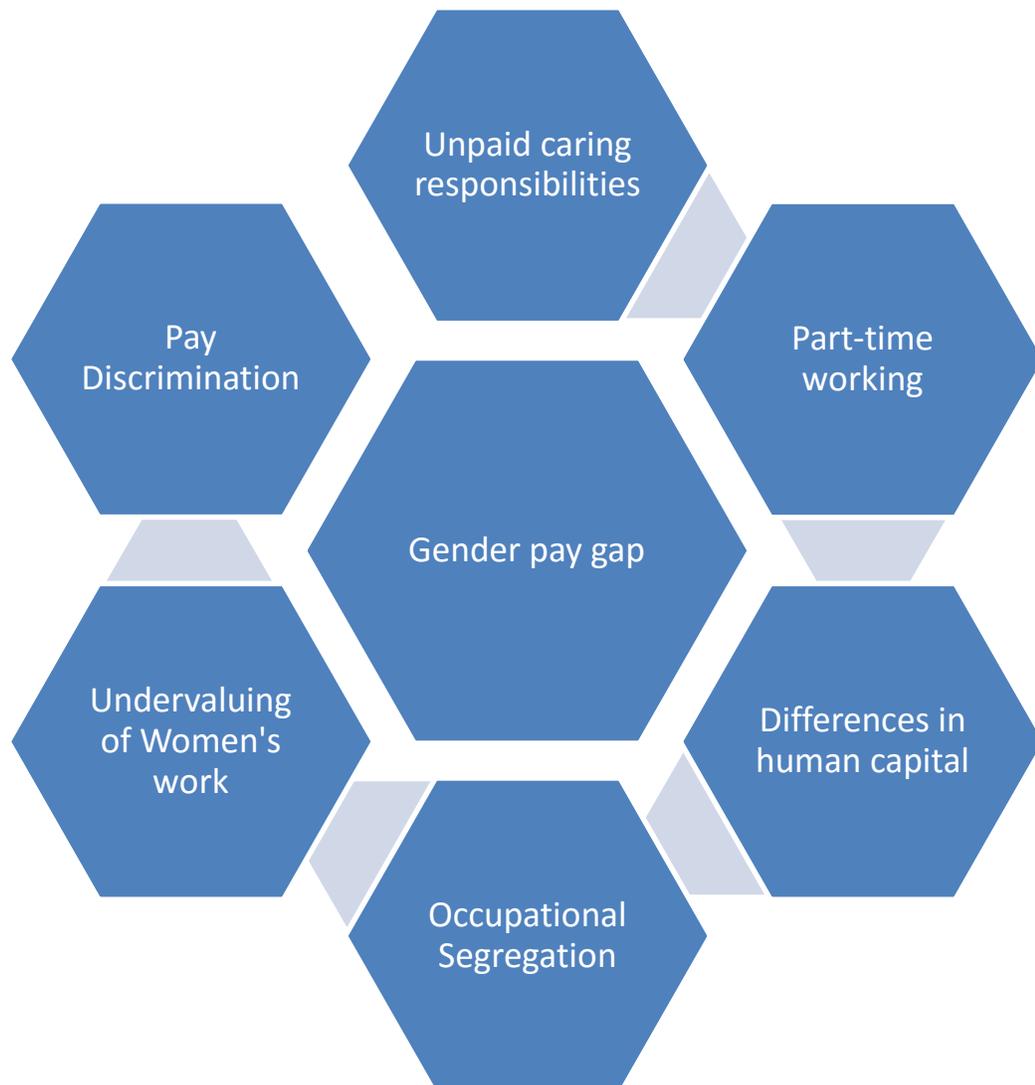
- operating set terms and conditions for salary placement for all staff regardless of employment status;
- monitoring and reviewing pay practices in partnership with Trade Unions and when appropriate staff representatives;
- reviewing and revising, where necessary, written terms and conditions in partnership with its recognised Trade Unions;
- providing open access for staff to their own personal information;
- evaluating all posts, including senior management, using Job Evaluation System, Further Education Development and Role Analysis (FEDRA) and addressing any anomalies subsequently identified;
- reviewing and updating pay and grading structures in partnership with representatives of its recognised Trade Union underpinned by the FEDRA job evaluation system;
- conducting an equal pay audit and reporting the findings in its Equal Pay Statement and Equal Pay Audit Report;
- not operating long pay scales and ranges;
- providing training and guidance for those staff directly involved in decisions about pay and benefits;
- encouraging all staff to make appropriate provisions for their pension with the support of its recognised Trade Unions; and
- impact assessing pay policies and practices.

The College's equal pay objectives are to:

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

4. Main causes of the pay gap and Occupational Segregation for Gender, Race and Disability

4.1 Gender



4.2 Disability¹

Disabled people are significantly less likely to be in work than non-disabled people:

- In 2013, the employment rate for disabled people was 43.3% compared with 80.3% for non-disabled people.
- The unemployment rate increased more for disabled people than for non-disabled people between 2008 and 2013. By 2013, disabled people were nearly twice as likely as non-disabled people to be unemployed.
- In 2013, 11.6% of disabled people were unemployed, compared with 6.4% of non-disabled people.
- Disabled people were paid significantly less than non-disabled people in Scotland in both 2008 and 2013. In 2013, disabled people earned £1.20 per hour less than non-disabled people.
- Disabled people are paid less than non-disabled people, and the disability employment gap widened.
- Disabled people were disproportionately affected by unemployment.

4.3 Race¹

There was a significant gap between the employment rate of people from ethnic minorities when compared with White people in 2008 and 2013:

- In 2013, 57.4% of people from ethnic minorities were in work compared with 73.8% of White people.
- The lowest employment rates in 2013 for ethnic minority groups were for people in 'Other'²⁷ ethnic groups (56.0%) and Pakistani and Bangladeshi people (42.9%).
- The employment gap between people from ethnic minorities and White people is significant.
- People from ethnic minorities are more likely to be unemployed.
- They are less likely to be in senior and managerial occupations.

¹ Is Scotland Fairer? EHRC 2015 Publication

5. College Structure and Pay Systems

5.1 Staffing Structures

The Glasgow Kelvin College staffing structure was created going forward in November 2013 after three Glasgow colleges merged to become one. The staffing structures were developed through detailed consultation with staff, managers and representatives of the College's recognised Trade Unions. A job evaluation process ran in parallel with the consultation exercise and from these processes a grading structure for the College was created.

Vacancies within the College are filled through competitive interview and externally advertised. This is in accordance with the Board of Management's Recruitment and Selection Policy. The College advertises vacant posts internally only under specific circumstances such as cover for sickness absence, maternity leave and when there is a review of a staffing structure.

5.1.1 Grading and Remuneration

The College recognises the importance of developing pay arrangements that are right for the organisation and reward employees fairly for what they do. Providing equal pay for equal work is fundamental to this concept and a structured pay system is in place, which is transparent and informed by the College's job evaluation process.

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

5.1.2 Grading Structure and Job Evaluation

Pay systems discrimination can contribute to the pay gap and the College recognises that job evaluation is a way of systematically assessing the relative value and demands of different jobs as a means to address this.

The College therefore uses an effective job evaluation scheme that is analytical and non-discriminatory, in both design and implementation, which covers all roles within the organisation. Where jobs fall within the same job evaluation grade, the work has as equivalency.

The College groups all jobs into grades and pay bands with the assistance of its job evaluation system Further Education and Development Role Analysis (FEDRA). Jobs on the same grade are regarded as being work of equal value.

The College has developed terms and conditions for all staff which are reviewed on a regular basis to take into consideration current and pending legislation, developments in case law and best practice. This proactive approach assists the College to address any potential for discrimination, direct or indirect, which may have an impact on its staff.

5.2 Support Staff

The College's 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 remuneration levels for support staff are analysed and reported in this report by gender, race and disability. The College also monitors remuneration levels by other protected characteristics by scale point on an annual basis. However, to avoid the potential identification of the staff concerned it is inappropriate for the College to publish a detailed breakdown of these statistics.

5.3 Teaching Staff

The College's teaching staff structure consists of grades 6A to 9 and salary bands with scale points 1 to 10 for basic and promoted teaching posts. This is decided by its job evaluation system. Posts on the same grade have equivalency. A band for each post consists of 3 or 5 scale points. There is a

clear path for progression with an annual increment awarded until it reaches the maximum scale point for the post.

Salary assessments for teaching staff based on qualifications, experience and recognised 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 staff until it reaches the maximum scale point for the post. This applies equally regardless of gender, race or disability. 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 check and authorise the salary assessments.

5.4 Operational Management

The College operational management grading structure ranges from grades 10 to 11 and salary bands with scale points 1 to 8 for informed by its job evaluation system. Posts on the same grade have equivalency. A band for each post consists of 3 scale points. There is a clear path for progression with an annual increment awarded until it reaches the maximum scale point for the post.

5.5 Senior Management

The College senior management grading structure ranges from grades 12 to 13 salary bands for the posts of Principal, Vice Principal with scale points 1 to 4 for senior managers informed by its job evaluation system. Posts, which are on the same grade, have equivalency. The Principal role is on a fixed point with the Vice Principal band consisting of 3 scale points. There is a clear path for progression with an annual increment awarded until it reaches the maximum scale point for the Vice Principal post...

6. Occupational Segregation

Occupational segregation is understood as the concentration of staff with the PC(s):

- 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, disabled persons and persons from a black and minority ethnic background 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, cashiering (retail) and the lower grades within an organisation. Disabled persons and those with a BME background tend to be in less senior positions within organisations.

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

These are as follows:

- monitoring the impact of the College's pay practices across the protected characteristics (PCs) and reporting the impact by PC and by grade;
- monitoring and reporting the profile of roles within the College by gender, disability and race to identify any areas of occupational segregation and identify any actions necessary to address occupational segregation;
- encouraging male and female, BME and disabled persons to apply for non-traditional roles through innovative recruitment advertising;
- monitoring and reporting the workforce profile by gender, disability and race, 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 across all the protected characteristics and report the take up in the Mainstreaming Report;
- operating and monitoring the utilisation of work-life balance policies across all the protected characteristics and reporting the impact by gender, disability and race;
- operating open access to professional development and monitoring and reporting by gender, disability and race the take up of such opportunities;
- career development review procedures;
- mentoring and coaching opportunities open to all staff and specific activities to support and encourage female, BME and disabled staff;

- analyse progression in terms of grade and between job groups by gender, disability and race; and
- producing a Workforce Plan, which incorporates a succession planning strategy.

7.0 Equal Pay Audit

The College collected and compared pay information relating to gender, race and disability that included basic pay, total earnings and other work related benefits to identify any significant pay gaps at 1 April 2016.

Benefits which are also considered as part of pay 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), these include,

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

The College using Human Resources data conducted the equal pay audit. 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.

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 Committee are placed on the College website for all staff to access.

7.1 Pay Gap Calculation

The College's overall pay gap is calculated as required by the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, that is, the percentage difference among employees between:

- men's average hourly pay (excluding overtime) and women's average hourly pay (excluding overtime)
- Black and Minority Ethnic, White European and White Non-European average hourly pay (excluding overtime) and UK White average hourly pay (excluding overtime)
- Disabled staff average hourly pay (excluding overtime) and non-disabled staff average hourly pay (excluding overtime)

The hourly rate between men and women has been compared across three categories, these include all staff and split by support staff and teaching staff. The same calculation has been used to compare the hourly rate for race and disability. However, due to the numbers involved this information has not been broken down across staff categories.

The College does not make bonus payments.

The hourly rate is calculated by:

- taking the base hourly rate of pay for each employee;
- working out an average hourly rate for women and for men by: adding all of the hourly rates of pay for women and then dividing this by the total number of women this calculation is repeated for men; and
- dividing the average hourly rate for women by the average hourly rate for men and multiplying by 100. This final step produces the % gender pay gap.

8. Gender – All Staff

8.1 Gender Balance

The College's total workforce in terms of gender is in the undernoted table. Table 1 shows the breakdown of staff by gender at 1 April 2016

Table 1 – Gender Workforce Profile - 1 April 2016

Gender – 1 April 2016	All Staff	Full Time	Part Time
Female	52.5%	46%	54%
Male	47.5%	67%	33%
Gender – 1 April 2015			
Female	52%	48%	52%
Male	48%	68%	32%

Whilst the overall staff composition is consistent with 1 April 2015 figures, in comparison at 1 April 2016 there was a fall of female employees who work full-time (reduced from 48% of the female workforce to 46%) and the amount of part-time females increased from 52% in 2015 to 54%. In comparison, this pattern also applies to full-time and part-time male employees, however the variance is less in relation to males (full time reduced from 68% to 67% whilst part-time males increased from 32% in 2015 to 33%).

In summary, the College overall employed less full-time staff, female and male, and there was an increase in part-time staff for both female and male.

8.2 Gender Pay Gap - All Staff

Table 2 shows the overall gender pay gap as 7.8% in favour of male, in comparison to 10.2% at 1 April 2015.

Table 2 - Overall Gender Pay Gap

Gender	Hourly Rate Including members of the Senior Management Team	
Female	£17.46	
Male	£18.95	7.83% in favour of male
Hourly Rate Excluding members of the Senior Management Team		
Female	£17.37	
Male	£18.59	6.57% in favour of male

The reduction in the gender pay gap has reduced naturally due to incremental progression and a number of female appointments to managerial positions.

An analysis of the hourly rate across the grading structures demonstrates that there is no gender effect on pay in the majority of grades between men and

women, full-time or part-time. Table 3 below shows the percentage difference in the hourly rate and in favour of gender. The commencement of new staff within a particular grade, as demonstrated below, will initially lower the average hourly rate for that group. However, with the advancement of the salary through incremental progression any pay gap will be addressed.

Table 3 - Percentage difference in the hourly rate across the grades between male and female in comparison to 1 April 2015

Support Staff (including management) 1 April 2016				Support Staff (including management) 1 April 2015
Grade	Difference	In favour of:	Comments	
Support Grade 1	0.44%	Male (23 male: 22 female)	-	3.3% in favour of male
Support Grade 2	5.15%	Female (10 male: 57 female)	Due to incremental progression (a higher percentage of female staff are on the top of the scale)	6.0% in favour of female
Support Grade3	0.75%	Male (22 male: 6 female)	Due to incremental progression (a higher percentage of male staff are on the top of the scale)	2.4% in favour of Male
Support Grade 4	1.47%	Male (19 male: 38 female)	Due to incremental progression (a higher percentage of male staff are on the top of the scale)	1.6% in favour of Male
Support Grade 5	3.84%	Female (10 male: 9 female)	Due to incremental progression (a higher percentage of female staff are on the top of the scale) and conservation of salary. (There are and addition two male staff at this grade since 1 April 2015).	2.0% in favour of female

Teaching Staff (including management but excluding senior management)				
Grade	Difference	Grade	Difference	Grade
Support Grade 6	5.49%	Female (1 male: 4 female)	Composition of staff at this grade is predominantly female. (There has been a decrease in staff at this grade 1 female and 1 male since 1 April 2015)	0.6% in favour of female
Support Grade 7	0.4%	Female (3 male: 3 female)	-	0.4% in favour of female
Support Grade 8	1.22%	Female (1 male: 3 female)	Due to incremental progression (a higher percentage of female staff are on the top of the scale) (There has been a decrease in staff at the grade since 1 April 2015, 1 male and 1 female)	0.34% in favour of male
Academic Grade 6a	1.27%	Male (172 male: 156 female)	There is a higher number of part-time female staff than male staff at this grade. In addition, a higher percentage of male staff are on a conserved salary. (The number staff, male and female staff has decreased at Lecturer level – 17 male and 10 female)	1.3% in favour of male
Academic Grade 8	0.07%	Male (20 male: 17 female)	-	1% in favour of male
Academic Grade 9	0.19%	Female (5 male: 7 female)	-	1% in favour of male
Management Grade 9	0.53%	Male (9 male: 12 female)	Due to incremental progression (a higher percentage of male staff are on the top of the scale)	0.19% in favour of male

Teaching Staff (including management but excluding senior management)				
Grade	Difference	Grade	Difference	Grade
Management Grade 10	0%	(4 male: 1 female)	No differential	1.8% in favour of female
Management Grade 11	3.11%	Male (2 male: 2 female)	Due to incremental progression (a higher percentage of male staff are on the top of the scale. In addition this is compounded by the wage award assigned in session 2015/16) (The number of staff increased by 1 female since 1 April 2015)	2.7% in favour of male

As previously reported, because of the merger process, a number of staff, male and female, received conservation of salary in accordance with the agreed terms and conditions of service. The College's pay protection practice (conservation of salary) in terms of the protection period operates over three 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 19 staff in this position, of which 14 are male and 5 female.

Although the overall pay gap is 7.83% between male and female in favour of male, there are only two grades (Support Grade 2 and Support Grade 6) where the gap is more than 5% and this is in favour of female. This is because there are more part-time than full-time women within the workforce at this grade are. 85% of the staff within Support Grade 2 and 80% of staff within Support Grade 6 are female.

The Senior Management Team comprises of 3 male (Principal and 2 Vice Principals) and 1 female (1 Vice Principal).

There is no pay gap between male and female at VP level but, including Principal's salary, there is a 12% gap.

Where there is a pay gap this is attributable to incremental progression. However, at some grades, conserved salaries compound this. Once staff have reached the maximum of the scale point for the grade and conservation has run its course, it will bring the salaries into line with the other staff on that grade which will narrow this gap further.

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

- Support 2 - there is a higher percentage of female staff. This grade covers administrative based posts;
- Support 3 - there is a higher percentage of males. This grade covers mainly technical posts. Whilst there are a number female staff in technical roles the majority of post holders are male;
- Support 4 - there is a higher percentage of female staff at this grade with a high level of part time roles due to the nature of the work involved; and
- Support 6 – there is a higher percentage of females at this grade with the roles due to the nature of the work involved.

The gender pay gap for this category of staff is considered in the next section.

8.3 Support Staff

In comparing the hourly rate between men and women, across all support staff, including operational and senior management, within the College at 1 April 2016, Table 4 below shows that on average:

- full-time male staff earned £0.02p more per hour, a difference of 0.16%;
- part-time female staff earned £0.78p more per hour, a difference of 6.53%; and
- the hourly rate for all male support staff in comparison to all female support staff shows that male staff, including senior management, earned £0.18p more per hour, a difference of 1.24% (a reduction from 1.56% in 2015). Excluding senior management, male and female, this figure falls to £0.09p per hour in favour of female, a difference of 0.63% (This is a reversal from male to female since 2015).

Table 4 - Hourly Rate – Support Staff - Male and Female - 1 April 2016

Gender	Hourly Rate (including Senior Management)	% Difference	Hourly Rate (excluding Senior Management)	% Difference		
Full Time Male	£14.50	0.16% in favour of male				
Full Time Female	£14.48					
Part Time Male	£11.92	6.53% in favour of female				
Part Time Female	£12.70					
All Female Staff	£13.73	1.24% in favour of male			£13.51	0.63% difference in favour of female
All Male Staff	£13.91				£13.42	

In accordance with the guidance published by the Equalities and Human Rights Commission any pay gap of 5% or more should be investigated.

Of all support staff 62% are female. In comparison, there was a higher percentage of part-time female staff, 42%, to part-time male employees, 23% in a support grade. The percentage of male staff is small when compared to the part-time female workforce in this group of staff, which results in a pay gap of 6.53% in favour of female.

Overall, the hourly rate of pay between male and female across the support grade structures do not display any significant pay discrepancies. The percentage gap further reduces when members of the senior management team are excluded from the comparison to 0.63% in favour of female.

8.4 Teaching Staff

In comparing the hourly rate between men and women, across all academic staff, operational and senior management, within the College at 1 April 2016, Table 5 below shows that on average:

- full-time male staff earned £0.19p more per hour, a difference of 0.87% (an increase from 0.73% last year);

- part-time male staff earned £0.05p more per hour, a difference of 0.29% (a reduction from 0.41% last year); and
- the hourly rate for all male academic staff in comparison to all female academic staff shows that male staff, including senior management, earned £0.74p more per hour, a difference of 3.48%. Excluding senior management, male and female, this figure falls to £0.41p per hour, a difference of 1.96% (this is a reduction of £0.03p per hour since last year).

The hourly rate for all teaching staff is in table 5 below.

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

The pay gap when comparing all staff is 3.48%. This is attributable to more male staff than female, particularly in relation to full-time posts and a higher level of male staff in promoted posts.

Table 5 - Hourly Rate – Teaching Staff - Male and Female

Gender	Hourly Rate (including Senior Management)	% Difference	Hourly Rate (excluding Senior Management)	% Difference		
Full Time Male	£22.20	0.87% in favour of male				
Full Time Female	£22.01					
Part Time Male	£19.79	0.29% in favour of male				
Part Time Female	£19.74					
All Female Staff	£20.55	3.48% in favour of male			£20.55	1.96% in favour of male
All Male Staff	£21.29				£20.96	

9. Policies and Procedures

9.1 Pregnancy and Maternity Leave

The College sought to create one maternity leave scheme for Glasgow Kelvin College at the time of merger. When considering the existing schemes, one scheme for support staff and one for teaching staff, within each of the three legacy colleges, it was discovered both schemes offered benefits financially depending on the annual salary of the staff member. If the College had accepted the support staff maternity leave scheme, this would financially disadvantage staff within a certain salary band and the same was true of the teaching staff maternity leave scheme.

Therefore, the College consulted on, and agreed, a two-tier maternity leave scheme with its recognised Trade Unions. Staff may choose which tier is financially more viable for them.

From 1 April 2015 to 31 March 2016, 12 staff took a period of 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.

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. One member of staff was offered a permanent part-time contract during their maternity leave.

Further information on pregnancy and maternity is in the College's Mainstreaming Report.

9.2 Flexible Working

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

The College has in place a Family Friendly and Flexible Working Policy developed in partnership with its recognised Trade Unions, staff and other stakeholders and introduced in March 2015.

Under this Policy, staff may request a change to their working pattern on a permanent or temporary basis. Table 6 shows the number of requests that the

College has received from its staff broken down by gender over the past three years. Where a request is rejected for operational reasons the College works with the employee to come to an arrangement that is suitable to both parties. The College has approved all applications for flexible working to date.

Table 6 - Applications granted for flexible working broken down by gender.

Year	Male	Female
01.04.15 – 31.03.16	0	3
01.04.16 – 28.02.17	3	12

On monitoring the impact of the Policy over the past two years, the College identified that it had received only a few requests for flexible working applications under its Family Friendly and Flexible Working Policy from both genders.

The College undertook a promotion campaign to raise awareness of the Policy and its benefits to staff of altering the working week to support those with caring responsibilities and achieve a work life balance. This appears to have resulted in an increase in the utilisation of the Policy. Whilst the promotion campaign has resulted in more applications from females, there is still a lack of take up from male staff for flexible working.

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.

Three requests during this period were from female members of staff after their return from a period of maternity leave to their existing role but on a reduced contract. The College agreed to the application on a temporary basis to provide time for the employee to establish if the change suited their needs.

Of the 18 requests received from staff the highest percentage were from staff on a grade 6, 56%, mainly teaching staff, followed by staff in a grade 28%.

A full breakdown of flexible working requests from staff based on grade is as follows:

- Grade 2 – 27%
- Grade 4 – 11%
- Grade 6 – 56%
- Grade 9 – 6%

9.3 Family Friendly and Flexible Working Policy

The Family Friendly and Flexible Working Policy in many areas exceeds the statutory entitlements under the legislation in terms of leave for staff. 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 carer leave, carer leave, personal and domestic emergencies, the College provides for 3 days paid leave per year.

Excluding applications for flexible working, the College received 93 applications, involving 50 staff for leave associated with its paid parental leave and 230 applications for personal and domestic leave, involving 160 staff during the period 1 April 2015 to 28 February 2017.

Of the 93 applications received for paid parental leave, 55% were from male employees. Of the 230 applications for paid personal and domestic leave, 71% were from female employees. This suggests that female staff are more likely to respond to emergencies or make arrangements for dependents such as appointments connected with medical, school, care homes, etc.

9.4 Gender Occupational Segregation

9.4.1 Senior and Operational Management

There are 72 management posts including senior management, operational management and middle management, teaching and support staff grade 7 and above.

Table 4 below shows that the gender balance for management ports is more in favour of male.

Table 4 - Gender by Management at 28 February 2017

All Management	Full-time	Part-time	Adjusted Work Pattern (full-time)	Total	%
Female	31	1	2	34	46%
Male	39	0	0	38	54%

The figures are broken down further in table 5, which shows the gender balance across the levels of management is fairly even with the exception of Heads of Faculty level where the balance is more in favour of male.

Table 5 - Gender Balance across levels of Managerial Posts

Management Level	Number of posts	Female	Male
Senior Management (Principal, Vice Principal and Directors)	8	4	4
Operational Management	11	5	6
Head of Faculty	4	1	3
Senior Curriculum Manager	10	4	6
Curriculum Manager	32	15	17
Middle Management - Support	7	5	2

9.4.2 Teaching Staff

Data gathered and reported in more detail in the College's Mainstreaming Report demonstrates that there are subject areas within Faculties where the gender balance is fairly evenly spread such as Art and Photography, Science, Hospitality, Music and TV Production, Music Business, Wider Access and Community Learning.

In certain areas of the College's workforce, however, elements of occupational segregation exist. The gender balance is more in favour of one gender or the other across a number of subject areas. Of the 27 subject areas, 13 are more in favour of female and 14 are more in favour of male.

One of the curriculum areas, Early Education and Childcare, has an all-female staff whereas in comparison six areas have an all-male staff complement. Five of the nine subject areas in the Faculty of Engineering, Construction and Science have an all-male staff complement. These areas are traditionally male dominated occupations.

During session 2016/17, the position of Head of Faculty, Engineering, Construction and Science became vacant and the appointee was female. The Head of Faculty with a background in civil engineering worked in this industry for a number of years before taking on a teaching career. In her role as a Senior Curriculum Manager and now Head of Faculty she has been influential in working with the staff to identify and implement strategies to attract and retain female learners into the subject areas within this curriculum area. She has also been

successful in attracting a female lecturer into Engineering. The College was successful in attracting a female member of staff into the subject area of Construction eight years ago.

Another area with an all-male staff is located in the Faculty of Business, Creative and Digital Industries, in the subject area of sound production. However, this curriculum area is contracting and staff movement in this area will only be possible when staff leave through natural wastage at a future date to maintain provision.

9.4.3 Support Staff – Gender by Department

The analysis across the support functions considers 10 Support Departments. The previous Mainstreaming Report demonstrated that there was a much higher proportion of females or males in specific service areas.

Some movement in the gender balance, towards males, is seen, due to natural turnover in some support areas. These are usually heavily weighted in favour of females. In other support departments, however, where the balance-favoured males such as ICT and Estates, the balance is still heavily in favour of males. The gender balance in the Estates Department has increased further in favour of male and the ICT area has remained static in terms of its gender balance. Within these two functions, there has been limited staff turnover since 1 April 2015. The College appointed a female to the role of Service Development Manager, IT Technical Services in 2014 and this Manager is responsible for the day-to-day operation of the Department.

The gender balance within some areas has altered overall. However, support departments appear to be in favour of one gender or the other. The figures shown in table 10 below shows the overall gender balance as at 28 February 2017 within the Support Department, these do not include senior or operational managers.

Table 10 - Support Departments - Gender balance at 28 February 2017

Gender by Support Department	Number of Staff	Female	Male	%- Female	% - Male	Head of Service
Student Records	9	6	3	67%	33%	Female
Human Resources and Organisational Development	10	8	2	80%	20%	Female
Gender by Support Department	Number of Staff	Female	Male	%- Female	% - Male	Head of Service
Advice, Guidance and Admissions	27	19	8	70%	30%	Female
Administration and Secretariat	31	27	4	87%	13%	Female
Estates	28	2	26	7%	93%	Male
Information Services (including Learning Network)	3	1	2	33%	67%	Male
ICT Technical	17	1	16	6%	94%	Male
Marketing	5	4	1	80%	20%	Male
Business Development	13	10	3	77%	23%	Male
Library	12	11	1	92%	8%	Male
Finance (including Bursaries)	17	14	3	82%	18%	Male
Youth Access	29	19	10	66%	34%	Male

The College monitors its staffing profile to enable it to develop its recruitment and selection strategy. This is explored in further detail later in this section.

The College has identified through its workforce profile a need to attract more females and males into non-traditional occupational areas. The College is currently reviewing its recruitment and selection strategy with the involvement of Equate in order to attract a wider candidate base from a diverse background, which will include addressing the gender balance within its structure.

9.5 Advancing Gender Equality

To advance gender equality the College, for example, is working in partnership with:

- **Close the Gap**

Close the Gap works in Scotland on women's participation in the labour market.

Partners include the Scottish Government, Scottish Enterprise, Highlands and Islands Enterprise, Skills Development Scotland, Equality and Human Rights Commission, and Scottish Trades Union Congress.

There was a meeting with a representative from Close the Gap on 7 December 2016 who assisted the College by:

- carrying out an overview of the College's existing PSED publications and providing feedback on the strengths and opportunities for development which has assisted it to develop future reporting and approaches;
- providing documentation and guidance to assist in the development of the College's revised PSED publications; and
- reviewing of the outcome of the College's equal pay audit.

- **Equate Scotland**

Equate Scotland was established in 2006, Equate Scotland is Scotland's expert in gender equality throughout science, engineering and technology. Their vision is of a progressive Scotland where women can contribute equally to advancements in these areas and have fair access to the jobs of the future.

Equate Scotland has offered to assist the College to undertake a review of its website, marketing information, recruitment and selection materials and other written materials including the design and the use of language.

College representatives (Human Resources, EDI Manager, Marketing Manager and the Head of Faculty for Science, Engineering and Construction) met with a representative of Equate to discuss how it could work in partnership to advance gender equality in terms of both learners and staff. In advance of the meeting, the College provided some materials for review including some course descriptions, recruitment adverts, policies and practices (students and staff). Equate also

considered the College website which forms part of its recruitment process for staff and learners.

Equate has provided the College with feedback which will inform the current review and revision of its recruitment and selection strategy, marketing, its website and associated documentation for learners and staff. The document makes some recommendations but the overall comments received from Equate are:

Equate:

- *“Overall you’re clearly doing considerable work on gender and it’s great to see consistency and strong partnerships with organisations like Close the Gap. It’s also especially heartening to see a women’s network.*
- *The main issues with language are around formal tone and important information missing at the job/course description stage (people with protected characteristics have the odds stacked against them and so will deselect themselves quickly).”*

10. Disability

10.1 Pay Gap - Disability

Of the staff employed by the College at 42 staff disclosed a disability at 1 April 2015, the breakdown is shown in Table 6.

Table 6 – Pay Gap - Staff who have disclosed disability in comparison to non-disabled and those who have not disclosed

Disability	Number of staff	Hourly rate	% difference
No*	588	£18.24	6% in favour of no disability
Yes	42	£17.13	

*includes non-disclosed and prefer not to answer.

Staff with no reported disability earned £1.11 per hour more than those staff who disclosed a disability. There would appear to be a pay gap of 6% between staff who disclosed a disability and those who did not.

The College is aware of a number of staff who have a disability but have chosen not to formally state this on their record. The College respects the right of staff not to disclose this information.

The data contained within the College's Mainstreaming report demonstrates that the percentage of staff disclosing a disability has increased and the confidence of staff to inform the College of the nature of their disability has risen.

All managers have provided with online training titled "Mental Health Awareness Training for Managers". In addition, 19 staff trained in Mental Health First Aid.

As part of the College's commitment to support staff with a disability or long-term health condition, it developed an Attendance Management Policy in partnership with staff, managers, representatives of its recognised Trade Unions and other stakeholders. Managers and representatives of the College's recognised Trade Unions attended line management training on Managing Attendance. The training was delivered in house and facilitated by the members of the Human Resources Team. The presence of the team provided managers with the opportunity to discuss Policy and Procedure, and feedback their experiences, thoughts and views on the document, procedure and practice which in turn assisted in the further development of the process and practice.

The Policy provides the overarching principles of the approach taken by the College to managing attendance, supporting those with ill health, physical or mental health condition, and a procedure for ensuring reasonable adjustments happen at an early stage. The College is committed to creating a working environment and support facilities that promote and support health and well-being, which aims to take a supportive approach to employees who suffer ill health and provide assistance and reasonable adjustments to employees with a health condition or disability at an early stage. Whilst the Policy and associated procedures was developed primarily to provide managers with clear guidelines on how to manage sickness absence fairly, ensure staff are treated equitably and manage absence in a consistent manner it also provides a mechanism for staff to meet with their manager to gain support without being absent from work.

The Policy clearly supports staff with a long-term health problem or disability. It promotes disability equality and ensures that the needs of staff with or who develop a disability during their employment are supported and provided with reasonable adjustments at an early stage working in partnership with the staff member.

When developing the Policy during the consultation period, a number of changes were made to the policy and procedure. In summary, these included:

- special consideration of sickness absence relating to disability, long-term illness, pregnancy or gender reassignment when trigger points for formal interviews reached;
- special leave for appointments or treatment for disability, long-term illness or gender reassignment; and
- a clearer emphasis on supporting those with a disability.

The associated Procedure also takes account for staff returning to work who may need a **Personal Emergency Evacuation Plan (PEEP)** on a temporary or permanent basis.

The College has undertaken promotional events to encourage staff to disclose if they have or develop a disability. It has recently developed a Disability Audit process and this will be discussed further with staff who have disclosed a disability. The launch of the Audit tool will be on 1 September 2017.

The Audit process to audit the views and experiences of staff with a disability who work at the College on an annual basis, it includes recording and subsequently reviewing any reasonable adjustments put in place for the staff member. In addition to directly contacting staff who have disclosed a disability all staff will receive a contact letter informing them of the College's commitment to disabled people and promoting disability awareness.

The Department of Work and Pensions (DWP) relaunched Disability Confident, an initiative originally launched in 2013 as a replacement for the Two Ticks positive action scheme. The College currently holds the Positive About Disabled People Award (Two Ticks Disability Symbol).

The revised scheme is organised into three tiers of commitment:

Level 1: to be a **Disability Confident committed employer**, organisations must commit to five pledges (similar to the Two Ticks scheme), which include ensuring recruitment processes are inclusive and accessible, and supporting any existing employee who acquires a disability or long-term health condition. They must also implement at least one employment opportunity that will make a difference for disabled people (e.g. offering work experience).

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.

Level 3: in addition to Level 2, employers can achieve **Disability Confident leader** status by achieving external accreditation from a disability support organisation or other recognised body, and actively helping other employers to become Disability Confident.

The College is a member of the Positive About Disabled People scheme, which is the predecessor of Disability Confident and is currently at level two. The College has committed to working towards achieving level 3 December 2017. The College, working in partnership with See Me Scotland, aims to achieve accreditation during session 2016/17.

10.2 Disability across Grading Structures

A high percentage of staff who have disclosed a disability are concentrated at the lower grades 33%. The percentage across the grades are:

- Grade 1 – 14%
- Grade 2 – 14%
- Grade 3 – 5%
- Grade 4 – 12%
- Grade 5 – 7%
- Grade 6 – 38%
- Grade 7 to Grade 13 – 10%

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. In addition, 38% of the staff who disclosed a disability are part-time which also impacts on the pay gap.

Applicants who meet the essential criteria for a position are interviewed under the Positive About Disabled People accreditation, now known as Disability Confident, where the applicant meets the essential or minimum criteria to ensure the opportunity is provided to demonstrate their skills at interview. The College’s 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.

In order to progress to a management position within the teaching structure staff must possess a teaching qualification, for example, Teaching Qualification in Tertiary Education (TQFE). Of teaching staff with a disability, 79% possess a teaching qualification as opposed to 78% for staff who are non-disabled. Comparing disabled and non-disabled staff, there is a slightly higher percentage of disabled staff who are not teacher trained. As part of the College's selection cycle for considering staff for a formal teaching qualification, the relevant line manager and Organisational Development Manager will specifically meet with the staff who have disclosed a disability. The meeting will take place prior to June 2017 to encourage these staff to participate in the PDA (prior to progressing to the TQFE) or TQFE programme as part of the cohort of staff in session 2017/18 who will undertake a formal teaching qualification. The purpose of the meeting will be to develop and agree with the employee a development plan to support them to achieve the qualification(s) to provide them with the opportunity for career progression for the future.

10.3 Advancing Disability Equality

As part of its commitment to advancing disability equality, the College is working with:

- **Equality Challenge Unit (ECU)**

One of the colleges participating in the Supporting Workforce Diversity Project is focusing on disability. More details on the project are in the section on ethnicity. Glasgow Kelvin College working in partnership with ECU seeks to identify strategies to increase disclosure rates and attract disabled persons to apply for positions, and in particular to promoted roles.

- **Glasgow Living Independent Living Strategy**

Glasgow Kelvin College is part of the Glasgow City Council Independent Living Strategy. Glasgow's Independent Living Strategy is informed by Article 19 of the UN Convention on the Rights of Person with Disabilities. It states that:

- a) "Persons with disabilities have the opportunity to choose their place of residence and where and with whom they live on an equal basis with others and are not obliged to live in a particular living arrangement;

- b) Persons with disabilities have access to a range of in-home, residential and other community support services, including personal assistance necessary to support living and inclusion in the community, and to prevent isolation or segregation from the community; and
- c) Community services and facilities for the general population are available on an equal basis to persons with disabilities and are responsive to their needs”

Priorities identified for years 1 and 2 include lifelong learning, youth employment/employability, and equality/independent living impact assessments and future work streams emerging from the programme will be informed by Glasgow Disability Alliance’s “15 Rights for Independent Living.

The Principal of the College is on the Board of the Independent Living Strategy and the EDI Manager is a member of the operational group. The College is assisting to develop an employability strategy with Glasgow City Council.

The work associated with this strategy will inform the development of the College’s own attraction, recruitment and retention strategy and assist it to attract disabled people into its employment, particularly within higher graded roles.

11. Pay Gap - Ethnic Origin

The College employed 20 staff of a Black and Minority Ethnic (BME) background and 22 staff of White Other or White Non-European background at 1 April 2016; the breakdown is in Table 7.

Table 7 – Pay Gap by Ethnic Origin – 1 April 2016

Ethnic Origin	Number of Staff	Hourly Rate	Pay Gap
BME	20	£18.28	
Not disclosed	8	£16.47	
UK White	580	£18.28	
White European or White Non-European	22	£16.19	11.43% in favour of UK White

There is no difference in the hourly rate for BME staff in comparison to UK White.

However, there is a pay gap between White European and White Non-European staff in comparison to UK White. This is mainly attributable to staff being concentrated at lower graded posts, some of which are part-time.

Table 8 below shows that combining BME staff and those from a White European or White Non-European background there is a pay gap of 5.74%.

Table 8 – BME and White Other or White Non-European in comparison to UK White

Ethnic Origin	Number of Staff	Hourly Rate	
UK White	580	£18.28	5.74% in favour of UK White
BME and White European or White Non-European	42	£17.23	

11.1 Ethnic Origin across Grading Structure

Currently the posts held by staff from a BME background are concentrated in grades 2 to 6.

The percentage of BME staff at each level is undernoted:

- 15% - Grade 2
- 0% – Grade 3
- 5% – Grade 4
- 10% - Grade 5
- 65% – Grade 6 (teaching)
- 5% - Grade 8

Of the posts held by the staff from a BME background, these are concentrated in grades 2 to 5 within the support staff category and at Lecturer level, Grade 6 and Grade 8 within the teaching staff category.

Of the posts held by the staff from a White European or White Non-European background, these are concentrated in grades 1 to 3 within the support staff category and at Lecturer level, Grade 6 within the teaching staff category.

There are BME or white European and non-European staff across all of the Faculties and eight of the Support Departments.

The College, similar to many Further and Higher Education institutions, has a lack of BME staff at levels that are more senior across its structure. The College has initiated a number of steps to support the promotion and progression of its

existing and future BME staff going forward. These in more detail in the College's Mainstreaming Report.

Of BME teaching staff, 62% of are teacher trained as opposed to 79% of those with a UK white background. Of the BME teaching staff employed at 28 February 2017, 44% possess the TQFE, 22% are currently undertaking the TQFE and 34% are qualified but not teacher trained. As part of the College's selection cycle for considering staff for a formal teaching qualification, the relevant line manager and Organisational Development Manager will specifically meet with the BME staff. The meeting will take place prior to June 2017 to encourage these staff to participate in the PDA (prior to progressing to the TQFE) or TQFE programme as part of the cohort of staff in session 2017/18 who will undertake a formal teaching qualification. The purpose of the meeting will be to develop and agree with the employee a development plan to support them to achieve the qualification(s) to provide them with the opportunity for career progression for the future.

During the reporting period, 1 April 2015 to 28 February 2017, in accordance with the College's agreed Permanisation Agreement for teaching staff, a total of 57 staff were offered a permanent contract based on the number of hours they had worked over two full academic years. Of the 57 staff in that period, there were six BME staff, four female and two male. In addition, three staff, two male and one female, from a White European or White non-European background were offered a permanent contract. The staff concerned continue to be offered an increase in permanent hours each year until they reach full-time hours or they choose to remain working part-time.

In addition, 75 staff, who already hold a permanent teaching contract of employment with the College who work additional hours, were offered an increase in their contractual hours in accordance with the agreed Permanisation Agreement. This included four BME staff, three women, one male, and one White European male. The Agreement provides the security of employment for teaching staff who continuously work for the College for two years or more.

Staff have applied for and been successful in relation to lateral moves to secure permanent employment or alternative position. Data analysis however demonstrates that of the 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.

11.2 Advancing Race Equality

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.

Some of these initiatives are as follow:

- **Coalition for Racial Equality and Rights**

The College worked with the Coalition for Racial Equality and Rights (CRER) to look its approach on race equality in a number of areas (including, for example, revising its Equality Outcomes for 2017). As part of this broad programme of work, the College wanted to hear the views of its BME staff who may have personal experience of race equality issues.

In addition, the College specifically sought feedback from staff on their perception on whether there are barriers to their career progression, and if so, in their view what are these. It wished to identify what support could be put in place if there are personal barriers (personal or professional development, family commitments where additional flexibility for work or study may have an impact) or if potential barriers related to the College (lack of professional development available, lack of career structure, lack of support from management). The College also sought feedback on what steps it could take to remove or assist to overcome these barriers.

BME staff were invited to attend a focus group to discuss their experience in working at the College with a representative from CRER.

The discussion at the session was completely anonymised and confidential and CRER fed back employees' experience of working at the College, the areas where it does well and areas where it can improve. The views of staff will help to influence directly what the College does. Staff were encouraged to identify some innovative ideas / constructive suggestions to assist with the decision making process in the review of its recruitment, selection and retention strategy.

The purpose of the session was to assist the College to address any issues, which are specific to the individual, and the College as an employer. Although the discussion was largely unstructured and informal, staff were invited to discuss the following areas in addition to career progression out lined above:

- *What do you think are the key race equality issues for the College? How is the College currently tackling these?*

- *Do you have any ideas for how the College could raise the proportion of minority ethnic people working here? How could we improve our attraction strategy?*
- *Do you have any other ideas for things the College could do to promote race equality as an employer?*
- *Do you have ideas for things the College could do to promote race equality as a service provider / for students?*

CRER also assisted the College by carrying out an overview of the College's existing PSED publications. It provided feedback on the strengths and opportunities for development, which assisted it to develop its future reporting and approaches. The College considered the PSED Guidance Publication produced by CRER when developing its PSED documentation 2017 – 2019 and further development its approach to race equality going forward.

CRER has also agreed to assist the College in the review of its recruitment and selection documents and processes. This evaluation will take place in April/May 2017 to inform further development in this area.

- **The Scottish Trade Union Congress (STUC)**

The Scottish Trade Union Congress (STUC) Black Workers Committee developed a two-day cross union 'Leadership Skills for BME Workers' through the Scottish Union Learning 'Leadership Development Fund' and supported by Prospect. This was open to members of all unions.

The programme was aimed at assisting those now and in the future, to develop leadership skills; it was targeted specifically at black workers across Scotland.

On behalf of the STUC, the College circulated the opportunity to its entire BME staff and actively encouraged participation. Two of the College's male BME staff volunteered to participate.

- **Equality Challenge Unit - Supporting Workforce Diversity Project**

Both the Director of Human Resources and the Equality and Diversity Manager are involved in a project run by the Equality Challenge Unit, focusing on staff.

Membership of this project enables colleges to share experiences, data, approaches and resources.

As part of a project titled *Supporting workforce diversity: progressing staff equality in colleges*, the Equality Challenge Unit (ECU) has offered support to colleges in Scotland that are seeking to increase progression opportunities of underrepresented equality groups within their staff. There is an opportunity for up to six colleges to take part in the project. It aims to establish a baseline of equality for college staff and support improvement for any challenges identified.

The project overall is overseen and supported by an advisory group made up of representatives from EIS (FELA), Colleges Development Network, Scottish Funding Council, and college staff with responsibility for equality and diversity, and human resources.

The advisory group identified three key areas of work:

- = Data collection, monitoring and use.
- = Staff experience, flexible working and adjustments.
- = Progression routes and influencers in relation to disability, race and sex.

In addition, the matter of improving 'disclosure' is part of the remit of the group.

The College submitted an application to participate in the project, fully supported by the Principal and the Senior Management Team. It was successful in its application.

Representatives from the College who will work in partnership with ECU include the:

- Director of Human Resources;
- Head of Faculty, Business and Creative Industries;
- Equality and Diversity Manager;
- Organisational Development Manager; and
- EIS/FELA – Equality and Diversity representative.

The College will focus on advancing race equality. The project will fit with the range of work the College has done, and continues to do with other agencies.

Of the other colleges involved in the project, two will concentrate on gender, one on race (a total of two including Glasgow Kelvin) and one on disability. One

college has yet to identify the protected characteristic, which they wish to advance.

The colleges involved in the project will share data, resources and practice. The project will consider promotion and positive action strategies to advance equality in the protected characteristic identified by each college. However, the learned practice will apply across all protected characteristics.

12.0 Pay gap - Conclusion

In summary, the analysis of the information gathered demonstrates:

- the equal pay review in 2016 found no evidence of systemic gender, race or disability based pay discrimination. The College is committed to ensuring that pay arrangements reward fairly and transparently. Providing equal pay for equal work is central to the concept of rewarding people fairly for what they do;
- the more detailed grade analysis indicates no evidence of systematic pay-related discrimination between males and females, race or disability. The grade pay gaps identified in relation to the majority of grades are not in favour of one gender, rather, the gaps vary in favour of males and females. It is acknowledged that the College has a limited number of staff from a BME or White European or Non-European background and a number of activities and actions are in place to advance equality in these areas (these are detailed in the College's Mainstreaming Report);
- the overall gender pay gap is influenced by a higher percentage of females or males at a particular grade, which will affect the average hourly rate of pay. The College acknowledges the effect occupational segregation has on the gender pay gap and its Equal Pay Policy Statement identifies the steps taken and its commitment to continue to address the gender profile through its Equality Outcomes and Action Plan; and
- robust processes are in place to allow the continued monitoring and improvement of pay practices, these include:
 - conducting an equal pay review annually;
 - monitoring identified pay gaps and producing an action plan to address where appropriate;
 - conducting a pay analysis following the implementation of any annual pay reviews;

- fully documenting any decision to regrade a role and ensuring a minimum of two trained role analysts conduct the review and the outcome reported to the Joint Consultative Committee.

13. Tackling Occupational Segregation

In addition to the steps taken in relation to gender, disability and race outlined above the College is also involved in a range of other activities and actions to tackle occupational segregation.

These include:

13.1 Unconscious Bias - Value the Difference Project

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

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

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

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

- disability (mental health and competency biases);

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

(The survey also examined whether age influenced the results but found that age did not have an effect on stereotypes in any of the three domains outlined above.)

Of the College workforce, 10% responded to the survey. A higher percentage of females, 63% than males, 37% responded, with the age of respondents ranging from 24 to 68, with a median age of 49. Of the staff that took part 43% held a support staff role, 52% held a teaching role and 5% indicated that they held a support and teaching role. The majority of respondents were of white ethnic origin, 94%, 2% BME and 4% preferred not to say.

Due to the relatively low response rate, the results were not taken as highly representative of Glasgow Kelvin College staff. It should also be noted that the tests provide evidence of biased associations that employees may hold, but do not provide evidence that people who hold these association actually behave in a discriminatory manner.

The College was advised to interpret the results with some caution, as the data shows initial trends as opposed to robust findings therefore the College is not aware if bias is actually influencing workplace behaviour. Whilst the results of the survey did not provide robust data, it has informed the College's approach and tailor its professional development programme for session 2016/17 with a range of activities delivered or planned.

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

- a bespoke workshop for the senior and operational management team and members of the Board of Management focusing on the practical impact of equalities legislation;
 - the workshop will:
 - introduce the concept of unconscious bias
 - explore the impact of unconscious bias on our behaviour
 - discuss the legal framework which relates to equality and diversity in the workplace

- participate in case studies relating to its application
 - scheduled for 21 April 2017 and 19 May 2017
- a bespoke workshop for the operational management team focusing on the practical impact of the legislation:
 - to be delivered in August/September 2017
- involvement in practical interventions developed through University of Strathclyde research:
 - activities to be finalised;
- access to personalised career coaching for under-represented groups:
 - 19 staff volunteered for the coaching programme, which is running from March 2017 to June 2017.

In addition, the College has been offered training for

- Board Members in unconscious bias in decision making; and
- Staff involved in recruitment and selection.

Furthermore, participation in the project will provide opportunities for networking, to share experiences with other organisations and access to quarterly updates on equality and diversity issues in employment.

13.2 Career Coaching

Staff were invited to participate in career coaching. The promotional campaign specifically encouraged staff from underrepresented groups to apply. The aim of the activity was to ensure women, disabled people and people from ethnic minority communities are better prepared to achieve their career aspirations.

The coaching and development opportunity to help individuals to

- Clarify and focus on their career aspirations.
- Identify and overcome any barriers to progress
- Increase their self-confidence and capability to achieve their potential.
- Develop a career action plan/map.
- Gain new skills and support to achieve their potential.

The coaching over three one hour, face-to-face coaching sessions a few weeks apart and conducted at the workplace.

Of the staff who are participating in the Career Coaching sessions the breakdown of protected characteristics are:

- Gender – 68% female and 42% male (53% part-time (70% female and 30% male) and 47% full-time (67% female and 33% male));
- Ethnic Origin – 21% BME and 79% UK white;
- Disability – 5% disabled and 95% non-disabled
- Age – ranges from 22 to 59
- Sexual Orientation – 5% LGBTi and 95% heterosexual

The College will be provided with generic feedback, which will assist, it create a supportive working environment for underrepresented groups to progress their career.

13.3 People Development

In addition, training will also take the form of

- Group based training sessions to enhance participants confidence and capability by developing their career specific skills, such as interview techniques and presentation skills; and
- Career Development Training – targeted at individuals with the College who have career coaching and mentoring responsibilities to enhance their skills and capability in this field. This for line managers.

The above areas will be progressed before June 2017.

14. Recruitment and Selection

The College's recruitment and selection strategy and processes actively seek to encourage candidates from a diverse background. It encourages both genders to apply for non-traditional roles through innovative recruitment advertising and has been successful in attracting both genders into more non-traditional roles such as a woman into management within its ICT Technical Services Department and a female into its Engineering, Construction and Science Faculty, Civil Engineering. The College will continue to monitor the gender balance, ethnic origin and staff

who have disability across its grading structure and report its findings to the Board of Management and its standing committee for Human Resources.

The College is currently reviewing its recruitment and selection strategy and plans to revise its approach to recruitment advertising, recruitment processes and continuous professional development in partnership with its recognised Trade Unions. The review will identify any appropriate steps to advance equality across gender, race and disability.

Details of the College's workforce profile at 28 February 2017 are in its Mainstreaming Report, which is on the College Website or Intranet. Information in relation to the recruitment and selection statistics for session 2015/16 are also contained in this Report.

The equal pay audit and analyses at 1 April 2016 has demonstrated that overall there are no pay issues within the College because of gender, race or disability. It is noted that there:

- is a degree of gender pay imbalance within a small number of grades identified above and this will continue to be monitored;
- are no BME staff in promoted posts; and
- is a number of staff who have disclosed a disability who hold a promoted however, a third of disabled employees are concentrated at the lower graded posts.

The College's recruitment and selection processes endeavour to ensure employing the best candidate for the job. These are currently under review and this will involve looking at ways to enhance how the College attracts female, BME and disabled people into its employment and in particular into non-traditional and promoted roles.

The College operate flexible working practices which enables all staff at all levels the opportunity to work flexibly to suit their needs and achieve a work life balance.

15. Information Gathering and Publication

The College gathers and publishes a wide range of workforce information in its Mainstreaming Report. The following workforce information is analysed by gender, race and disability:

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

16. Responsibility

The Board of Management and College Principal are responsible for ensuring equitable treatment of employees. The Board's Human Resources Committee and Equality and Diversity Committee have the role of ensuring the success and accuracy of the Equal Pay Policy Statement. The Vice Principal, Human Resources and Organisational Development has additional responsibility to ensure that the initial starting salaries are consistent with this Policy.

17. Action Plan

Recruitment and Selection – sex, race and disability			
Objective	Lead Organiser	Timescale	Actions
Implement and evaluate the attraction, recruitment and selection, on boarding and CPD strategy.	Vice Principal (VP), Human Resources (HR) and Organisational Development (OD)	June 2018	Produce and implement attraction, recruitment and selection, on boarding and CPD strategy.
Develop, implement and monitor effectiveness of College wide strategies to encourage/attract women, BME and disabled people to posts, senior and non-traditional roles.	Director of HR	December 2018	Review and revise impact of attraction, recruitment, on boarding and CPD strategies. Incorporate feedback from Close the Gap, Equate and the Coalition for Race Equality and Rights.
Ensure that staff, in particular female, BME and disabled employees are involved in the review of the College's Recruitment and Selection Strategy.	Director of HR and Equality, Diversity and Inclusion (EDI) Manager	September 2017	Use feedback to inform further development of the College website, materials, recruitment and selection process and on boarding process.
Mitigate inadvertent bias in attraction, recruitment and selection strategies.	HR Team/Marketing Team	Audit each recruitment and selection campaign	Part of ongoing review process.
Ensure all staff, managers and members of the Executive members of the Board of Management are trained in the revised recruitment and selection policy and procedure.	VP, HR and OD and OD Manager	December 2017	Review and revise recruitment and selection training and development.
HR to review the E&D monitoring data associated with recruitment and appointments. Report on trends as well as 'snapshot' information.	Director of HR and HR Team	August 2017 and every August thereafter.	Undertake an evaluation of recruitment campaigns and processes for appointments in particular management appointments after each campaign.
Recruitment and Selection – sex, race and disability			

Objective	Lead Organiser	Timescale	Actions
Provide training for Senior, Operational and Line managers in unconscious bias.	Director of HR	April/May 2017	Brodies LLP and Blue Ptarmigan to deliver training. Evaluate impact of training and implement any identified changes.
Create and implement a set of Key Performance Indicators (KPIs) and use to monitor progress over time.	VP, HR and OD and Director of HR	December 2017	Set of KPIs created as part of Workforce Planning exercise. Use to produce trend data to benchmark recruitment and selection processes.
Career progression for female, BME and disabled persons			
Objective	Lead Organiser	Timescale	Actions
Offer group based training sessions to enhance participant's confidence and capability by developing their career specific skills, such as interview techniques and presentation skills.	Director of HR	October 2017	Progress with Blue Ptarmigan.
Record and monitor professional development including CPD log and Professional Development Review process to ensure that female, BME and staff who have disclosed a disability are accessing opportunities.	Senior HR Business Partner	September 2017	Develop the HR system further to record professional development.
Organise career coaching opportunities.	Director of HR	1 July 2017	Delivered by Blue Ptarmigan. Overall feedback from sessions provided to identify any barriers and assist develop strategies for career development for staff.

Female staff			
Objective	Lead Organiser	Timescale	Actions
Continue to develop and promote the Family Friendly and Flexible Working Policy, Procedures and practices.	Director of HR	June 2017	Review existing policy, procedure and practices.
Hold focus groups with female staff to identify barriers, perceived or real, to career progression, entry into non-traditional roles, how to balance work and home and how to maximise the promotion process.	Director of HR	July 2017	Liaise with external agencies and invite them to host focus groups. Set up appropriate focus groups with female staff to explore this further; utilise information already gathered from HR from applicants. Evaluate and implement changes where appropriate using the feedback provide by Equate Scotland and Close the Gap.
Collaboration with other colleges in the project titled <i>Supporting workforce diversity: progressing staff equality in colleges</i> , the Equality Challenge Unit (ECU)	Project Group	July 2018	Evaluate and implement actions produced by Project associated with gender.
Review current practice and support for staff returning to work following a career or maternity/shared parental leave	Senior HR Business Partner	July 2017	Build on previous research conducted by members of HR and engage with recent maternity returners about their experience of maternity processes (and returning to their role)
Work with senior and operational mangers to identify opportunities to encourage the development and career progression of women employees and identify any potential barriers that may affect female staff.			Focus group facilitated by a representative of CRER held with BME Staff - evaluate feedback and take actions where appropriate. Identify external agencies to facilitate focus groups with female and disabled staff.

BME staff			
Objective	Lead Organiser	Timescale	Actions
Focus groups with BME staff held to identify barriers, perceived or real, to career progression or entry into non-traditional roles. How to balance work and home, and how to maximise the promotion process.	Director of Human Resources	June 2017	Evaluate and implement changes where appropriate using the feedback Coalition for Race Equality and Rights.
Actively encourage BME staff to participate in the PDA (prior to progressing to the TQFE) or TQFE programme as part of the cohort of staff in session 2017/18 who will undertake a formal teaching qualification. Develop and agree with the employees a development plan to support them to achieve the qualification(s) to provide them with the opportunity for career progression for the future.	OD Manager and Head of Faculty	July 2018	As part of the College's selection cycle for considering staff for a formal teaching qualification the relevant line manager and Organisational Development Manager will specifically meet with BME staff who do not hold a teaching qualification.
Complete the project titled <i>Supporting workforce diversity: progressing staff equality in colleges with the Equality Challenge Unit</i> .	Project Group	July 2018	Evaluate and implement the actions identified from the project to attract, retain and support the career progression of individuals from a BME background.
Work with Support staff managers to identify opportunities to encourage the development and career progression of BME staff, with particular attention to Grades 1-3 and staff in manual/technical roles.	OD Manager	July 2018	Identify other external opportunities for leadership training similar to the STUC training. Develop internal first line management training
Graduate trainee from Caledonian University is currently undertaking placement with HR. Dissertation is on the College's attraction strategy with a particular focus on enhancing the strategy to attract people from a BME background.	Director of HR	December 2018	Feedback recommendations from dissertation produced by graduate to VP, HR and OD and action where appropriate.

Staff who have disclosed a disability			
Objective	Lead Organiser	Timescale	Actions
Staff with disabilities to be engaged with to explore whether there are perceived and/or practical barriers to progression, as well as opportunities for more effective career development.	Director of HR and EDI Manager	December 2017	Focus groups/1-2-1 interviews/survey data to be designed and conducted.
Finalise the Disability Audit tool with the involvement of staff who have disclosed a disability	Director of HR and EDI Manager	1 September 2017	Launch Disability Audit tool.
Collaboration with other colleges in the project titled <i>Supporting workforce diversity: progressing staff equality in colleges</i> , the Equality Challenge Unit (ECU)	Project Group	July 2018	Evaluate and implement actions produced by Project associated with disability.
Disability Confident - achieve Level 3 leader status by achieving external accreditation from a disability support organisation or other recognised body, and actively helping other employers to become Disability Confident.	Senior HR Business Partner	31 December 2017	Achieve Level 3 of Disability Confident by See Me Scotland accreditation.
Launch the external Employee Assistance Service for all staff.	Health and Wellbeing Work Group	December 2017	Focus upon improving information, advice, guidance and support for disabled staff as part of the launch of Staff Wellbeing initiative.
Actively encourage staff who have disclosed a disability to participate in the PDA (prior to progressing to the TQFE) or TQFE programme as part of the cohort of staff in session 2017/18 who will undertake a formal teaching qualification. Develop and agree with the employees a development plan to support them to achieve the qualification(s) to provide them with the opportunity for career progression for the future.	OD Manager and Head of Faculty	July 2018	As part of the College's selection cycle for considering staff for a formal teaching qualification the relevant line manager and Organisational Development Manager will specifically meet with staff who have disclosed a disability and who do not hold a teaching qualification.

Pay Gap Analysis			
Objective	Lead Organiser	Timescale	Actions
Further analysis to be undertaken (outside of this review) to better understand any pay gaps reported; steps to be taken to remedy any imbalances identified where appropriate.	Director of HR and EDI Manager	August 2017	HR to analyse data in more depth. Annual pay audit to be undertaken on 1 st April.
Other general actions			
Objective	Lead Organiser	Timescale	Actions
Conduct impact analysis in gender, disability and ethnicity. Seek external input from agencies to support the critical evaluation of policies, practices and procedures.	Director of HR and EDI Manager	In line with the Board of Managements Policy review schedule	HR to establish level of external input required and agencies.
Practices in departments and faculties that contribute positively towards the goals of gender, disability and/or ethnic equality shared across the College.	Director of Curriculum and EDI Manager	December 2017	HR Business Partners to work with Departments and Faculties to collect and share examples of good practice.
Staff who are leaving to be actively encouraged to complete exit questionnaires and take-up to be improved in this area; ensure questions asked allow for issues relating to pay, career progression and potential discrimination to arise; analyse information annually, in terms of both E&D monitoring and trends that arise, reporting to the Equality and Diversity Committee.	Senior HR Business Partner	June 2018	Explore online exit interview system and actively encourage all leavers to complete online system.
Career Development Training – targeted at individuals with the College who have career coaching and mentoring responsibilities to enhance their skills and capability in this field. This for line managers.	Director of HR	October 2017	Blue Ptarmigan to deliver Career Development Training for Managers.



**Glasgow
Kelvin
College**

**Main address:
123 Flemington St
Glasgow G21 4TD**

**Email: info@glasgowkelvin.ac.uk
Web: www.glasgowkelvin.ac.uk**