

# Board of Management

## People & Culture Committee

<b>Date of Meeting</b>	<b>Wednesday 30 October 2024</b>
<b>Paper No.</b>	<b>PCC1-C</b>
<b>Agenda Item</b>	<b>4.4</b>
<b>Subject of Paper</b>	<b>EDI Interim Reports</b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>Scott M. Harrison</b>
<b>Date of production</b>	<b>11 October 2024</b>
<b>Action</b>	<b>For Approval</b>

### 1. Recommendations

For the Board Committee to approve the publication of interim EDI reports.

### 2. Purpose

The interim reports provide an update on progress against the [Public Sector Equality Duty](#) (PSED) pertaining to Pay Gap analysis and Mainstreaming and Equality Outcomes. All public sector organisations are required to publish updates every two years and review and refresh their PSED requirements every four years. The next reporting period for compliance purposes will be April 2025.

### 3. Consultation

Consultation has taken place with teams from across the College including: Human Resources, Equality Diversity & Inclusion, Payroll, Finance, Organisational Development, Learning & Teaching Academy, Faculty of Nautical & STEM, Students' Association, Student Development and Support & Wellbeing.

#### **4. Key Insights**

At the time of producing these reports (1<sup>st</sup> April 2023), the College staffing profile (1,330 staff) was: 54% female and 46% male; 62% Full time and 38% Part time; 9% of staff disclosed a disability; 6% of staff are BME (Black and Minority Ethnic).

Recruitment: There were 1,444 applications received for posts advertised at the City of Glasgow College. 408 applicants were interviewed for posts of which 160 were appointed.

Our current Pay Gaps are: Gender – 7%, Full-time – 8%, Disability – 7%, Ethnicity – 2%.

#### **5. Impact and Implications**

By delivering our statutory reports and implementing initiatives, we can ensure compliance with the Equality Act 2010. This will not only uphold our College's exceptional reputation for equality, but also foster a more inclusive environment for our staff and students. This proactive approach will also place us in a strong position for potential future audits or reviews by external organisations.

Public Sector Equality Duty  
(PSED) Mainstreaming and  
Equality Outcomes Annual  
Report – October 2024

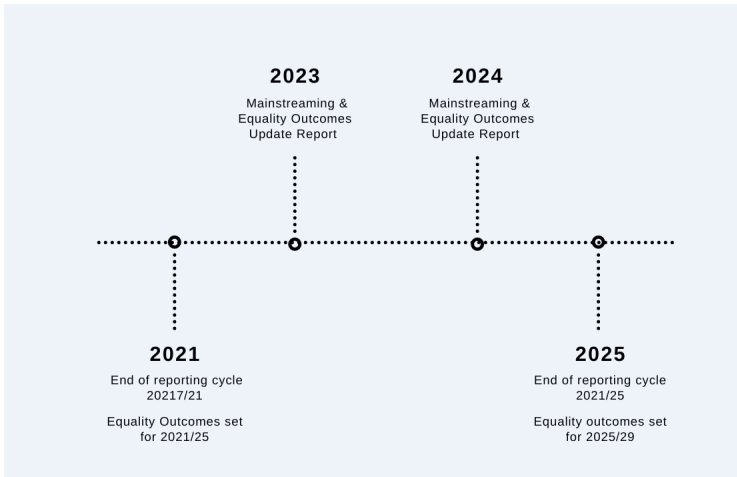


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# Introduction

The Equality and Mainstreaming report 2024 supports our statutory duty to publish our Equality requirements which is due in full in April 2025. All public sector organisations are required to publish information every 2 years and review and refresh their [Public Sector Equality Duty](#) (PSED) requirements every 4 years. The College previously published their Equality reports in 2021 and then in 2023. This report will help provide relevant baseline data for the College’s inclusion and mainstreaming work and support our legal reporting requirements under the [Equality Act 2010](#).



## Protected characteristics

Age	Disability	Gender reassignment
Marriage & Civil partnership	Pregnancy & Maternity	Race
Religion or belief	Sex	Sexual orientation

This report will:

- provide a summary of the key findings.
- highlight some key mainstreaming activities.
- report on our workforce data by protected characteristics.
- analyse the College recruitment data by protected characteristics.

## Summary of findings

The following Executive Summary provides a brief overview of the full report.

### Workforce

The City of Glasgow College (CoGC) workforce on 1<sup>st</sup> April 2023 was 1,330 staff.

- The average age of staff is 48 years.
- 47% of the workforce is aged 50+.
- 9% of staff disclosed a disability, 1% higher than the previous year in 2022 which was 8%.
- BME (Black and Minority Ethnic) staff are presented at 6%. This has remained constant in both 2022 and 2023.
- The gender balance of staff was 54% female and 46% male.

### Recruitment Breakdown

There were 1,444 applications received for posts advertised at the City of Glasgow College. 408 applicants were interviewed for posts of which 160 were appointed. A full breakdown of the recruitment data is available in Appendix B.

### Key recruitment highlights include:

- 11% of staff appointed declared a disability.
- 15% of staff appointed identified as LGBTQ+.
- 1% selected for interview identified as Transgender.
- 16% of staff appointed identified as BME (Black and Minority Ethnic).
- 28% of all applications identified as BME and 10% as other white.
- 24% selected for interview declared a caring responsibility.

### Mainstreaming highlights

Since publishing our statutory report in April 2023, the College continues to support the Equality, Diversity & Inclusion (EDI) agenda through challenging our norms within the College as well as those within industry and our partners. The following will highlight and demonstrate our consistent commitment to being an inclusive college. This supports our College values of:

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

The Mainstreaming report will focus on the following:

- Inclusive events.
- Equality Impact Assessment (EIA).
- Trans inclusion.
- Gender Based Violence.
- Equality, Diversity and Inclusion training.

## **Inclusive Events**

Two separate events were held focusing on Equality, Diversity, and Inclusion:

### **STEM EDI conference**

A STEM EDI conference was held in November 2023 at our Riverside campus highlighting the need to ensure that industry challenges the norms within Maritime and STEM to ensure that the diversity of students is reflected and respected within the workplace and strategies are put in place to support an inclusive environment. The College welcomes the opportunity to work with industry partners to collectively address these issues as they arise.

### **Learning and Teaching Conference: The Inclusive College**

City of Glasgow College's [Learning & Teaching Conference](#) took place on 23 January 2024. The event was centred around the theme of "The Inclusive College," with a particular focus on Equality, Diversity, and Inclusion (ED&I). The conference hosted a blend of keynotes, presentations and workshops delivered at our City Campus. This was an opportunity for teaching staff to showcase how they deliver inclusive approaches to teaching and learning, and improve our support for students by putting them at the heart of our delivery.

Events were open to staff, students and external guests. The conference was designed to engage attendees in dialogue and to influence practice. Actions identified through the conference will be embedded in teaching, learning and support.

### **Equality Impact Assessment (EIA)**

The College committed to reviewing and redesigning our EIA process during the 2023/24 academic year to create a tool that is more efficient, streamlined and provides meaningful support for staff. As a result, the new template is online with training and guidance developed to build confidence and competency for all staff to deliver effective EIAs. This process is being embedded into the development of policy and procedures.

## **Trans Inclusion**

The work on Trans inclusion is a partnership approach with the CoGC Students' Association. This partnership approach supported the redesign of our Trans Inclusion Procedure, and the improvement of facilities for Trans students. This also led to the CoGC Students' Association being awarded the [Gold Charter](#) by LGBT Youth Scotland.

## **Gender Based Violence (GBV)**

### **Emily Test Charter**

In Scotland, two institutions have been awarded the Emily Test [Charter Mark](#) (St Andrew's University and South Lanarkshire College). This is a new Charter award from the Emily Test, a charity working to end GBV in colleges and universities. The GBV Working Group has now submitted its final evidence to the Emily Test Charter Panel. We are pleased to announce that we have now achieved the Emily Test Charter Mark.

### **Campaigns**

We continue to use the [Erase the Grey](#) campaign from Glasgow Caledonian University to highlight GBV as well as Police Scotland campaigns. We undertook a social media campaign during the [16 Days of Action](#) and focused our digital posters on campus around GBV. This campaign will continue in the run up to each major holiday period to remind students about the support available.

### **Rape Crisis on Campus**

We continue to offer the Rape Crisis on Campus service to students. This commenced in February 2022 and is a weekly drop-in and appointment service, available to both male and female students.

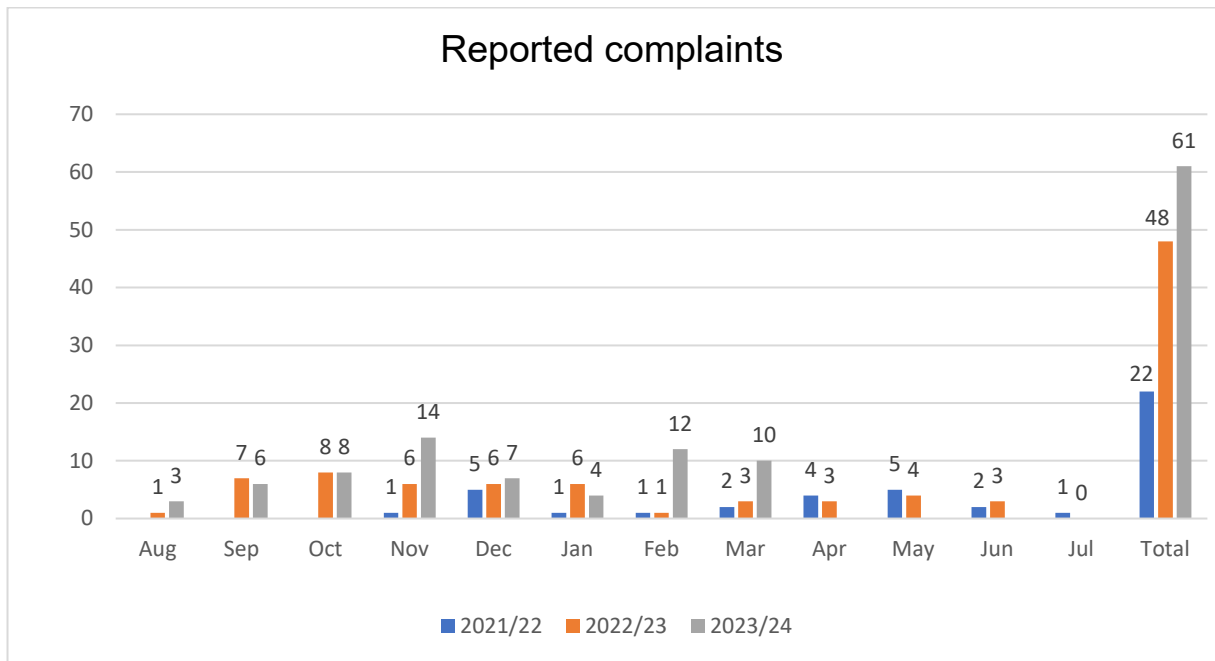
### **Report and Support**

As part of [Fearless Glasgow](#), the College has invested in the Culture Shift [Report and Support](#) online reporting tool. This provides supporting information and a space to report incidents of GBV as well as other forms of harassment. Students making named reports are contacted by a Student Advisor within two working days and are offered support.

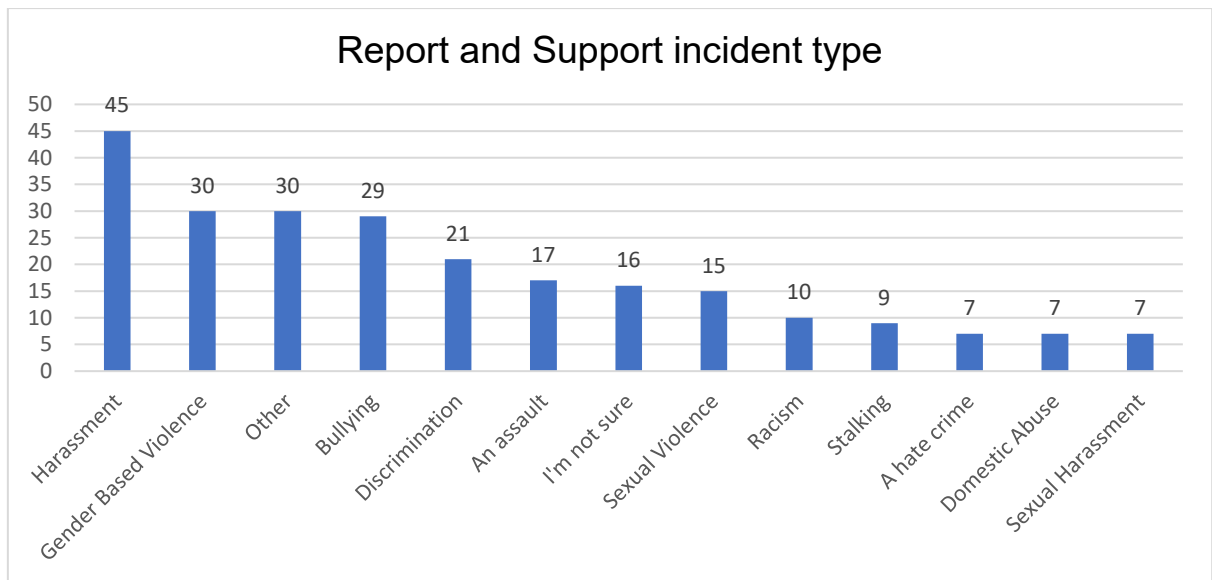
Table 1 below shows that since launching in October 2021, we have received 131 reports with the number of reports increasing each year. Table 2 shows that most reports are related to harassment, with GBV the second most common report. This work will continue to be monitored and supported as part of our commitment to tackling GBV and as a requirement of the Emily Charter work.



**Table 1: Reports since launch in October 2021**



**Table 2: Incident type**



**Training and Development**

In partnership with the Emily Test, 45 staff have been trained in [L.I.S.T.E.N. Risk Assessment](#). This is delivered by the Emily Test team and provides staff with skills and knowledge on supporting individuals when they make a disclosure of GBV.

A new GBV awareness module for students on CANVAS has been introduced and should be completed by students during induction. The module was designed and built by Rape Crisis Scotland and covers topics including consent. We aim to make the module mandatory for students from 2024, however, we will need to develop an option for students to opt-out.

## **EDI Module**

In April 2023 we redesigned our EDI Module to ensure its relevance and to incorporate new standards in relation to Microaggression and pronouns. The training has currently been completed by 85% of staff.

## **Trans Inclusion Training**

We are working with our Trans Inclusion partners to deliver Trans training to all staff. This varies from basic understanding to more detailed support training. This will complement the implementation of the College Trans Inclusion procedure and will also create awareness and understanding for all staff. Training topics included: an Introduction to Trans Awareness, Supporting Children & Young People, and Neurodiversity.

## **Next Steps**

We will continue to meet our Equality action plan priorities to report in 2025 and to ensure that the mainstreaming agenda continues to be embedded in the functions of the College. Further training opportunities will focus on Equality Impact Assessment and Anti racist practice. We will continue to identify new areas where staff can be supported to deliver an inclusive culture in support of the College values.

## **Equality Data**

A requirement of Equality reporting is to use our equality workforce data to inform practice and to address any potential gaps in data.

### **Workforce data**

The following is a breakdown of the data for 2022/23. Full details are outlined in Appendix A.

Key highlights include:

## **Composition**

- Average workforce age was 48 years.
- 47% of the workforce is aged 50+.
- 9% of staff declared a disability.
- 6% of staff identified as Black and Minority Ethnic.
- Married staff make up 47% of staff.
- 30% of staff declared they have no religion. 32% preferred not to say and 33% are Christian.
- 54% of staff are women and 46% men.
- 4% of staff identify as LGBTQ+.

## **Recruitment**

From April 2022 to April 2023 CoGC received 1,444 applications. 408 were interviewed and 160 appointments were made. During this period this was represented by 1% internal candidates and 99% of external candidates. Full details are outlined in Appendix B.

A breakdown of those appointed are as follows (n 160):

- 11% declared disability.
- 15% identified as LGBTQ+.
- 16% were BME.
- 21% declared a caring responsibility.

A breakdown of those selected for interview are as follows (n 408):

- 11% declared a disability.
- 11% declared as LGBTQ+.
- 16% were BME.
- 24% declared a caring responsibility.
- 1% declared as Transgender.

A breakdown of all applicants is as follows (n 1,444):

- 10% declared a disability.
- 10% identified as LGBTQ+.
- 28% identified as BME and 10% identified as Other White.
- 21% declared a caring responsibility.

## **Retention**

Overall, from 1 April 2022 to 1 April 2023, 234 people left the organisation. A breakdown of their protected characteristics is outlined below. Full details are outlined in Appendix C.

A breakdown of all leavers is as follows (n 234):

- Most of the staff that left were over the age of 65+ representing 17% of all leavers.
- 6% identified as LGBTQ+.
- 53% were women and 47% men.
- 3% identified as BME and 6% as Other white.
- 39% of leavers did not state their religion and belief and 25% do not have a religion or belief.

Overall, the College continues to attract diverse talent across the protected characteristics. This demonstrates that City of Glasgow College is seen as an inclusive organisation. In addition, the breakdown of leavers at the same time did not have any adverse impact on the diversity of the workforce.

## Equality Outcomes

A requirement of the [Public Sector Equality Duty](#) (PSED) is to publish Equality Outcomes. These are significant outcomes that the College has deemed to be a priority in order to create an inclusive College. In 2021 we published our Equality Outcomes which are based on the Regional Equality Outcomes agreed by the three regional Colleges in 2021. We reported progress on the delivery of the outcomes in [2023](#).

This Regional Equality Outcomes are as follows:

1. The diversity of students and staff reflects the communities the College serves.
2. All students and staff experience and contribute to a culture of dignity and respect.
3. All students and staff benefit from inclusive and accessible spaces, environments and services.
4. All students and staff actively engage in fully inclusive and accessible learning.
5. Successful student and staff outcomes are increased irrespective of protected characteristics.

**Since our last report in April 2023, we have progressed the following actions:**

### **Scottish Government Race Equality Recruitment Toolkit**

We benchmarked our recruitment processes with the toolkit and looked at the key areas. The recruitment toolkit has five equally important components:

- Strategic direction.
- Developing and embedding capability and capacity.
- Using data.
- Advertising and engagement.
- Sifting and interviewing.

The College met the criteria including:

- EDI Training.
- Anonymised applications.
- Data Analysis.
- Advertising and Outreach.
- Strategic Commitment to being inclusive and diverse.

Actions identified to be fully in line with the toolkit include training on inclusive recruitment practices, in particular interviewing and shortlisting. This will now be considered for next term by the Organisational Development department.

### **Equality Training for Students**

The EDI module for students is being led by a short life working group and will be in place in the 2024/25 session.

### **To achieve the LGBTQ+ Youth Scotland Charter for the Students' Association**

In partnership with the College, the Students' Association achieved the Gold Charter on their first submission in November 2023. CoGC is one of the first organisations to achieve this in Scotland.

### **To re-establish the LGBTQ+ staff network**

Developing staff networks has been a challenge considering the issues the sector has faced. However, with continued engagement the LGBTQ+ Staff network will launch again in 2024/25.

### **Staff Wellbeing and Engagement Survey**

In partnership with Robertson Cooper the College launched a staff survey in March 2021. This was relaunched in 2024 with a focus on staff experience entitled "A Good Day at Work". The survey closed with a response rate of 66%. This is an increase of 2% from the previous survey in 2021. Utilising data from staff surveys presents a valuable opportunity to assess and address inequalities effectively. The survey's inclusion of questions related to equality and the protected characteristics such as age, race, gender and sexual orientation enables a nuanced analysis of disparities and facilitates tailored interventions to address them effectively.

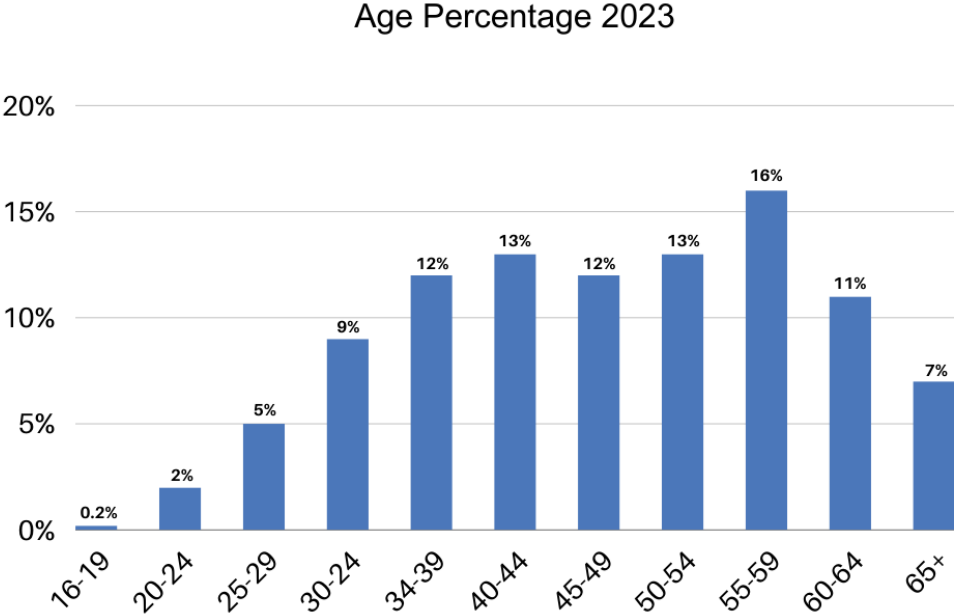
The survey results will be utilised to develop effective interventions and identify trends across the two surveys to further support engagement and transparency with staff. The survey results will be shared with staff members to ensure accountability. This approach demonstrates a commitment to continuous improvement in promoting equality and diversity within the College.

### **Next Steps:**

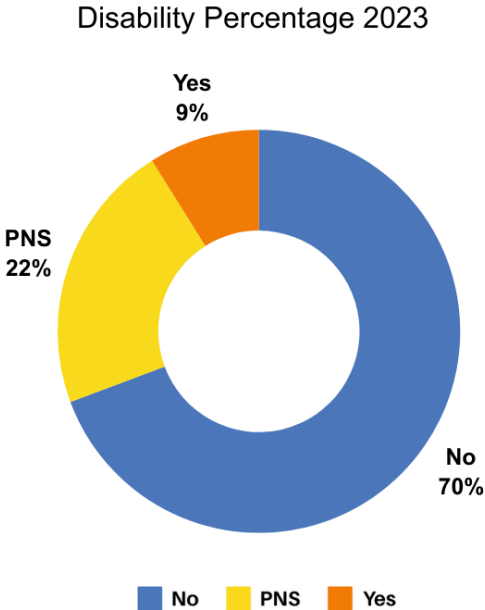
All outstanding actions will be delivered in the 2024/25 session.

# Appendix A: Staff Workforce Data 2023

## Age



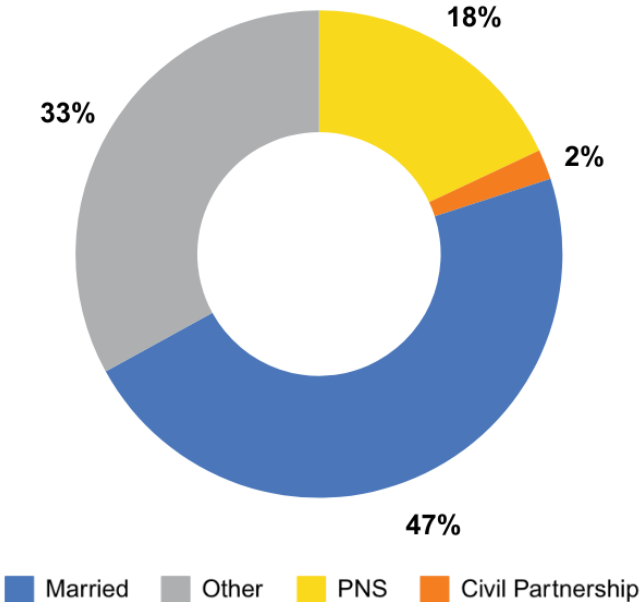
## Disability



\* PNS – Prefer not to say.

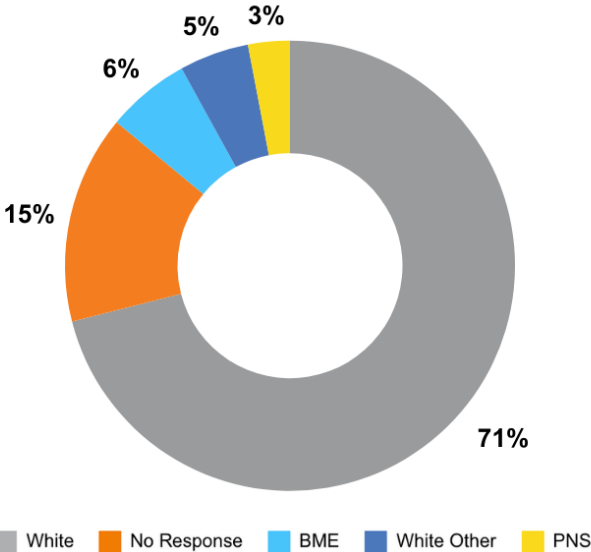
# Marriage and Civil Partnership

## Marriage & Civil Partnership Percentage 2023



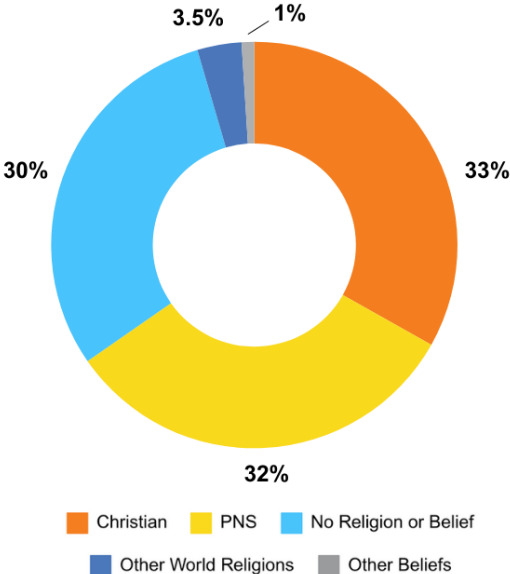
# Race

## Race Percentage 2023



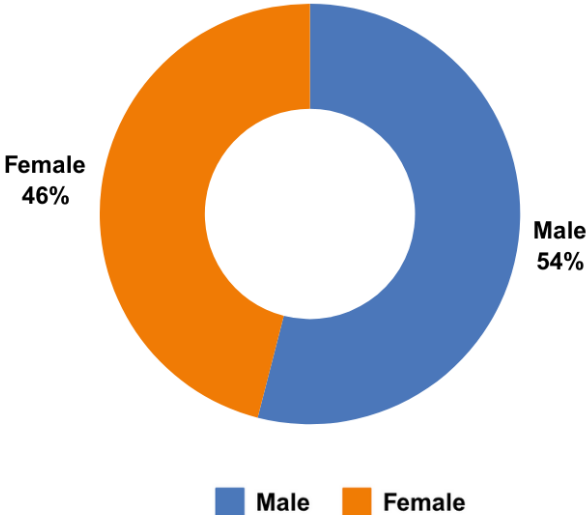
# Religion and Belief

Religion & Belief Percentage 2023



# Sex

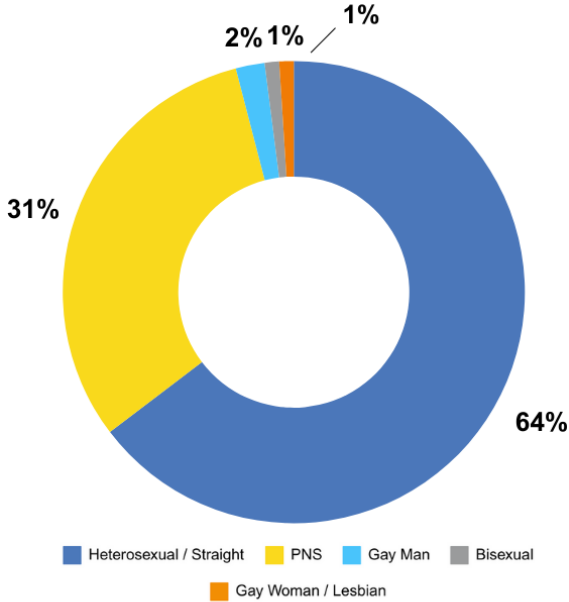
Sex Percentage 2023





# Sexual Orientation

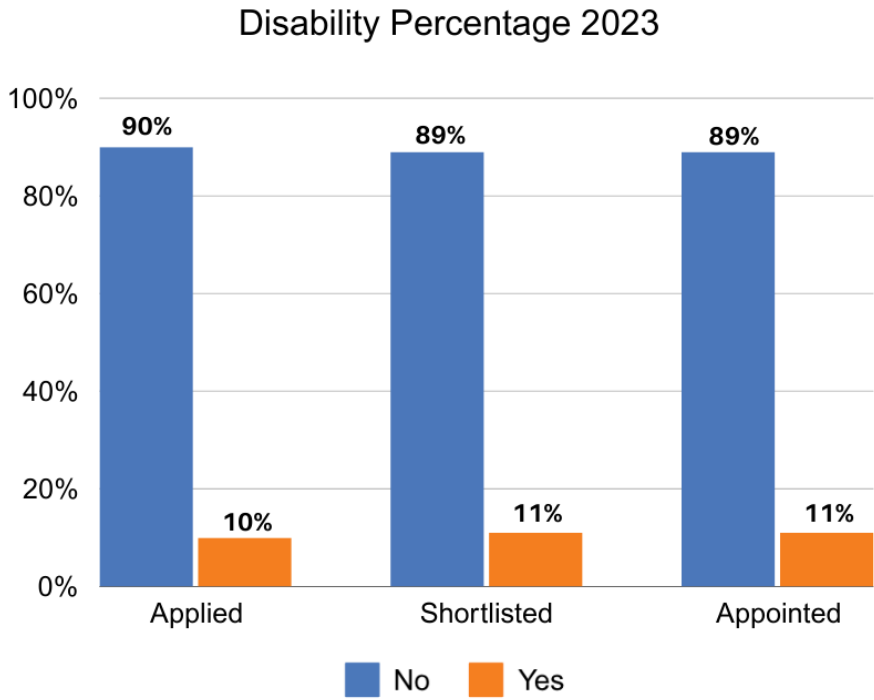
Sexual Orientation Percentage 2023



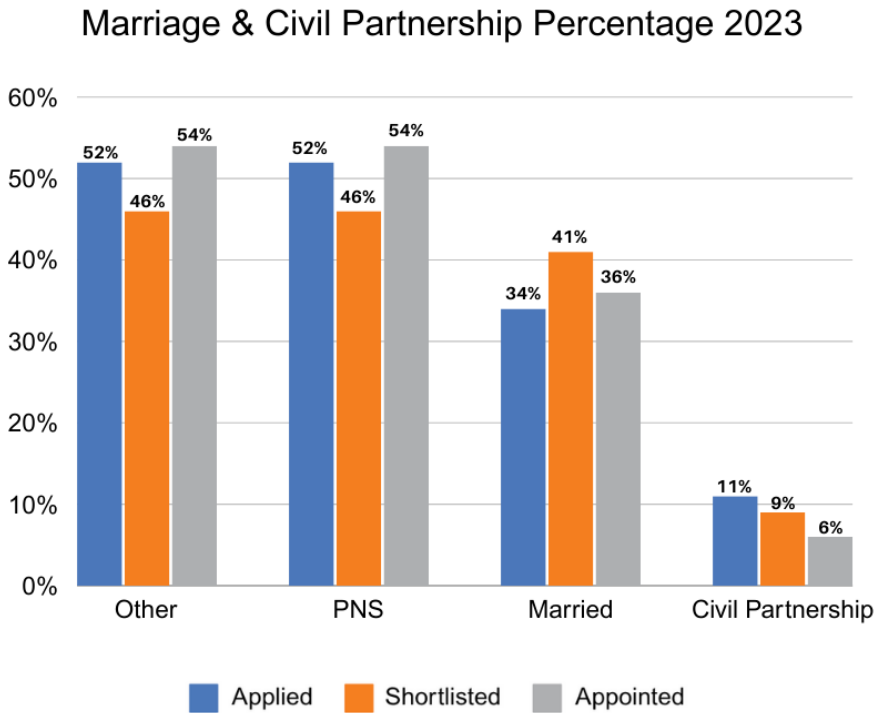
Note: Due to GDPR we will not report on protected characteristics where staff may be identifiable.

# Appendix B: Recruitment Data

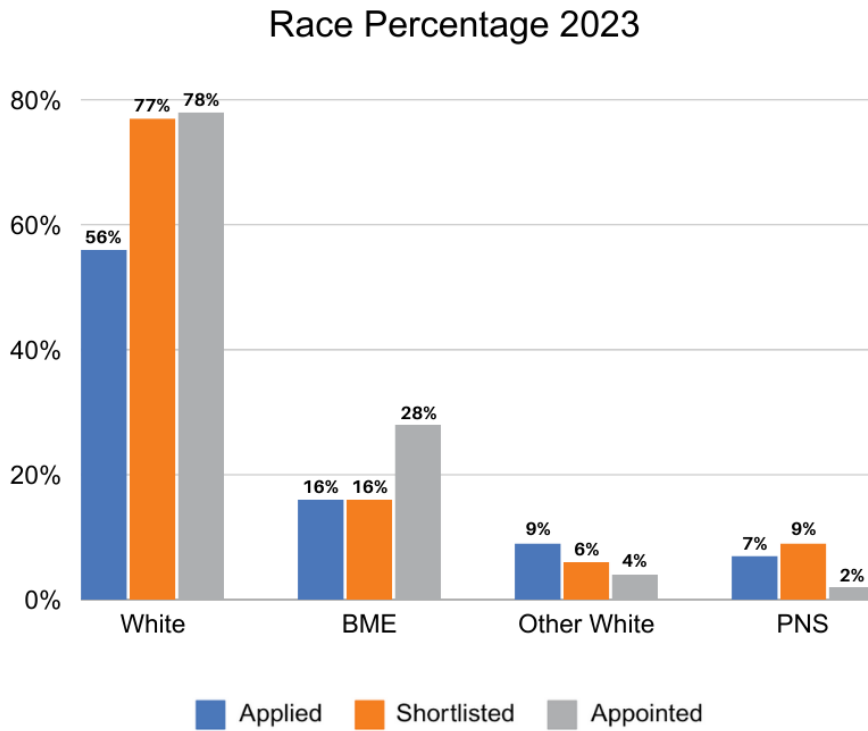
## Disability



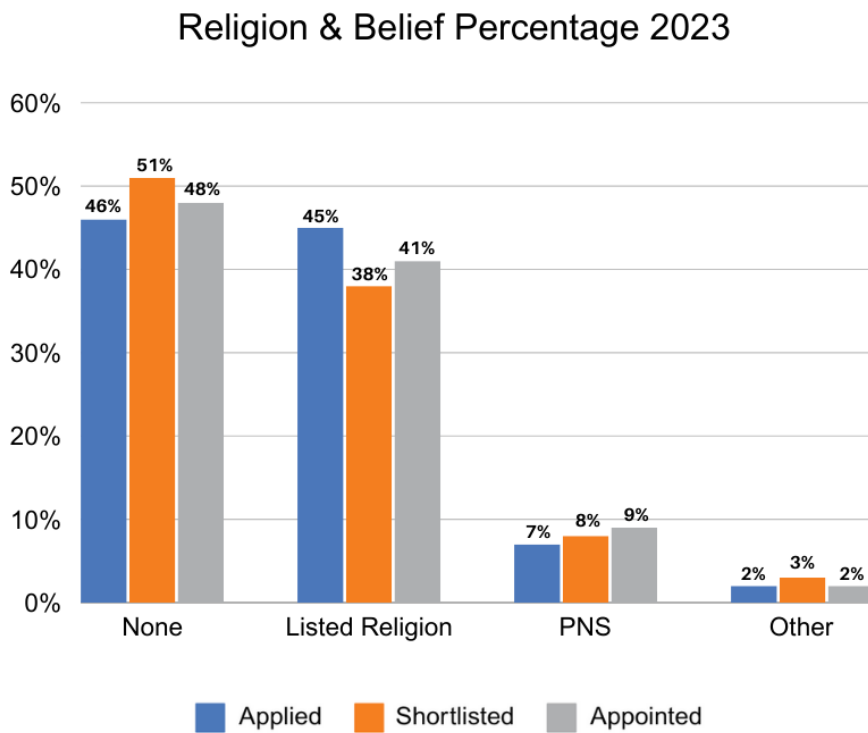
## Marriage and Civil Partnership



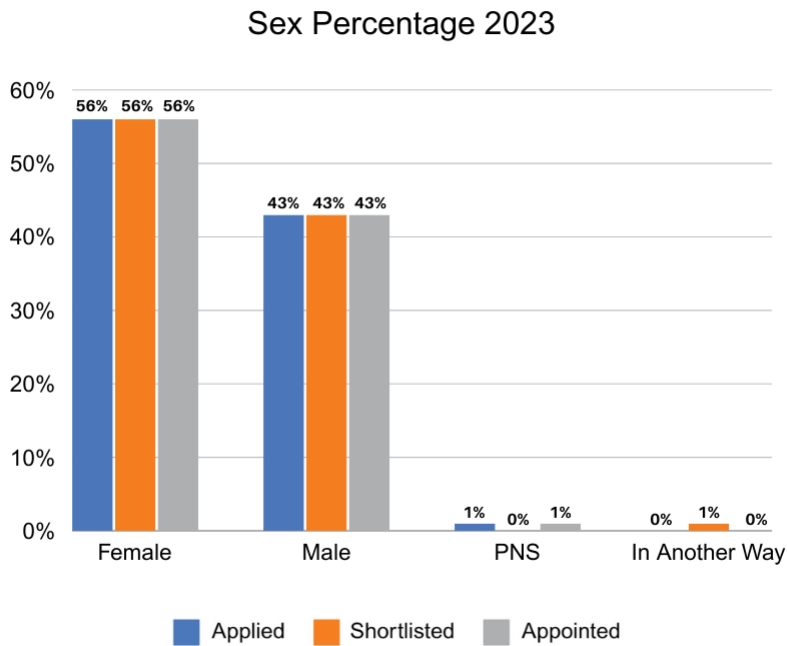
## Race



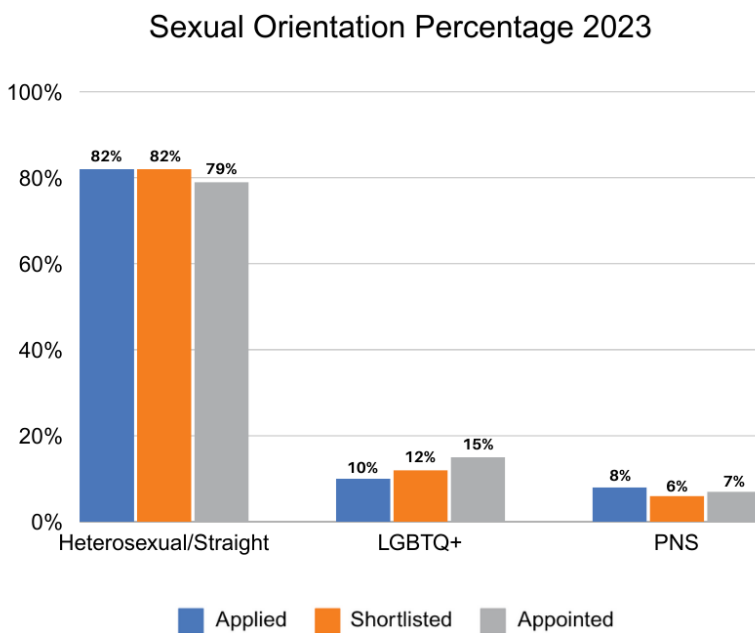
## Religion



## Sex



## Sexual Orientation



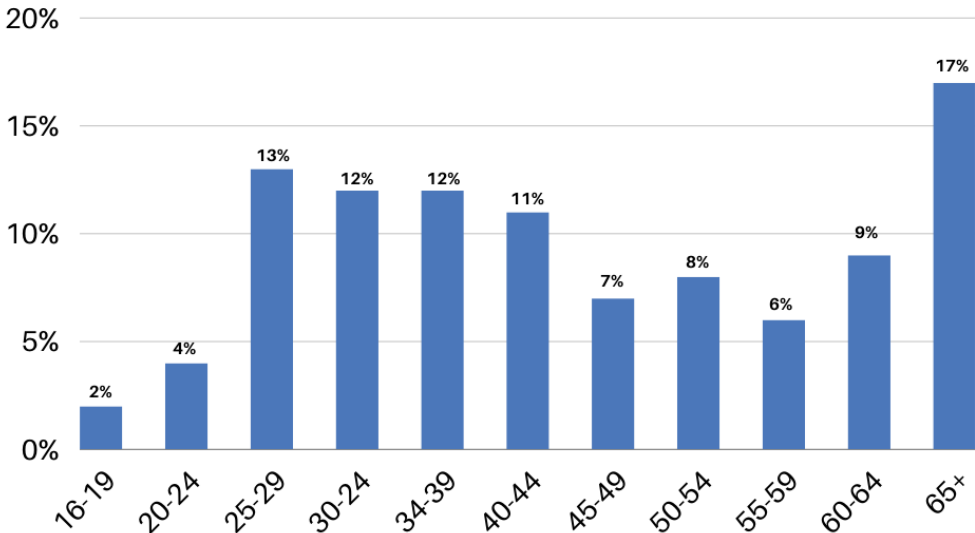
Note: Age and Pregnancy & Maternity are not screening questions on job applications.

# Appendix C: Retention Data (n 234)

This data reflects the statistics of staff who have left the workforce.

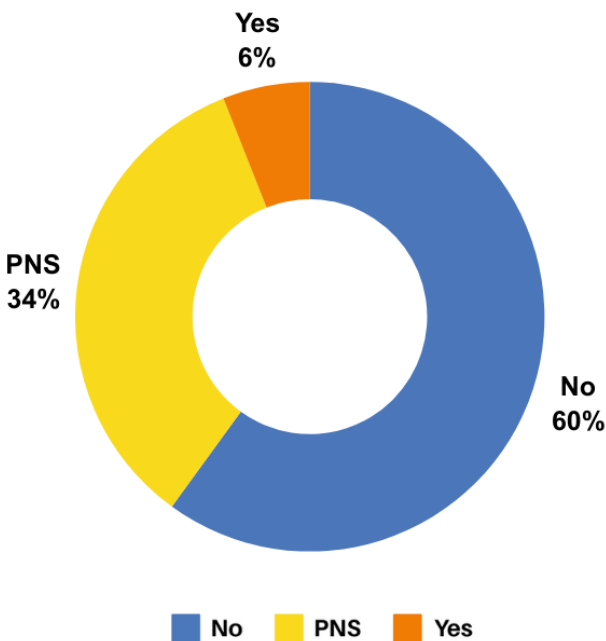
## Age

Age Percentage 2023

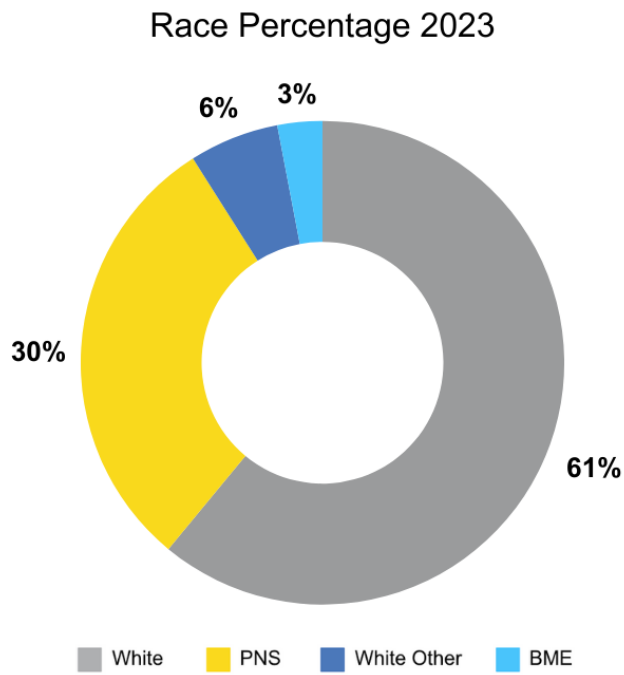


## Disability

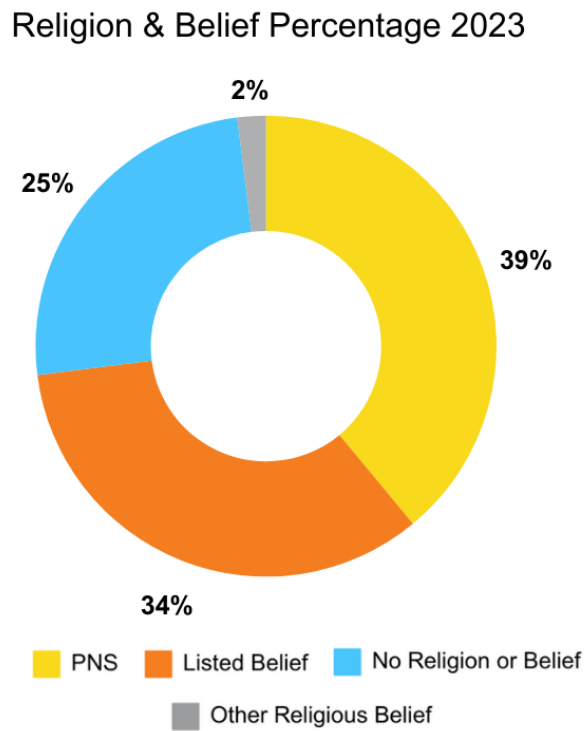
Disability Percentage 2023



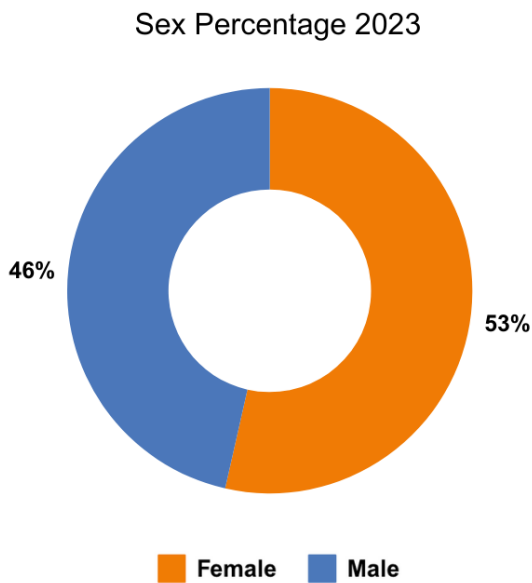
## Race



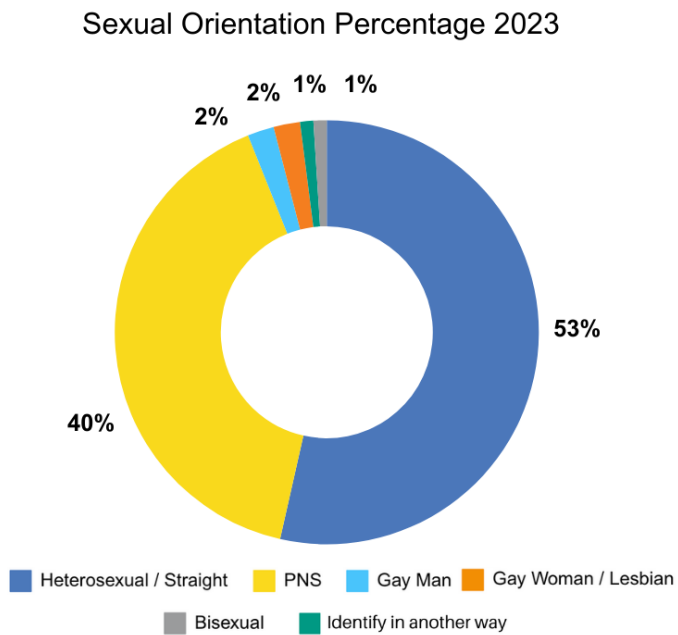
## Religion and Belief



## Sex



## Sexual Orientation



Note: Due to GDPR we will not report on protected characteristics where staff may be identifiable.

Public Sector Equality Duty  
(PSED) Pay Gap Progress  
Report – October 2024



**INSPIRATION | EXCELLENCE | INNOVATION**



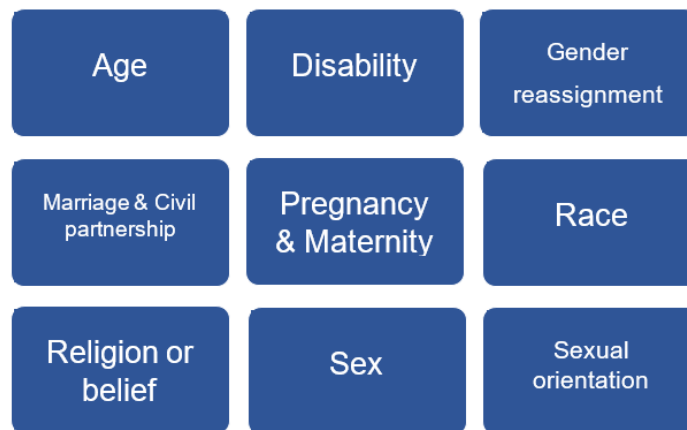
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## Introduction

City of Glasgow College is committed to equal opportunities for all staff. This means all employees should receive equal pay for work of equal value regardless of their protected characteristics.

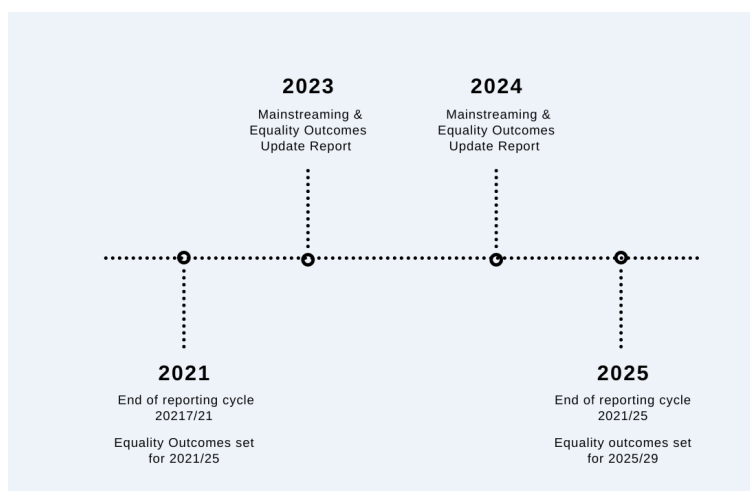
## Protected characteristics



We aim to eliminate any bias in our pay systems, not only to protect the UK legal rights of our employees, but also to increase their confidence that the work men and women undertake is equally valued.

## Background

The Equality Act 2010 requires all public bodies that have 250 employees (during the data snapshot date of 1<sup>st</sup> April 2022 – 1<sup>st</sup> April 2023) to provide a progress report on their Gender Pay Gap every two years. To comply with the [Public Sector Equality Duties](#) (PSED) the College is also required to publish an Equal Pay Statement that is renewed every four years.



The statutory reports are required to be published and accessible. These are hosted on the [City of Glasgow College web site](#).

In October 2023, the then Minister for Equalities, Migration & Refugees, Emma Roddick, published an update on the PSED, as part of the wider consultation on the duties. The Minister introduced a revision to the current pay duties on gender to include reporting on Ethnicity and Disability pay gaps.

***All data used throughout this report reports on the previous year (1<sup>st</sup> April 2022 – 1<sup>st</sup> April 2023) and has been extracted from iTrent, the College's HR Information system, on the 1<sup>st</sup> April 2023.***

## Purpose

This report will:

- describe our legal obligations for reporting.
- explain how Pay Gaps are calculated.
- provide a summary of the key findings.
- provide comparisons on gender, disability and ethnicity.

## Definitions

Pay gaps are defined as follows:

1. **Gender** - The Gender Pay Gap is the difference between men's and women's average hourly earnings (excluding overtime).
2. **Ethnicity** - The Ethnicity Pay Gap is the difference between Black and Minority Ethnic staff (BME)\* and White staff.
3. **Disability** - The Disability Pay Gap is the difference between staff that have disclosed a disability and staff that have stated they do not have a disability.

Reporting does *not* include staff that have not answered questions related to the above or whom stated they Prefer Not to Say (PNS).

\* The numbers for staff who identified themselves as Asian, Black, mixed or belonging to another ethnic group have been categorised together as BME.

## Pay Gap Calculations

The Gender Pay Gap is calculated using the mean (average) hourly salaries of females expressed as a percentage of the average hourly salaries to male staff doing work of equal value.

### Mean Calculation:

The mean is the average of all salaries divided by the total number of staff.

M = mean hourly rate of pay of male employees.

F = mean hourly rate of pay of female employees.

Mean Pay Gap % =  $(M - F) / M * 100$

The same formula above will be used to determine the Disability and Ethnicity Pay Gap.

### Median Calculation:

The median is the middle point of a range of numbers arranged in order. If there is an even number in the range, the median is the mean (average) of the two middle numbers.

M = median hourly rate of pay of male employees.

F = median hourly rate of pay of female employees.

Median Pay Gap % =  $(M - F) / M * 100$

## Summary of Findings

At the time of producing this report (1<sup>st</sup> April 2023), the College employed 1,330 staff of which 54% are female and 46% are male. This compares to figures reported by the Scottish Government which show a full-time equivalent employment rate of 44% for females and 56% for males. The College employs both Part-time (PT) (38% of contracts = 503 total) and Full-time (FT) staff (62% of contracts – 827 total). Disabled staff represent 9% of the workforce of which 68% work full-time and 32% work part-time. In relation to Ethnicity, 6% of staff are Black and Minority Ethnic (BME) of which 62% work full-time and 38% work part-time.

Based on data from the College's [Mainstreaming report](#) published in April 2023, the mean Pay Gap at City was 8%. Currently the Gender Pay Gap at City is 7% which constitutes a reduction of 1%. The Scottish Gender Pay Gap in 2023 was 6.19%.

The Full-time Pay Gap at City is 8%. This falls in line with the UK Pay Gap of 7.7%. The Scottish Full-time Pay Gap in 2023 was 1.7%.

The Disability Pay Gap at City is 7%. The overall UK Disability Pay Gap was 13.8%. The Scottish Disability Pay Gap when last reported was 16.2%.

The Ethnicity Pay Gap at City is 2%. The Scottish Ethnicity Pay Gap when last reported was 10% (i.e. for every £1 that a white employee earned, a minority ethnic employee earned 10p less).

## Gender Distribution of Staff

In alignment with current requirements for Gender Pay Gap reporting, gender must be reported in a binary way, recognising only men and women. This means the gap does not take into account non-binary or other identities.

Table 1 below shows the distribution of the total workforce by grade and female to male split. The percentages show the total number of staff in each grade out of the overall workforce.

The Lecturer grade makes up a significant proportion of the College's workforce (48%) with 643 staff which has almost achieved gender balance.

Although there is an overall gender balance in favour of females in the workforce, we can see there is a concentration of the female workforce in lower pay grades. Please see Tables 2 and 3 for a further breakdown of supporting grades.

**Table 1: Gender breakdown of workforce**

Position	Female	Male	Total	Total Workforce %
Executive	2	3	5	0.4%
Dean	2	2	4	0.3%
Director	2	5	7	0.5%
Associate Dean/Director	13	11	24	1.8%
Head of Service	7	8	15	1.1%
Curriculum Head	30	40	70	5.3%
Lecturer	320	323	643	48.3%
Support Grade (1-8)	344	218	562	42.3%
Total	720	610	1330	100%

**Table 2: Distribution by Pay Grade from the Female Work Force Data Comparison 2022/23**

Position	% of Female workforce 2022	% of Female workforce 2023
Executive	0.26%	0.28%
Dean / Director	0.52%	0.56%
Associate Dean/ Associate Director	1.8%	1.8%
Head of Service	0.9%	0.97%
Curriculum Head	4.12%	4.17%
Lecturer	45.3%	44.44%
Support Grade1-8	47.1%	47.78%

**Table 3: Support Grade Female/Male breakdown**

Support Grade	Female staff	% of Grade	Male staff	% of Grade	Total
G1	75	62%	46	38%	121
G2	92	69%	41	31%	133
G3	28	56%	22	44%	50
G4	32	46%	38	54%	70
G5	65	66%	33	34%	98
G6	23	62%	14	38%	37
G7	14	41%	20	59%	34
G8	14	78%	4	22%	18
Total	343	61%	218	39%	561

The College is committed to ending gender disparity within our institution. We are actively working to mitigate unconscious bias in recruitment and promotion processes through staff training and established recruitment methods. We actively support the talent, experiences and skills of women in our workplace. We offer fair and transparent routes to progression and career advancement to support women to reach their full potential and to reduce the Gender Pay Gap. In addition, the College

promotes flexible work arrangements to create a more inclusive applicant pool, particularly for those with childcare responsibilities, where the demographic is more likely to be female.

## Distribution of Part-time and Full-time Staff

Figure 1 below shows the percentage balance between males and females across total staff, Part-time and Full-time. Part-time work is over-represented by females at almost double the number of men who work Part-time.

**Figure 1: Distribution by Gender between FT & PT**

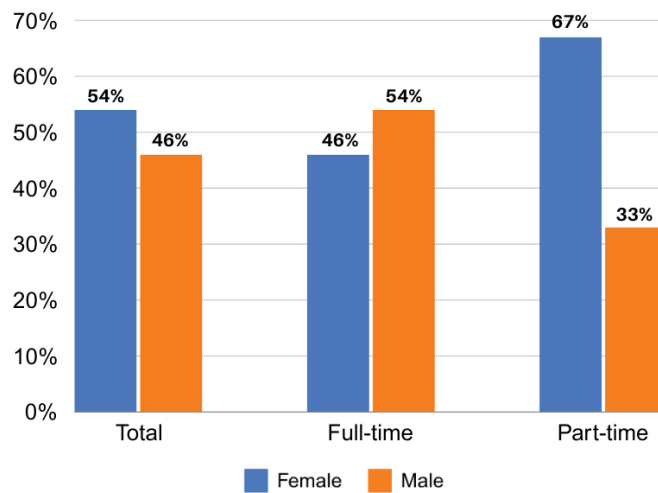


Table 4 demonstrates that within the College, females make up 25% of the Part-time workforce, nearly double the number of men working Part-time (13%). This difference in the number of Part-time workers contributes to the 3% Gender Pay Gap among Part-time staff. In Scotland, the Gender Pay Gap is wider, with women making up 82.9% of the part-time workforce.

Males working Full-time constitute the highest percentage of the work force within the College at 33%.

**Table 4: Gender breakdown Part-time and Full-time**

	Male PT	Female PT	Male FT	Female FT	Total
Staff members	168	335	443	384	1330
% of workforce	13%	25%	33%	29%	100%

## **Distribution of Support Staff**

### **Distribution of Staff in Support Grades 1 (lowest) – 8 (highest)**

The largest proportion of female Part-time staff are within G1 and G2 staff grades. Overall, the support roles split is 61% females and 39% males which does not reflect the College split that is 54% females and 46% males as outlined in Figure 1 (Page 8).

A significant portion of staff that work Part-time are in lower support grades particularly in Grades 1 & 2, making up 20% of the total workforce data from grades 1-8.



**Table 5: Support pattern Grades 1-8**

Support Grade	Work Pattern	Female	Male	Total	% of Staff Grade 1-8
G1	Full-time	27	25	52	9%
	Part-time	48	21	69	12%
G2	Full-time	55	31	86	15%
	Part-time	37	10	47	8%
G3	Full-time	20	17	37	7%
	Part-time	8	5	13	2%
G4	Full-time	25	31	56	10%
	Part-time	7	7	14	2%
G5	Full-time	54	28	82	15%
	Part-time	11	5	16	3%
G6	Full-time	18	14	32	6%
	Part-time	5	0	5	1%
G7	Full-time	9	15	24	4%
	Part-time	5	5	10	2%
G8	Full-time	14	3	17	3%
	Part-time	0	1	1	>1%
Total		343	218	561	

### Distribution of BME and Disabled Staff

College staff who have disclosed a disability constitute 9% (121 staff) of the workforce, and Black and Minority Ethnic (BME) constitute 6% (76 staff). Data from the Scottish Government Workforce Data Report (2021) suggests that 13.3% of the Scottish Workforce disclosed a disability. In the latest Scottish Census Report (2022), 7.1% of Scotland's population come from a BME background. Within the public sector, 7.7% of the working age population are BME.

Across the College, 51 staff members chose not to disclose whether they have a disability or not, and 113 did not disclose their ethnicity. We will endeavour to continue to provide an inclusive environment where staff feel comfortable to disclose information about protected characteristics to aid improvement in our reporting and support on offer.

Table 6 shows that on average both for Disability and Ethnicity, the Full-time staff percentage is almost equivalent to the College data for all staff.

**Table 6: Disability and Ethnicity Work Breakdown**

	Full-time	Part-time
College	62%	38%
Disability	68%	32%
Ethnicity	62%	38%

## **Pay Gap**

### **Pay Gap by Grade**

The College has set salary scales for Support staff Grades 1-8. Within the salary scale there are several incremental salary points where a staff member is placed determined by the individual's length of service. For Grades 1-8, progression through the 'spinal points' occurs on the anniversary of the employee's start date.

Salary scales for Lecturers are set nationally with Trade Unions. Progression through these salary scales is applied consistently in line with this National Agreement.

Senior Managers and Executive salaries are reviewed annually by the Conveners Committee. All senior managers have been moved on to a salary scale to ensure a fair and consistent pay award process for this grade.

### **Gender Pay Gap**

Our overall Gender Pay Gap for City of Glasgow College is 7% as shown in Table 7. This is better than the Scottish average which is 12.2%. There has been an improvement of 1.11% since we last reported in April 2023 at which time the gap was 8.11%.

As shown in Table 8, the highest Pay Gap is within the Executive team which can be attributed to the small number of staff, gender balance and salaries at this level. There is no Pay Gap for Deans/Directors and Associate Deans/Associate Directors. In all other areas, except for Heads of Service at 2.4%, the Pay Gap is less than 1%. In both support areas Grades 7 and 8, the pay gap is in favour of women.

This year we have reported the lowest hourly mean Gender Pay Gap since the workforce data snapshot from 2019 (Table 9).

**Table 7: Average hourly rate for whole organisation**

Hourly Rate	Mean	Median
Women	£19.93	£23.82
Men	£21.46	£23.82
Gender Pay Gap for all Staff	7%	0%

**Table 8: Gender Pay Gap – Mean\***

Grade	% Male	% Female	Gender Pay Gap Mean %
Executive	60%	40%	17%
Dean/Director	71%	29%	0%
Associate Dean/ Associate Director	47%	53%	0%
Head of Service	60%	40%	2.4%
Curriculum Head	43%	57%	0%
Lecturer	50%	50%	0%
Grade 8	78%	22%	-1.8%
Grade 7	41%	59%	-0.67%
Grade 6	39%	61%	0.3%
Grade 5	35%	65%	0.01%
Grade 4	47%	53%	0.06%
Grade 3	42%	58%	0.51%
Grade 2	28%	72%	0.32%
Grade 1	38%	62%	0.9%
All staff	46%	54%	7%

\* All figures have been rounded to the closest whole number.

Gender pay gap mean %' in red indicates a pay gap in favour of women.

**Table 9: Average hourly rate year comparison**

Work Force Data Snapshot	2019	2020	2021	2022	2023
Mean hourly Rate (Male)	£17.82	£20.66	£20.87	£21.56	£21.46
Mean hourly Rate (Female)	16.36	18.56	£19.03	£19.81	£19.93
Mean Gender Pay Gap %	8.20%	10.17%	8.82%	8.11%	7%
Median hourly Rate (Male)	£19.43	£21.71	£23.82	£23.82	£23.82
Median hourly Rate (Female)	£20.45	£21.71	£23.82	£21.57	£23.82
Median Gender Pay Gap %	4.99%	0%	0%	9.44%	0%

**Table 10: Benchmarking**

Overall Gender Pay Gap 2023	Mean Gender Pay Gap	Median Gender Pay Gap
City of Glasgow College	7%	0%
Scotland's Rural College	15.2%	17.8%
Dumfries and Galloway College	6.3%	26.3%
Scotland	1.3%	TBC
UK	7.7%	14.3%

Compared to other Scottish colleges and the overall UK Pay Gap, City of Glasgow College has a lower median Pay Gap. However, there is still work to be done to address our mean Gender Pay Gap. Improving the gender disparity of Female staff in higher pay grades would improve the Pay Gap.

### Median Pay Gap

The median is the difference of the middle value of the female hourly rate and the middle value of the male hourly rate for all staff. The median is less affected by higher and lower salaries. Progress can be demonstrated in our median pay with no grades shown as a Gap.

**Table 11: The median gap for Support staff**

Grade	Female	Male	Gap
G1	10.81%	10.81%	0%
G2	12.26%	12.26%	0%
G3	13.84%	13.84%	0%
G4	16.12%	16.12%	0%
G5	18.24%	18.24%	0%
G6	20.36%	20.36%	0%
G7	22.69%	22.69%	0%
G8	25.54%	25.54%	0%

**Table 12: Median Gap for Full-time/Part-time Staff**

Median	Full-time	Part-time	Median Gap
Hourly pay	£22.70	£23.82	5% (£1.12)

The median pay gap for Deans, Directors, Associate Deans and Directors, Head of Service and Curriculum Heads was 0%. However, there was a gap of 5% in favour of part-time work.

Table 13 shows that the Part-time Gender Pay Gap is 3%. The median is zero demonstrating that there is greater parity within the part-time roles. The Full-time roles demonstrate a Gender Pay Gap of 8%. This could be due to the greater representation of males in Curriculum Heads and Directors as outlined in Table 1 (Page 6).

**Table 13: Mean and Median hourly rate by Gender, Full-time and Part-time**

Hourly rate	Mean	Median
<b>Average Hourly Rate – whole organisation</b>		
Women	£19.93	£21.57
Men	£21.46	£23.82
<b>Gender Pay Gap – All Staff</b>	<b>7%</b>	<b>-£2.25</b>
<b>Gender Breakdown of average hourly rate Full-time</b>		
Women	£19.80	£20.36
Men	£22.00	£23.82
<b>Gender Pay Gap – Full-time staff</b>	<b>8%</b>	<b>-£3.46</b>
<b>Gender Breakdown of average hourly rates for Part-time work</b>		
Women	£19.77	£23.82
Men	£20.29	£23.82
<b>Gender Pay Gap – Part-time staff</b>	<b>3%</b>	<b>0</b>

The workforce analysis, Table 14, highlights the breakdown of both female and male roles and the Part-time and Full-time analysis. This will support our work to address any Gender Pay Gaps and to ensure that we provide opportunities for Part-time and Full-time work flexibility to our staff.

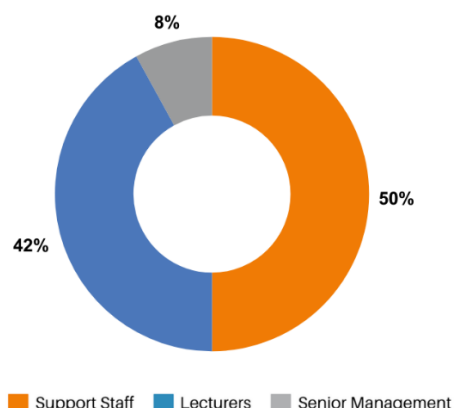
**Table 14: Workforce Analysis**

Gender Breakdown of total workforce	Number	Percentage
Female	719	54%
Male	611	46%
<b>Full-time and Part-time breakdown of total workforce (1330)</b>		
Full-time	827	62%
Part-time	503	38%
<b>Gender breakdown of Full-time workforce (827)</b>		
Female Full-time	384	46%
Male Full-time	443	54%
<b>Gender breakdown of Part-time workforce (503)</b>		
Female Part-time	335	67%
Male Part-time	168	33%
<b>Breakdown of Female work force by Full-time and Part-time (719)</b>		
Full-time	384	53%
Part-time	335	47%
<b>Gender Breakdown of Full-time and Part-time as % of total workforce (1330)</b>		
Female Full-time	384	29%
Male Full-time	443	33%
Female Part-time	335	25%
Male Part-time	168	13%
Total	1330	100%

**Disability Pay Gap**

The Disability Pay Gap is calculated in the same way as the Gender Pay Gap. 9% of staff disclosed a disability representing 121 staff. Of these 121 staff, 58% are in support roles, 42% in lecturing roles and 8% in Senior Management, as shown in Figure 3.

**Figure 2: Distribution of staff by Disability**



The Disability Pay Gap for the City of Glasgow College is 7%. This is a significant improvement on the Scottish national figures which state that in 2021 the Scotland Disability Pay Gap was 18.5%. The College Disability Pay Gap mirrors the gender Pay Gap.

Table 15 suggests that staff without a disability are on average paid more than staff with a disability.

The College continues to work proactively, at increasing engagement from staff to disclose their personal data for equality monitoring.

**Table 15: Disability Pay Gap**

Average mean Disability Pay		
Disabled	No Disability	Pay Gap
£19.63	£21.10	7%

**Ethnicity Pay Gap**

The Ethnicity Pay Gap for the City of Glasgow College is 2%. Of the 76 staff that identified as BME, 53% are in Lecturer roles, 38% in support roles, and 9% Curriculum Heads or above. The distribution of BME staff is outlined in Table 16 below.

In Scotland’s Public Sector teaching workforce, 1.8% identify as BME in comparison to 4.5% of the College’s Lecturers.



**Table 16: Ethnicity Pay Gap**

Associate Dean/Director	Curriculum Heads	Lecturers	Support	Total
1%	8%	53%	38%	100%

### **Ethnicity Pay Gap Analysis**

The Scottish Government states that the employment rate across Scotland for BME people is significantly lower than that for their white counterparts. Additionally, on average BME people are paid less. The Scottish Government's publication [Analysis of Labour Outcomes of Scotland's Minority Ethnic Population](#) (2022) states that for every £1 that a white employee earned in 2019, a minority ethnic employee earned £0.90 on average. This compares to the data in Table 17 that shows an equivalent of City BME staff earning £0.98 as compared to White staff.

**Table 17: Ethnicity Pay Gap**

Average mean Ethnicity Pay		
BME	White	Pay Gap
£20.43	£20.90	2%

### **Conclusion**

The College continues to deliver on our [Equal Pay statement](#) as published in 2021. We also continue to support inclusive practices as a part of our commitment to equality and diversity.

According to the Equality & Human Rights Commission (EHRC) Guidelines on Pay Gaps:

- Pay Gaps exceeding 5% require action to address the issue and close the gap.
- Pay Gaps between 3% and 5% should be regularly monitored.
- Pay Gaps less than 3% do not require action.

As per the above guidance, action is required with regard to the Gender and Disability Pay Gaps within the College as both Pay Gaps exceed 5%. Whilst the Ethnicity Pay Gap is less than 3% and does not require action as per the above

guidance, we will continue to endeavour to reduce the gap even further. In order to reduce pay disparities we will:

- Support staff who wish to work Part-time by continuing to offer and promote flexible working arrangements.
- Continue to advertise vacancies to a diverse range of applicants and emphasise our support for applicants who may have a disability.
- Continue to conduct regular pay audits to identify and correct pay disparities, and promote unbiased hiring practices that provide equal opportunities for career advancement.
- Publish further progress as part of our statutory duties in April 2025.

# **CITY** OF GLASGOW **COLLEGE**

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