



GENDER PAY REVIEW REPORT 2019

Introduction

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

The purpose of this report is to publish the gender pay gap information for 2019. Glasgow Clyde College welcomes the opportunity to report under this legislation and we are committed to advancing equality of opportunity and to creating an environment in which everyone is treated as an individual of equal value.

We have used the following measures to calculate and present the figures:

- Mean gender pay gap: The difference between the mean hourly rate of pay of male employees and that of female employees. The mean average is calculated by adding all individual employees' hourly rate of pay and dividing by the total number of employees.
- Median gender pay gap: The difference between the median hourly rate of pay of male employees and that of female employees. The median average is calculated by listing all employees' hourly rate of pay, and finding the midpoint.
- Quartile pay bands: The proportions of male and female employees in the lower, lower-middle, upper-middle and upper quartile pay bands.



Gender Pay Gap and Equal Pay



Although equal pay and the gender pay gap look at differences between women and men's pay, they are not the same.

Equal pay is the right for men and women to be paid the same when doing the same or equivalent work.

Gender pay gap is a measure of the difference between men and women's average earnings across an organisation, regardless of job role or seniority. All roles across the organisation are

included in calculating the average earnings figure and it is expressed as a percentage of men's earnings.

Having a gender pay gap does not automatically mean there is an equal pay issue within an organisation. There are a number of reasons why a gender pay gap may exist, for example, a gender imbalance in the different levels of roles or if particular types of roles are dominated by a single sex.

Gender Pay Gap

The specific duties of the Equality Act require that Colleges and Higher Education Institutions should present a gender pay gap figure for the institution as a whole, which should:

- Include all staff, including full and part time staff, zero hours' staff and those at the most senior levels of the institution, to give an accurate picture of the difference between women and men's pay.
- Provide both mean and median calculations to illuminate different aspects of gender pay gap information.
- Present a pay gap in favour of men as a negative number and a pay gap in favour of women as a positive number to support consistency in reporting.

The figures in this report are based on a snapshot of data, which was extracted from our HR system in February 2019.

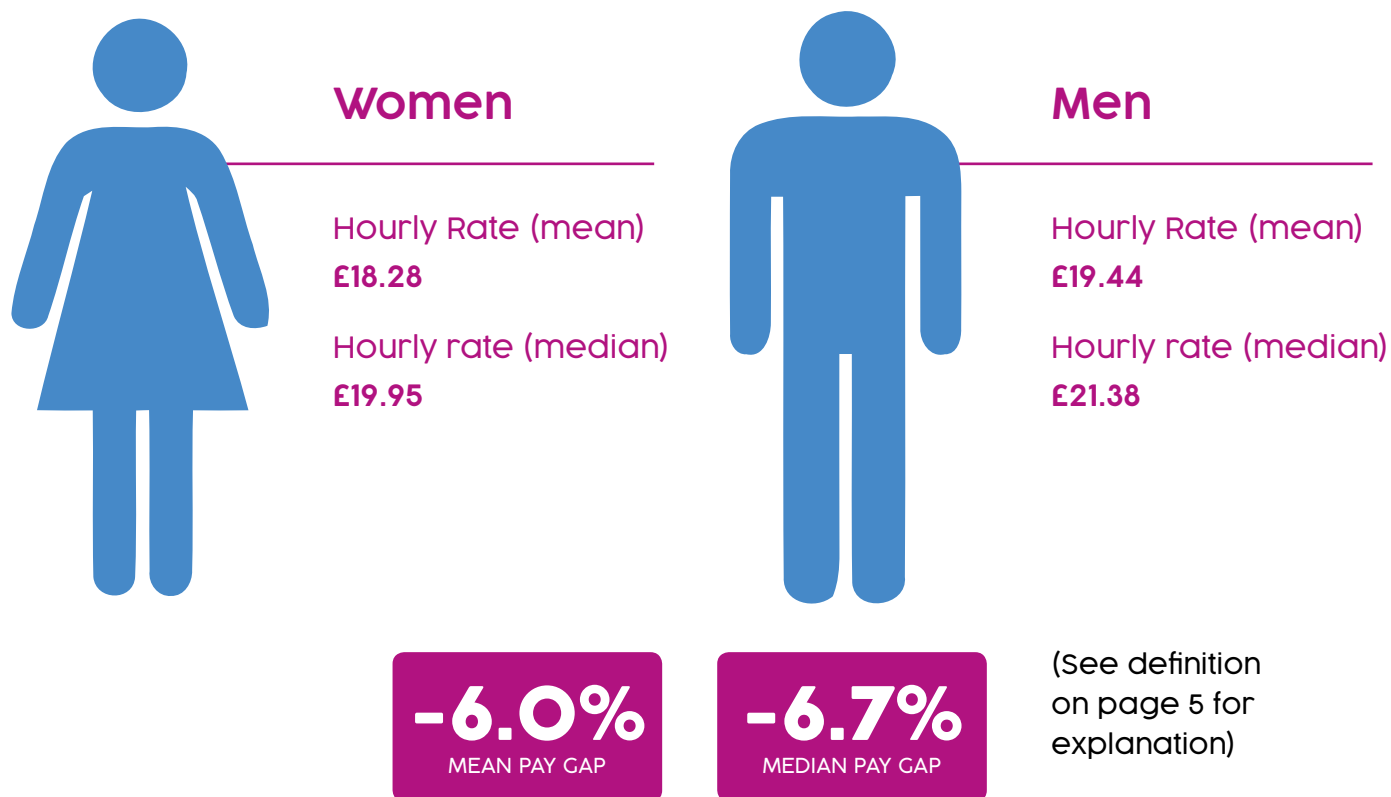
All of the data included in this report has been calculated according to the requirements of The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016.

For the purpose of this report 'salary' is defined as basic annual salary and does not include any contractual or non-contractual allowances. The figures include staff across all areas (teaching and support) and contract types (full time, part time, fixed term and permanent). All salaries have been adjusted to represent a full time equivalent hourly rate to allow direct comparison whether an employee is full or part time.

As at the 28 February 2019, the College had 1116 employees. In terms of the gender split across the organisation as a whole, 404 of these employees were male (36.2%) and 712 were female (63.8%).

In April 2018, we published the College gender pay gap figure of 5.77%, which was calculated using the mean (average) difference between the hourly rates of male and female employees.

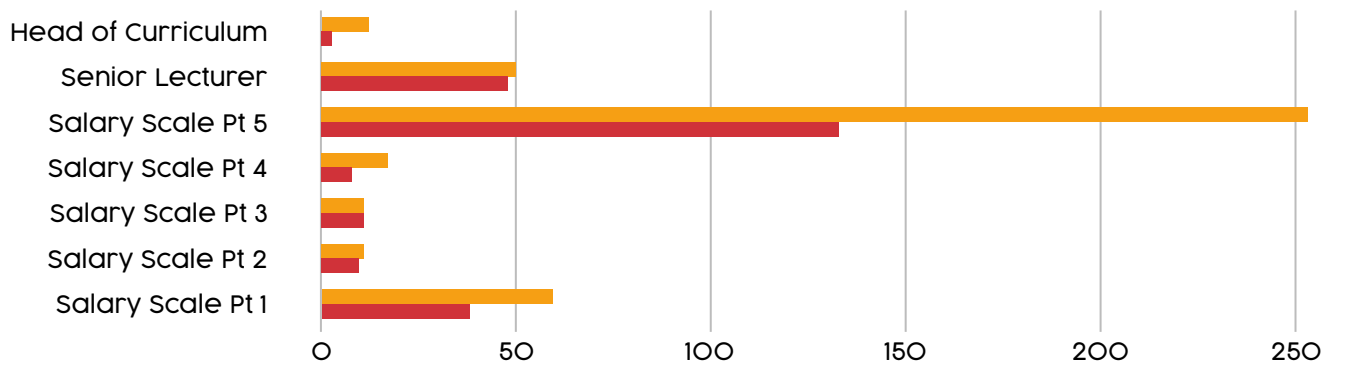
Based on our snapshot date, the 2019 gender pay gap figures for Glasgow Clyde College are shown below:



Gender breakdown by department (All Staff):

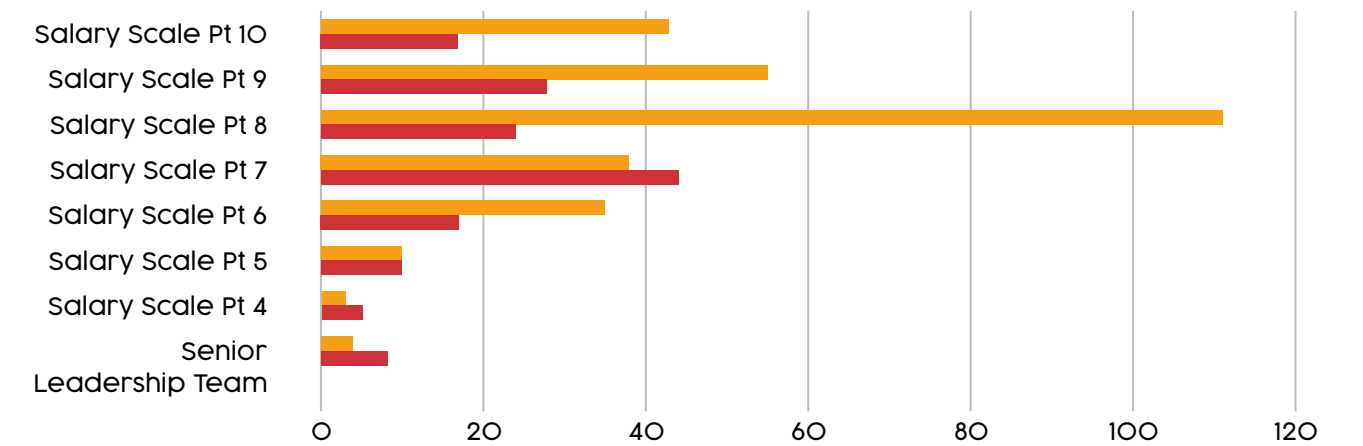
Department	Male	Female
Access and Continuing Learning	55 (29%)	134 (71%)
Business, Creative and Digital Industries	54 (32%)	116 (68%)
Engineering, Computing and the Built Environment	124 (82%)	28 (18%)
Executive Support/Board Support	0 (0%)	8 (100%)
Finance and Infrastructure	51 (46%)	60 (54%)
Health and Wellbeing	56 (24%)	182 (76%)
Human Resources	5 (28%)	13 (72%)
International and Commercial Business	16 (32%)	34 (68%)
Quality and Performance	9 (29%)	22 (71%)
Student Experience	26 (19%)	111 (81%)
Senior Leadership Team	8 (67%)	4 (33%)

Gender breakdown by grade across Lecturing Staff:



	Salary Scale Point 1	Salary Scale Point 2	Salary Scale Point 3	Salary Scale Point 4	Salary Scale Point 5	Senior Lecturer	Head of Curriculum
Female	59	11	11	17	253	50	12
Male	38	10	11	8	133	48	3

Gender breakdown by grade across Support Staff:

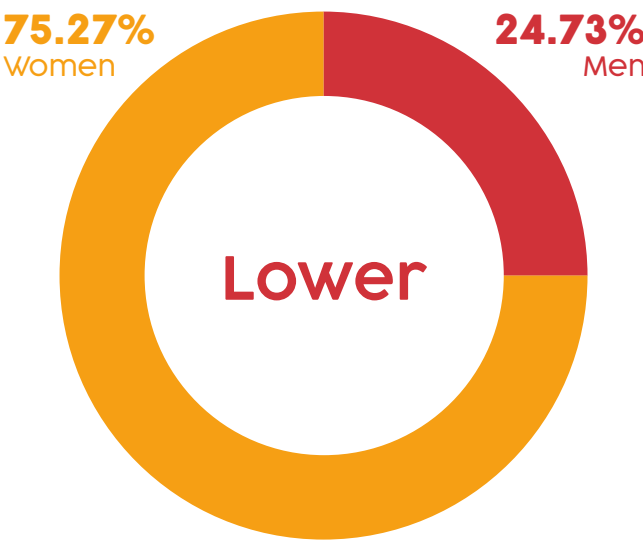
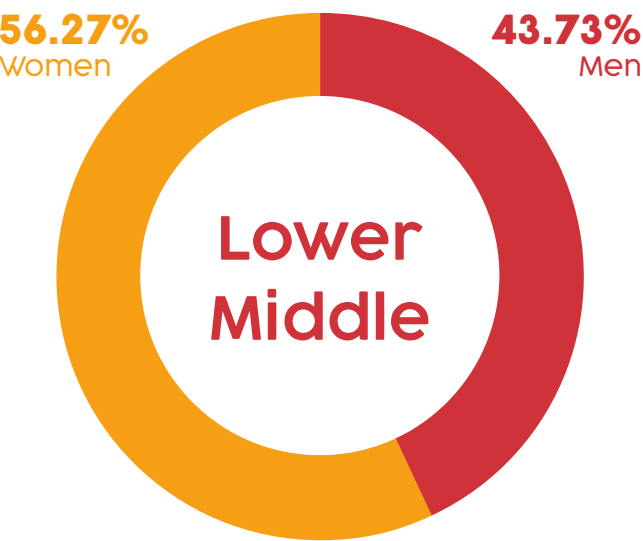
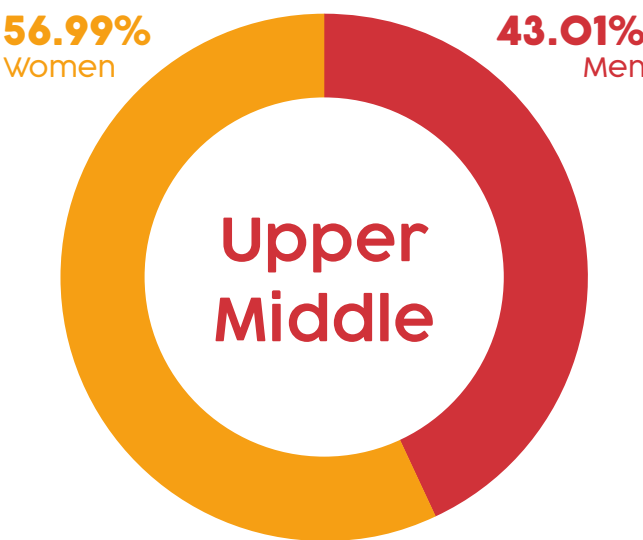
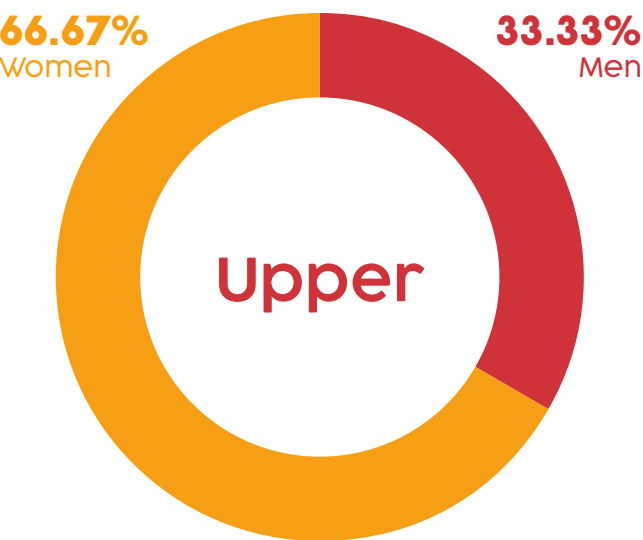


	Senior Leadership Team	Salary Scale Point 4	Salary Scale Point 5	Salary Scale Point 6	Salary Scale Point 7	Salary Scale Point 8	Salary Scale Point 9	Salary Scale Point 10
Female	4	3	10	35	38	111	55	43
Male	8	5	10	17	44	24	28	17

Our Pay Quartiles

A pay quartile represents a quarter, or 25%, of the workforce, ranked by pay. These figures are then broken down by gender below:

	Men	Women
Upper	93	186
Upper Middle	120	159
Lower Middle	122	157
Lower	69	210





Analysis of these figures has identified the following key factors as contributing to the pay gap figure:

Whilst 66.67% of our upper quartile and 56.99% of our upper middle employees are female, the percentage of female employees in the lower quartile is higher than this (75.27% female, 24.73% male), which leads to lower average female pay.

Additionally, the percentage of male employees in senior positions is higher than our percentage of male employees in lower positions, which results in a higher average male pay.

Vertical segregation is evident with females dominating many of the roles on the lower grades including cleaning, receptionist and childcare and administrative roles.

Horizontal segregation is also present with females and males dominating in specific job roles, for example, females dominate in cleaning and catering roles, many of which are part time, compared to males dominating in campus and ICT roles, most of which are full time.

Addressing the Gap



Voluntary Living Wage

In March 2009, Glasgow City Council officially launched the Glasgow Living Wage, which aims to establish a basic standard of living for employees in the city. Glasgow Clyde College is committed to this scheme and recognise both its importance in tackling poverty and its benefit to the economy of Glasgow. With effect from April 2019, the Glasgow Living Wage increased to £9 per hour which will result in an increase of the hourly rate of the female dominated posts at the lower end of the salary scale.

The College has two service contracts in catering and cleaning for which the service providers do not currently insist that their employees are paid the living wage and as a result, there will be individuals paid below this level working for those contractors. We are committed to exploring this further in partnership with our trade union colleagues and with these contractors.

Pay and Grading

There are currently two pay scales in operation within Glasgow Clyde College – one for lecturing staff and one for support staff. All staff salaries are included within one of these scales.

Job evaluation is used to identify work of equal value, and to ensure pay is set based on genuine job requirements. The FEDRA job evaluation scheme is currently used to analyse job roles based on a number of factors.

The system is designed to ensure that it does not unfairly favour stereotypically male or female jobs and is free from sex bias.

Whilst the Job Evaluation procedures are in place within the College, the pay scales for lecturing staff are determined by national negotiation. Support staff are on local pay scales with annual pay increases agreed nationally.

In terms of pay progression, all support staff salaries are currently on a single point scale. For lecturing staff, pay progression is applied annually and consistently.

Within this report it is identified that women and men tend to be clustered into different jobs and sectors. Job segregation, also known as occupational segregation can restrict choices for men and women. The jobs most likely to be done by women are also associated with low pay and fewer opportunities to progress. Job segregation is a contributing factor to our pay gap and going forward we will engage with 'Close the Gap', Scotland's leading expert on the gender pay gap, in order to address this and work together with the aim of reducing our current gap figure.



Workplace Culture

Having a set of robust procedures in place is essential to an inclusive workplace. The College have a number of procedures to support staff when they need it most including Maternity Leave, Shared Parental Leave and Emergency Leave. Although widely available to and accessible for staff, we recognise we need to more effectively communicate these procedures to staff to ensure everyone is aware of what their rights and responsibilities are. We will also look at providing training to managers to ensure these procedures are implemented fairly and consistently.

Going forward, we will review all of our current procedures and, where applicable, will update them according to best practice on promoting gender equality.

Based on the figures published within this report, we are looking to develop a pay gap action plan using our gender pay

gap data, our pay quartile information, and other relevant employee data. Using this data, disaggregated by gender, will help inform where actions are needed within our organisation.

The College is aware that where there is sexism in a workplace it can have a significant and detrimental impact on those affected. It can create a hostile environment, increase staff turnover and discourage potential applications for promotion.

The College will be developing a Respect at Work procedure in conjunction with our trade union colleagues along with an initiative to promote zero tolerance of sexism. As part of this initiative, we will ensure that all line managers receive training which will include how to support any staff who make a report of this nature.

Recruitment and Promotion

Glasgow Clyde College is committed to flexible working and ensuring that all vacancies, both internal and external, are advertised on this basis.

In terms of recruitment, data on applicants' gender is currently collected which allows us to undertake analysis, and identify any patterns, for example, particular departments,

roles, or grades where women are underrepresented in appointments, or particular stages in the recruitment process where women tend to withdraw. We will continue to review our workforce data to ensure there is no apparent gender bias, or indeed in respect of the other protected characteristics.

Flexible and Part-Time Working

The College have recently engaged with 'Family Friendly Working Scotland' to promote a flexible and family friendly culture which will enable us to build upon the family friendly practices already in place.

Going forward we will gather data on flexible working requests by gender to allow an analysis to be undertaken and to identify whether there are any patterns of uptake, or areas within the organisation where requests are repeatedly rejected. We will use this to further develop our action plans.

Nationally, part-time workers tend to be concentrated in the lower grades of organisations, which is a key cause of the gender pay gap. A lack of promoted part-time roles, targeted training and progression routes can cause women to be clustered in low paid part-time work. The College will continue to look at providing opportunities for part-time workers to progress throughout our organisation.

Training and Development

Learning and development opportunities across Glasgow Clyde College are open to all staff. We allow staff the time and resources to complete training during working hours in order to maximise participation for everyone.

Going forward, gathering data on development opportunities by applicants and participants will enable us to identify patterns, for example, where men

working full-time are more likely to apply or be successful than women working part-time. We will include analysis of our further education and higher education College sponsored training programme. Having this information will allow us to take action to encourage higher participation in development opportunities from under-represented groups.



Action Plan

Below is a high level action plan in order for the College to continue to look at ways to close the gender pay gap. Following the planned review of workforce equalities data, a more detailed gender pay gap action plan will be established.

Action	Responsibility	Time Scale
Seek approval and publish Gender Pay Gap Report on website .	HR / Marketing	April 2019
Implementation of NJNC Job Evaluation scheme for Support Staff (Phase 1)	Senior Leadership Team	June 2019
Interviewing Training (including unconscious bias) to be incorporated into CPD days and Leadership and Management Development Programme	OD and Training	August 2019
Develop and implement 'Respect at Work' procedure in conjunction with TU colleagues	HR	September 2019
Review and analyse workforce data (recruitment, promotions, flexible working requests, training and development etc.) in relation to gender equality	HR / OD and Training	September 2019 (collection of baseline data)
Explore Living Wage options for service contracts in partnership with TU colleagues	Senior Leadership Team	October 2019
Investigate recruitment opportunities to encourage a wider gender balance in certain roles.	HR	October 2019
Review of how we internally communicate positive messages about career development opportunities	HR / OD and Training	October 2019
Produce an annual People Management Report providing data on our workforce	HR / OD and Training	October 2019 (covering period August 18 – August 19)
Engage with 'Close the Gap' for further advice and guidance	HR	Ongoing
Work closely with Family Friendly Working Scotland to further support positive working culture	HR	Ongoing



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