

Equal Pay Statement

Ayrshire College is committed to the principle of equal opportunities in employment and, more specifically, that pay should be awarded fairly and equitably regardless of age, disability, gender identity, marital status, pregnancy and maternity, race, religion or belief (including no religion or belief), sex, and sexual orientation.

We believe all staff should receive equal pay for work of equal value, for the same work or broadly similar work and work-rated as equivalent.

The Post-16 Education (Scotland) Act 2013 reintroduced National Bargaining within the Further Education sector. In November 2015 a National Joint Negotiating Committee (NJNC) was established as the body within the Sector with the authority to negotiate and agree on the terms and conditions contained within the National Recognition and Procedures Agreement (NRPA)⁶ including pay, working hours and annual leave. The College is therefore, committed through the NRPA, to consulting with the relevant Trade Union representatives on actions required to progress equal pay.

The College will continue to undertake regular equal pay reviews and publish the outcomes of these in relation to gender, disability and race in line with the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. Undertaking equal pay reviews will support the College to identify and work towards removing any pay

gaps which cannot be objectively explained. The College acknowledges that the existence of any pay gap in relation to gender, disability or race, for example, is underpinned by many factors some of which lie beyond employment practice and policy. These factors may differ in relation to gender, disability and race and the intersectionality of identities may also influence or compound a workplace experience.

The commitment to achieving equal pay therefore, must be seen in the context to the College's wider strategic aims as demonstrated primarily in the College's Strategic Plan 2017-2020 and Equality Outcomes 2017-2021. These strategic frameworks will support the College to strengthen its position as an inclusive and diverse organisation and also impact positively on Ayrshire. A modern and diverse workforce, which is encouraged to use its talents and develop skills is integral to the success of the College. It is with this understanding, that any existing pay gaps will continue to be addressed by proactively tackling, where possible, the causes of a pay gap.

The Board of Management, including the Principal, are responsible for ensuring that all staff are treated fairly and equitably. The Vice Principal of Human Resources and Organisational Wellbeing is responsible for ensuring that the College's employment practices and policies comply with equal pay legislation.

Progressing Equal Pay:

Key actions taken to address occupational segregation

- All staff participate in the Professional and Personal Development Review (PPDR) process and are encouraged to develop key competencies specific to their current post as well as identify their aspirations for future career opportunities
- All staff can access Continuing Professional Development (CPD) opportunities including online learning programmes and dedicated, staff development programme in February, June and August
- A leadership and management programme established to support all managers and those with line-management responsibilities
- All managers and those with line-management responsibilities attend regular development sessions across each main campus
- All staff are supported by policies such as Recruitment and Selection, Staff Learning and Development, Capability at Work, Flexible Working and Flexi-time
- All vacancies are advertised internally in the first instance and the College continues to participate in the Disability Confident Employer scheme
- All staff are encouraged to participate in an annual Staff Wellbeing Day and ongoing campaigns and initiatives throughout the academic year

⁶During 2015 the National Recognition and Procedures Agreement (NRPA) was signed and agreed between Colleges and the staff trade unions.

The Importance of Data in Identifying Key Priorities in Relation to Gender, Disability and Race

To support the progression of equal pay for all staff, a robust mechanism for capturing and collecting staff equalities data is currently under development as part of the implementation of a new HR Information System (HRIS)⁷. Having reviewed equal pay and occupational segregation in relation to gender, disability and race, the importance of staff equalities data has truly been highlighted.

Moving forward, however, the new HRIS system will facilitate fuller analysis and thus the identification of key priorities will be better supported. The new system also includes an employee self-service interface which will enable staff to update and maintain their own personal data.

KEY PRIORITIES

Closing the loop to close the gender pay gap



Increasing staff disability disclosure to tackle occupational segregation



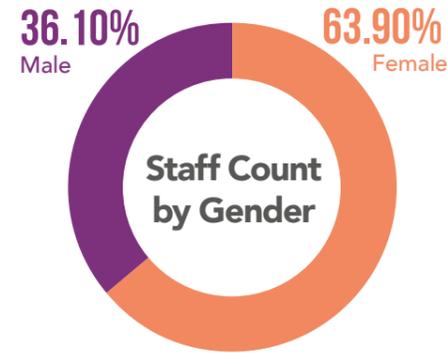
Increasing employment applications received from people from Black and Minority Ethnic (BME) backgrounds



⁷ The new HRIS system is called iTrent. The development of this system means the College is unable at this point to fully provide staff data in regards to recruitment and selection, development and retention. In the years ahead, this data will be available.

Equal Pay Review: Gender

1 The gender breakdown at Ayrshire College is **36.10% male** and **63.90% female**. This figure overall is not significantly different in comparison to our earlier review in April 2015.



2 Overall mean gender pay gap:
12.08%

This figure includes part-time hours. The Annual Survey of Hours and Earnings (ASHE) provisionally reported in 2016 that the overall mean gender pay gap in Scotland was 14.9%. This figure is a comparison of men's combined hourly earnings with women's combined hourly earnings.

3 **MEN**
£18.65
PER HOUR

WOMEN
£16.40
PER HOUR

The mean/average hourly rate
(This figure includes part-time hours)

4 **28.88%** The overall median gender pay gap at Ayrshire College. This figure includes part-time hours.

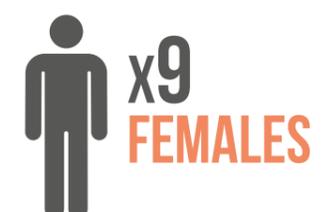
5 A higher number of females in comparison to males are in part-time employment within the College. The higher representation of females in part-time employment is reflective of the wider economic profile of Scotland⁸. The figure of 20.91% of female staff in part-time employment is lower than the earlier review in April 2015. The figure at that time was 23.47%. The differential which exists currently between males and females in part-time employment is 14.66%. The differential which exists between males and females in full-time employment is smaller at 9.59%. The mean/average hourly rate for men employed part-time is £17.16. The mean/average hourly rate for women employed part-time is £15.12.

Part-time differential between men and women = 14.66%

6 Gender parity at the most senior levels of College management is almost achieved with 31.04% of males accounting for Executive Management (EMT) and Senior Management (SMT) positions in comparison to 31.03% of females. These figures are drawn from the % EMT and SMT representative of the total staff % of the College. The EMT, currently, has a higher representation of females than males including the Principal who is female. The number of females represented within the highest level of management, demonstrates that female staff can succeed in reaching the most senior posts within the College.

Within the Further Education (FE) sector in Scotland, 42.3% of Principals are female. This figure compares much more favourably than Higher Education (HE)⁹. This suggests that the College is in step with the overall trend increase in female representation at senior levels of management in FE.

EMT & SENIOR MANAGEMENT LEVEL



⁸Close the Gap state 42% of females in Scotland are in part-time employment in comparison to 13% of males

⁹Engender report (2017) Sex and Power in Scotland

Key priority: Closing the loop to close the gender pay gap

- 7 Gender parity at Head level is almost achieved with 9 males to 6 females.

HEAD LEVEL



- 8 Occupational segregation in relation to men and women does currently exist, to some extent, within the College. This is largely reflected as horizontal segregation. This means the College has a clustering of males and females in traditionally gendered occupations and roles and, in some cases, there is a vertical line evident too in these particular occupations and roles. The notion of a vertical line is not suggestive of vertical segregation as result of the College's actions. This is more reflective of wider societal assumptions of what men 'do' and what women 'do'. Consequently, full gender diversity is not always witnessed at application and recruitment stages in traditionally gendered occupations and roles. This therefore, can impact upon career promotion as the pool of applicants is typically gender weighted to males or females dependent on occupation and role.

Horizontal segregation in relation to men and women is a challenge being faced across FE and other sectors. Occupational segregation is known to be one of the root causes of a gender pay gap and consequently also continues to influence gender inequality, socially, economically and politically.

With this in mind, the College's approach to closing the gender pay gap is a holistic one which also focuses on current and future students and their career choices.

This reflects the College's position as both an employer and an educational institution. In the years ahead for example, it is anticipated that Ayrshire Connects, the College's mentoring network for female STEM and Construction students, will translate into an increased in student and staff female representation across these subjects and career choices. In order to enable these aims, it is important that the College continues to endorse, promote and facilitate a culture which supports all genders to achieve in subjects and careers of their choosing.

MOVING FORWARD, A KEY ACTION IS THEREFORE, TO INCREASE GENDER REPRESENTATION OF STUDENTS AND STAFF WHERE UNDER-REPRESENTATION CURRENTLY EXISTS IN THE COLLEGE.

This means by April 2021 the College will have:

- increased awareness of unconscious bias and the potential impacts of this on decision-making amongst staff involved in student and staff recruitment
- a trend increase in the number of male and female student enrolments in non-traditional gender subjects and career choices including Foundation Apprenticeships and Modern Apprenticeships
- increased student participation in STEM Ambassadors and Ayrshire Connects and a student male subject-career network established
- enhanced staff recruitment processes by continuing to use alternative advertising opportunities and e-recruitment technologies
- improved support available to staff who are or become pregnant or have caring responsibilities and undertaken specific work to promote retention and career progression

Key priority:

Increasing staff disability disclosure to tackle occupational segregation

The College data held on disability demonstrates that 71.34% of staff have disclosed that they have no disability in comparison to 4.31% of staff disclosing that they have a disability. These figures overall are not significantly different from the earlier review in April 2015 although it should be noted that disability disclosure has increased from 3.33%. These current figures however, may not identify accurately the total number of staff who have a disability due to the low rates of disclosure. Disclosure rates in respect of disability will be the focus of further work in order to identify actions that can be implemented to improve disclosure and therefore, increase representation across application, recruitment, retention and development of potential and current staff

who have a disability. It is difficult to be able to conclude whether the College is experiencing occupational segregation either vertically and/or horizontally and indeed whether this is contributing to a pay gap between staff who have a disability and those who do not.

It is known though that disability disclosure is:

- 1. higher in Service staff (3.13%) in comparison to Curriculum staff (0.86%);**
- 2. higher amongst female staff (2.80%) in comparison to male staff (1.51%) and**
- 3. higher amongst full-time employees in comparison to part-time employees.**

71.34%
of staff
disclosing
they have no
disability

4.31%
of staff
disclosing they
have a disability

Disability
disclosure has
increased from
3.33%
since last
review
April 2016

MOVING FORWARD, A KEY ACTION IS TO INCREASE REPRESENTATION OF POTENTIAL AND CURRENT STAFF WITH A DISABILITY WHERE UNDER-REPRESENTATION CURRENTLY EXISTS IN THE COLLEGE.



This means by April 2021 the College will have:

- increased awareness of unconscious bias and the potential impacts of this upon decision-making amongst staff involved in staff recruitment
- enhanced staff recruitment processes by continuing to use alternative advertising opportunities and e-recruitment technologies
- achieved Disability Confident Employer (Level 3) status
- successfully participated in the Equality Challenge Unit (ECU) Supporting Workforce Diversity project and as a result increased staff disability disclosure
- increased overall staff engagement in mental health and wellbeing initiatives and interventions
- trend reduction in the gap between male and female staff disclosure of a mental health condition

Key priority:

Increasing applications of those from Black and Minority Ethnic (BME) backgrounds

The staff race profile at the College is overwhelmingly White (this includes all the UK domains and the Republic of Ireland) in comparison to all other races. The highest represented race group in comparison to all other staff groups is White Scottish at 73.48%. Black and Minority Ethnic (BME) staff account for 1.96% of College staff. These figures are not significantly different from the earlier review in April 2015. Where change exists, however, White Scottish has increased from 70.81% and BME has increased from 0.78%. It is important to note also that the total number of non-disclosure or unknown has increased to 9.38% of staff in relation to race.



The race profile of College staff remains broadly reflective and equivalent of the local communities of Ayrshire.

Scottish Census (2011) data shows that Asian, Asian Scottish or Asian British and other ethnic, represent 4% of the Scottish population. Local figures for East, North and South Ayrshire are comparatively similar at between 1.1% and 1.3%¹⁰. With the small number of staff who are from a BME background, it is difficult to be able to conclude whether the College is

experiencing occupational segregation vertically and/or horizontally and indeed whether this is contributing to a pay gap between those from a BME background and those who are not. It is known, in relation to race that BME staff are not represented in the most senior management roles. BME staff however, are represented within other management groups (22.22%), and staff are represented in both Curriculum and Service roles with higher representation in Curriculum roles. BME staff are mainly in full-time employment in comparison to part-time employment.

MOVING FORWARD, A KEY ACTION IS TO INCREASE REPRESENTATION OF POTENTIAL AND CURRENT STAFF FROM BLACK AND MINORITY ETHNIC (BME) BACKGROUNDS WHERE UNDER-REPRESENTATION CURRENTLY EXISTS IN THE COLLEGE.

This means by April 2021 the College will have:

- increased awareness of unconscious bias and the potential impacts of this upon decision-making amongst staff involved in staff recruitment
- improved staff recruitment processes by using alternative advertising opportunities and e-recruitment technologies

¹⁰Scottish Census (2011)