



# OCCUPATIONAL SEGREGATION: GENDER 2016





## EXECUTIVE SUMMARY

The purpose of this report is to meet one of the specific duties under the Equality Act 2010, to report on occupational segregation by gender, race and disability. This report focuses on gender. Separate reports focus on race/ethnicity and disability. There is a further separate gender pay gap report.

The report defines the two main dimensions to occupational segregation: horizontal (i.e. the types of jobs in which workers with certain characteristics are clustered); and vertical (i.e. the levels at which workers with certain characteristics are clustered).

The report then presents a gender analysis at North East Scotland College.

The College employs more women (344; 57.05%) than men (259; 42.95%).

The majority of women are employed in support roles (207 female support staff out of a total female staff of 344; 60.17%, compared with 89 male support staff out of a total male staff of 259; 34.36%). Conversely, the majority of male staff are employed as lecturing/academic staff: 170 male lecturing staff out of a total male headcount of 259 (65.64%), compared with 137 female lecturing staff out of a total female headcount of 344 (39.83%).

Regarding the types of work undertaken by staff (horizontal segregation), it is clear that there is a gender divide - irrespective of whether employees are support or lecturing staff - with men largely undertaking work in technical and engineering areas. Women are largely focussed around administration, advisory, information, communication and care-related areas.

As regards the level at which staff work (vertical segregation), it is clear that there is a predominance of female staff grouped in the lower support grades 1-5, largely carrying out administrative work (101 out of a total female support staff of 207; with there being an overall total (lecturing and support) female headcount of 344).

This compares with the majority of male staff being grouped at lecturer Grade 4 (105 out of 170 male lecturing staff; with there being an overall total of 259 male staff (lecturing and support). By comparison, in the lower support grades 1-5, there are 21 male staff, with there being a total male support staff of 89.

It should be noted that the lowest grades - and salaries - for staff in the College are in support roles, with grade 1 being the lowest support grade.

These factors could explain the reason for the College's overall gender pay gap (mean =14%).

It is notable that there are increasingly more male staff as the seniority of the (support staff) grade increases until at the most senior support level (SMT), there are more male than female staff.

For lecturing/academic staff, there is a predominance of male staff at all levels, except for Grade 1 (the lowest grade) and Grade 14 (the highest grade). As new Lecturing staff start at Grade 1 and then automatically move up the un-promoted Lecturing scale, this means that more female than male staff have been recently appointed. However, this goes against the general trends for there to be more male than female lecturing staff.

However, given the predominance of male Lecturing/academic staff, it should be noted that there are (slightly) more female staff (6) than male staff (5) at the highest lecturing Grade.

The College has more male full-time staff (225) than female full-time staff (202). The majority of full-time male staff are employed as lecturers (155), as opposed to support staff (70). However, more full-time female staff work in a support role (118) than a lecturing one (84).

Given that there is a full-time gender pay gap (mean = 11%), this would seem to indicate that a contributing factor to the full-time gender pay gap lies with more men working full-time than women and more women than men being in support roles.

However, at higher support staff grades (with higher salaries), more women work full-time than part-time. This would seem to explain why the full-time gender pay gap is slightly less than the overall gender pay gap, which includes part-time employees.

In terms of part-time work, it is clear that more women than men work on a part-time basis and that this applies to both support (women = 89; men = 19) and lecturing staff (women = 53; men = 15). However, there are more women working part-time in support roles than in lecturing roles, where support staff salaries are lower. It should be noted that there is a cluster of women (54) working part-time in the support Grades 1-5, the lowest paid support Grades.

This means that the part-time gender pay gap (mean = 23%) could be explained by the number of female staff who work part-time, in lower paid support jobs.

Overall, of the 603 staff in the College, 176 staff work on part-time-basis (29.19%). Of these 176 part-time staff, 19.32% is male (34) and 80.68% is female (142).

Only 13.13% of the male staff in the College (34 male staff out of a male headcount of 259) work part-time, compared with 41.28% of the female staff (142 part-time female staff out of female headcount of 344).

There are both more part-time male and female employees working in support roles than in lecturing roles.

It can be seen clearly that in percentage terms, more male staff work part-time in a support role (19 out of a male support headcount of 89; 21.35%) than in a lecturing role (15 out of a male lecturing headcount of 155; 9.68%).

There is less of a disparity for female staff, although there are still more women in support posts working part-time (89 out of female support headcount of 207; 43.00%) than women in Lecturing posts (53 out of a female lecturing headcount of 137; 38.69%).



There is also a noticeable vertical segregation in the College in terms of part-time work, in that it is mainly female staff in lower support grades/un-promoted lecturing grades who work part-time whereas at senior grades there are either very few, or no, staff - male or female - working part-time.

This report then looks at the College statistics in line with information from the Equality Challenge Unit, the Scottish Government and the International Labour Organisation.

The learning from the information set out in this document is: it is clear that occupational segregation exists within the College and that it contributes to the College's gender pay gap. In order to address these issues, the report suggests that the Equality & Diversity Strategy Group (EDSG) sets up Focus Groups to look at:

- Why there is such a predominance of women in lower graded support functions?
- What are the barriers to women applying for "male" jobs and men applying for "female" jobs?
- Why do so many women work part-time?
- Are there work/life balance issues and if so, what are they and how could they be addressed, including revising family-friendly and leave policies
- The College's next steps from this report will feed into its Equality Outcomes.

## OCCUPATIONAL SEGREGATION

"Occupational segregation is a term that is used to describe employment patterns where workers with certain characteristics tend to be grouped in certain jobs.

Understanding the scope and causes of occupational segregation is key to tackling gender, disability and ethnicity pay gaps.

There are two main dimensions to occupational segregation:

- Horizontal segregation: workers with certain characteristics are clustered in certain types of jobs across an organisation
- Vertical segregation: workers with certain characteristics are clustered at certain levels of jobs within an organisation's hierarchy.

One of the specific duties under the Equality Act 2010 includes reporting on the gender pay gap as well as occupational segregation with regards to gender, ethnicity/race and disability (Source: Equality Challenge Unit: Occupational Segregation in Scottish Higher Education Institutions: disability, gender and race, 2014).

The following is a gender analysis of North East Scotland College (NESCoI), looking at horizontal and vertical segregation. There are separate reports for ethnicity/race and disability. There is also a separate pay gap report.



## NESCOL PROFILE

### Notes regarding the analysis

The College had a headcount of 603 at end March 2016 (530 FTE). The gender overview is based on data at an earlier point in time than the data in the race and disability occupational segregation reports and the gender pay gap report to allow time for appropriate analysis, given the limitations of the current HR system, which is due to be replaced.

Although the date and headcount used for the gender pay gap report is different to the date and headcount used in this report, the bigger picture does not change, in that occupational segregation – as detailed in this report – appears to contribute significantly to the gender pay gap.

It should be noted that the figures used in this report include staff on temporary contracts and staff who have 2 posts. Staff with 2 posts have been counted twice – so the overall staff figures will appear greater. However, this was done in order to conduct an analysis of the gender of people across all posts/grades, irrespective of whether it was their main post or a second post. This will give a more complete picture of the number of people, by gender, carrying out posts at different levels within the College.

As at end March 2016, the College did not have a gender option of “other” for its statistics (this was introduced after that date), so all analysis has been done on the basis of gender defined as male/female.

It should also be noted that, due to small numbers in some categories, not all analysed data have been published, as staff could otherwise be identified.

For this reason, the gender report focusses on the number of male and female staff (full-time and part-time) by Grade – and not spinal point – and for publication purposes, support staff grade information was grouped together (eg Grades 1-5). Job titles were also grouped together, as individual job titles – in particular where there are very few staff who have the same job title – could lead to individual staff being recognised. For this reason, in terms of horizontal segregation, jobs were looked at a broader level e.g. administration in its widest sense. It should be noted that information (although analysed by the College) is not published where there are fewer than 5 staff in a category. However, none of this affects the overall picture presented in the report.

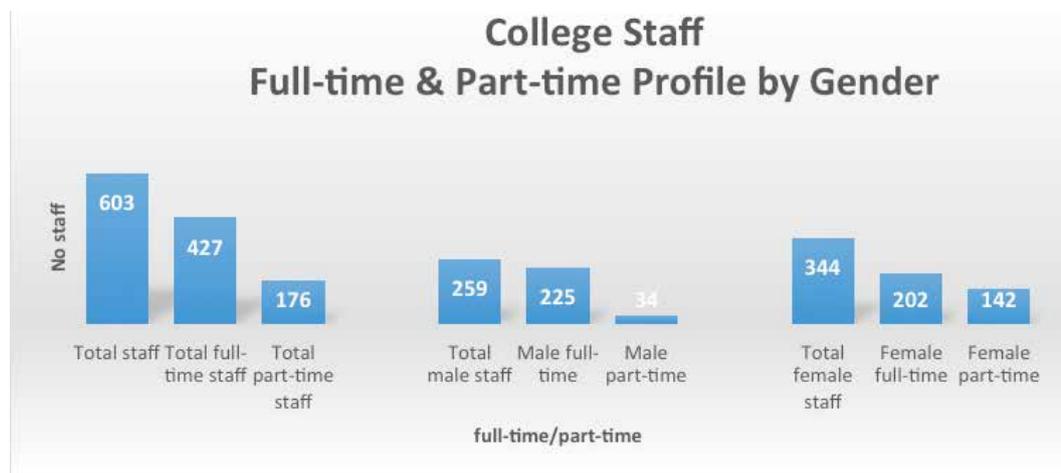
It has not been possible to compare the analysis presented in this report with any previous occupational segregation information for the College. This is because, post-merger, the College has only recently been able to have all staff on the same terms and conditions and this was required in order to analyse the information across the College.

Please also note that throughout this report, NESCOL figures are rounded to 2 decimal places. % figures may not total 100, due to rounding.



## Gender overview

The College's full-time and part-time profile staff profile is illustrated in the chart below.



This clearly shows that, overall, the College has more female staff (344; 57.05%) than male staff (259; 42.95%) and that more female staff work on a part-time basis than male staff.

The gender profile for Scotland and Aberdeen/shire, according to the 2011 Census, shows that there are more women than men in the population as a whole:

Gender	Scotland -% of population	Aberdeen % of population	Aberdeenshire % of population
Male	48.5	49.4	49.5
Female	51.5	50.6	50.5

Sources: Population Report Census 2011 Aberdeenshire, available online at:  
<https://www.aberdeenshire.gov.uk/media/11914/populationreportcensus2011.pdf>

2011 Census Release 2 Aberdeen City available online at:  
<http://www.aberdeencity.gov.uk/nmsruntime/saveasdialog.asp?IID=55102&sID=53>

There is, however, a slightly different picture in terms of the working population. According to Equality Challenge Unit: "Occupational segregation in Scottish higher education institutions: disability, gender and race" June 2014, p12:

"The 2011 Scottish Census shows that a higher proportion of men (74%) than women (65%) are economically active (see Scottish Census 2011 tables KS602SC and KS603SC)."

The majority of the College's staff, however, are women (57.05%).

Overall, the majority of women are employed in support roles: 207 female support staff out of a total female staff of 344; 60.17%. This compares with 89 male support staff out of a total male staff of 259; 34.36%.

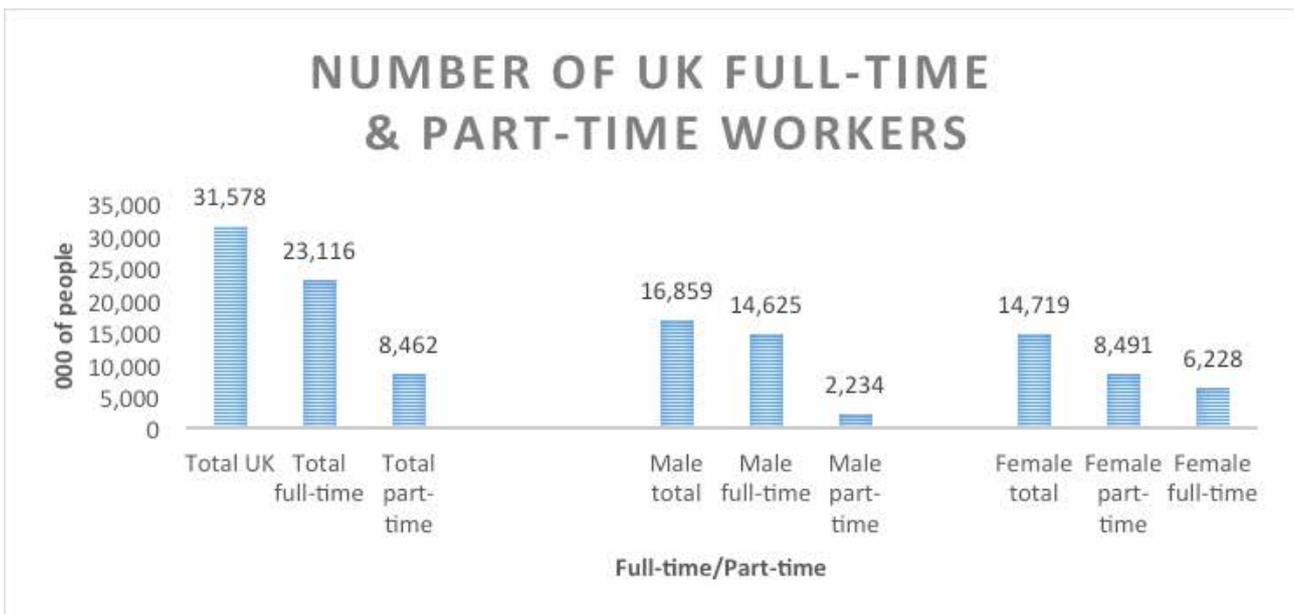
In terms of overall figures, the majority of male staff are employed as lecturing/academic staff: 170 male lecturing staff out of a total male headcount of 259 (65.64%), compared with 137 female lecturing staff out of a total female headcount of 344 (39.83%).



In terms of just lecturing staff, men constitute 55.37% (170 male lecturers out of a lecturing headcount of 307), whereas 207 out of the 296 support staff, 69.93% are female.

This clearly shows that the majority of female staff are employed in support roles and the majority of men are employed in lecturing roles.

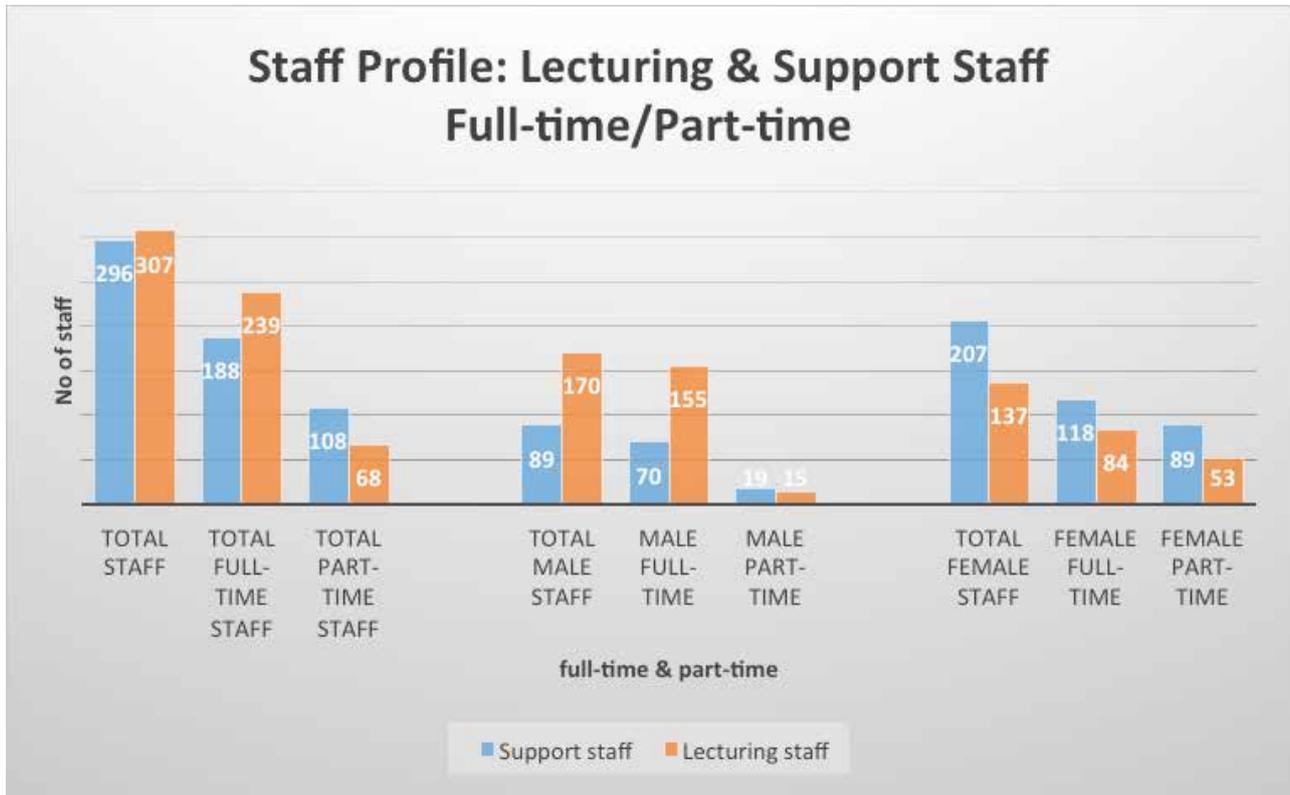
The part-time profile for the College is very similar to the UK profile in that considerably fewer men than women work part-time.



UK: Thousands of people aged 16 and over, seasonally adjusted. January-March 2016.

Source: Office for National Statistics (ONS): UK Labour Market: May 2016

The following chart details the full-time and part-time gender split at the College by Lecturing and Support Staff.



In terms of part-time staff at the College, there is a clear gender divide, with only 34 male staff out of a male headcount of 259 (13.13%) working on a part-time basis, compared with 142 part-time female staff out of a female headcount of 344 (41.28%).

It is also clear that more male support staff work on a part-time basis - 19 out of a male support headcount of 89 (21.35%), than male lecturing staff - 15 work part-time out of a male lecturing headcount of 155 (9.68%). This compares with 89 part-time female support staff out of a female support headcount of 207 (43.00%) and 53 part-time female lecturing staff out of a female lecturing headcount of 137 (38.69%).

Clearly, there is less of a differential between the number of support and lecturing female staff who work part-time than the number of male support and lecturing staff who work part-time. What is clear is that, overall, more women work part-time than men, irrespective of whether they work in a support function or in a lecturing function.

As detailed later in this report, at more senior levels in the College - both for support staff and lecturing staff - very few people work on a part-time basis. Part-time work is largely being undertaken by women in lower Grades and this contributes to the gender pay gap.

As outlined later in this report, men constitute the majority in the following staff groups: Lecturing staff, in particular relating to technical/engineering subjects. In terms of support posts, men are largely grouped into the more "technical" posts.

Women constitute the majority in the following staff groups: Support staff, in particular administrative and information/advisory posts.

This report also goes on to illustrate that the predominantly female support staff are mainly clustered around the lower support staff grades, with lower pay. This appears to be consistent with information published by Close the Gap, Public Sector Equality Duty: Guidance for Reporting on Gender and Employment, Equal Pay, and Occupational Segregation, August 2016 p28: *"the jobs most likely to be done by women are those associated with low pay"*.

The proportion of male staff in the lower support grades is very low. However, the proportion of male staff gradually increases until eventually there are more male staff than female staff at the highest grades.

For lecturing staff which is predominantly male, there are slightly more female staff at the most senior level. The analyses on the following pages give a more detailed breakdown of the gender composition of staff in both support and lecturing roles. The analyses were divided into support staff which covers posts across all support staff Grades (including senior management) and lecturing staff, including promoted lecturers e.g. Curriculum & Quality Managers (CQMs) and Faculty Managers (FMs). This is because there are different grading structures for support staff and for lecturing staff and it is consequently difficult to make direct comparisons between the roles (and grades) between support and lecturing staff.

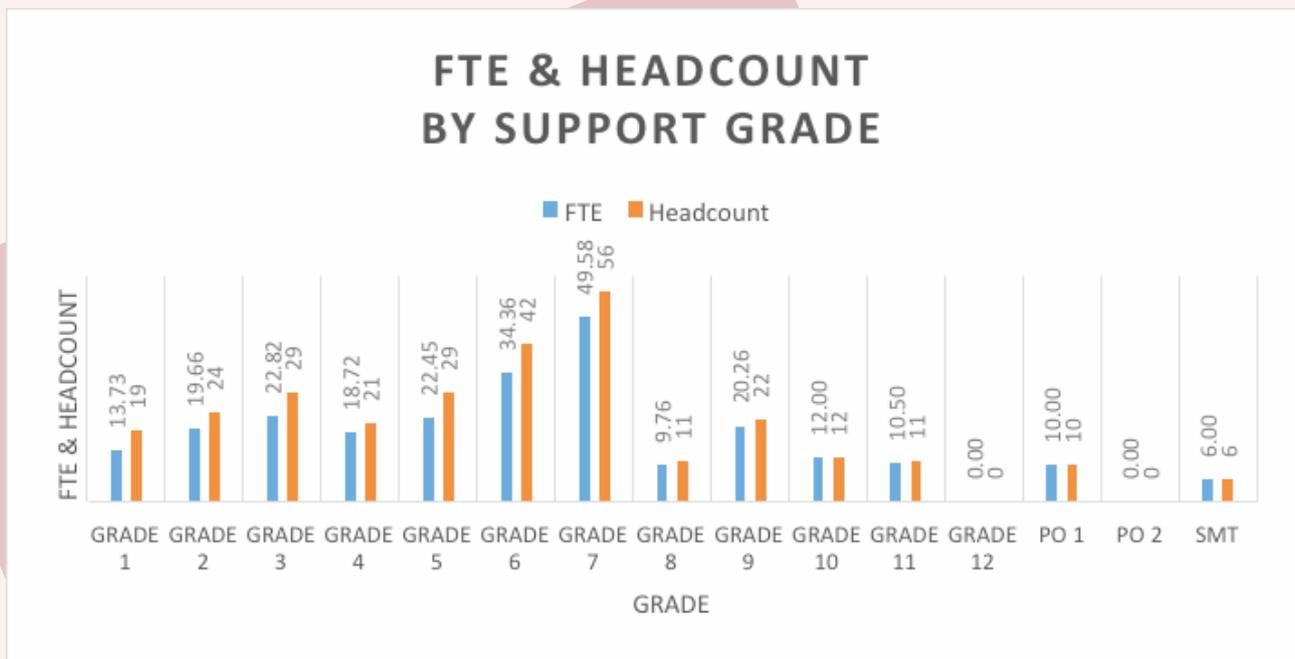


**Support staff profile**

At end March 2016, Support staff headcount was 296, with FTE being 253.84. The Support staff grading structure goes from Grade 1 (lowest paid) to Grade 12, followed by Professional Officer Grades and then Senior Management Team (highest paid).

Overall, there are more female support staff (207; 69.93%) than male support staff (89; 30.06%).

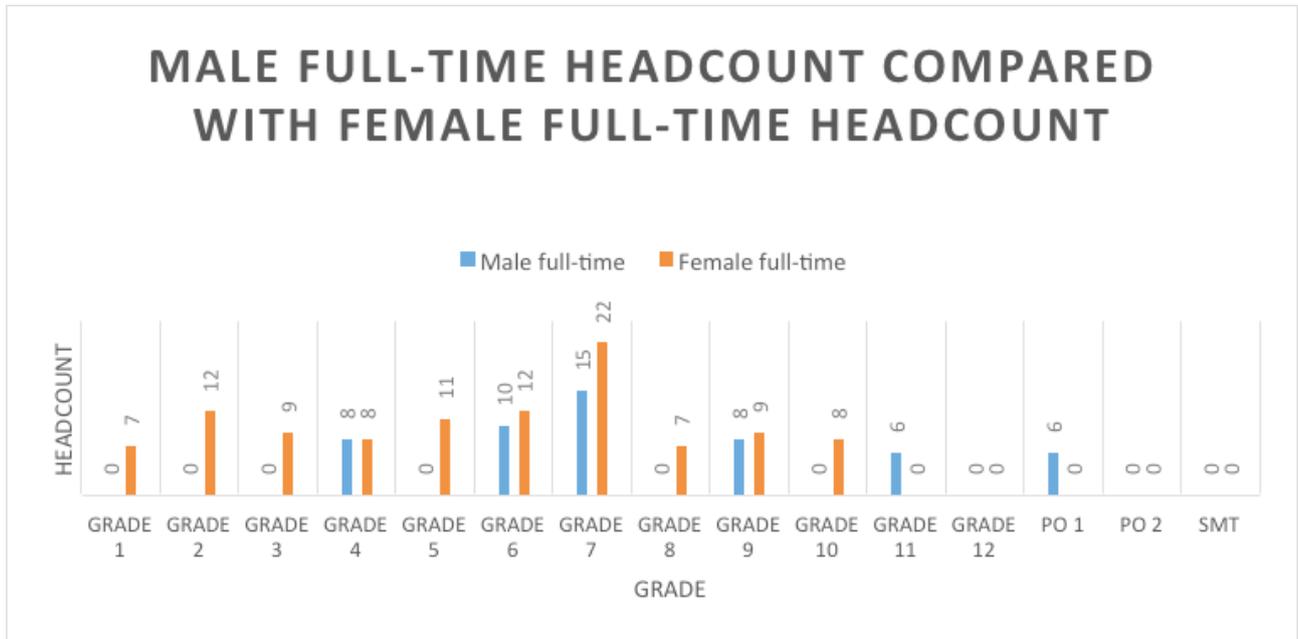
As illustrated in the graph below, the greatest numbers of support staff are clustered in Grade 6 (headcount =42) and Grade 7 (headcount = 56). The fewest number of staff are in the most senior grades (Professional Officer 2 & Senior Management). Please note that no information is published where there are fewer than 5 staff in a category (and is shown as “0”).



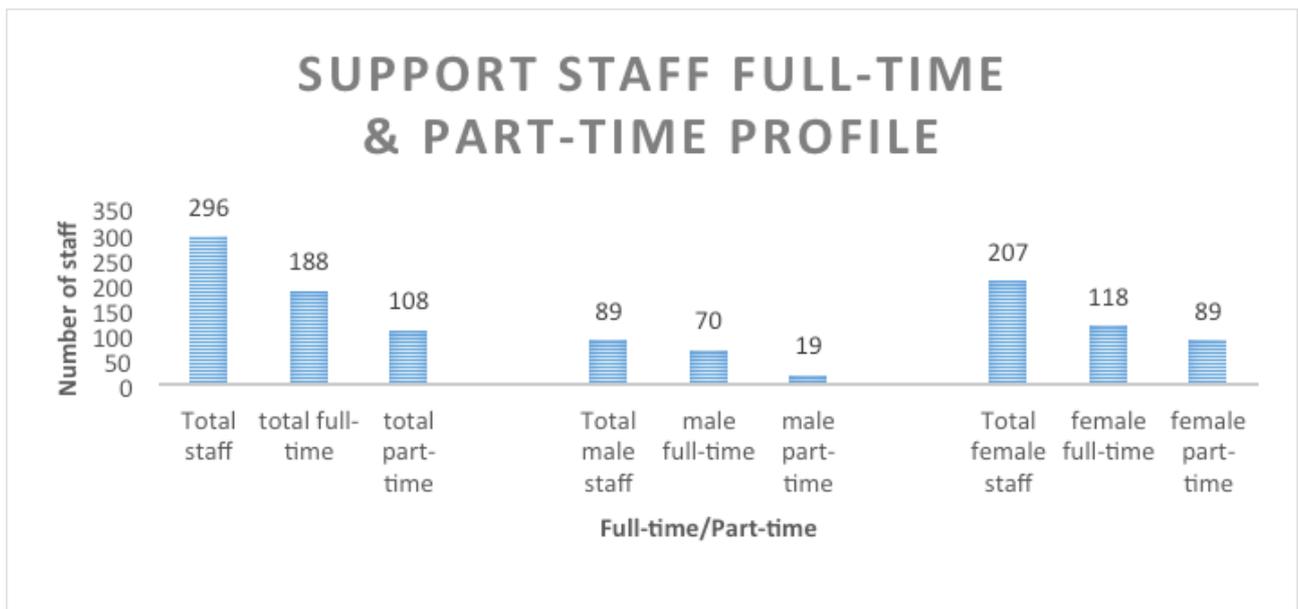
Please note that 0 = not published (where numbers are fewer than 5)

The following chart shows the number of male and female full-time staff within each Grade.

Please note that information is not published where there are fewer than 5 staff.

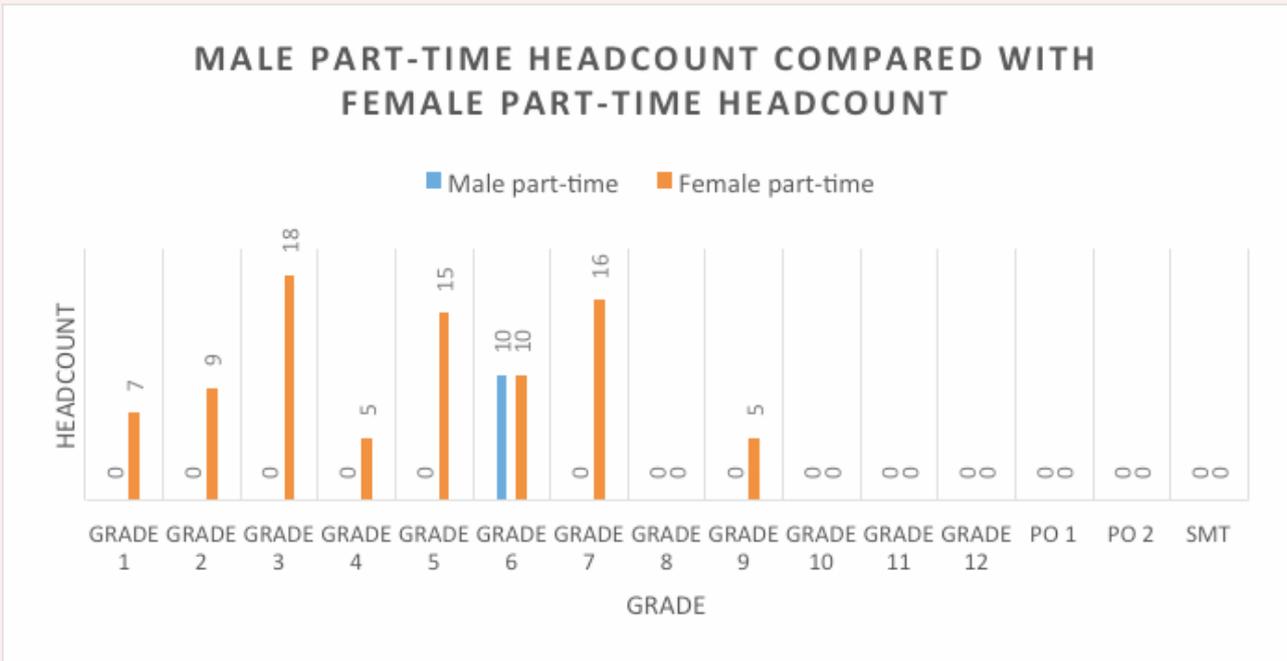


As can be seen from the chart below, of the 89 male support staff, 19 work on a part-time basis (21.35%). This compares with 207 female staff, of whom 89 work part-time (43.00%).



Beyond Grade 8, no male staff work on a part-time basis and this illustrates a clear gender bias towards female staff at lower levels working on a part-time basis.

At more senior levels (Grade 10 and above), very few staff work part-time and of those part-time staff, none is male. Please note that information is not published where there are fewer than 5 staff.



## Gender analyses by Grade

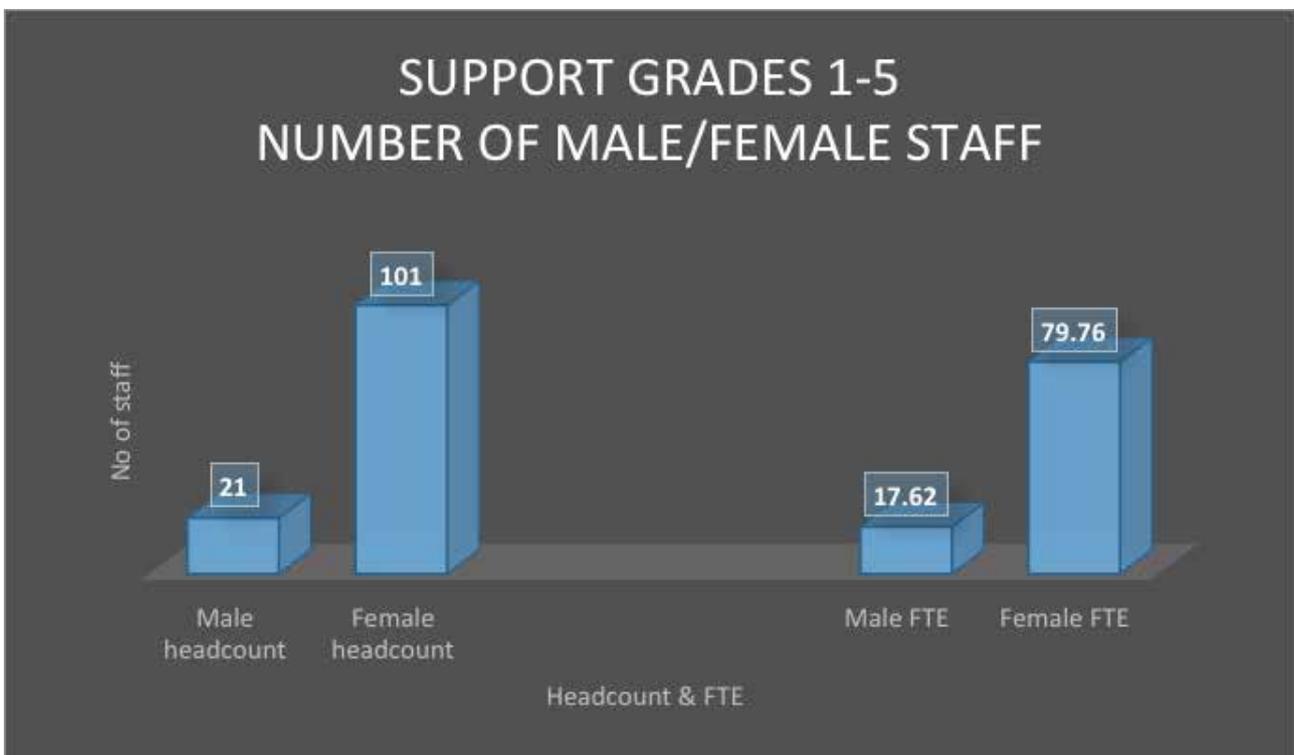
As outlined earlier, it should be noted that not all analysed data have been published as, due to small numbers, some staff may otherwise have been identifiable.

### Support staff

Given the small numbers, particularly of male staff, in some individual Grades, the following analyses are split into groups to show which types of posts - and at which level - are held by male and female support staff. This enables trends to be looked at without identifying particular individuals.

#### Analysis of Grades 1-5

An analysis of Support Grades 1-5 shows that there is a predominance of female staff at these levels:

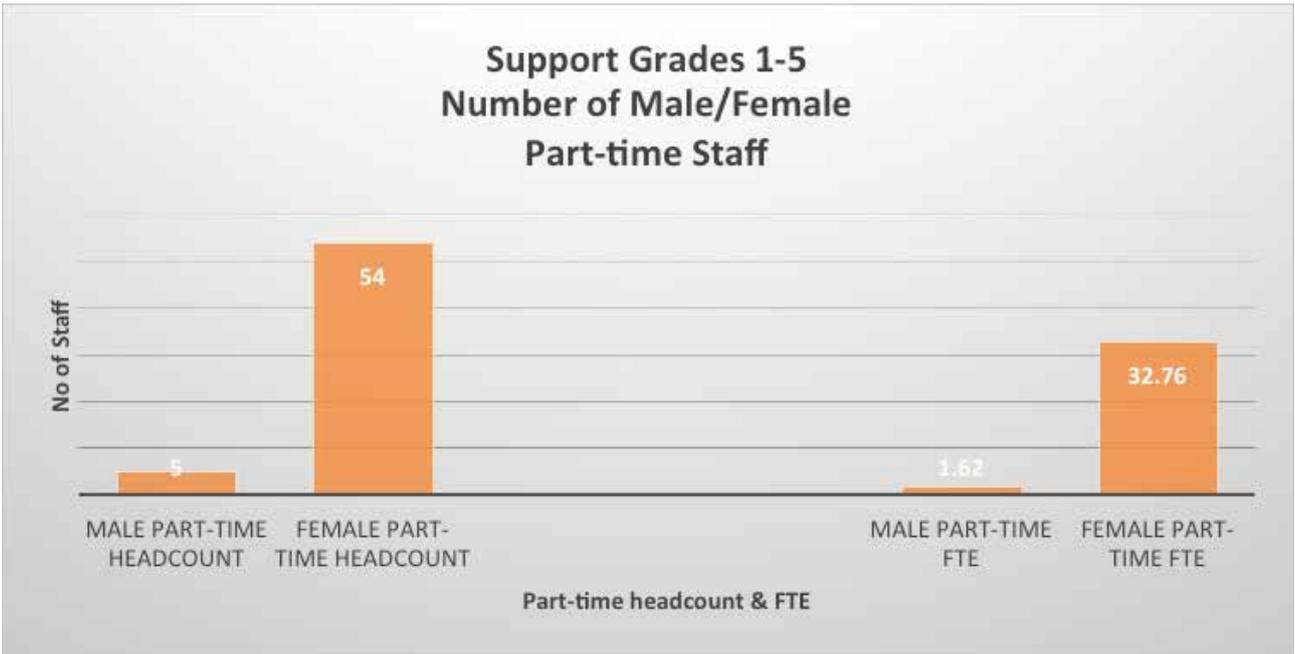


Out of a headcount of 122 staff in Grades 1-5, 101 staff are female (82.79%) with only 21 staff being male (17.21%).

Given that there is a total headcount of 207 female support staff, this means that 101 of the College's 207 (48.79%) female support staff are in Grades 1-5, compared with 21 of its 89 (23.60%) male support staff.

As illustrated in the following graph, very few male staff in Grades 1-5 work on a part-time basis (5), with the overwhelming majority of part-time staff being female (54). No further breakout of male part-time staff is given, due to small numbers which could lead to members of staff being identified.

Out of the 122 staff employed in Grades 1-5, 44.26% (54) are women who work on a part-time basis, compared with 4.10% (5) of men.



Overall, in Grades 1-5, there is a heavy gender bias towards female staff, on both a headcount and FTE basis as well as on a full-time basis and part-time basis.

In terms of the type of work carried out in Grades 1-5, the majority of posts could be broadly classified as administrative, encompassing posts such as: Administration Assistant; Administrator; Student Assistant; Information Assistant; HR Assistant; Workshop Assistant. Other types of posts include: Cleaner/Caretaker; Storekeeper/Technician; Receptionist.

Therefore, given the predominance of female staff in Grades 1-5 and the types of jobs undertaken in those Grades, it can be seen that female staff are largely clustered around administration and related tasks. It should be noted, however, that the clusters around the posts of Storekeeper/Technicians and Workshop Assistant, in IT/Technical areas, are all male.

### Analysis of Grades 6-9

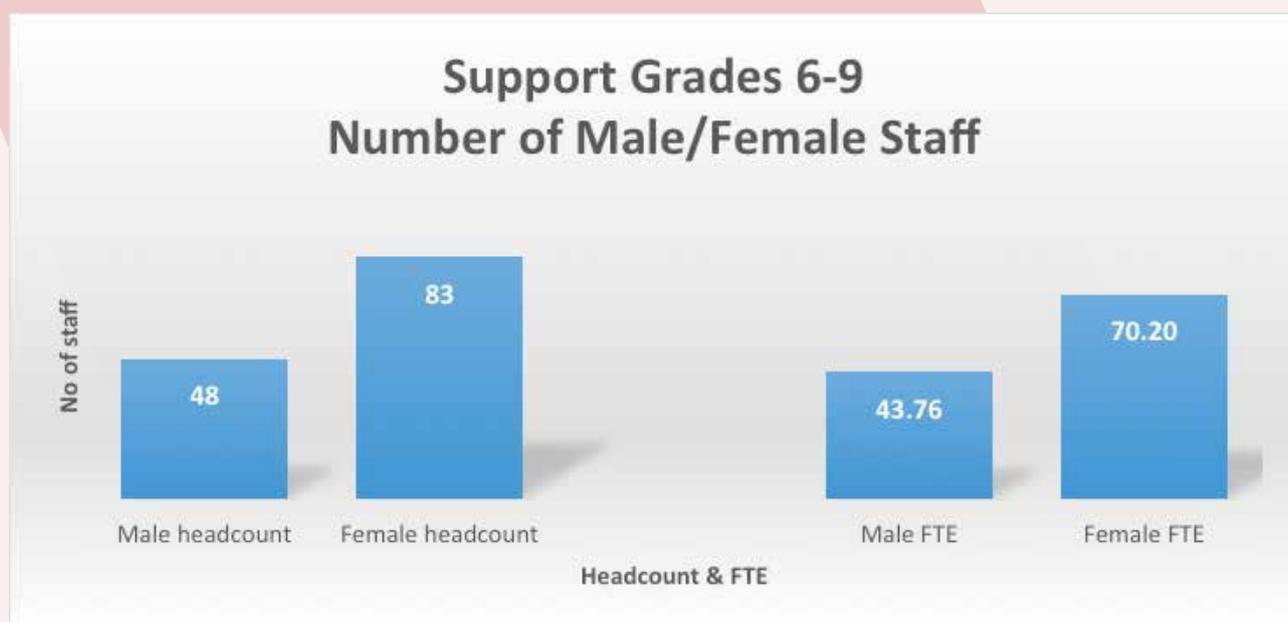
Posts in Grades 6-9 could generally be considered as advisory and also include Instructors.

Out of a headcount of 131 staff in Grades 6-9, 83 staff are female (63.36%), compared with 48 staff being male (36.64%).

There are 70.20 female FTEs in Grades 1-6 out of a total of 113.96 FTEs, compared with 43.76 male FTEs.

Although this shows that there are still more female staff than male staff in these grades, there is less of a female bias than at Grades 1-5 (82.79% female, compared with 17.21% male).

This could be largely explained by a change in the male/female balance at Grade 6, which is the Grade for Instructors/Assessors (who instruct and assess students). 18 out of the 20 male staff in Grade 6 are Instructors/Assessors, compared with 8 female staff being Instructors/Assessors. Later in the report, an analysis of lecturing staff illustrates that the majority of lecturing staff are male. This would indicate that there is a predominance of male staff in teaching posts.



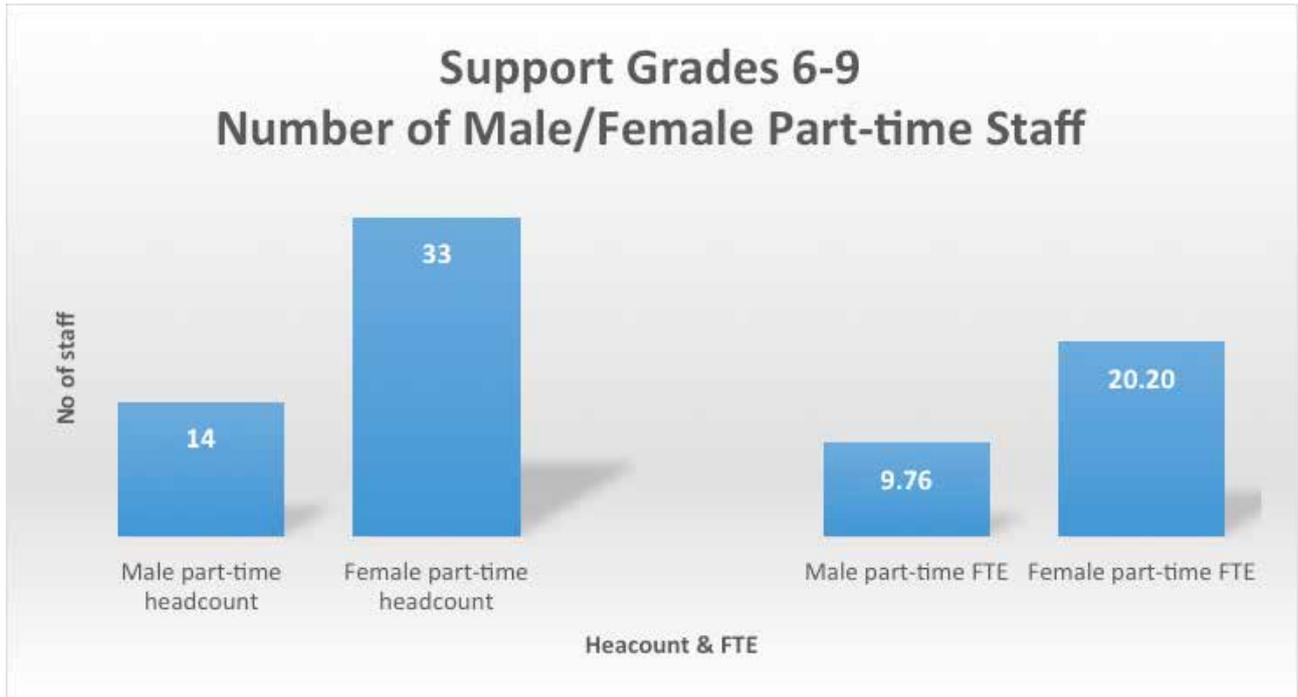
There is a clustering of male staff in Grades 6-9 around Instructor/Assessor posts and Technician posts with 66.67% of male staff in these Grades being employed in these capacities (32 out of a male headcount of 48). It should be noted that the male Instructors/Assessors are employed in the areas of: engineering/construction/welding/nautical /technical. There are both male and female Instructors working in IT, but only female Instructors/Assessors in the areas of: childcare/catering. This illustrates a gender divide in the types of work undertaken by Instructors.

There is a further gender divide in these grades in that all technician staff are male.

There are clusters of female staff in Grades 6-9 around the posts of: Guidance Tutor; Student Adviser; HR; Inclusiveness; Marketing.

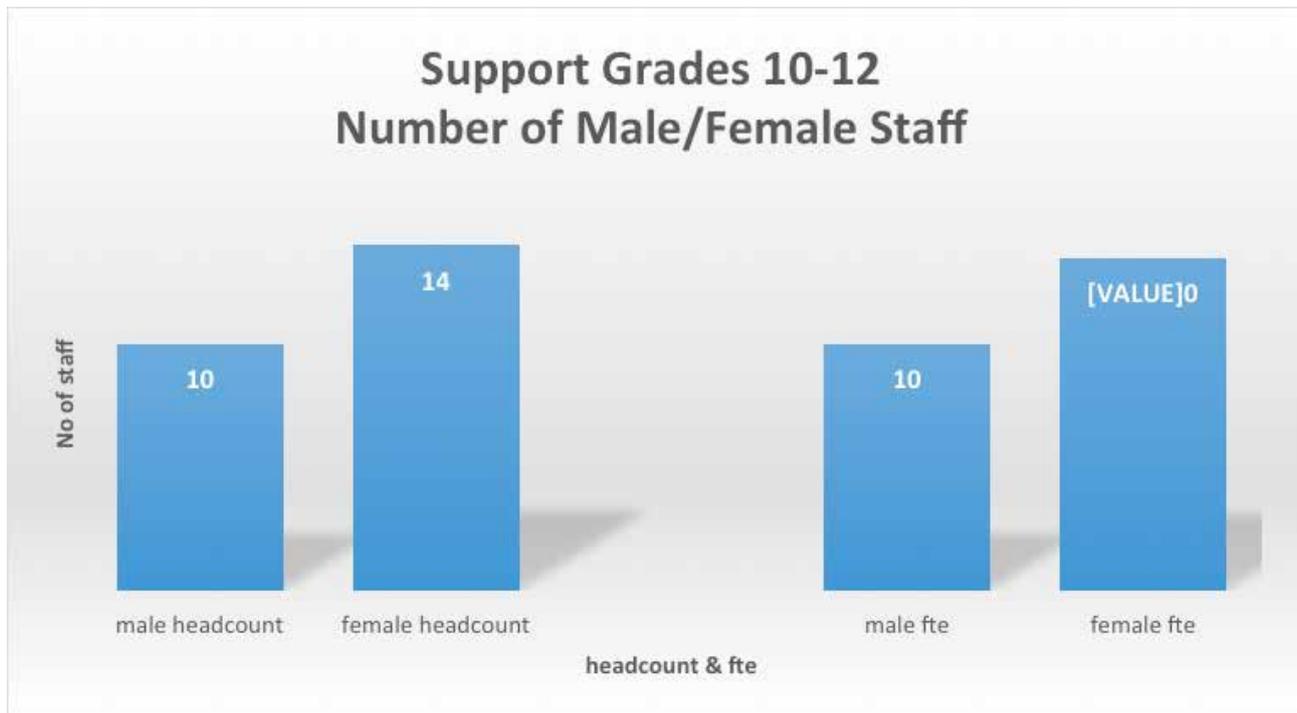
So, it appears that male staff are mainly focussed on "technical" work and female staff are predominantly employed in work that could arguably be seen to focus on "softer" skills.

There is a female bias towards part-time working in Grades 6-9, with 33 female staff out of a headcount of 131 (25.19%) working part-time, compared with 14 male staff (10.69%). However, when compared with Grades 1-5 (44.26% female part-time staff and 4.10% male part-time staff), there is an increase in the number of male staff working part-time in Grades 6-9. To a large extent this can be explained by many of the male Instructors working on a term-time basis.



### Analysis of Grades 10-12

The majority of posts in Grades 10-12 are manager (or manager-level) posts and there are consequently fewer staff at these levels (headcount=24; FTE =23.50).



At Grades 10-12, there is less of a gender divide (58.33% in these Grades is female, compared with 41.67% male) than at Grades 1-5 (82.87% female, compared with 17.21% male) and Grades 6-9 (63.36% female, compared with 36.64% male), although there are still more female staff than male staff.

This would seem to confirm that the College has proportionately more women within its lower Grades.

When it comes to the jobs undertaken by staff in Grades 10-12, they can be broadly grouped by gender with male staff being clustered around IT/Technical/Facilities types of posts, with women being in more Administrative/Information/Quality types of posts. More specific breakouts are not given as individual staff could otherwise be identified.

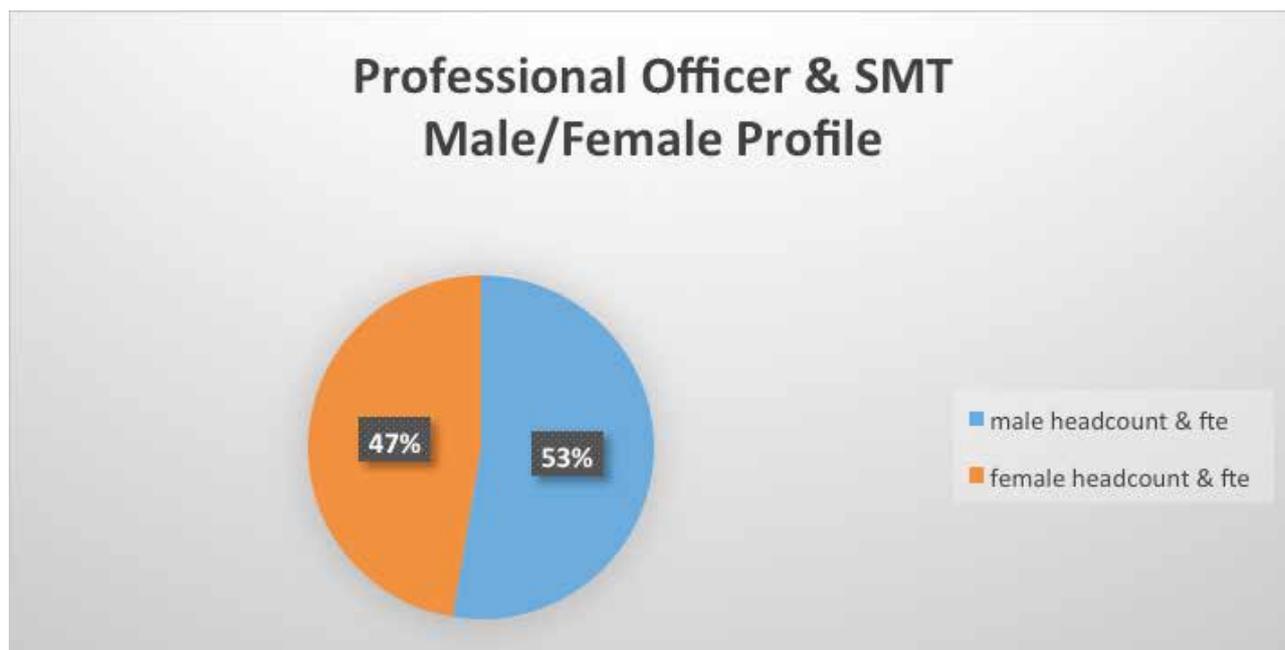
Across all grades (1-12), it appears that male staff are largely undertaking more technical/ engineering types of posts with women being clustered around more administrative/information/ advisory posts.

In Grades 10-12, very few members of staff work on a part-time basis, none of whom is male. This compares with 54 female staff working part-time in Grades 1-5 and 5 male staff working part-time.

### Professional Officer/Senior Management Grades

The posts in these Grades are largely Heads of Departments, Directors of Curriculum, Vice-Principals and Principal.

Total headcount in these Grades is 19; FTE = 19, with there being slightly more male staff (10; 53%) than female staff (9; 47%). Given the relatively small numbers involved and the fact that the numbers of male and female staff are roughly equal, it should be noted that a small change in staff (e.g. if a male member of staff left and were replaced by a female member of staff) would lead to the College having a different gender profile.



Although it is arguable that the numbers here are roughly equal, with there being only slightly more male staff than female staff - at all other levels within the College, there are more women than men.

It should be noted that at these levels, there are no staff at all who work on a part-time basis.

When only the most senior of these grades (Senior Management Team, 6) is looked at in more detail, there is a greater male gender bias. However, due to small numbers no further breakdown is published

It should also be noted that although this is the profile of SMT as at end March 2016, given the small numbers involved (6), that a small change in staff (e.g. a male member of staff leaves and is replaced by a female member of staff) would lead to a change in the gender profile.

### Summary: Support Staff

The support staff analyses illustrate that the College has a clear predomination of women at lower Grades, with a gradual reduction in gender imbalance until the most senior levels of the organisation are reached, where the tables turn and there are slightly more male staff than female staff.

It is also notable that the majority of staff working on a part-time basis are women who are in the lower support grades. At senior levels, no staff work on a part-time basis.

In terms of the types of jobs undertaken by staff in support roles, there are clear clusters of women undertaking traditionally "female" jobs, largely in administration and advisory posts, with male staff being involved in more technical/engineering- related posts.

## Lecturing Staff Profile

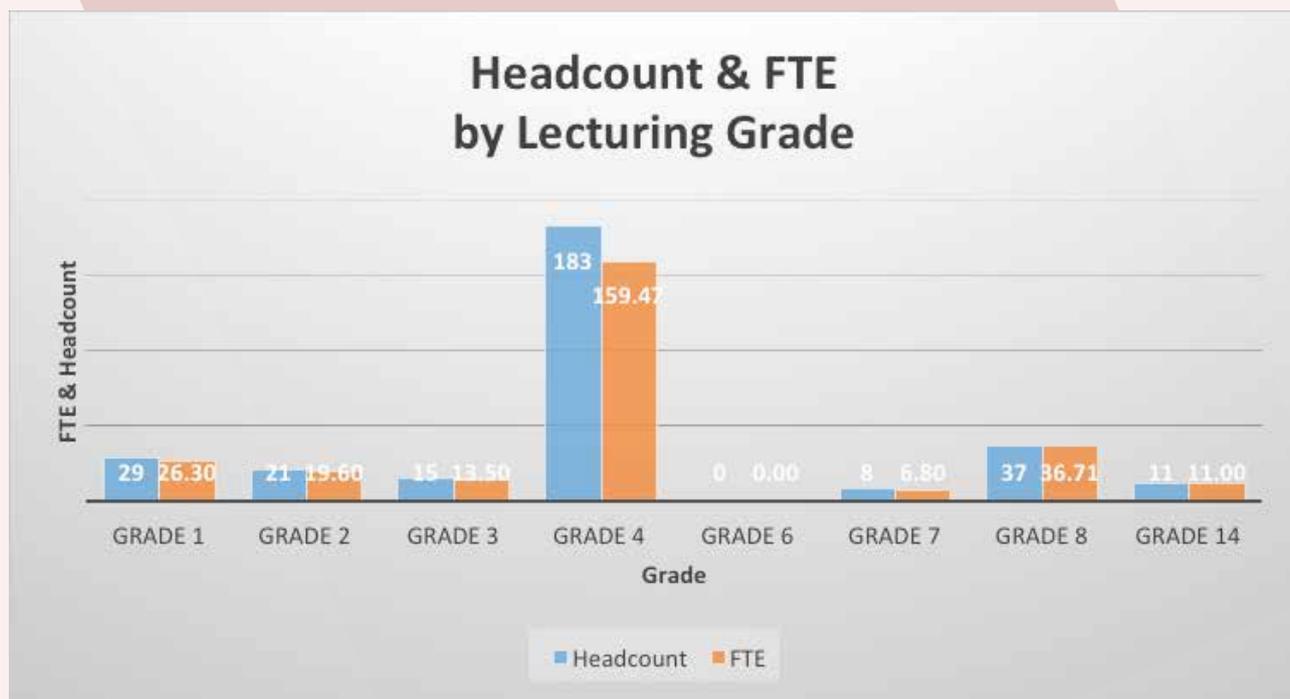
At end March 2016, lecturing staff headcount was 307, with FTE being 276.38. The Lecturing staff grading structure goes from Grade 1 (lowest paid) to Grade 14 (highest paid).

Lecturing staff includes un-promoted lecturers (on Grades 1-4) and promoted lecturers, including Curriculum & Quality Managers (CQMs) and Faculty Managers (FMs).

Lecturing staff would normally be appointed at Grade 1 and would go up a grade every year (after six months' service) until they reach the top of the un-promoted lecturers' scale (Grade 4).

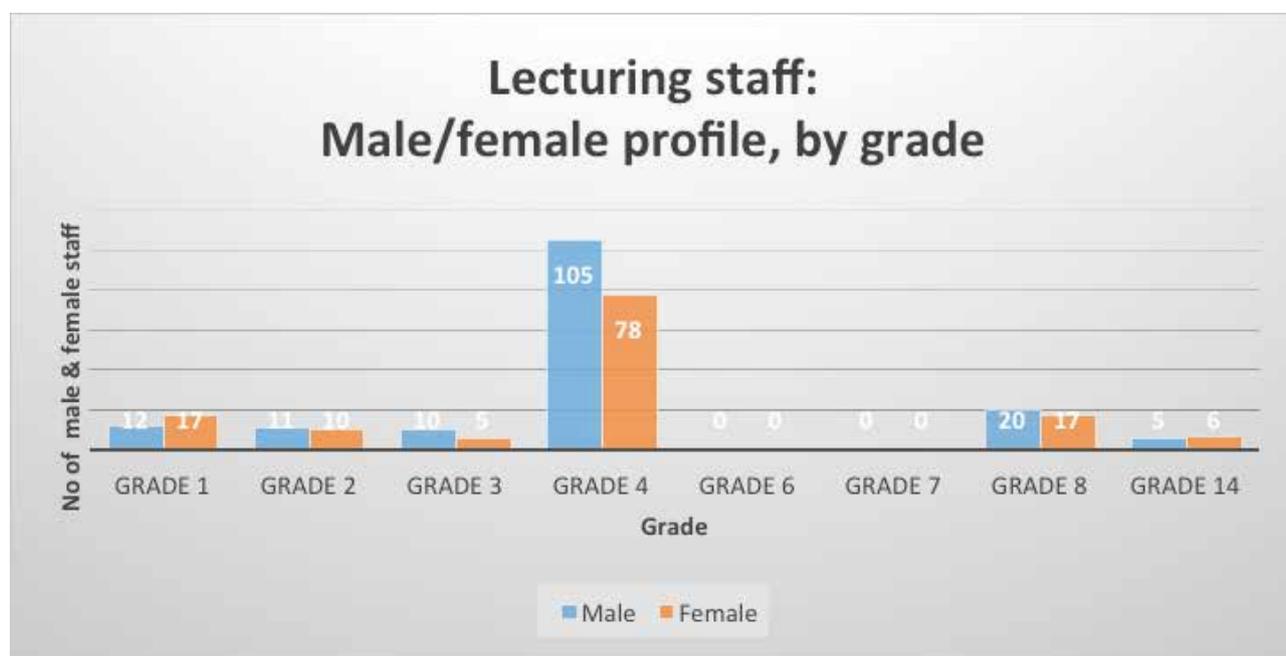
Of the 307 lecturing staff, 170 are male (55.37%) and 137 (44.63%) are female. Given that the College has more female staff (344) than male staff (259), this shows a clear concentration of male staff within the academic side of the College.

As illustrated in the graph below, the greatest numbers of lecturing staff are in Grade 4 (headcount = 183). This is because it is the top of the un-promoted lecturing scale, which would be achieved by all un-promoted lecturing staff after appropriate service. Information is not published where there are fewer than five staff (and is shown as "0").



Note: there are no lecturing staff in Grades 5 and 9-13

The following graph shows the number of male and female staff within each Grade and clearly illustrates that lecturing staff – both male and female – are concentrated in Grade 4, where there are more male (105) than female staff (78). Information is not published where there are fewer than 5 staff in a category.



Note: there are no lecturing staff in Grades 5 and 9-13

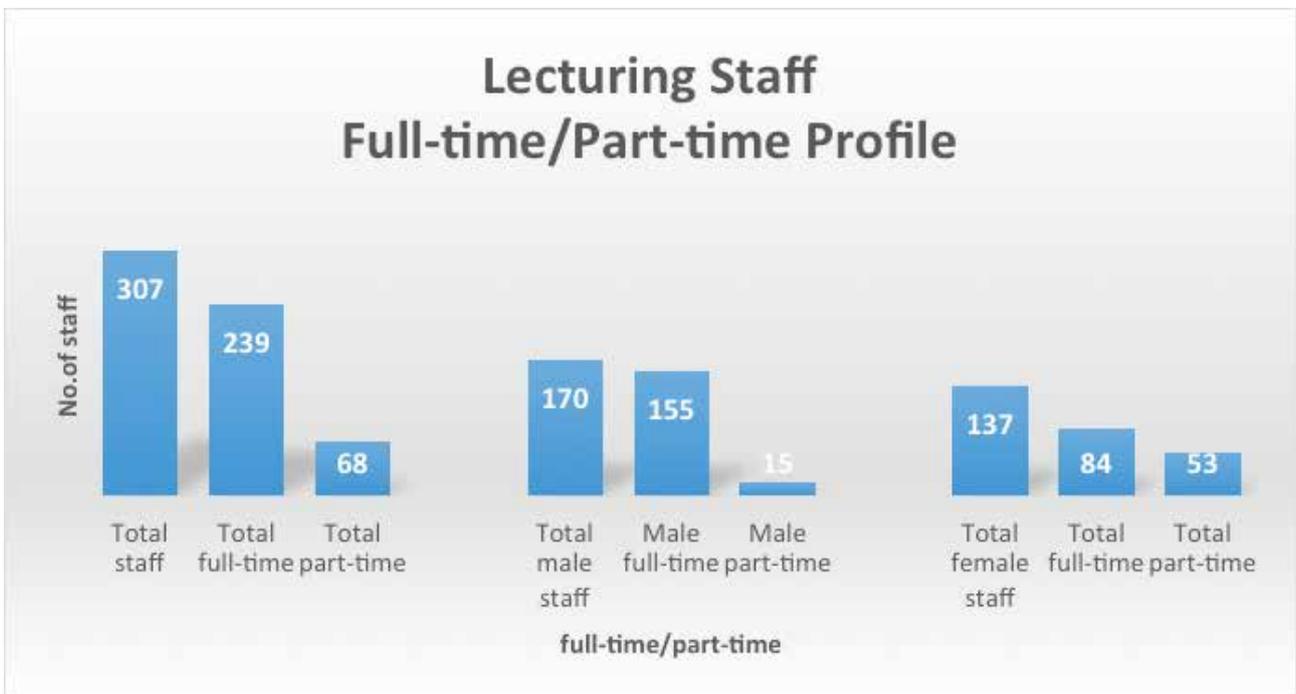
There are more female staff (17) in Grade 1 than male staff (12), but this is likely to be a reflection of the fact that more of the staff who have been recently recruited (and therefore appointed on Grade 1) have been female. In Grades 2 and 3, there are more male staff than female staff.

Unlike senior support staff levels, there are slightly more female staff (6) at the top of the lecturing scale, compared with male staff (5). However, as these numbers are small, the gender profile could easily change if a female member of staff were to resign and be replaced with a male member of staff.

At Grade 8, the Grade for Curriculum & Quality Managers, there are more male staff (20 out of 37 at this level; 54%), than female staff (17 out of 37; 46%).



In terms of part-time staff, the chart below clearly illustrates that few male lecturing staff (15) work on a part-time basis and that it is predominantly female staff (53) who work part-time.



At the most senior level (grade 14), no staff work on a part-time basis. Of the promoted lecturing staff (Grades 6 and above, 59), there are very few who work on a part-time basis.

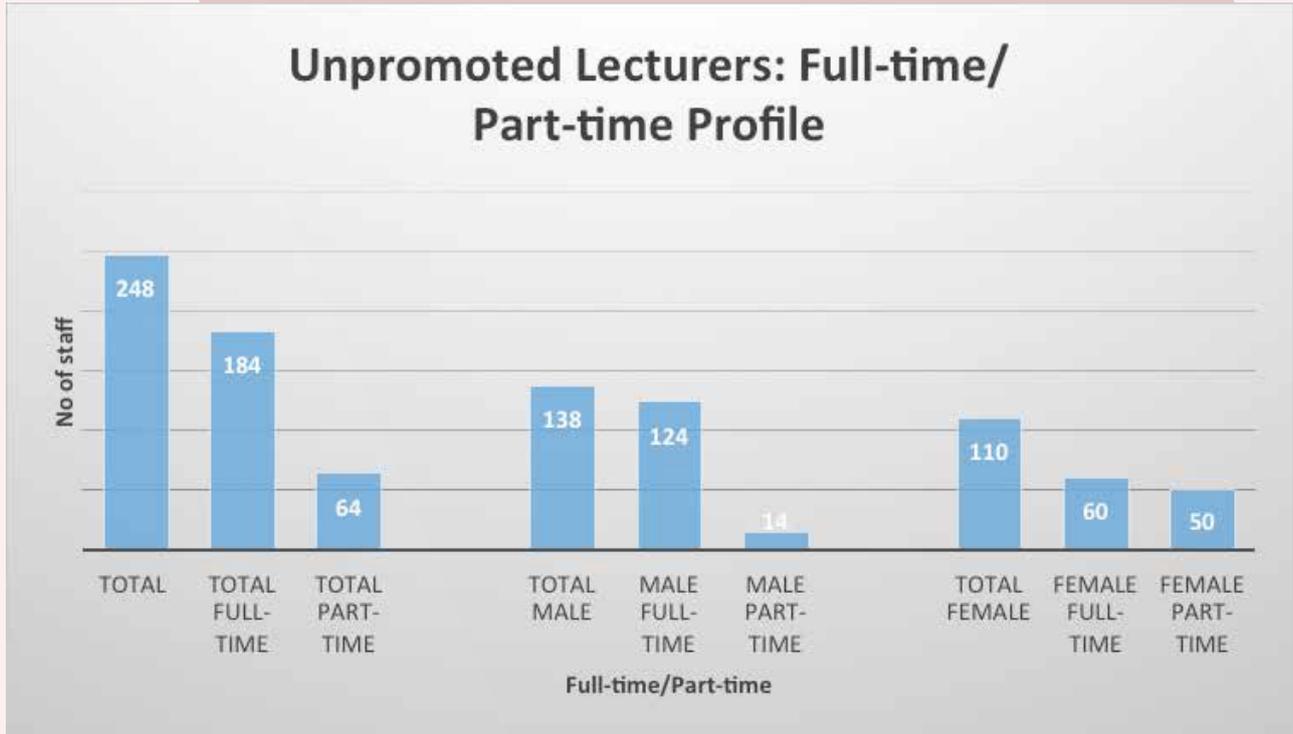
Note: there are no lecturing staff in Grades 5 and 9-13.

**Gender analyses by Grade**

The following analyses are split into grades to show which types of posts - and at which level - are held by male and female support staff.

**Overview of Un-Promoted Lecturing Grades**

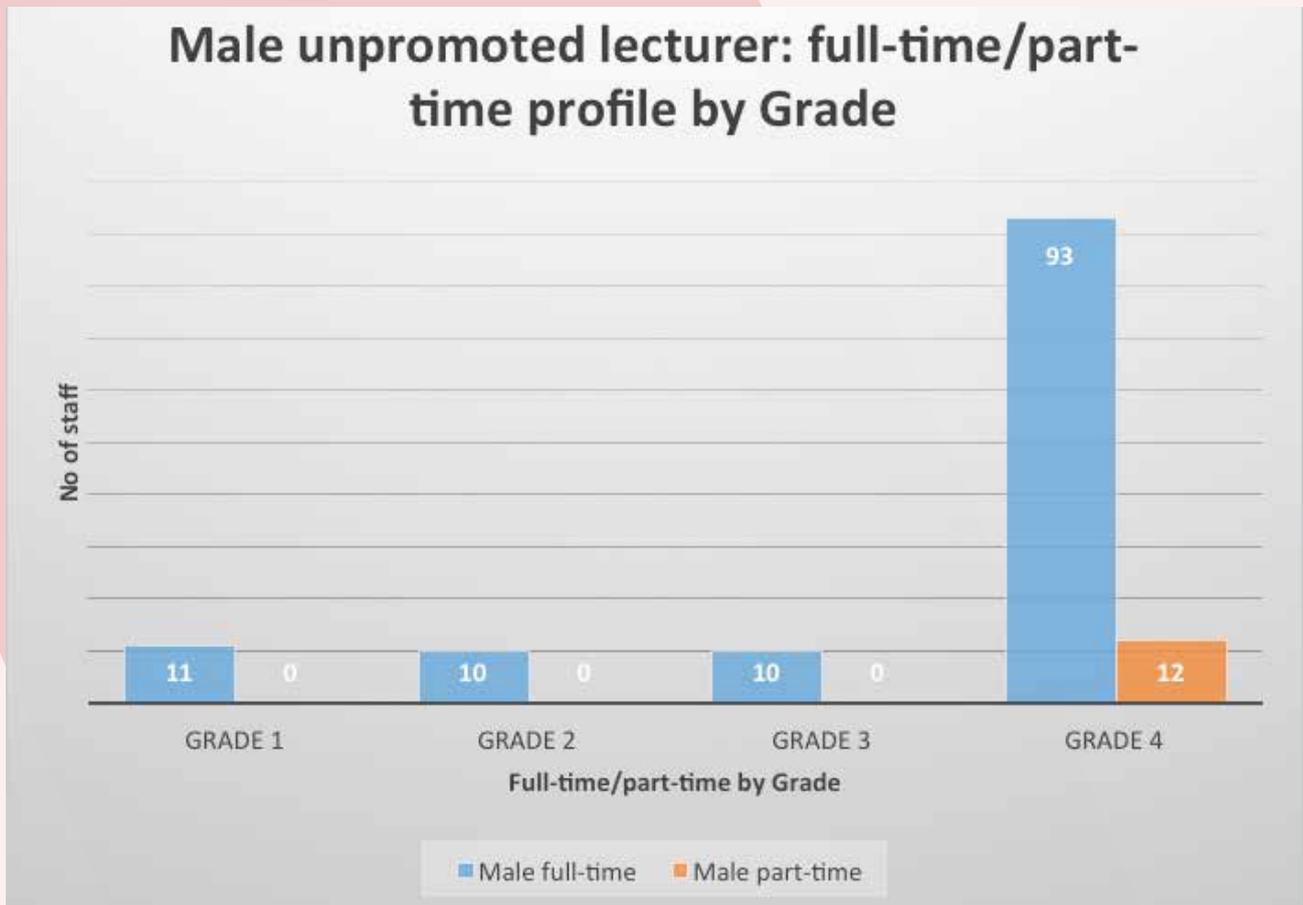
Of the 248 un-promoted lecturers in Grades 1-4, 138 (55.65%) are male and 110 are female (44.35%).



It is clear that overall, more male staff work on a full-time basis (124 out of male headcount of 138; 89.86%) than female staff (60 out of a female headcount of 110; 54.55%).



There is a stark difference, on grade-by-grade basis, between male and female staff in terms of full-time/part-time work, with the biggest discrepancies being in Grade 4, which is the Grade where the majority of lecturing staff are situated. Information where there are fewer than 5 staff is not published (and is represented by "0").



#### Lecturers: Grade 1

Of the total number of un-promoted lecturing staff (headcount = 248; FTE = 218.86), only 29 (FTE = 26.3) are on Grade 1.

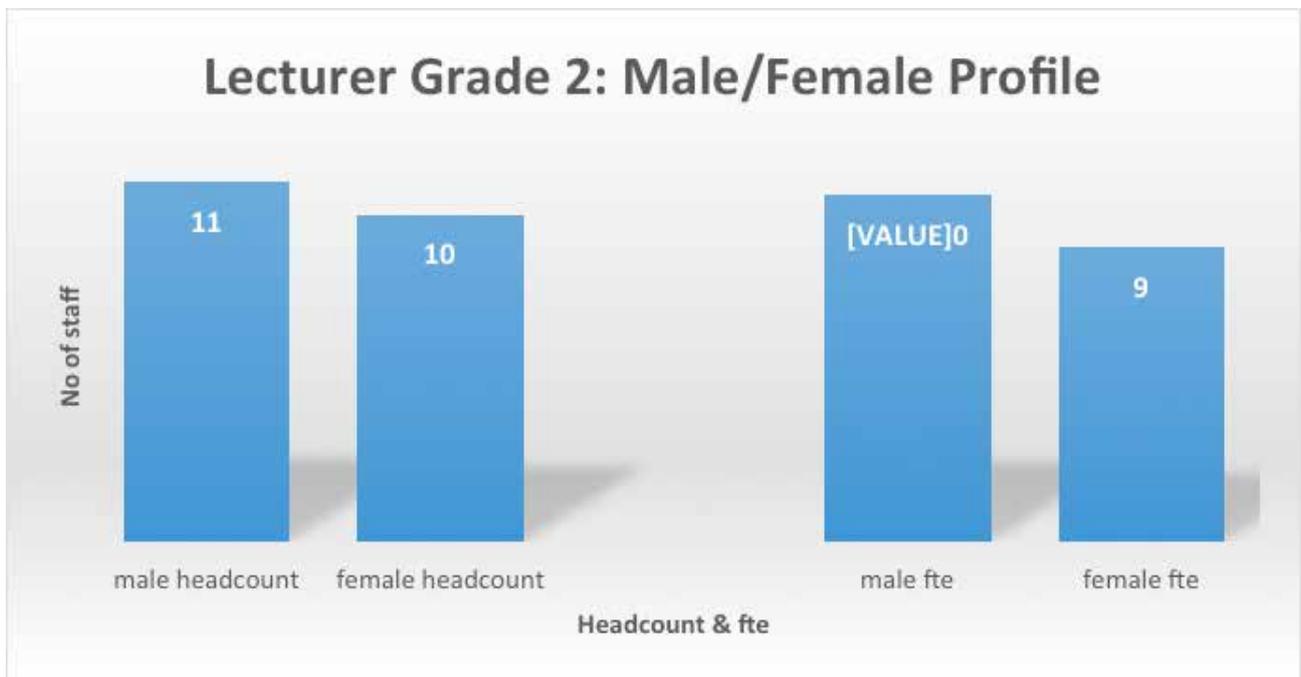


There are more female staff (17; 58.62%) than male staff (12; 41.40%). There is no noticeable gender divide in terms of the subjects being taught by these Grade 1 Lecturing staff, with there being both male and female lecturers in health & social care, computing, art & design, sport.

However, there are more female staff working part-time (5 out of a total female headcount of 17) than male staff (further information is not published due to small numbers).

**Lecturers: Grade 2**

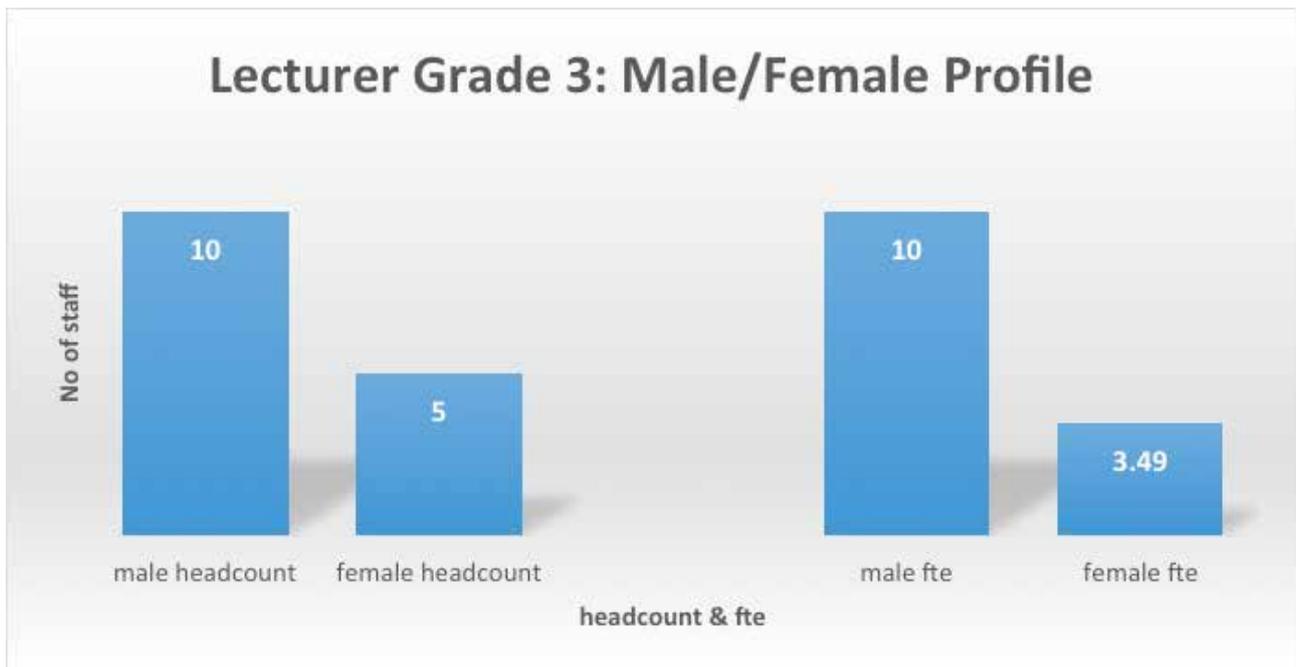
Again, there are relatively few lecturing staff in Grade 2, with there being a total of 21 staff (19.6 FTE), with the headcount male/female gender balance being fairly equal.



There is nearly parity in terms of the number of male staff in Lecturer Grade 2 (11; 52.38%) and female staff (10; 47.62%). There is no further breakdown due to small numbers.

### Lecturers: Grade 3

There are, once again, relatively few lecturing staff (headcount=15; FTE = 13.49) in Grade 3. However, there are more male staff (10 out of a headcount of 15; 66.67%) than female staff (5 out of a headcount of 15; 33.33%)



There is no part-time breakdown due to small numbers.

There is no obvious gender divide in the subject areas taught in Grade 3, with both male and female staff lecturing in the areas of: social science; engineering; cookery

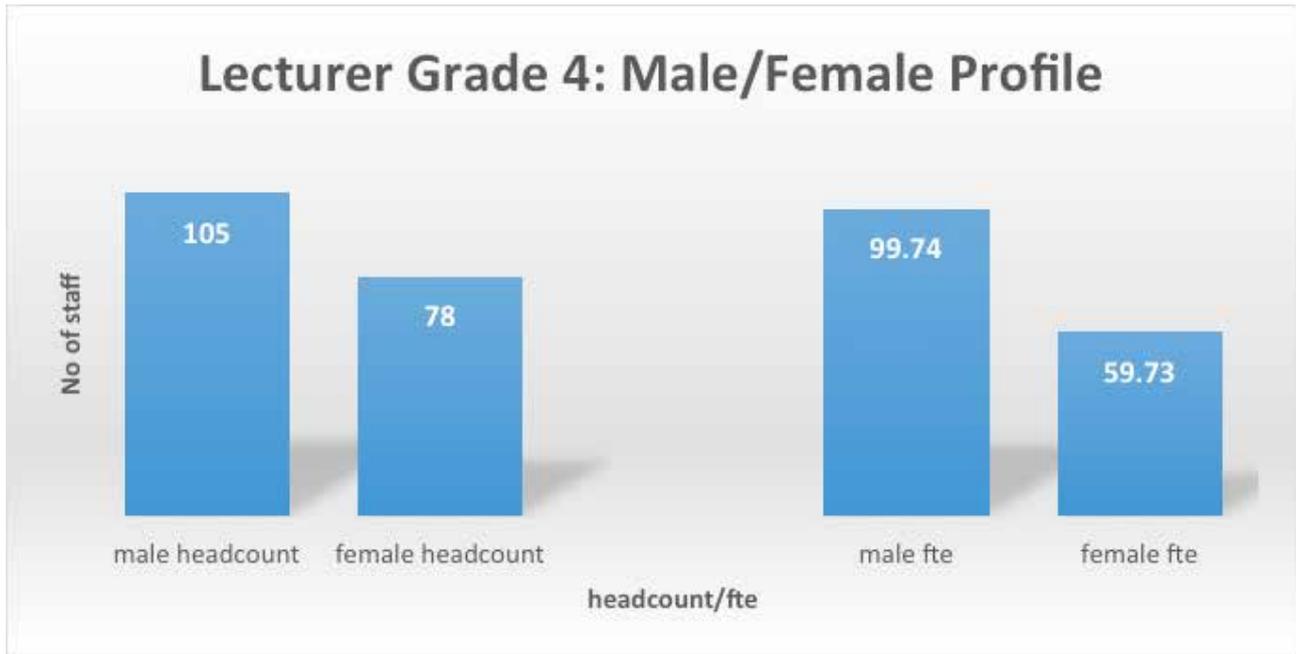
No further details are broken out as this could potentially lead to individual staff being identified.



**Lecturers: Grade 4**

The majority of the College's lecturing staff are on Grade 4, with a headcount of 183 (FTE= 159.47) out of an un-promoted lecturing staff headcount of 248 (FTE=218.86). This means that 73.79% of the College's lecturing headcount is at Grade 4.

As can be seen from the chart below, at Lecturer Grade 4, there are more male staff (105; 57.38%) than female staff (78; 42.62%)



At Lecturer Grade 4, 40 female staff (FTE = 21.73) work on a part time basis, which means that more than half of the female staff headcount (51.28%) works part-time, compared with only 11.43% (12) of male staff (FTE=6.74)

At Grade 4, there is a clear gender divide in terms of the subjects taught by male and female staff. 62 male members of staff (out of a male headcount of 105; 59.05%) teach subjects involving computing, maths, engineering, science, construction (including painting/decorating/carpentry/joinery), welding, nautical, automotive. This compares with 16 female members of staff (out of a female headcount of 78; 20.51%).

However, there are very few male staff who teach subjects involving: hairdressing; beauty therapy; care; administration (due to small numbers, actual figures are not detailed), compared with 21 female members of staff out of a female headcount of 78 (26.92%).

**Note: there are no Lecturers at Grade 5**



### Overview of Promoted Lecturing Grades (Grade 6 and above)

Overall, there are more male promoted lecturing staff (32 out of 59; 54.24%) than female staff (27 out of 59; 45.76%). There is no part-time breakdown due to small numbers.



There are 20 male staff at Grade 8, compared with 17 female staff.

It should be noted that there are slightly more female staff (6) at the highest grade (Grade 14) than male staff (5).

No staff at the most senior grade (Grade 14) work on a part-time basis.

No further breakdown is published, due to small numbers.

#### Promoted Lecturer: Grade 6

There are very few members of staff at Promoted lecturer Grade 6. Due to the very small numbers in this grade no further breakdown is detailed, as staff could otherwise be identified.

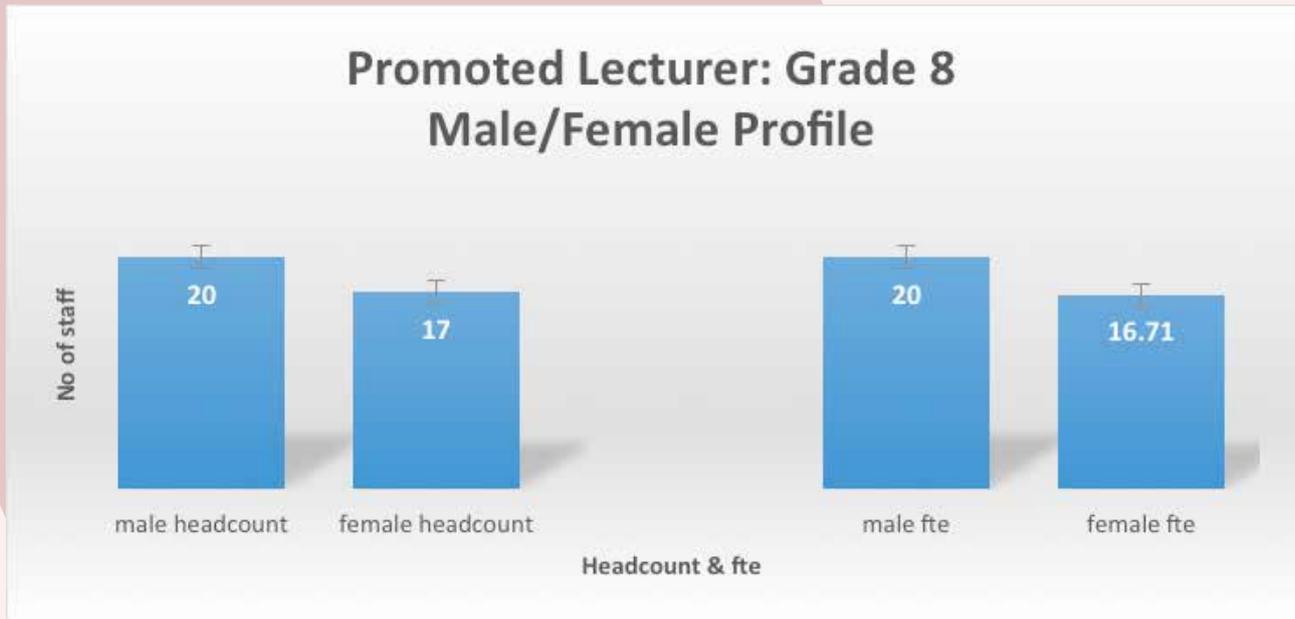
#### Promoted Lecturer: Grade 7

There is a parity in terms of headcount between male and female staff. Due to the small numbers in this grade, no further breakdown is detailed as staff could otherwise be identified.

**Promoted Lecturer: Grade 8**

The vast majority of staff at Promoted Lecturer Grade 8 are Curriculum and Quality Managers (35 out of a headcount of 37 at this Grade). There are more male staff (20 out of 37; 54.05%) than female (17 out of 37; 45.95%) at this Grade.

Very few members of staff at this Grade work on a part-time basis (no further information is published due to small numbers).



There is a clear male bias in the area of engineering/technical, with 9 of the 18 male CQMs (50.00%) working in this field. The number of female staff is not published due to small numbers.

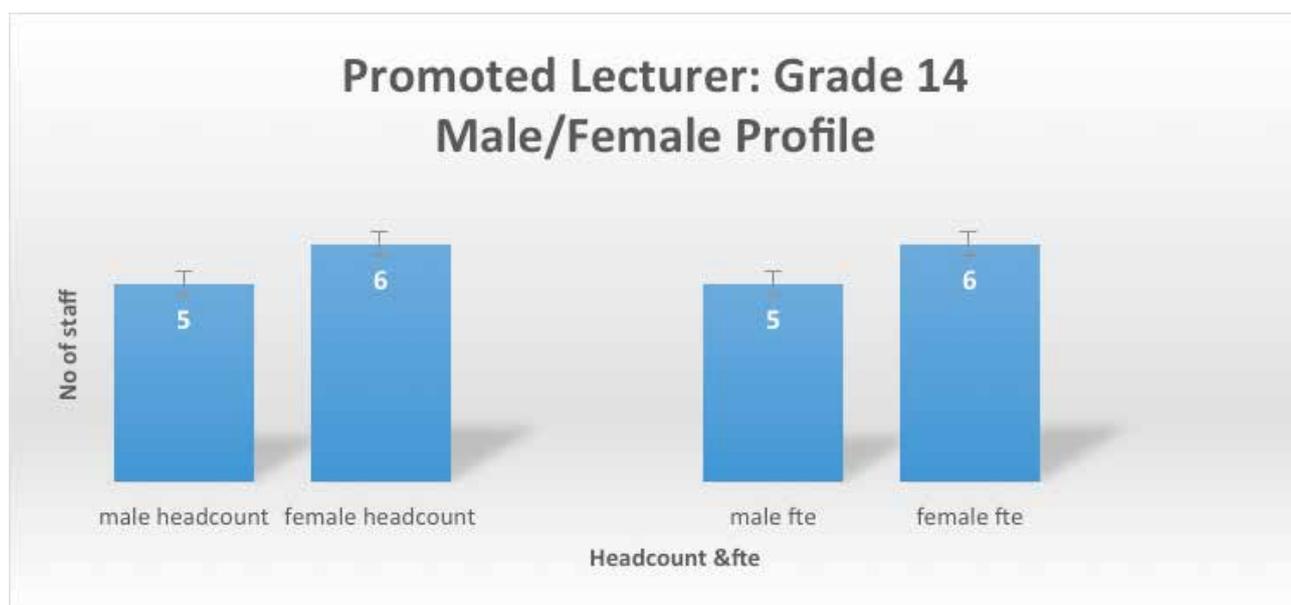
There are both male and female staff covering the following subject areas: computing; creative arts; hospitality/sport; tourism; social sciences

There are only male staff covering media & essential skills and there are only female staff covering care; hair & beauty; service industries.

**There are no Promoted Lecturers at Grades 9-13**

### Promoted Lecturer: Grade 14

The vast majority of staff at Promoted Lecturer Grade 14 are Faculty Managers (10 out of a total headcount of 11 in this Grade). Given the small number of staff at this Grade and the fact that there is an uneven number of staff, there is near parity between the number of male (5) and female (6) staff. However, at this senior level, no staff work on a part-time basis.



In terms of the subject areas covered by the faculty managers, there are more male than female staff in engineering/Technology (due to small numbers no further details are given).

Care, Hair & Beauty, Hospitality & Sport are covered by female staff

Social sciences/learning opportunities, computing and business management/tourism are covered by male staff.

### Summary: Lecturing Staff

The Lecturing staff analyses illustrate that the College has a clear predomination of men at all Lecturing levels with the exception of Grades 1 (the lowest Grade) and Grade 14 (the highest Grade).

New Lecturing staff start at Grade 1 and then automatically move up the un-promoted Lecturing scale - so the fact that there are more female than male staff in this Grade means that more female than male staff have been recently appointed - going against the general trend of there being more male than female Lecturing staff.

It is also notable that the majority of staff working on a part-time basis are women who are in the un-promoted lecturing grades. At senior levels, no staff work on a part-time basis.

In terms of the types of jobs undertaken by staff in lecturing roles, there are clear clusters of women undertaking traditionally "female" jobs, largely in administration, care and communication areas, with male staff being involved in more technical/engineering-related areas.

### CONCLUSION

The College employs more women (344; 57.05%) than men (259; 42.95%).

The majority of women are employed in support roles (207 female support staff out of a total female staff of 344; 60.17%, compared with 89 male support staff out of a total male staff of 259; 34.36%). Conversely, the majority of male staff are employed as lecturing/academic staff: 170 male lecturing staff out of a total male headcount of 259 (65.64%), compared with 137 female lecturing staff out of a total female headcount of 344 (39.83%).

According to "Occupational Segregation in Scottish Higher Education Institutions: Disability, Gender and Race", Equality Challenge Unit (ECU), June 2014 p12, the majority of Professional services and support staff in Scottish Higher Education Institutions (HEIs) are female (63.1%) as opposed to (36.9%) male. In terms of academic staff, 58.2% are male and 41.8% are female.

The College would appear to be broadly similar in that majority of its support staff are female and majority of its academic staff are male.

As regards the types of work undertaken by staff (horizontal segregation), it is clear that there is a gender divide - irrespective of whether employees are support or lecturing staff - with men largely undertaking work in technical and engineering areas. Women are largely focussed around administration, advisory, information, communication and care-related areas.

This would appear to be similar to the types of work undertaken by men and women in Scottish HEIs, according to Occupational Segregation in Scottish Higher Education Institutions: Disability, Gender and Race", Equality Challenge Unit (ECU), June 2014 p13, where men are grouped into academic areas/engineering/technician/maintenance types of posts and women are grouped into non-academic areas/welfare/administration/secretarial posts.

As regards the level at which staff work (vertical segregation), it is clear that there is a predominance of female staff grouped in the lower support grades 1-5, largely carrying out administrative work (101 out of a total female support staff of 207; with there being an overall total (lecturing and support) female headcount of 344).



This compares with the majority of male staff being grouped at lecturer Grade 4 (105 out of 170 male lecturing staff; with there being an overall total of 259 male staff (lecturing and support). By comparison, in the lower support grades 1-5, there are 21 male staff, with there being a total male support staff of 89.

It should be noted that the lowest grades - and salaries - for staff in the College are in support roles, with grade 1 being the lowest support grade.

These factors could explain the reason for the College's overall gender pay gap (mean =14%).

According to the ILO's "Women at Work: Trends 2016, p39 "women are more likely to be concentrated in lower paid occupations and sectors than men" and this would seem to fit with the College having 101 of its 207 (48.79%) female support staff being in posts in Grades 1-5, compared with 21 of its 89 (23.60%) male support staff.

It is notable that there are increasingly more male staff as the seniority of the (support staff) grade increases until at the most senior support level (SMT).

For lecturing/academic staff, there is a predominance of male staff at all levels, except for Grade 1 (the lowest grade) and Grade 14 (the highest grade). As new Lecturing staff start at Grade 1 and then automatically move up the un-promoted Lecturing scale, this means that more female than male staff have been recently appointed. This seems to go against the general trends for there to be more male than female lecturing staff.

However, given the predominance of male Lecturing/academic staff, it should be noted that there are (slightly) more female staff (6) than male staff (5) at the highest Grade.

The College has more male full-time staff (225) than female full-time staff (202). The majority of full-time male staff are employed as lecturers (155), as opposed to support staff (70). However, more full-time female staff work in a support role (118) than a lecturing one (84).

Given that there is a full-time gender pay gap (mean = 11%), this would seem to indicate that a

contributing factor to the full-time gender pay gap lies with more men working full-time than women and more women than men being in support roles.

However, at higher support staff grades (with higher salaries), more women work full-time than part-time. This would seem to explain why the full-time gender pay gap is slightly less than the overall gender pay gap, which includes part-time employees.

In terms of part-time work, it is clear that more women than men work on a part-time basis and that this applies to both support (women = 89; men = 19) and lecturing staff (women = 53; men = 15). However, there are more women working part-time in support roles than in lecturing roles, where support staff salaries are lower. It should be noted that there is a cluster of women (54) working part-time in the support Grades 1-5, the lowest paid support Grades.

This means that the part-time gender pay gap (mean = 23%) could be explained by the number of female staff who work part-time, in lower paid support jobs.

Overall, of the 603 staff in the College, 176 staff work on part-time-basis (29.19%). Of these 176 part-time staff, 19.32% is male (34) and 80.68% (142).

Only 13.13% of the male staff in the College (34 male staff out of a male headcount of 259) work part-time, compared 41.28% of the female staff (142 part-time female staff out of female headcount of 344).

Of the part-time staff, there are both more male and female employees working in support roles than in lecturing roles.

It can be seen clearly that in percentage terms, more male staff work part-time in a support role (19 out of a male support headcount of 89; 21.35%) than in a lecturing role (15 out of a male lecturing headcount of 155; 9.68%).

There is less of a disparity for female staff, although there are still more women in support posts working part-time (89 out of female



support headcount of 207; 43.00%) than women in Lecturing posts (53 out of a female lecturing headcount of 137; 38.69%).

According to "Women at Work: Trends 2016", International Labour Organisation (ILO), p17, "women are more likely to work shorter hours for pay or profit". ILO, pXV, also says that "women continue to work fewer hours in paid employment, while performing the vast majority of unpaid household and care work". This could present one reason why there are more women than men at the College who work on a part-time basis.

There is also a noticeable vertical segregation in the College in terms of part-time work, in that it is mainly female staff in lower support grades/un-promoted lecturing grades who work part-time whereas at senior grades there are either very few, or no, staff working part-time. These factors contribute to the gender pay gap.

According to the ILO, "Women at Work: Trends 2016" p 54 "many higher paid, higher-skilled jobs are simply unavailable on a part-time basis, and there are significant obstacles to movement from part-time to full-time jobs due to the related skills requirement. This is also linked to the higher administrative costs involved in hiring two or more higher-skilled part-time workers in lieu of one full-time worker, which might also explain why part-time work tends to cluster in the low skilled professions..." The ILO goes on to say "the higher share of women in part-time employment contributes to the crowding of women into a narrow range of sectors and occupations, leading to greater occupational segregation."



## NEXT STEPS

According to the Scottish Government:

*“Occupational segregation is one of the barriers which prevents women and men from fulfilling their potential in the labour market, and consequently contributes to the pay gap. Women tend to be concentrated in the lower paid jobs.....and the lower grades within an organisation.*

*Tackling occupational segregation is not simply a question of progressing gender equality in Scotland; it is also beneficial to Scotland’s overall social and economic well-being. We need to ensure that the pool of talent and skills available to employers is not inhibited by stereotypical perceptions of what women and men ‘do’, and that everyone’s skills are being utilised to the maximum potential.”*

The Scottish Government goes on to attribute some of the causes of occupational segregation as being:

*“Inflexible working - Women with children face constraints in terms of finding work that is potentially both commensurate with their skills and aspirations as well as flexible and convenient in terms of their childcare and other caring responsibilities. A lack of options forces many women into part-time, low-paid work.*

*Under-valuing of roles and occupations that are perceived to be “women’s work”. In addition to considering how to encourage more women and men to consider non-traditional occupations, we must also consider what action can be taken to address the low value attached to “women’s work”.”*

Source: <http://www.gov.scot/Topics/People/Equality/18500/OccSeg> accessed 18 July 2016

The Equality Challenge Unit in its *“Occupational Segregation in Scottish HEIs”*, June 2014 document p54 states *“A lack of flexible working opportunities is one of the underlying barriers to the ability for staff with caring or other requirements to overcome occupational segregation”*.

The International Labour Organisation, in its *“Women at Work: Trends 2016”* report p66 says that *“a job that prevents workers from balancing their work commitments with the need to care for their family members is not a decent job”* and that *“work family balance was the top work-related issue for women.....with the greater burden of family responsibility borne by women....was ranked as the number one barrier to women’s leadership”*.

The report (p66) goes on to highlight that: some women accept occupational downgrading in order to work reduced hours to meet family responsibilities; a lack of adequate paid parental leave, family-friendly flexible working arrangements and affordable childcare often force women to leave the labour market; women working full-time are less likely to be able to put in longer hours and are more likely to take leave to care for their family.

The learning from the information set out in this document is: it is clear that occupational segregation exists within the College and that it contributes to the College’s overall gender pay gap being 14% (mean) and part-time gender pay gap being 23% (mean). In order to address these issues, it is suggested that the Equality & Diversity Strategy Group (EDSG) sets up Focus Groups to look at:

Why there is such a predominance of women in lower graded support functions?

- Why do women do the job they are in?
- What would encourage women/men to undertake a different kind of role?

What are the barriers to women applying for “male” jobs and men applying for “female” jobs?

- Would changes in the type of vocabulary used in recruitment/job adverts make a difference in terms of occupational stereotyping?

Why do so many women work part-time?

- why do so many men not?
- why do staff at senior levels not work part-time?
- what would it take to change the part-time statistics for the College?

Are there work/life balance issues and if so, what are they and how could they be addressed?

In addition to focus groups, the College could also look at revising its family-friendly and leave policies to expand the range of options that are available to all staff.

The College’s next steps from this report will feed into key actions in its Equality Outcomes Report.