



**APPENDIX 4 :
OCCUPATIONAL SEGREGATION REPORT
2020: GENDER**

**THE EQUALITY MAINSTREAMING AND OUTCOMES
OF NORTH EAST SCOTLAND COLLEGE**

APPENDIX 4: OCCUPATIONAL SEGREGATION REPORT 2020: GENDER

Executive Summary

The Equality Act 2010 has a Public Sector Equality Duty (PSED), which is supported by specific duties for Scotland. The specific duties require the reporting of occupational segregation. The purpose of this report is to report on occupational segregation by gender. Separate reports focus on race/ethnicity and disability. There is a further separate gender pay gap report.

This 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 as at 31 July 2020.

In July 2020 the College had 604 employees, with the College employing more women (337; 55.8%) than men (267; 44.2%). The majority of the College's employees are lecturing staff (306; 50.7%), compared with support staff (298; 49.3%).

Although the College employs more women than men and more lecturing staff than support staff, the majority of the 306 lecturing staff are male (165; 53.9%). This compares with 46.1% (141) of lecturing staff being female.

This gender divide becomes more apparent when it is considered that of the 267 male staff, 61.8% (165) are lecturing staff, compared with 38.2% (102) being support staff.

The opposite applies when looking at support staff.

The majority of the 298 support staff are female (196; 65.8%). This compares with 34.2% (102) of support staff being male. When looking at the total number of female staff (337) in the College, 58.2% (196) are support staff, compared with 41.8% (141) being lecturing staff.

When looking at the levels at which staff are concentrated within grades within the College (vertical segregation), it is notable there is a predominance of female staff in the lower support grades: of the 116 staff in support grades 1-5, 80.2% (93) are female, with 19.8% (23) being male. The College should investigate why this is the case.

There is a downward trend in the proportion of female staff within more senior grades:

Of the 81 staff in grades 7-9, 64.2% are female; of the 30 staff in grades 10-12, 53.3% are female; of the 23 staff at Professional Officer grade, 52.2% are female and at the most senior Executive Team level, of the 3 staff, 0.0% is female.

Conversely, there is an upward trend in the proportion of male staff in more senior grades:

At grades 7-9, 35.8% of the staff in these grades is male; at grades 10-12, 46.7% of the staff in these grades is male; at Professional Officer grade, 47.8% of the staff in these grades is male; and at the Executive Team grade, 100% is male (although the number of staff in this grade is very small and any personnel changes may result in a different picture).

Consequently, the College should explore the matter of progression.

In terms of lecturing staff, the majority of the College's lecturing staff are concentrated at the top of the un-promoted lecturing scale (grade 505/Scale point 5). This is because, in general, most of the College's lecturers have been employed by the College for a number of years and their tenure (as well as having obtained teaching qualifications) has meant that they have automatically moved to the top of this scale, in line with National Bargaining.

When looked at as a percentage of the total number of staff (604) in the College, the greatest concentration of College staff is in lecturing grade 505 for both male and female staff: male (20.9%; 126) and female (18.9%; 114). This is not surprising as the College has more lecturing staff (306) than support staff (298) and most of the lecturing staff are in Grade 505 (240).

The next largest concentration of staff is female staff in support grades 1-5, where 15.4% (93) of the College's total staff is female. However, only 3.8% (23) of the staff in these grades is male.

Although there are more male (126) than female (114) lecturers in Grade 505, and although the greatest number of female staff are concentrated in lecturing grade 505, there is less of a differential in the proportion of male to female

lecturing staff at this lecturing grade than at support staff grades 1-5. This illustrates that, proportionately, that there is a greater concentration of female staff at these lower support grades.

Unlike for lecturing staff, it should be noted that there is no automatic progression for support staff from one grade to another - a post would either have to change so substantially that it was regraded (via job evaluation) or there would have to be a vacancy for which the member of staff applied, was interviewed and then appointed.

With regards to horizontal segregation, there is also a divide in the types of roles that are undertaken by male and female staff.

Female support staff are largely concentrated in what could be broadly described as Administration/ Co-ordinator/ Advisor/Student Support & Advice types of roles - and this applies across grades, with the exception of the Professional Officer grade, where the greatest proportion of female staff have curriculum-related roles.

Male support staff are largely concentrated in Workshop/Technician/IT/Health & Safety types of roles across all grades with the exception of Professional Officer and Executive Team grades, where the focus is curriculum and finance type roles.

In terms of un-promoted lecturers, there is a concentration of male staff in STEM-related subjects, whereas there is a concentration of female staff in Care/Hair & Beauty/Accounts/Administration related subjects.

However, the gender divide is most apparent for part-time staff, irrespective of the way in which the figures are examined, with the figures clearly showing the predominance of women in part-time work and, in particular, part-time support roles.

A total of 207 (34.3%) of the College's 604 staff work part-time, with the overwhelming majority being female (165; 79.7%). This compares with 20.3% (42) of male staff working part-time.

There are more women working part-time in both support (99 female; 19 male) and lecturing roles (66 female; 23 male) than men.

The two biggest clusters of part-time staff are female staff in support grades 1-5 (58) and in lecturing grade 505/Scale point 5 (55).

When these numbers are looked at in terms of the total number of female staff in support grades 1-5 (93) then female part-time staff account for 62.4%, whereas, of the 114 female staff at lecturing grade 505, part-time female staff account for 48.2%. This would indicate that, proportionately, there is a greater concentration of part-time female staff in support grades 1-5.

It is also clear that the number of part-time staff decreases considerably at the more senior grades (Grade 10 upwards for support staff - with 3 out of 118 part-time support staff; 2.5% working part-time at these grades and at Promoted Lecturer level - with 5 out of 89; 5.6% lecturing staff working part-time at this level). This means that level is an issue when it comes to part-time work, across both support and lecturing posts.

It is also clear that considerably fewer male staff than female staff work part-time across all grades and there is no grade where there are more male than female part-time staff.

The major factor affecting part-time work for support staff is the level of the post, as opposed to working in a particular department/area within the College. It should be noted that the clerical/ administrative/reception types of posts that are mainly held by women in Grades 1-5, can be undertaken in various departmental areas and so it is important to look at the level of the post as opposed to the department in which the work is carried out.

In terms of the level of part-time work for lecturing staff, this is concentrated at Grade 505/Scale Point 5. This is the top of the un-promoted lecturing scale and the level at which most lecturing staff (full-time and part-time) are concentrated. These part-time lecturing staff work in areas that are in line with the full-time profile and are concentrated in the following areas: Hair and Beauty/Care/ Accounts/Administration/Business subject areas are predominantly female-focussed and STEM subject areas are largely male focussed, illustrating horizontal segregation.

With regards to part-time work, in the UK 40.6% (41.1% in Scotland) of women in employment were working part-time compared to 13.1% of men (**Source:** Labour Market Statistics: UK Regions and Countries, 9 March 2020, House Commons Library Briefing Paper Number, 7950, available online at: <https://researchbriefings.files.parliament.uk/documents/CBP-7950/CBP-7950.pdf>). The figures for the College are slightly higher: of the 337 women employed by the College, 165 (49.0%) are employed on a part-time basis and of 267 male staff, 42 (15.7%) are employed on a part-time basis.

This report then compares its 2020 gender occupational segregation analysis with the one carried out in March 2016 and finds that it presents a broadly similar picture, although it is of note that in 2020 there is a proportionately greater increase in the percentage of female staff who now work part-time at 49.0% (165 part-time female staff out of a female headcount of 337) in 2020, compared with 41.28% in 2016 (142 out of a female headcount of 344) than in the percentage increase in male staff who work part-time: 13.13% (34 part-time male staff out of a male headcount of 259) in 2016, compared 15.7% of the male staff in 2020 (42 out of a male headcount of 267).

These factors would indicate that there has been little progress in addressing occupational segregation since the 2016 report. The actions outlined in the 2016 report still need to be undertaken and are now incorporated into the next steps for the College.

This report then looks at evidence from external research, including from the Government Equalities Office, to understand some of the reasons for occupational segregation, in particular with reference to part-time work.

Having considered all of these factors, the report identifies the next steps for the College:

Firstly, the College will carry out an all-staff equality, diversity and inclusion survey in order to determine what equality, diversity and inclusion (ED&I) mean to staff and to determine if there are any ED&I matters that the College needs to address.

Secondly, the College will use the results from this survey to inform and structure focus groups to understand why there is such a predominance of women working part-time at the College, as well as in lower graded support posts, to determine if there are any actions the College should be taking. The focus groups should also explore the issue of progression.

This will take place when it is safe to hold face-to-face meetings.

It should be noted that College had planned to undertake these activities in 2020, but these were postponed due to COVID.

These actions have been incorporated into a People Services Equalities Action Plan to ensure that they are carried out as soon as possible, taking into consideration the current restrictions as a consequence of COVID-19.

The outcomes from the survey and the focus groups will be used to determine the steps that the College should take to advance equality of opportunity.

Public Sector Equality Duty

The Equality Act 2010 has Public Sector Equality Duty (PSED) which consists of a general duty that is underpinned by Specific Duties that are set out in the secondary legislation which accompanies the act, namely the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 (as amended).

The general duty consists of 3 main needs (set out in section 149 of the Equality Act 2010) which require due regard to the need to:

- **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010**
- **Advance equality of opportunity between people from different protected characteristic groups, considering the need to:**
 - **Remove or minimise disadvantages suffered by people due to their protected characteristics**
 - **Meet the needs of people with protected characteristics**
 - **Encourage people with protected characteristics to participate in public life or in other activities where their participation is low**
- **Foster good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups**

The Specific Duties are intended to assist public bodies meet the general duty. This includes publishing statements on occupational segregation for gender, race and disability every 4 years.

Sources:

The public sector equality duty: specific duties for Scotland (revised), David Bass, Equality Challenge Unit, February 2017, available online at: www.advance-he.ac.uk/knowledge-hub/public-sector-equality-duty-specific-duties-scotland-revised
Accessed: 5 November 2020

Equality Act 2010 Public Sector Equality Duty (section 149), available online at:
www.legislation.gov.uk/ukpga/2010/15/section/149
Accessed 16 February 2021

Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, available online at:
www.legislation.gov.uk/ssi/2012/162/contents/made
Accessed: 16 February 2021

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.”

Source: Equality Challenge Unit, 2014, Occupational segregation in Scottish higher education institutions: disability, gender and race” p1, available online at:
www.ecu.ac.uk/wp-content/uploads/external/occupational-segregation-in-scottish-heis.pdf
Accessed: 28 September 2020

NESCol profile

Notes regarding the analysis

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 may appear greater than in other reports. 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.

The College’s new HR/Payroll system only allows for gender to be reported as male or female in line with HMRC requirements, so all gender analysis has been done on the basis of gender defined as male/female. The College is currently working with its provider to address this for equality reporting.

Figures do not include Student Interns, as the Internships are for a short period only and had all finished by this date.

It should be noted that the College support staff grades are determined by FEDRA, a recognised job evaluation software for higher and further education.

Lecturing staff grades are determined by national bargaining.

Please also note that throughout this report, NESCol figures are rounded to 1 decimal place, so percentage figures may not total 100, due to rounding. FTE figures are also rounded to one decimal place.

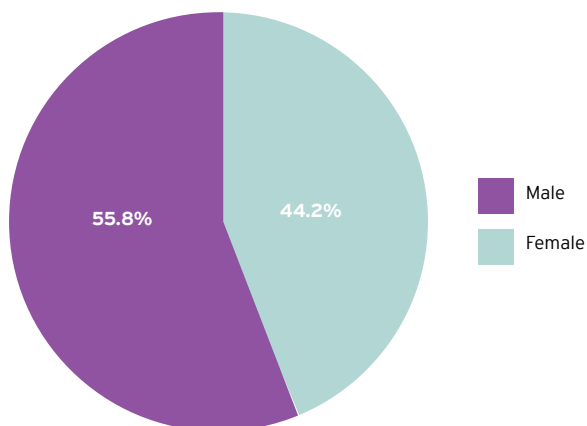
It should be noted that where there are fewer than 5 staff in a particular grade, then only the overall number/FTE and number/FTE by gender is given and a more detailed breakdown is not provided in case individual staff could be recognised.

Information is analysed by grades and the types of work undertaken in those grades, as opposed to at a departmental level. This is because there can be varying grade levels and roles within a department, sometimes covering both support and lecturing roles. Consequently, the vertical and horizontal segregation is better illustrated by grades, in particular in relation to part-time work and the concentration of part-time work.

Gender profile at NESCol

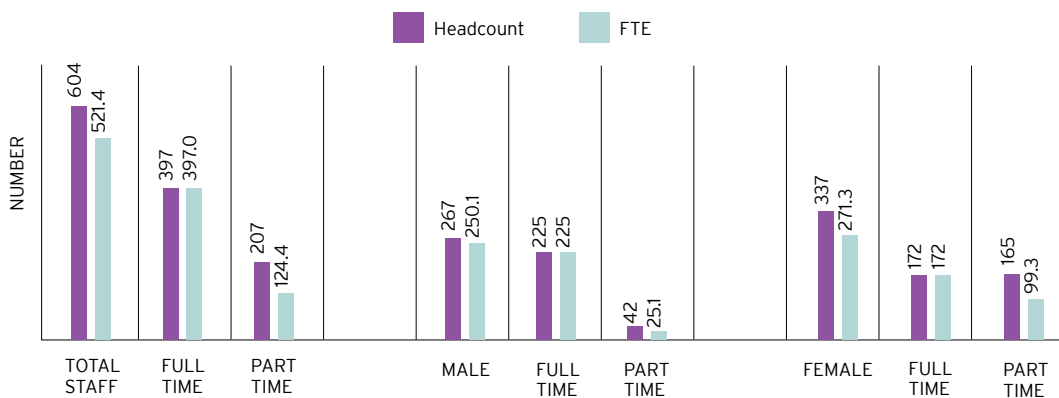
As of 31 July 2020, the College had 604 employees (521.4 FTE), with there being 337 female employees (271.3 FTE) and 267 male employees (250.1 FTE). This equates to 55.8% of the College staff being female, compared with 44.2% being male.

Total Staff Breakdown by Gender



The overall gender profile at Nescol is illustrated in the following chart:

Overall Gender Profile



It is notable that the College continues to employ considerably more women on a part-time basis (165; 99.3 FTE; 27.3% of total staff) than men (42; 25.1 FTE; 7.0% of total staff).

The College gender balance would appear to be broadly in line with both the Aberdeenshire and Aberdeen City gender profile, although the College male (44.2%)/female (55.8%) balance is slightly more in favour of women than when compared with Aberdeenshire.

In 2018, there were more females (50.2%) than males (49.8%) living in Aberdeen City, with the figures being the same for Aberdeenshire and there were also more females (51.3%) than males (48.7%) living in Scotland overall (although these figures include children and those who are not of working age).

Sources: www.nrscotland.gov.uk/files/statistics/council-area-data-sheets/aberdeen-city-council-profile.html
Accessed: 8 January 2021

www.nrscotland.gov.uk/files/statistics/council-area-data-sheets/aberdeenshire-council-profile.html
Accessed: 8 January 2021

Whereas the College's gender profile appears to be broadly in line with the wider profile for Aberdeenshire and Aberdeen, according to the Scottish Government's Scotland's Labour market: People Places and Regions, Annual Population Survey 2019, p9 "1,300,500 women were in employment in 2019. 1,363,400 men were in employment in 2019". This shows that there are more *employed* men in Scotland than women, whereas the College employs more women than men.

Source: Scotland's Labour Market: People, Places and Regions: Annual Population Survey 2019, Scottish Government, available online at:

www.gov.scot/binaries/content/documents/govscot/publications/statistics/2020/05/scotlands-labour-market-people-places-regions-statistics-annual-population-survey-2019/documents/scotlands-labour-market-people-places-regions-scotlands-labour-market-people-places-regions/govscot%3Adocument/scotlands-labour-market-people-places-regions.pdf

Accessed: 25 September 2020

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In terms of part-time staff, according to the House of Commons Library, Briefing Paper Number 7950, Labour Market Statistics: UK Regions and Countries, March 2020, p12 "Across all UK regions women in work are considerably more likely than men to be employed part-time. Across the UK 40.6% of women in employment were working part-time compared to 13.1% of men." According to this paper, p13, this figure is 41.1% of women in employment work part-time in Scotland, in the period October 2018-September 2019.

Source: Labour Market Statistics: UK Regions and Countries, 9 March 2020, House Commons Library Briefing Paper Number, 7950, available online at: <https://researchbriefings.files.parliament.uk/documents/CBP-7950/CBP-7950.pdf>

Accessed 25 September 2020

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This illustrates that the College picture would be broadly in line with wider statistics in that it employs considerably more women on a part-time basis, than men. However, the College figures for part-time work are slightly higher, particularly for women, but also for men. Of the 337 women employed by the College, 165 (49.0%) are employed on a part-time basis and of 267 male staff, 42 (15.7%) are employed on a part-time basis.

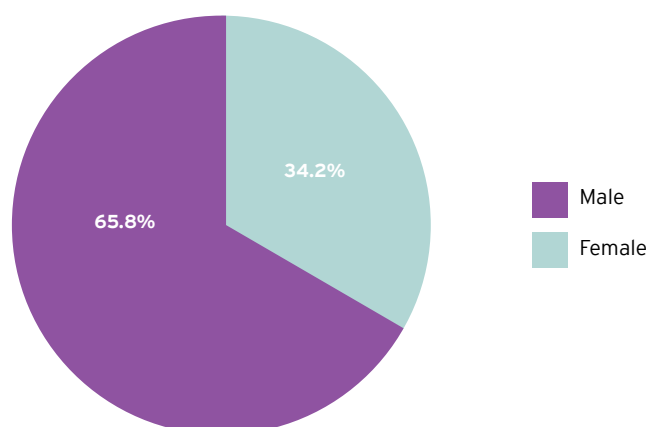
NESCol Gender Profile by Support/Lecturing Staff Support staff

It should be noted that support staff includes directors, heads of faculty and senior management roles, including the role of Principal.

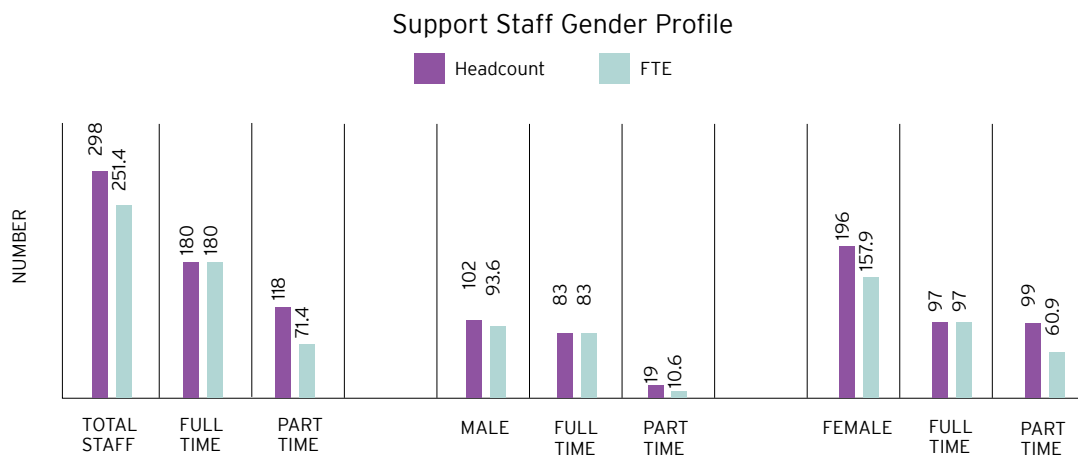
There are fewer support staff (298; 49.3%) than lecturing staff (306; 50.7%).

The majority of support staff are female (196; 157.9 FTE). This compares with 102 (93.6 FTE) being male. Of the College's 298 support staff, 65.8% are female, with 34.2% being male.

Support Staff by Gender



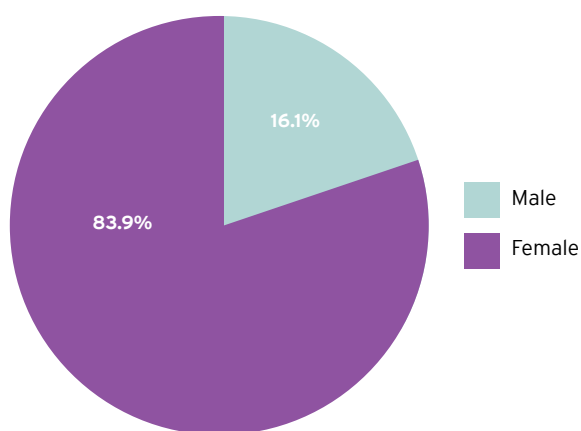
The chart below illustrates the support staff gender profile:



Of the total 196 female support staff, 99 (50.5%) work part-time, compared with 97 (49.5%) working full-time. This compares with 19 (18.6%) of the 102 male support staff working part-time, compared with 83(81.4%) working full-time.

In terms of the 118 part-time support staff, 99 (60.9 FTE) are female, with 19 (10.6 FTE) being male. This equates to 83.9% being female and 16.1% being male.

Part-Time Support Staff by Gender



Support Staff Analysis Overview

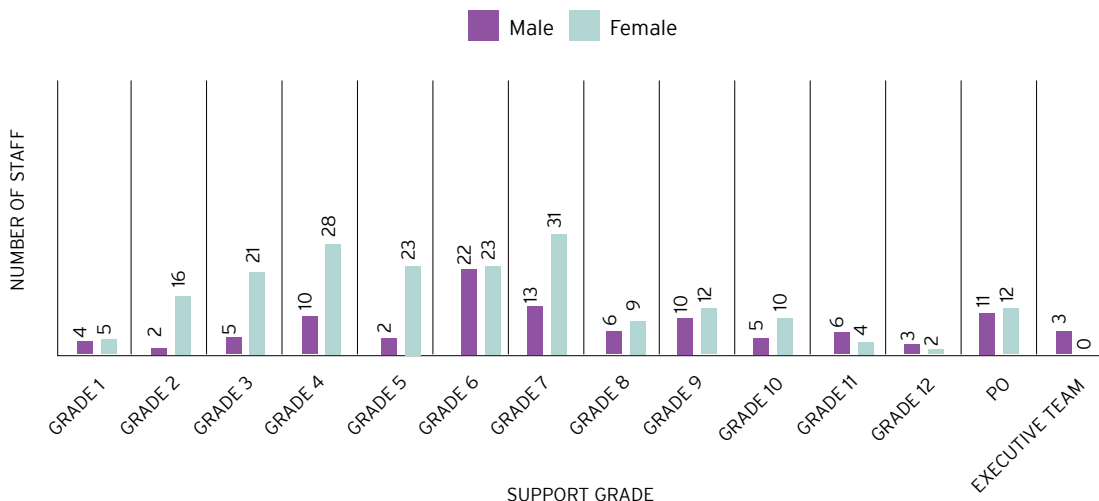
As outlined earlier, the College has 604 staff (521.4 FTE), with there being 337 female employees (271.3 FTE) and 267 male employees (250.1 FTE). Of the College's 298 support staff (251.5 FTE), 196 are female (65.8%) and 102 are male (34.2%), showing a clear female bias.

58.2% the College's total female staff (337) are support staff (196), with there being clear clusters of women grouped in lower grades, as can be seen from the chart below.

38.2% of the College's total male staff (267) are support staff (102), with male support staff being clustered around Grade 6 (Instructors). It is of note that there are only male staff at Executive Team level.

From the following headcount chart, in terms of vertical segregation, it is clear that women outnumber men in the lower grades (with Grade 1 being the lowest grade and Executive Team being the highest grade).

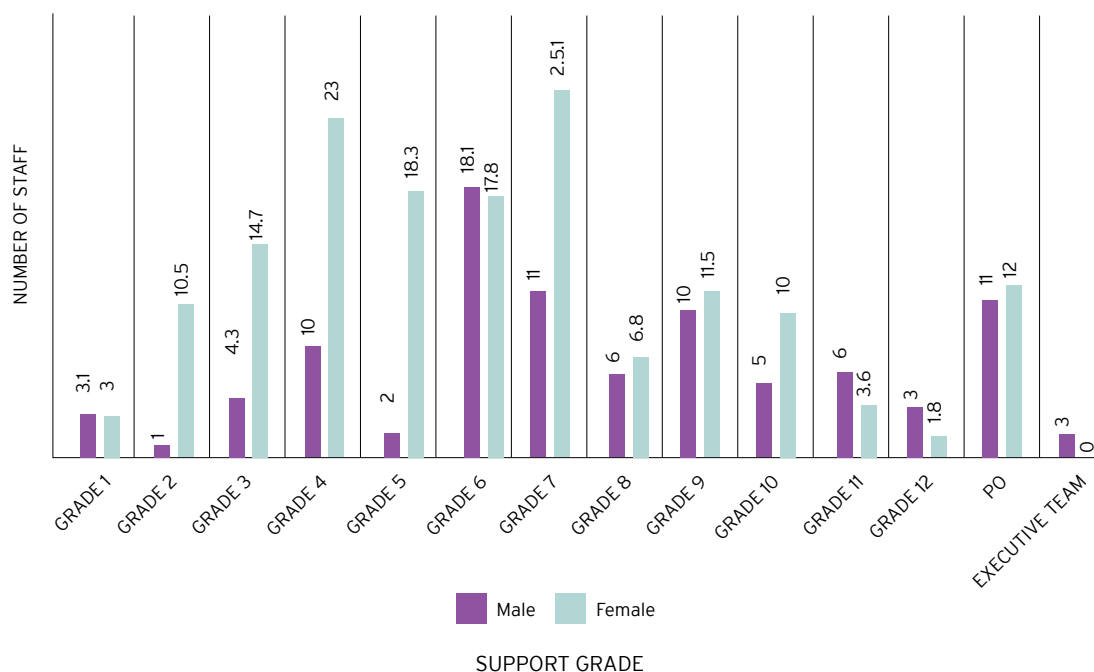
Male/Female Headcount by Support Grade



The overall picture from the FTE chart is very similar, although it can be seen that at Grade 1, there is a lower headcount of 4 male employees, but the FTE is higher at 3.1, whereas there is a higher headcount of 5 female employees, with a lower FTE of 3.0. This is due to a greater number of women working part-time.

There is a similar picture with Grade 6, where the male headcount is 22 and the female headcount is 23, but where the FTE position is also reversed and the male FTE is 18.1, compared with the female FTE being 17.8.

FTE by Support Grade



At Grades 11 and 12, there is a change with there being more slightly more men than women, both in terms of headcount and FTE. At Professional Officer (PO) level there are very slightly more women (12; 11.8 FTE) than men (11; 11.0 FTE), but at Executive Team level (the highest support level in the College), there are only men and no women.

It is clear from both the headcount and FTE charts that women considerably outnumber men in the majority of the lower grades, and in particular Grades 2-5 as well as 7.

At Grade 1, the headcount numbers are slightly in favour of women although, as outlined earlier, the FTE is slightly in favour of men.

It is notable that at Grade 6, there is an increase in the number of men (22; 18.1 FTE) - and indeed the greatest number of male support staff are in Grade 6. As outlined earlier, although the headcount number is slightly in favour of women (23; 17.8 FTE), the FTE figure is slightly in favour of men. The differential between headcount and FTE can be explained by the number of male and female staff working part-time, with more female staff working part-time than male staff.

The reason for so many men being in Grade 6 can be explained by the fact that Instructors (i.e. teaching staff) are at Grade 6 (see analysis of Grade 6 further on in this report).

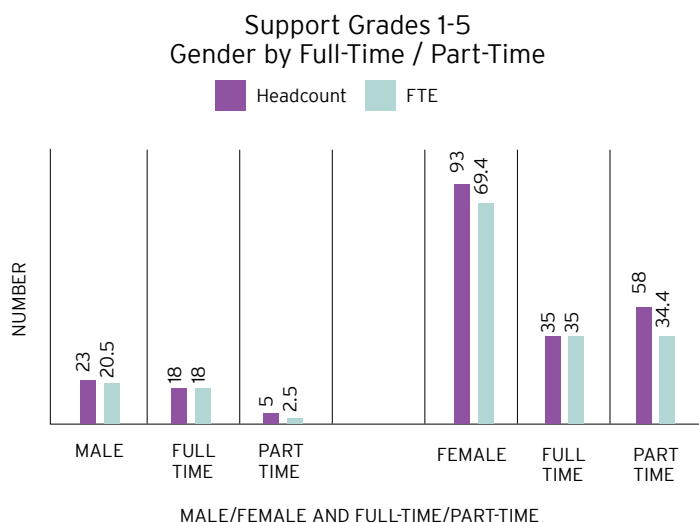
Support Staff Grade Breakdown

It should be noted that information is not being published on a grade-by-grade basis where a further breakdown by male/female, full-time/part-time could lead to members of staff being identified, due to small numbers. For this reason, staff grades have been grouped as follows, in line with the types of roles undertaken in these grades:

- Support staff grades 1-5
- Support staff grade 6
- Support staff grades 7-9
- Support staff grades 10-12
- Professional Officer grade
- Executive Team grade

Support Staff Grades 1-5

There are 116 staff in support grades 1-5. The chart below clearly illustrates the predominance of female staff (93; 69.4 FTE) compared with male staff (23; 20.5 FTE) at support staff grades 1-5, with considerably more women (58; 34.4 FTE) working part-time than men (5; 2.5FTE).



This means that 15.4% (93) of the College's total staff (604) are female staff who are in support grades 1-5. In terms of the total female staff in the College (337), this equates to 27.6% being female staff in support grades 1-5.

When looked at in terms of the 298 support staff in the college, 31.2% are female staff in grades 1-5 and of the 196 female support staff, 47.4% are female staff in support grades 1-5.

Of the 116 staff in support grades 1-5, 80.2% are female.

With regards to male staff, 3.8% (23) of the College's total staff (604) are in support grades 1-5. In terms of the total male staff in the College (267), this equates to 8.6% being male staff in support grades 1-5.

When looked at in terms of the 298 support staff in the College, 7.7% are male staff in grades 1-5 and of the 102 male support staff, 22.5% are male staff in grades 1-5.

Of the 116 staff in support grades 1-5, 19.8% are male.

These figures illustrate the predominance of female staff in support grades 1-5.

Part-time

There are a total of 63 staff in support grades 1-5 who work part time, out of a total of 116 staff in these grades, representing 54.3%.

Some 92.1% (58 out of 63) of the part-time staff in support grades 1-5 are female, with 7.9% (5 out of 63) being male.

Overall, of the College's 604 staff, 9.6% are female staff working part-time in grades 1-5 (58), compared with 0.8% (5) being male staff. Of the 298 support staff, 19.5% are female staff who work part-time in grades 1-5, with 1.7% being male staff.

Some 17.2% of the College's total of 337 female staff work part-time in grades 1-5. There are 196 female support staff, with 29.6% working part-time in support grades 1-5. This compares with 1.9% of the male staff working part-time in support grades 1-5, out of a total of 267 male staff. Of the 102 male support staff, 4.9% work part-time in grades 1-5.

Of the 93 female staff in grades 1-5, 55 work part-time which represents 62.4% of female staff in these grades working part-time, compared with 5 out of the 23 male staff working part-time, representing 21.7% of the male staff in these grades.

These figures clearly illustrate that a considerably larger proportion of female staff than male staff work part-time in support grades 1-5.

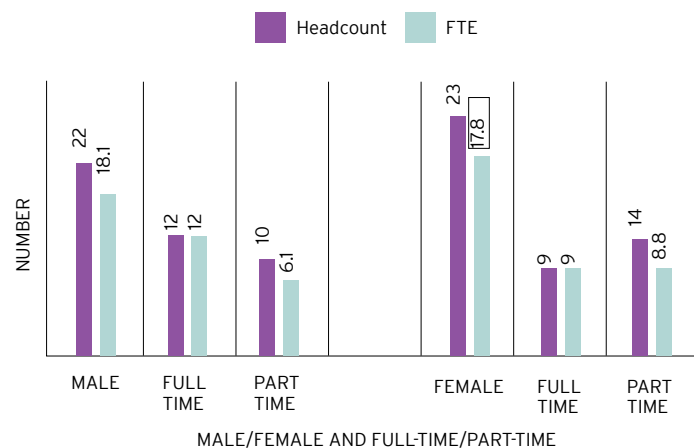
Grade 1-5 job roles

In terms of the types of roles - both full-time and part-time - undertaken in support grades 1-5, these are largely assistant roles in the areas of: administration, accounts, learning support, advice, information as well as reception, workshop/storeperson/technician roles, with male staff being largely concentrated in workshop/stores/technician and information roles (15 out of the 23 roles; 65.2%) and female staff being concentrated in particular in administration, co-ordinator, information, learning support and reception roles (68 out of 93 roles; 73.1%).

Support Staff Grade 6

There are 45 staff at Grade 6, with 3.8% (23) of the College's total staff (604) being female staff who are in support grade 6 and 3.6% (22) being male staff.

Support Grade 6
Gender by Full-Time / Part-Time



The reason that Grade 6 is presented by itself is because Instructors/Assessors are at Grade 6 and this has an impact of the number of male staff in this grade and on the overall gender profile in this particular grade. Instructors are teaching staff. The majority of the College's lecturing staff are male, so having a larger number of male Instructor/ Assessors would be consistent with the lecturing profile.

There are nearly the same number of male staff (22) in this grade as there are in support staff grades 1-5 (23) and just slightly fewer than in support grades 7-9 (29), showing a concentration of male staff in this grade.

There are 45 staff in support grade 6. This grade has a slightly different profile, with there being a headcount number that is slightly in favour of women (23 women (51.1%); 22 men (48.9%)), but where the FTE figure is slightly in favour of men (18.1 FTE for men; 17.8 FTE for women).

The difference between headcount and FTE can be explained by the number of male and female staff working part-time, with more female staff working part-time (14) than male staff (10), although Grade 6 shows an increase in the number of male staff working part-time when compared with Grades 1-5 (5) and Grades 7-9 (4).

In terms of the wider picture, of the 298 support staff, 7.7% (23) are female, compared with 7.4% (22) being male. Of the 196 female support staff, 11.7% are in Grade 6, whereas of the 102 male support staff, 21.6% are at Grade 6. Of the total female staff in the College (337), 6.8% are at Grade 6, whereas of the total male staff in the College (267), 8.2% are at Grade 6.

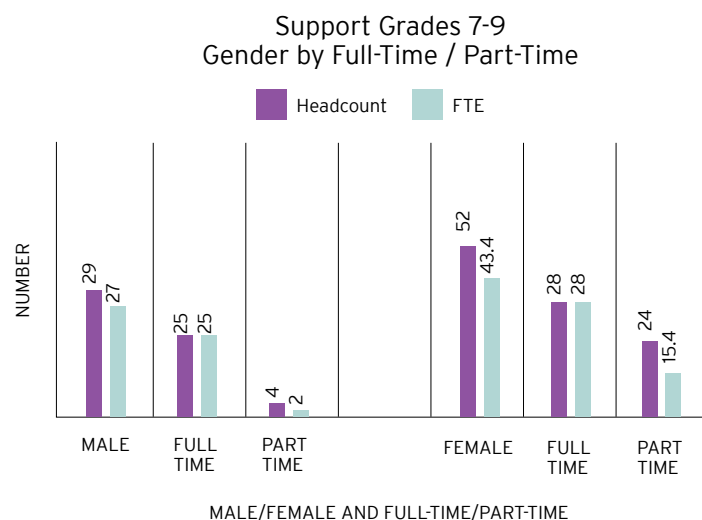
Instructor/Assessors in grade 6 account for 19 of the 22 male roles (86.4%), whereas Instructors/Assessors account for 8 of the 23 female role (34.8%)

In terms of the type of Instructor/Assessor roles undertaken, the male staff teaching large STEM-related subjects. The information for female staff is not broken down further as individual staff may otherwise be identifiable.

Female staff at Grade 6 who are not in Instructor/Assessor roles are in co-ordinator/advisor roles (10 out of 23 roles; 43.5%). As there are fewer than 5 male staff who are not in Instructor/Assessor roles, no further breakdown is detailed.

Support staff grades 7-9

There are 81 staff in support grades 7-9. The chart below once again illustrates the predominance of female staff (52; 43.4FTE) compared with male staff (29; 27.0 FTE) at support staff grades 7-9, illustrating how the male staff profile at grade 6 is different to other grades. However, more female staff (24; 15.4FTE) still work part-time than male staff (4; 2.0 FTE).



This means that 8.6% (52) of the College's total of 604 staff are female staff in grades 7-9. In terms of the total female staff in the College (337), this equates to 15.4% being female staff in grades support grades 7-9.

When looked at in terms of the 298 support staff in the College, 17.4% are female staff in grade 7-9 and of the 196 female support staff, 26.5% are in grades 7-9.

Of the 81 staff in support grades 7-9, 64.2% are female.

With regards to male staff, 4.8% (29) of the College's total staff (604) are in support grades 7-9.

In terms of the total male staff in the College (267), this equates to 10.9% being male staff in support grades 7-9. When looked at in terms of the overall 298 support staff in the College, 9.7% are male staff in grades 7-9 and of the 102 male support staff, 28.4% are in grades 7-9.

Of the 81 staff in support grades 6-9, 35.8% are male.

Part-time

There are a total of 28 staff in support grades 7-9 who work part-time, out of a total of 81 staff in these grades, representing 34.6%.

Some 85.7% (24 out of 28) of the part-time staff in grades 7-9 are female, with 14.3% (4 out of 28) being male staff.

Overall, of the College's 604 staff, 4.0% are female staff working part-time in grades 7-9 (24), compared with 0.7% (4) being male. Of the 298 support staff, 8.1% are female staff who work part-time in grades 6-9, with 1.3% being male staff.

Some 7.1% of the College's total (337) female staff work part-time in grades 7-9. There are 196 female support staff, with 12.2% working part-time in grades 7-9. This compares with 1.5% of the male staff working part-time in support grades 7-9, out of a total of 267 male staff. Of the 102 male support staff, 3.9% work part-time in grades 7-9.

This illustrates that proportionately, a greater number of women work part-time in grades 7-9 than men.

Grade 7-9 job roles

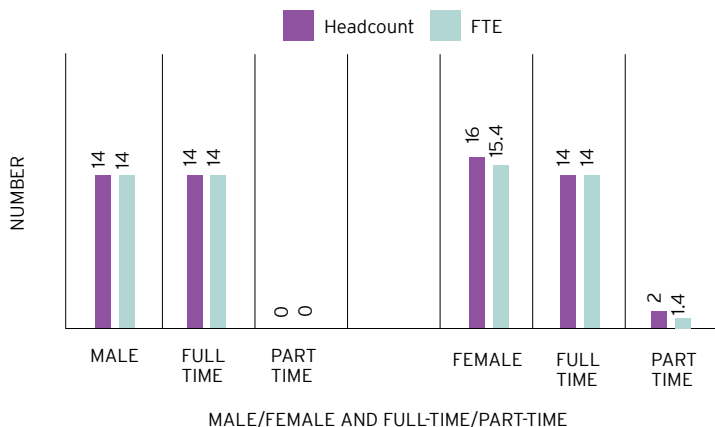
Female staff in grades in grades 7-9 are concentrated in Co-ordinator/Marketing/Library/ HR/Accounting/Student Support/Verifier roles (34 out of 52 roles, representing 65.4% of female staff in these grades. Other roles are not broken out as individual may be identifiable).

Male staff in grades 7-9 are concentrated in Technician/IT/Health & Safety roles (20 out of 29 roles, representing 69.0% of male staff in the grades).

Support Staff Grades 10-12

There are considerably fewer staff in support grades 10-12 (30) than in grades 1-5 and 7-9. This is because the roles at these grades are predominantly manager roles. At these grades there is a change in the male/female ratio. Although there are still more women at these grades (16; 53.3%; 15.4 FTE) than men (14, 46.7%; 14 FTE) there is less of a gender differential. At these grades, far fewer staff work part-time with only 2 female staff working part-time (6.7% of grades 10-12) and no male staff.

Support Grades 10-12
Gender by Full-Time / Part-Time



This means that 2.6% (16) of the College's total of 604 staff are female staff in grades 10-12. In terms of the total female staff in the College (337), this equates to 4.7% being female staff in grades support grades 10-12.

When looked at in terms of the 298 support staff in the College, 5.4% are female staff in grades 10-12 and of the 196 female support staff, 8.2% are in grades 10-12.

Of the 30 staff in support grades 10-12, 53.3% are female.

With regards to male staff, 2.3% (14) of the College's total staff (604) are in support grades 10-12.

In terms of the total male staff in the College (267), this equates to 5.2% being male staff in support grades 10-12. When looked at in terms of the overall 298 support staff in the College, 4.7% are male staff in grades 10-12 and of the 102 male support staff, 13.7% are in grades 10-12.

Of the 30 staff in support grades 10-12, 46.7% are male.

Part-time

There is a noticeable fall in the number of staff working part-time at Grades 10-12, with only 2 working part-time, out of a total of 30 part-time staff, which equates to 6.7%. All of these staff are female, with no male staff working part-time.

Overall, of the College's 604 staff, 0.3% are female staff working part-time in grades 10-12 (2). Of the 298 support staff, 0.7% are female staff who work part-time in grades 10-12.

Some 0.6% of the College's total (337) female staff work part-time in grades 10-12. There are 196 female support staff, with 1.0% working part-time in grades 10-12.

Grade 10-12 job roles

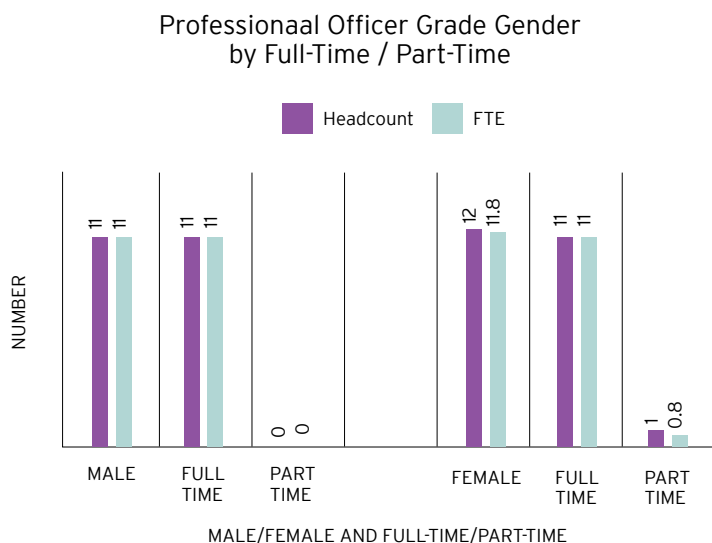
There is a gender divide in the types of roles undertaken at these grades, with male staff (10 out of 14; 71.2%) being in IT roles and female staff (9 out of 16; 56.3%) being largely in administrative and quality-related roles as well as student-related information and advice roles.

Professional Officer (PO) Grade

There are fewer staff in the Professional Officer support grades (23) than in all other support grades (with the exception of the Executive Team, which is the most senior level in the College). This is because the roles at the Professional Officer grade are predominantly at director level and it would be expected that there are fewer staff at this level.

The male/female ratio at PO grade is similar that for grades 10-12. Although there are still more women at PO grade (12; 52.2%; 11.8 FTE) than men (11, 47.8%; 11 FTE) there is again less of a gender differential. At this level, only one person works part-time (4.3% of the PO grades) and no male staff.

The following chart provides a breakdown of the Professional Officer Grade:



This means that 2.0% (12) of the College's total of 604 staff are female staff in the PO grade. In terms of the total female staff in the College (337), this equates to 3.6% being female staff in the PO grade.

When looked at in terms of the 298 support staff in the College, 4.0% are female staff in the PO grade and of the 196 female support staff, 6.1% are in the PO grade.

Of the 23 staff in the PO grade, 52.2% are female.

With regards to male staff, 1.8% (11) of the College's total staff (604) are in the PO grades.

In terms of the total male staff in the College (267), this equates to 4.1% being male staff in the PO grade. When looked at in terms of the overall 298 support staff in the College, 3.7% are male staff in the PO grade and of the 102 male support staff, 10.8% are in the PO grade.

Of the 23 staff in support the PO grade, 47.8% are male.

Part-time

There is a continued decline in the number of staff working part-time at the PO grade, with only 1 person working part-time, out of a total of 23 part-time staff, which equates to 4.3%. It is of note that no male staff at this level work part-time.

Overall, of the College's 604 staff, 0.2% are female staff working part-time in the PO grade. Of the 298 support staff, 0.3% are female staff who work part-time in the PO grade.

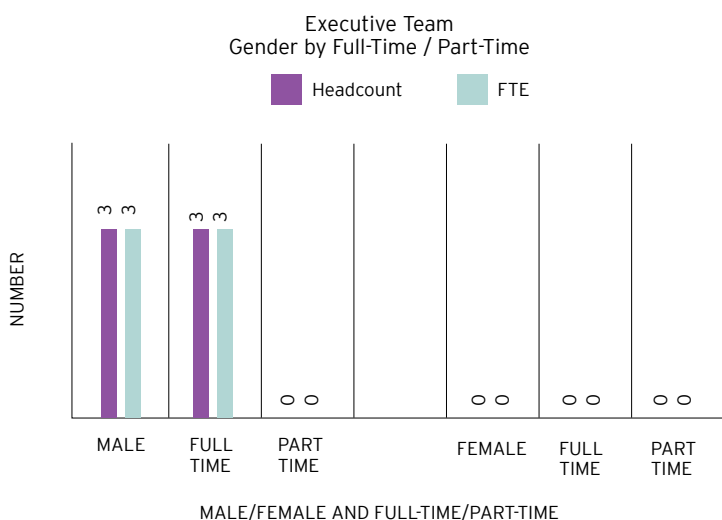
Some 0.3% of the College's total (337) female staff work part-time in the PO grade. There are 196 female support staff, with 0.5% working part-time in the PO grade.

Professional Officer job roles

As outlined earlier, the roles at the PO level are mainly at director level, with female staff being mainly being involved in curriculum-related roles (7; 58.3% of female staff at PO level) and male staff being involved in curriculum and finance roles (7; 63.6% of male staff at PO level).

Executive Team Grade

The following chart provides a breakdown of the Executive Team Grade, which is the most senior grade in the College and includes Vice-Principal and Principal roles. As would be expected at the most senior level in the College, there are fewer posts than at lower grades (3 out of 604; 0.5%):



This chart clearly illustrates that at the most senior levels - Vice Principal and Principal - in the College that there are only male staff, none of whom works part-time.

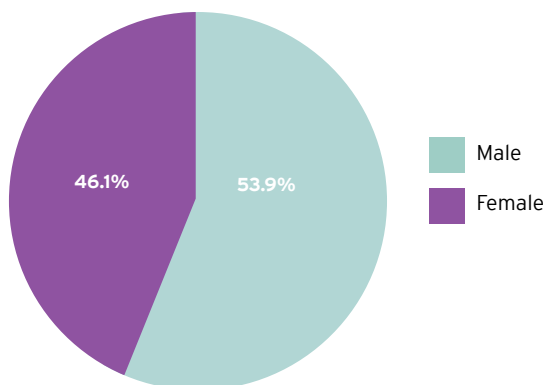
It should be noted that although the Executive Team is all male (as at July 2020), given the small numbers at this level, a small change in staff (e.g. if a male member of staff leaves and is replaced by a female member of staff) would lead to a change in the gender profile.

Lecturing Staff Analysis Overview

There are more lecturing staff (306; 50.7%) than support staff (298; 49.3%).

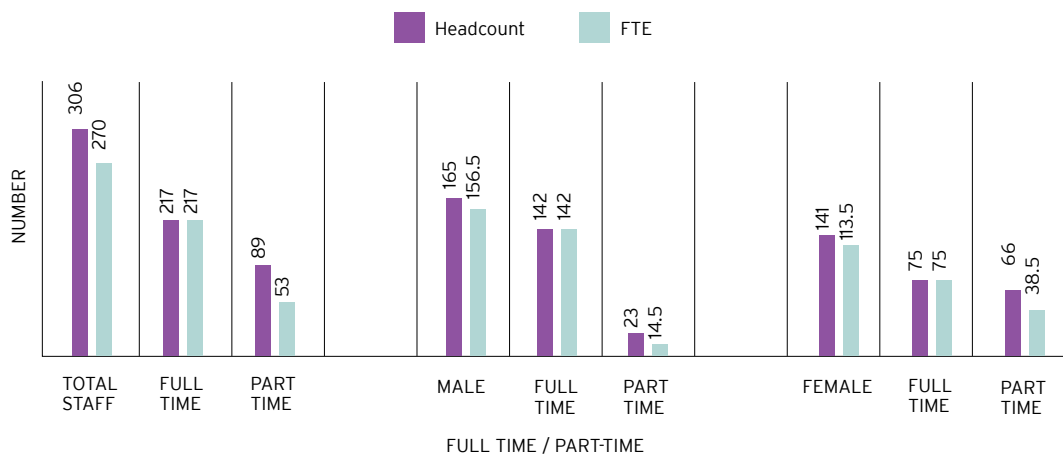
Of the College's 306 (270.0 FTE) lecturing staff, the majority are male (165; 156.5 FTE) with 141 (113.5 FTE) being female. In percentage terms, this means that 53.9% of the College's lecturing staff headcount is male, compared with 46.1% being female.

Breakdown of Lecturing Staff by Gender



The chart below illustrates the lecturing staff gender profile:

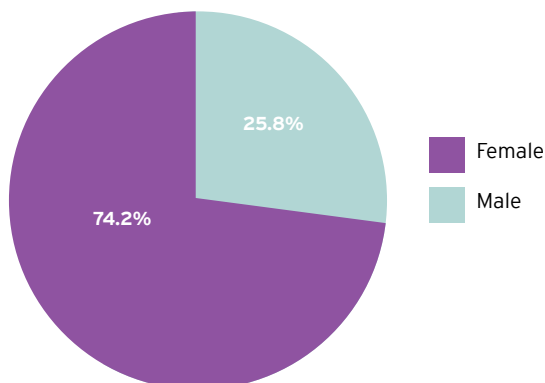
Lecturer Staff Gender Profile



There are more male lecturers working full-time (142; 46.4% of the 306 lecturing staff) than part-time (23; 7.5%), with there also being female lecturers working full-time (75; 24.5%) than part-time (66; 21.6%), although the full-time/part-time ratio is closer for female lecturers than male lecturers.

It should be noted, although there are more male lecturers than female lecturers, that there are more female lecturers working part-time (66; 38.5 FTE) than male lecturers (23; 14.5 FTE). Of the College's 89 part-time lecturing staff, 74.2% are female and 25.8% are male.

Part-Time Lecturing Staff by Gender



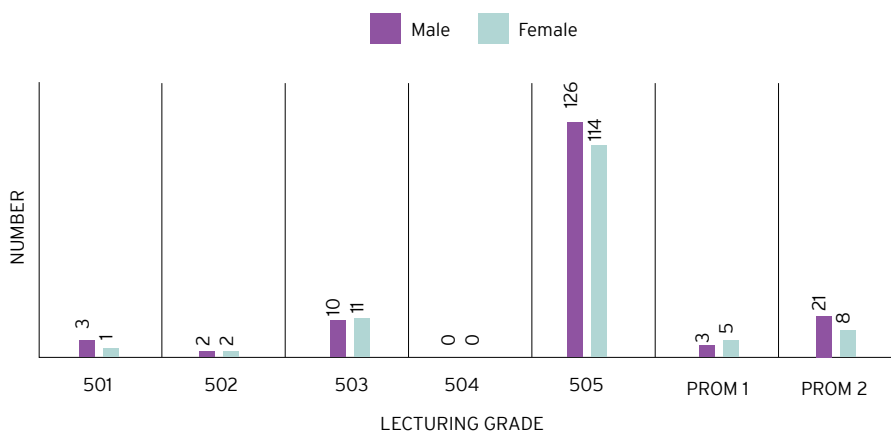
Lecturing Staff: Grades and Gender

As outlined earlier, the College has 604 staff (521.4 FTE), with there being more female employees (337; 271.3 FTE) than male employees (267; 250.1 FTE). There are 306 are lecturing staff, representing 50.7% of College staff. However, the majority of lecturing staff are male (165; 156.5 FTE), compared with 141 (113.5 FTE) being female.

From the headcount and FTE charts below, it is clear that the overwhelming majority of lecturing staff, both male and female and in terms of headcount and FTE, are at lecturing grade 505/scale point 5. This can be explained by National Joint Negotiating Committee (NJNC) terms and conditions for lecturers, as well as tenure.

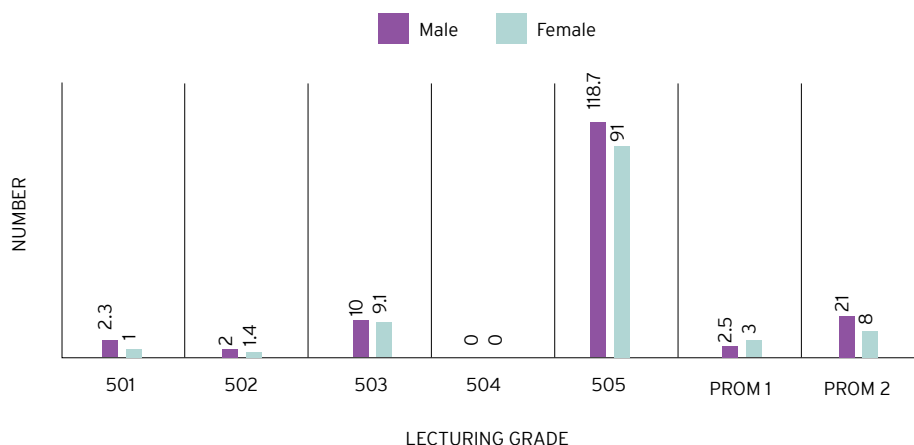
There are a total of 306 lecturing staff in the following grades:

Lecturer Headcount by Gender and Grade



Note: Prom = Promoted level

Lecturer FTE by Gender and Grade



Note: Prom = Promoted level

For staff who commenced employment relatively recently, there are definitive criteria concerning the grade/scale point at which they can be appointed, with progression being incremental thereafter. The appointment level is subject to qualification level and industry experience. Consequently, lecturing staff at grades 501-504/Scale points 1-4, will be more newly appointed staff. This explains why there are fewer lecturing staff these levels.

With regards to the promoted lecturing staff, there are more female (5; 3FTE) than male (3; 2.5 FTE) at promoted lecturer level 1 (Prom 1), whereas as promoted lecturer level 2, there are more male staff (21; 21 FTE) than female staff (8; 8 FTE).

Lecturing Staff: Grade Breakdown

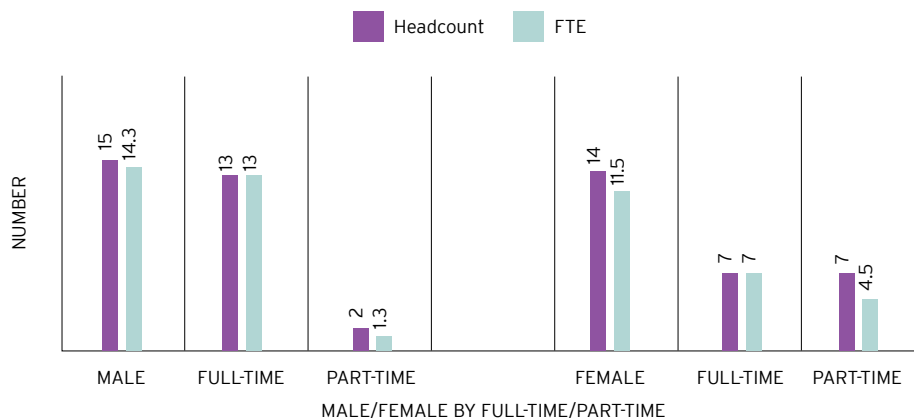
As identified earlier in this report, the majority of the College's lecturing staff are on un-promoted lecturing grade 505/Scale point 5. Staff in Grades 501-503 (Scale points 1-3) will have been more recently appointed and the level at which they are appointed is set by national bargaining.

Once these grades have been broken down by male/female, full-time/part-time, the number of staff is low. Where there are fewer than 5 staff, this would mean that individual staff could be identified, so this information is not being published. Instead, information for lecturing grades 501, 502 and 503 has been amalgamated.

Lecturing Grades 501-503 (Scale points 1-3)

There are 29 staff in lecturing grades 501-503 (Scale points 1-3). The chart below illustrates that there are slightly more male staff (15; 14.3FTE), compared with female staff (14; 11.5 FTE). More female staff work part-time (7) than male staff (2).

Lecturer Grades 501-503 Gender by Full-Time / Part-Time



This means that 2.3% (14) of the College's total of 604 staff are female staff in lecturing grades 101-103 (Scale points 1-3). In terms of the total female staff in the College (337), this equates to 4.2% being female staff in lecturing grades 101-103 (Scale points 1-3).

When looked at in terms of the 306 lecturing staff in the College, 4.6% are female staff in grades 501-503 and of the 141 female lecturing staff, 9.9% are in grades 501-503.

Of the 29 staff in lecturing grades 501-503, 48.3% are female.

With regards to male staff, 2.4% (15) of the College's total staff (604) are in lecturing grades 501-503.

In terms of the total male staff in the College (267), this equates to 5.6% being male staff in lecturing grades 501-503. When looked at in terms of the overall 306 lecturing staff in the College, 4.9% are male staff in grades 501-503 and of the 165 male lecturing staff, 9.1% are in grades 501-503.

Of the 29 staff in lecturing grades 501-503, 51.7% are male.

Part-time

There are a total of 9 staff in lecturing grades 501-503 who work part-time, out of a total of 29 staff in these grades, representing 31.0%.

Some 24.1% (7 out of 29) of the part-time staff in grades 501-503 are female, with 6.9% (2 out of 29) being male staff.

Overall, of the College's 604 staff, 1.2% are female staff working part-time in grades 501-503 (7), compared with 0.3% (2) being male. Of the 306 lecturing staff, 2.3% are female staff who work part-time in grades 501-503, with 0.7% being male staff.

Some 2.1% of the College's total (337) female staff work part-time in grades 501-503. There are 141 female lecturing staff, with 5.0% working part-time in grades 501-503. This compares with 0.7% of the male staff working part-time in lecturing grades 501-503, out of a total of 267 male staff. Of the 165 male lecturing staff, 1.2% work part-time in grades 501-503.

This illustrates that proportionately, a greater number of women work part-time in grades 501-503 than men, although there are more men than women in these grades.

Grade 501-503 job roles

All the job roles are lecturing roles, but there is a gender divide in the subject matters that staff teach: Of the 15 male staff, 73.3% (11) teach STEM-related subjects; whereas of the 14 female staff, 71.4% (10) teach subjects in the areas of care, travel/events, social science, and hairdressing/fashion.

Lecturing Grade 504/Scale Point 4

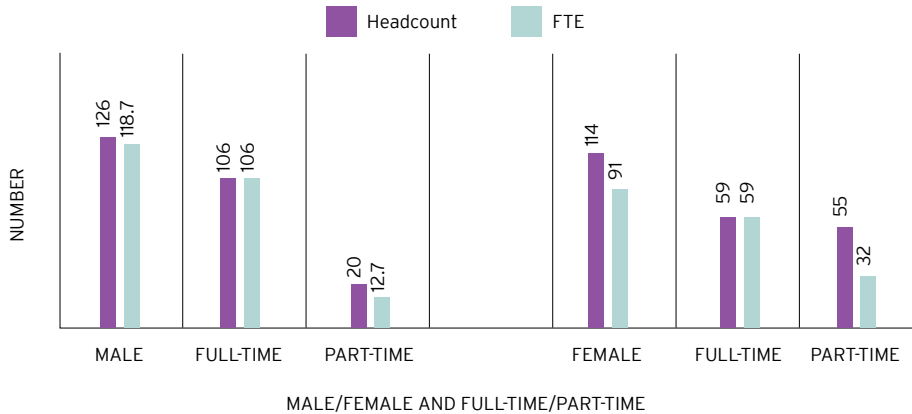
As at 31 July 2020, no staff were at this grade.

Lecturing Grades 505/Scale Point 5

For reasons outlined earlier, most of the College's lecturing staff are at grade 505 (Scale point 5), which is the top of the un-promoted lecturing scale.

There are 240 staff in lecturing grades 505 (Scale point 5). The chart below illustrates that there are more male staff (126; 118.7 FTE), compared with female staff (114; 91.0 FTE). However, more female staff work part-time (59) than male staff (20).

Lecturer Grades 505 Gender by Full-Time / Part-Time



This means that 18.9% (114) of the College's total of 604 staff are female staff in lecturing grade 505 (Scale point 5). In terms of the total female staff in the College (337), this equates to 33.8% being female staff in lecturing grades 505 (Scale point 5).

When looked at in terms of the 306 lecturing staff in the College, 37.3% are female staff in grade 505 and of the 141 female lecturing staff, 80.9% are in grade 505.

Of the 240 staff in lecturing grade 505, 47.5% are female.

With regards to male staff, 20.9% (126) of the College's total staff (604) are in lecturing grade 505.

In terms of the total male staff in the College (267), this equates to 47.2% being male staff in lecturing grade 505. When looked at in terms of the overall 306 lecturing staff in the College, 41.1% (126) are male staff in grade 505 and of the 165 male lecturing staff, 76.4% are in grades 505.

Of the 240 staff in lecturing grade 505, 52.5% are male.

Part-time

There are a total of 75 staff in lecturing grade 505 who work part-time, out of a total of 240 staff in this grade, representing 31.3%.

Some 73.3% (55 out of 75) of the part-time staff in grade 505 are female, with 26.7% (20 out of 75) being male staff.

Overall, of the College's 604 staff, 9.1% are female staff working part-time in grade 505 (55), compared with 3.3% (20) being male. Of the 306 lecturing staff, 18.0% are female staff who work part-time in grade 505, with 6.5% being male staff.

Some 16.3% of the College's total (337) female staff work part-time in grade 505. There are 141 female lecturing staff, with 39.0% (55) working part-time in grade 505. This compares with 7.5% of the male staff working part-time in lecturing grade 505, out of a total of 267 male staff. Of the 165 male lecturing staff, 12.1% work part-time in grade 505.

This illustrates that proportionately, a greater number of women work part-time in grade 505 than men, although there are more men than women in this grade.

Grade 505 job roles

All the job roles are lecturing roles, and there are a number of areas where both male and female staff teach a subject, but there are also subject areas where there is a gender divide, with the most notable being: STEM-related subjects, where there are 72 male lecturers, compared with 23 female lecturers and Care/Hair & Beauty/Accounts/Administration/Business- related subject areas where there are 43 female lecturers compared with 8 male lecturers.

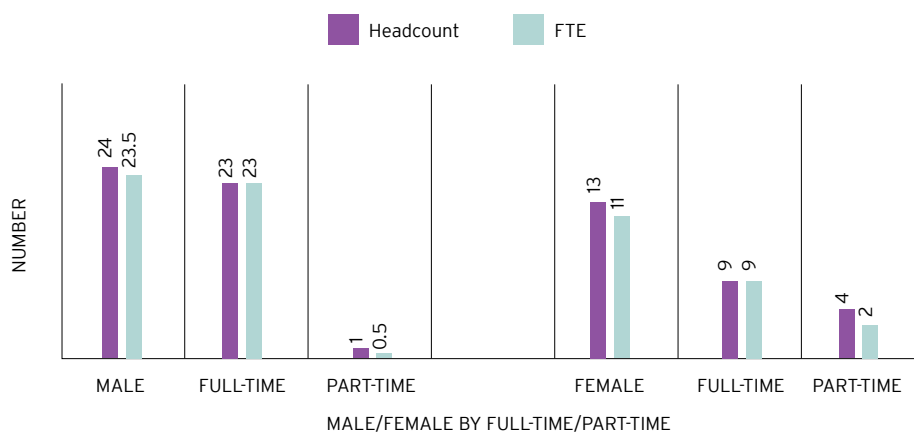
Of the 126 male staff in this grade, 57.1% (72) teach STEM-related subjects. Of the 114 female staff in this grade, 20.2% (23) teach STEM-related subjects. Conversely, 6.3% of the male lecturing staff and 37.7% of the female staff in this grade teach Care/Hair & Beauty/ Accounts/Administration/ Business- related subjects.

Promoted Lecturing Grades

There are 2 levels of Promoted Lecturer at NESCol (Level 1 and Level 2), but as the number of promoted lecturer level 1 is quite small, when the numbers are broken down by gender and full-time/part-time status, then individual staff may be identifiable. For this reason, the promoted lecturer grades are grouped together.

There are 37 staff in promoted lecturing grades. The chart below illustrates that there are more male staff (24; 23.5 FTE), compared with female staff (13; 11.0 FTE). However, more female staff work part-time (4) than male staff (1).

Promoted Lecturer
Gender by Full-Time / Part-Time



This means that 2.2% (13) of the College's total of 604 staff are female staff in promoted lecturing grades. In terms of the total female staff in the College (337), this equates to 3.9% being female staff in promoted lecturing grades.

When looked at in terms of the 306 lecturing staff in the College, 4.2% are female staff in promoted lecturing grades and of the 141 female lecturing staff, 9.2% are in promoted lecturing grades.

Of the 37 staff in promoted lecturing grades, 35.1% are female.

With regards to male staff, 4.0% (24) of the College's total staff (604) are in promoted lecturing grades.

In terms of the total male staff in the College (267), this equates to 9.0% being male staff in promoted lecturing grades. When looked at in terms of the overall 306 lecturing staff in the College, 7.8% are male staff in promoted lecturing grades and of the 165 male lecturing staff, 14.5% are in promoted lecturing grades.

Of the 37 staff in lecturing promoted lecturing grades, 64.9% are male.

Part-time

There are a total of 5 staff in promoted lecturing grades who work part-time, out of a total of 37 staff in this grade, representing 13.5%.

Some 80.0% (4 out of 5) of the part-time staff in promoted grades are female, with 20.0% (1 out of 5) being male staff.

Overall, of the College's 604 staff, 0.7% are female staff working part-time in promoted grades (4), compared with 0.2% (1) being male. Of the 306 lecturing staff, 1.3% are female staff who work part-time in promoted grades, with 0.3% being male staff.

Some 1.2% of the College's total (337) female staff work part-time in promoted grades. There are 141 female lecturing staff, with 2.8% working part-time in promoted grades. This compares with 0.4% of the male staff working part-time in promoted lecturing grades, out of a total of 267 male staff. Of the 165 male lecturing staff, 0.6% work part-time in promoted grades.

This illustrates that proportionately, a greater number of women work part-time in promoted grades than men, although there are more men than women in this grade.

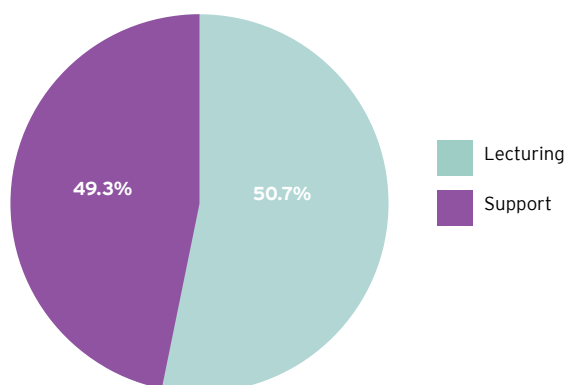
Promoted lecturer grade job roles

The majority of the roles at promoted lecturer level are Curriculum Manager roles (28 out of 37 promoted lecturers; 75.5%), with 20 (54.1% of promoted lecturers) being male staff and 8 (21.6% of promoted lecturers) being female staff.

Lecturing staff/Support staff comparison

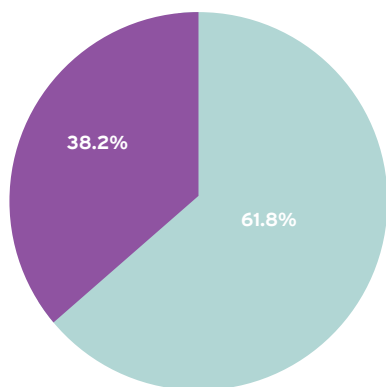
As outlined earlier, the College employs slightly more lecturing staff (306; 207.0 FTE) than support staff (298; 251.4 FTE). Of the 604 College staff, 50.7% are lecturing staff and 49.3% are support staff.

Staff Breakdown by Lecturing / Support

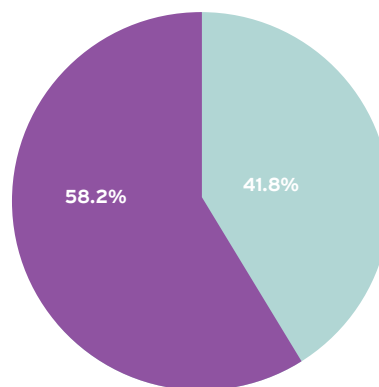


The charts below show that there is a clear gender divide in the College, with male staff predominantly working as lecturing staff (267 male staff in total; 165 (61.8%) male lecturing staff; 102 (38.2%) male support staff) and female staff working predominantly as support staff (337 female staff in total; 196 (58.2%) female support staff, compared with 141 (41.8%) female lecturing staff).

Male Staff by
Lecturing / Support

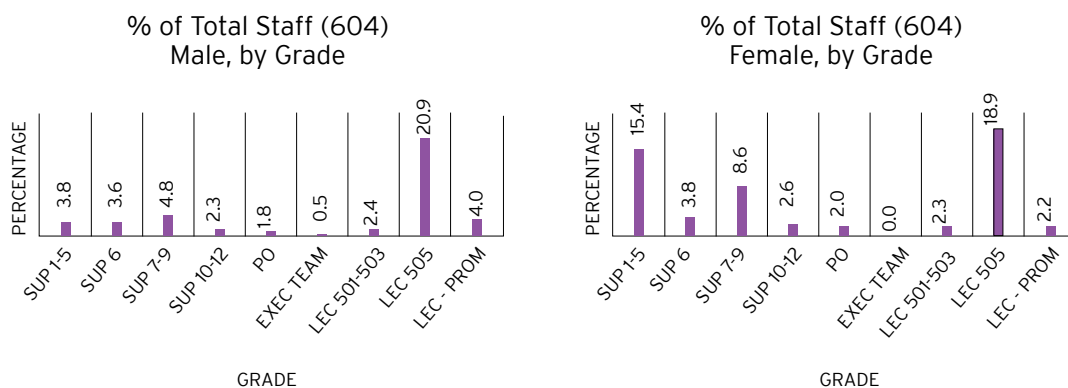


Female Staff by
Lecturing / Support



■ Lecturing ■ Support

The charts below illustrate, by gender, the lecturing and support grades in which staff are concentrated, when looked at as a percentage of the total number of staff in the College.



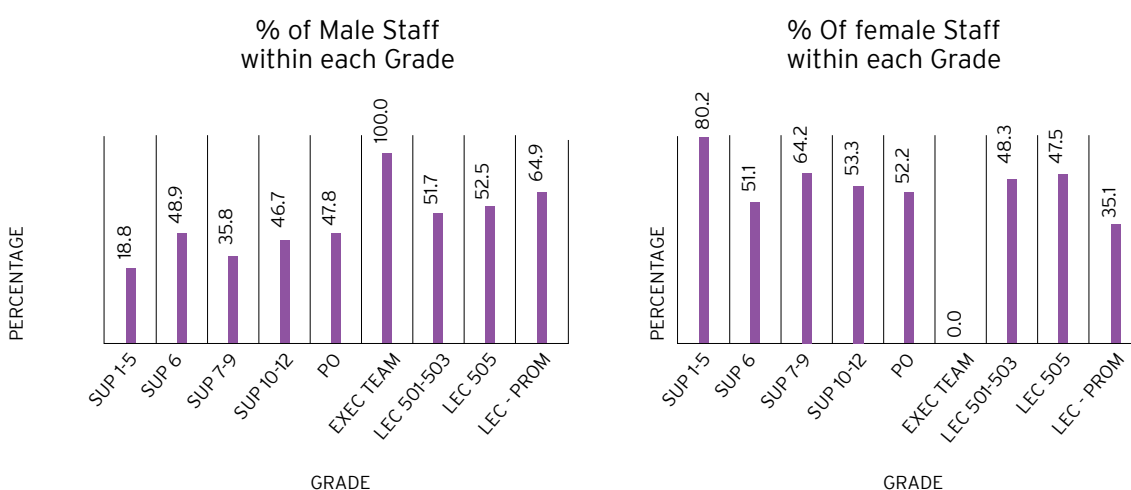
From this, it is clear that the greatest concentration of College staff, male (20.9%) and female (18.9%) is in lecturing grade 505. This is not surprising as the College has more lecturing staff (306) than support staff (298) and that, as explained earlier, most of the lecturing staff are in Grade 505.

Although there are more male than female lecturers in Grade 505, there is less of a differential in the proportion of male to female lecturing staff than at support staff grades 1-5, where 15.4% of staff are female, compared with 3.8% of staff being male, thus illustrating, proportionately, a greater concentration of female staff at these lower support grades.

In terms of the concentration of lecturers at grade 505, it should be noted that whereas lecturing staff are appointed at grades that are determined by national bargaining and then progress automatically to the top of the un-promoted lecturing scale (grade 505), support staff do not have this type of progression from one grade to another. Instead, for a member of staff at e.g. grade 4 to move to a role at grade 5, there would have to be a vacancy for which the member of staff would need to apply, be interviewed and then appointed, so progression is not automatic.

With the exception of the un-promoted lecturing grades, as just outlined, the number of staff in each grade reduces in line with seniority of the grade, with there being fewer staff in very senior level posts than in more junior level posts.

The following charts highlight the concentration of male and female staff within each grade, as a percentage of the total number of staff within the grade (i.e. when the percentage of male and female staff are added together for each grade, the total will be 100%).



From these charts it appears that the gender profile for male and female staff is quite different.

Female staff make up the overwhelming majority of staff in the lowest support grades 1-5 (80.2% of staff at these grades), compared with men making up only 18.8% of the staff in these grades. From support grades 7-9 and upwards, the percentage of women in each grade declines, until there are no women at the highest Executive Team grade.

Conversely, the percentage of male staff in each grade rises, until there are only male staff in the Executive Team.

Support grade 6 - the Instructor (teaching) grade - skews this female downward/male upward trend, but the reason for this has been examined earlier in this report (see Support Grade 6 analysis).

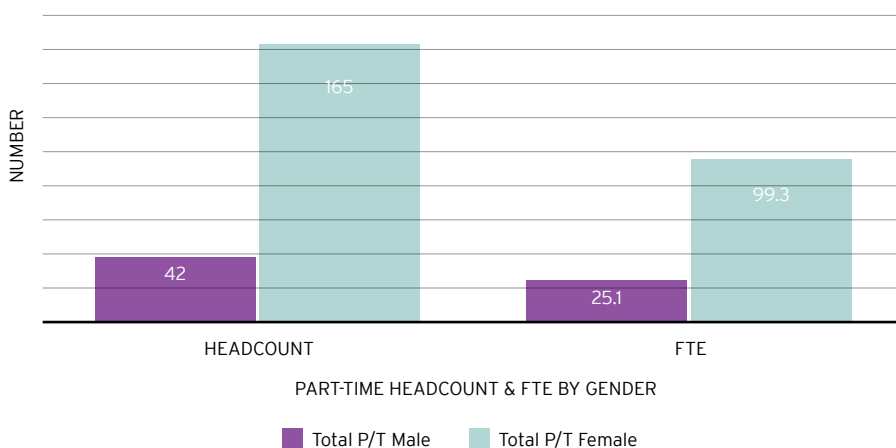
With regards to the lecturing grades, there is a greater percentage of male staff than female staff in all grades. However, for male staff there is an upward trend, culminating in 64.9% of the promoted lecturers being male, whereas conversely for female staff there is a downward trend, with 35.1% of promoted lecturers being female.

Part-time Staff

A total of 207 (34.3%) of the College's 604 staff work part-time.

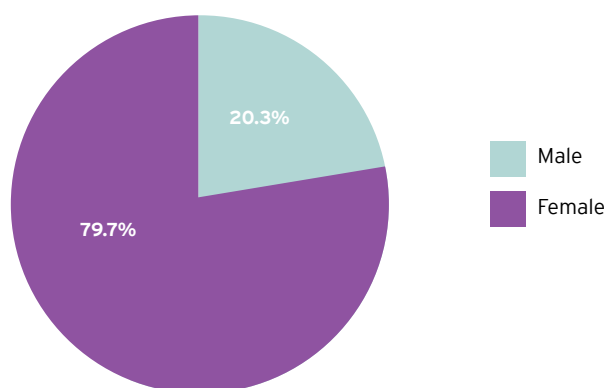
There is a clear gender divide with considerably more women (165; 99.3 FTE) working part-time, than men (42; 25.1 FTE).

Part-Time Staff Profile by Gender



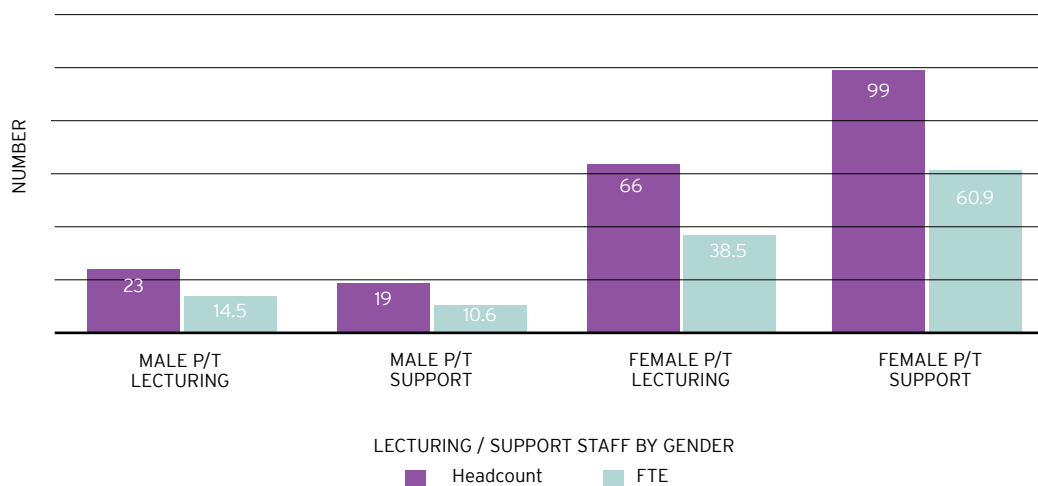
This means that of the 207 part-time College staff, 79.7% are female, with 20.3% being male.

Total Part-Time Staff by Gender



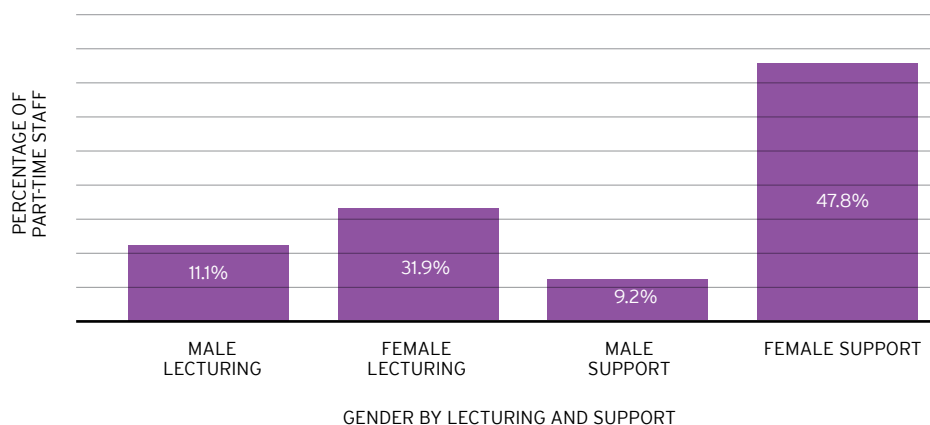
More women work part-time as both lecturing staff and support staff. However, it is of note that more women work part-time in support roles (99; 60.9 FTE) than in lecturing roles (66; 38.5 FTE), whereas conversely, more men work part-time in lecturing roles (23; 14.5 FTE) than in support roles (19; 10.6 FTE).

Part-Time Staff Gender Profile by Lecturing / Support



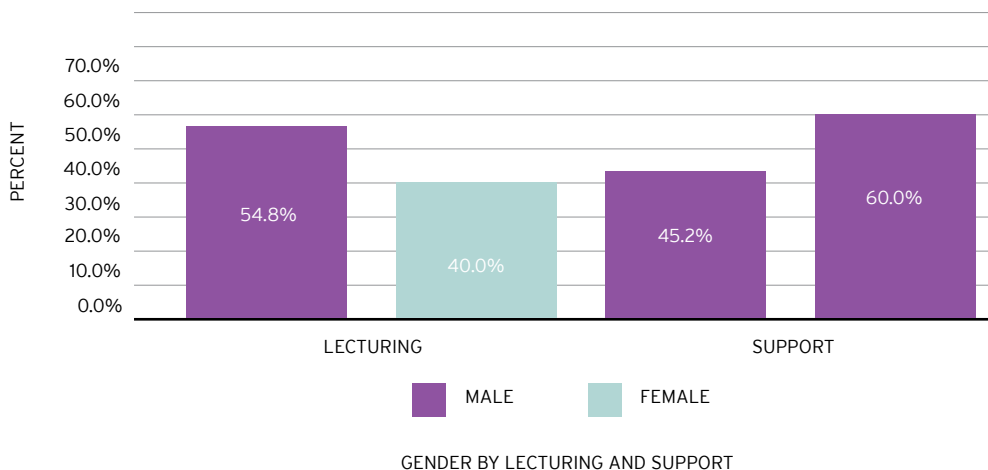
This equates to 47.8% (99) of the 207 part-time staff being female support staff; 9.2% (19) being male support staff; 31.9% (66) being female lecturing staff; 11.1% (23) being male lecturing staff.

Percentage of Part-Time Staff by Lecturing / Support and by Gender



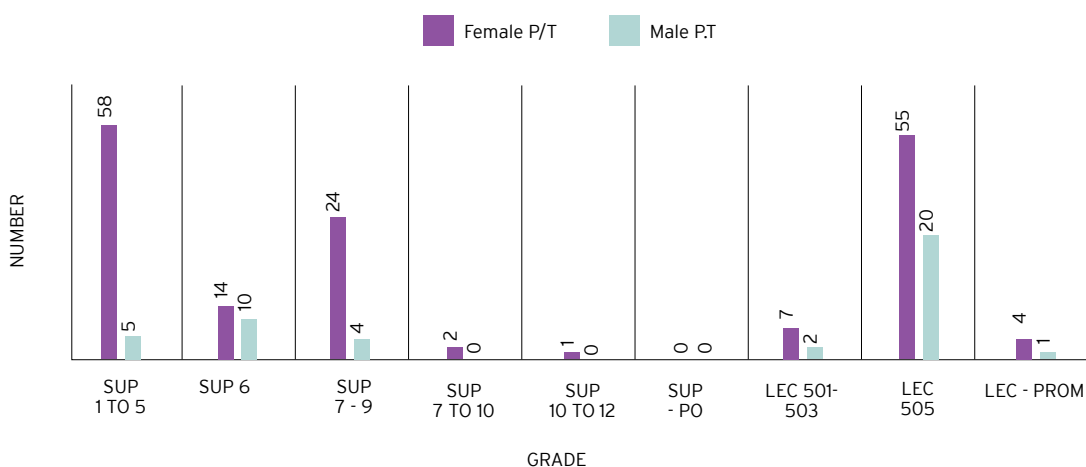
Of the 165 women working part-time, 60.0% work in support roles (40.0% in part-time lecturing roles). This compares with 45.2% of the 42 men working part time in support roles (54.8% in part-time lecturing).

Part-Time by Lecturing / Support and by Gender



The concentration of part-time staff by grade is illustrated in the chart below:

Part-Time Staff by Gender and Grade



Note: Sup = Support staff grade; Lec = Lecturing staff grade
Note: Prom = Promoted lecturer

This clearly illustrates that the two biggest clusters of part-time staff are female staff in support grades 1-5 (58) and in lecturing grade 505/Scale point 5 (55).

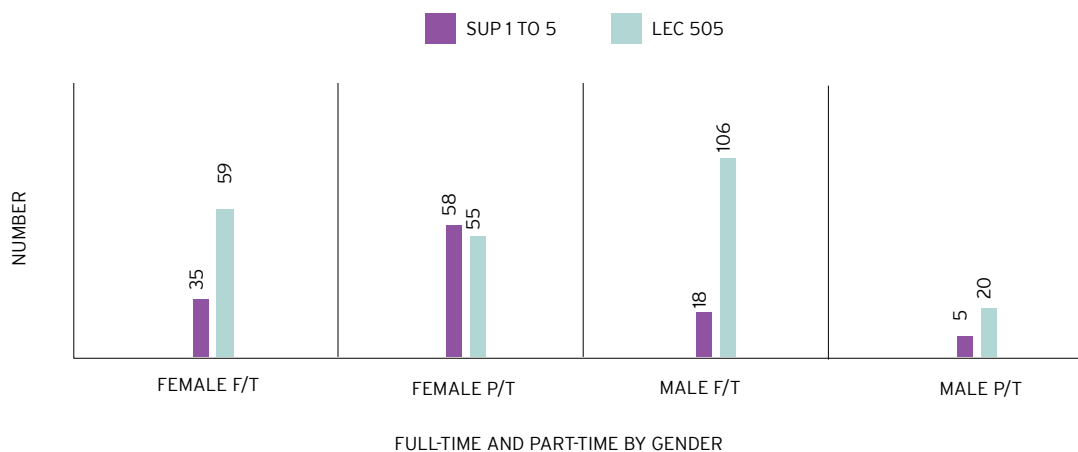
It is also clear that the number of part-time staff decreases considerably at the more senior grades (Grade 10 upwards for support staff and at Promoted Lecturer level), with there only being a total of 8 staff at senior grades who work part-time, and that considerably fewer male staff than female work part-time across all grades.

This illustrates that the major factor affecting part-time work for support staff, is the level of the post, as opposed to working in a particular department/area within the College. This is because, the clerical/administrative/reception posts that are mainly held by women in Grades 1-5, can be undertaken in various departmental areas.

Part-time lecturing staff are concentrated at Grade 505/Scale Point 5. This is the top of the un-promoted lecturing scale and the level at which most lecturing staff are concentrated. Part-time lecturing staff work in areas that are in line with the full-time profile and are concentrated in the following areas: Hair and Beauty/Care/Accounts/Administration/Business subject areas are predominantly female-focussed and STEM subject areas are largely male focussed.

When looking more closely at the two grades where there are the greatest concentrations of part-time female staff, it becomes clear that more female staff in grades 1-5 work part-time (58) than full-time (35), whereas more female staff at lecturing grade 505 work full-time (59) than part-time (55).

Support Grades 1 - 5 and Lecturing
Grade 505 by Full-Time and Part-Time



When these numbers are looked at in terms of the total number of female staff in support grades 1-5 (93) then female part-time staff account for 62.4%, whereas, of the 114 female staff at lecturing grade 505, part-time female staff account for 48.2%. This would indicate that, proportionately, there is a greater concentration of part-time female staff in support grades 1-5.

Comparison with 2016 occupational segregation data and report

The College previously published an Occupational Segregation: Gender: 2016 Report, which showed a similar profile to the one that has been presented in this report for 2020.

Please note that the report in 2016 rounded percentage figures to 2 decimal places, and so these figures have been left in the way in which they were originally published.

As at March 2016, the report identified that the College employed more women (344; 57.05%) than men (259; 42.95%). In 2020, the figures are 55.8% of College staff are female, compared with 44.2% being male.

In 2016, the majority of women were 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 were 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 2020, the picture is very similar, with male staff predominantly working as lecturing staff (267 male staff in total; 165 (61.8%) male lecturing staff; 102 (38.2%) male support staff) and female staff working predominantly as support staff (337 female staff in total; 196 (58.2%) female support staff, compared with 141 (41.8%) female lecturing staff).

Regarding the types of work undertaken by staff (horizontal segregation), in 2016 there was a gender divide - irrespective of whether employees were support or lecturing staff - with men largely undertaking work in technical and engineering areas. Women were largely focussed around administration, advisory, information, communication and care-related areas. In 2020, this picture is also very similar, as outlined earlier in this report.

As regards the level at which staff work (vertical segregation), in 2016 there was 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). In 2020, there is predominance of female staff (93; 69.4 FTE) compared with male staff (23; 20.5 FTE) at support staff grades 1-5. In 2020, of the 298 support staff in the college, 31.2% are female staff in grades 1-5 and of the 196 female support staff, 47.4% are female staff in support grades 1-5.

This compares with the majority of male staff being grouped at lecturer Grade 4 in 2016 (105 out of 170 male lecturing staff (61.76%); with there being an overall total of 259 male staff (lecturing and support; 40.54%). By comparison, in the lower support grades 1-5, there are 21 male staff, with there being a total male support staff of 89 (23.60%).

In 2020, the lecturing grades have changed in line with national bargaining, but the equivalent Grade is grade 505/Scale point 5. The picture here is also similar to the one in 2016 in that male staff are also concentrated in lecturing grade 505/Scale point 5, although the concentration for 2020 is slightly higher than in 2016. In terms of the total male staff in the College in 2020 (267), 47.2% are male staff in lecturing grade 505. When looked at in terms of the 165 male lecturing staff, 76.4% are in grades 505.

By comparison, in 2020, in the lower support grades 1-5 there are 23 male staff out of a total male support staff of 102 (22.55%), thus showing a very similar picture to the one in 2016.

Part-time comparison

Overall, the part-time picture in 2016 is largely similar to the one in 2020, although there are some changes as outlined below.

Overall, in 2016, of the 603 staff in the College, 176 staff worked on part-time-basis (29.19%). Of these 176 part-time staff, 19.32% was male (34) and 80.68% was female (142). In 2020, a total of 207 (34.3%) of the College's 604 staff work part-time. Of the 207 part-time staff in 2020, 165 is female (79.7%) and 42 (20.3%) is male.

Only 13.13% of the male staff in the College (34 male staff out of a male headcount of 259) worked part-time in 2016, compared with 41.28% of the female staff (142 part-time female staff out of female headcount of 344).

In 2020, 15.7% of the male staff in the College (42 out of a male headcount of 267) work part-time, compared with 49.0% of female staff (165 out of a female headcount of 337) who work part-time, showing a proportionately slightly larger increase in the percentage of female staff working part-time.

In 2016 there were both more part-time male and female employees working in support roles (19 male part-time staff; 89 female part-time staff) than in lecturing roles (15 male part-time staff; 53 female part-time staff).

In 2020 this picture changed for male staff, with there being more part-time male lecturing staff than support staff: 19 male staff working part-time in support roles and 23 male staff working part-time in lecturing roles. This could be attributed to greater number of male staff taking a phased retirement i.e. working part-time in the run-up to retirement. However, for female staff, there are still more part-time female support staff (99) than lecturing staff (66).

In terms of vertical segregation in the College, it is notable, in both 2016 and 2020 that at senior grades (support grade 10 and above as well as promoted lecturing grades) there are very few staff working part-time (6 in 2016; 8 in 2020).

In its 2016 report, the College identified some actions to address its occupational segregation by gender:

Set 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 still has these as outstanding actions and has now decided to take a 2-pronged approach to looking at this matter: firstly, there will be an all-staff equality, diversity and inclusion survey; and secondly the information from this will be used to structure focus groups to understand why there is a predominance of women working part-time and in lower graded support posts, as well as if there are any barriers to progression. This will be used to determine if there are any actions the College should take.

Summary and Conclusion

As at 31 July 2020, NESCol had 604 employees (please note that staff with 2 posts are counted twice, as explained earlier in this report). The College employs more women (337; 55.8%) than men (267; 44.2%). The majority of the College's 604 staff are lecturing staff (306; 50.7%), compared with support staff (298; 49.3%).

Although the College employs more women than men and more lecturing staff than support staff, the majority of the 306 lecturing staff are male (165; 53.9%). This compares with 46.1% (141) of lecturing staff being female.

This gender divide becomes more apparent when it is considered that of the 267 male staff, 61.8% (165) are lecturing staff, compared with 38.2% (102) being support staff.

The opposite applies when looking at support staff.

The majority of the 298 support staff are female (196; 65.8%). This compares with 34.2% (102) of support staff being male. When looking at the total number of female staff (337) in the College, 58.2% (196) are support staff, compared with 41.8% (141) being lecturing staff.

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. The College also has more female than male support staff.

Source: Equality Challenge Unit, 2014, Occupational segregation in Scottish higher education institutions: disability, gender and race" p1, available online at:

www.ecu.ac.uk/wp-content/uploads/external/occupational-segregation-in-scottish-heis.pdf

Accessed: 28 September 2020

When looking at the levels at which staff are concentrated within grades within the College (vertical segregation), it is notable there is an overwhelming predominance of female staff in the lower support grades: of the 116 staff in support grades 1-5, 80.2% (93) are female, with 19.8% (23) being male. The College should, therefore, take steps to understand why this is the case.

When support grade 6 is excluded, then it becomes clear that the proportion of female staff decreases with the level of seniority of the grades.

Grade 6 is excluded from this trend because this grade has a slightly different profile, with a more even proportion of male to female staff. The headcount number is slightly in favour of women (23 women (51.1%); 22 men (48.9%)), but the FTE figure is slightly in favour of men (18.1 FTE for men; 17.8 FTE for women). The reason for this different profile is because Instructor/Assessors (i.e. teaching staff) in grade 6 account for 19 of the 22 male roles (82.6%). This pattern is more in line with the College having more male than female lecturing staff.

In terms of the downward trend in the proportion of female staff within more senior grades:

Of the 81 staff in grades 7-9, 64.2% are female; of the 30 staff in grades 10-12, 53.3% are female; of the 23 staff at Professional Officer grade, 52.2% are female and at the most senior Executive Team level, of the 3 staff, 0.0% is female.

Conversely, there is an upward trend in the proportion of male staff in more senior grades:

At grades 7-9, 35.8% of the staff in these grades is male; at grades 10-12, 46.7% of the staff in these grades is male; at Professional Officer grade, 47.8% of the staff in these grades is male; and at the Executive Team grade, 100% is male (although the number of staff in this grade is very small and any personnel changes may result in a different picture).

Although the overall number of staff in grades decrease as the grades become more senior, it is still notable that proportion of male/female staff in the grades changes as the grades become more senior, with there being a greater proportion of male staff in the more senior grades. This is of particular note, given that the College employs more female (337) than male (267) staff.

This is a matter that the College should investigate.

This trend is also evident in lecturing grades. Of the 29 lecturers in grades 501-503, 48.3% are female; of the 240 lecturers in grade 505, 47.5% are female; and of the 37 promoted lecturers, 35.1% are female.

Conversely, in grades 501-503, 51.5% of the staff in those grades are male; in grade 505, 52.5% of the staff in that grade is male; and 64.9% of the staff in promoted lecturing grades are male.

When looked at as a percentage of the total number of staff (604) in the College, the greatest concentration of College staff is in lecturing grade 505 for both male and female staff: male (20.9%; 126) and female (18.9%; 114). This is not surprising as the College has more lecturing staff (306) than support staff (298) and most of the lecturing staff are in Grade 505 (240).

The next largest concentration of staff is female staff in support grades 1-5, where 15.4% (93) of the College's total staff is female. However, only 3.8% (23) of the staff in these grades is male.

Although there are more male (126) than female (114) lecturers in Grade 505, and although the greatest number of female staff are concentrated in lecturing grade 505, there is less of a differential in the proportion of male to female lecturing staff at this lecturing grade than at support staff grades 1-5. This illustrates that, proportionately, that there is a greater concentration of female staff at these lower support grades.

According to the International Labour Organisation'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 profile.

Source available online at:

www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_457317.pdf

Accessed: 02 October 2020

It should be noted that there is no automatic progression for support staff from one grade to another - a post would either have to change so substantially that it was regraded (via job evaluation) or there would have to be a vacancy for which the member of staff applied, was interviewed and then appointed. However, staff progression would be dealt with via the College's appraisal process, called iCon2, where staff can identify their interest in progressing and discuss with their managers how this could be taken forward. The College also plans to look at workforce planning, where succession planning needs to be considered, and this could also influence progression. Staff progression can also be discussed as part of the College's planned focus groups, identified in the next steps.

In terms of lecturing staff, the majority of the College's lecturing staff are concentrated at the top of the un-promoted lecturing scale (grade 505/Scale point 5). This is because, in general, most of the College's lecturers have been employed by the College for a number of years and their tenure (as well as having obtained teaching qualifications) has meant that they have automatically moved to the top of this scale, in line with National Bargaining. Un-promoted lecturing staff who have recently joined the College are appointed at a scale point in line with National Bargaining.

With regards to horizontal segregation, there is also a divide in the types of roles that are undertaken by male and female staff.

Female support staff are largely concentrated in what could be broadly described as Administration/ Co-ordinator/ Advisor/Student Support & Advice types of roles - and this applies across grades, with the exception of the Professional Officer grade, where the greatest proportion of female staff have curriculum-related roles.

Male support staff are largely concentrated in Workshop/Technician/IT/Health & Safety types of roles across all grades with the exception of Professional Officer and Executive Team grades, where the focus is curriculum and finance type roles.

Instructor/Assessors largely follow the lecturing staff profile, with male staff being predominantly involved in teaching STEM-related subjects.

In terms of un-promoted lecturers, there is a concentration of male staff in STEM-related subjects, whereas there is a concentration of female staff in care/hair & beauty/accounts/administration related subjects.

Promoted lecturers, in particular, Curriculum Managers, manage a number of subject areas, so a further breakdown is of limited value.

This analysis illustrates that there is horizontal segregation in terms of the types of roles undertaken by male and female staff in the College and that there is also vertical segregation with there being greater concentrations of male staff in more senior roles and with the greatest proportion of female staff being concentrated in the lowest support staff grades.

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.

Source: Equality Challenge Unit, 2014, Occupational segregation in Scottish higher education institutions: disability, gender and race", available online at:

www.ecu.ac.uk/wp-content/uploads/external/occupational-segregation-in-scottish-heis.pdf

Accessed: 28 September 2020

However, the gender divide is most apparent for part-time staff, irrespective of the way in which the figures are examined, with the figures clearly showing the predominance of women in part-time work and, in particular, part-time support roles.

A total of 207 (34.3%) of the College's 604 staff work part-time, with the overwhelming majority being female (165; 79.7%). This compares with 20.3% (42) of male staff working part-time.

There are more women working part-time in both support (99 female; 19 male) and lecturing roles (66 female; 23 male) than men.

As identified earlier, there are a total of 306 lecturers in the College, with there being more full-time male lecturers (142; 46.4%) than part-time (23; 7.5%) and this is also the case for female lecturing staff (75 full-time; 24.5%) compared with 66; 21.6% part-time), although there is far less of a differential between full-time and part-time for female lecturers.

In terms of support staff, there is a total of 298 support staff, with slightly more female staff working part-time than full-time: 99 (33.2%) work part-time, compared with 97 (32.6%) working full-time. This compares with 19 (6.4%) male support staff working part-time, as opposed to 83 (27.9%) working full-time.

Of the 207 part-time staff, 47.8% are female support staff; 9.2% are male support staff; 31.9% are female lecturing staff; 11.1% are male lecturing staff.

With regards to the 89 part-time *lecturing* staff, 66 are female, with 23 being male. This equates to 74.2% of part-time lecturing staff being female and 25.8% being male.

In terms of the 118 part-time *support* staff, 99 are female, with 19 being male. This equates to 83.9% of part-time support staff being female and 16.1% being male.

Of the *total* 165 female part-time staff, 60% work in support roles (40% in lecturing roles). Conversely, of the *total* 42 part-time male staff 54.8% work in lecturing roles (45.2% in support roles).

The two biggest clusters of part-time staff are female staff in support grades 1-5 (58) and in lecturing grade 505/Scale point 5 (55).

When these numbers are looked at in terms of the total number of female staff in support grades 1-5 (93) then female part-time staff account for 62.4%, whereas, of the 114 female staff at lecturing grade 505, part-time female staff account for 48.2%. This would indicate that, proportionately, there is a greater concentration of part-time female staff in support grades 1-5.

These figures illustrate the concentration of female staff in part-time work and in particular, in support staff roles.

It is also clear that the number of part-time staff decreases considerably at the more senior grades (Grade 10 upwards for support staff - with 3 out of 118 part-time support staff; 2.5% working part-time at these grades and at Promoted Lecturer level - with 5 out 89; 5.6% lecturing staff working part-time at this level). This means that level is an issue when it comes to part-time work, across both support and lecturing posts.

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..."

Source available online at:

https://ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_457317.pdf

Accessed: 02 October 2020

It is also clear that considerably fewer male staff than female staff work part-time across all grades in the College and there is no grade where there are more male than female part-time staff.

The major factor affecting part-time work for support staff, is the level of the post, as opposed to working in a particular department/area within the College. This is because, the clerical/ administrative/reception posts that are mainly held by women in Grades 1-5, can be undertaken in various departmental areas.

Part-time lecturing staff are concentrated at Grade 505/Scale Point 5. This is the top of the un-promoted lecturing scale and the level at which most lecturing staff are concentrated. Part-time lecturing staff work in areas that are in line with the full-time profile and are concentrated in the following areas: Hair and Beauty/Care/Accounts/Administration/Business subject areas are predominantly female-focussed and STEM subject areas are largely male focussed, illustrating horizontal segregation.

In terms of a broader picture, the College's overall gender balance would appear to be broadly in line with both Aberdeenshire and Aberdeen City gender profile, although the College male (44.2%)/female (55.8%) balance is slightly more in favour of women than when compared with Aberdeen/shire: in 2018, there were more females (50.2%) than males (49.8%) living in Aberdeen City, with the figures being the same for Aberdeenshire (although these figures include children and those who are not of working age).

Sources: www.nrscotland.gov.uk/files/statistics/council-area-data-sheets/aberdeen-city-council-profile.html

Accessed: 8 January 2021

www.nrscotland.gov.uk/files/statistics/council-area-data-sheets/aberdeenshire-council-profile.html

Accessed: 8 January 2021

With regards to part-time work, in the UK 40.6% (41.1% in Scotland) of women in employment were working part-time compared to 13.1% of men.

Source: Labour Market Statistics: UK Regions and Countries, 9 March 2020, House Commons Library Briefing Paper Number, 7950, available online at: <https://researchbriefings.files.parliament.uk/documents/CBP-7950/CBP-7950.pdf>

Accessed: 22 October 2020

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The figures for the College are slightly higher: of the 337 women employed by the College, 165 (49.0%) are employed on a part-time basis and of 267 male staff, 42 (15.7%) are employed on a part-time basis.

The College's 2020 occupational segregation picture is broadly similar to its picture in 2016, although it is of note that in 2020 there is a proportionately greater increase in the percentage of female staff who now work part-time at 49.0% (165 part-time female staff out of a female headcount of 337) in 2020, compared with 41.28% in 2016 (142 out of a female headcount of 344) than in the percentage increase in male staff who work part-time: 13.13% (34 part-time male staff out of a male headcount of 259) in 2016, compared 15.7% of the male staff in 2020 (42 out of a male headcount of 267).

In 2020, there are more part-time male lecturing staff than support staff: 19 male staff working part-time in support roles and 23 male staff working part-time in lecturing roles. This compares with there being more male part-time support staff (19) in 2016 than male part-time lecturing staff (15).

The picture for female staff remained the same, with there being more part-time support staff (89 in 2016; 99 in 2020) than lecturing staff (53 in 2016; 66 in 2020).

In general, the overall part-time picture in 2016 and 2020 is very similar, with considerably more women continuing to work part-time time than men: in 2016, of the 603 staff in the College, 176 staff worked on part-time-basis (29.19%). Of these 176 part-time staff, 19.32% was male (34) and 80.68% was female (142). In 2020, a total of 207 (34.3%) of the College's 604 staff work part-time. Of the 207 part-time staff in 2020, 165 is female (79.7%) and 42 (20.3%) is male.

This similar picture in 2016 and 2020 continues with regards to the vertical segregation in the College, with it being it notable, in both 2016 and 2020 that at senior grades (support grade 10 and above as well as promoted lecturing grades) there are very few staff working part-time (6 in 2016; 8 in 2020).

There is also a similar picture with regards to the types of work undertaken by staff (horizontal segregation) in both 2016 and 2020 where there is a gender divide - irrespective of whether employees are support or lecturing staff - with men largely undertaking work in technical and engineering areas and women being largely focussed around administration, advisory, information, communication and care-related areas.

In view of these continuing trends, it is clear that there has been little progress since 2016 and that identified actions need to be prioritised.

According to the Government Equalities Office: The Case for Change: How Economic Gender Inequalities Develop Across the Life Course, July 2029, p12, *"Women undertake the majority of unpaid work and informal care, and this affects their labour market participation"*. It goes on to say that *"It also seems likely that patterns of household responsibility may become embedded when mothers take time out of the labour market to care for children. This, in turn, may reinforce social norms about women as carers, and lead to women becoming the default carers for adult relatives. The ONS estimate that almost one in four older female workers have caring responsibilities, compared with just over one in eight older male workers."* The report goes on to say on p13 that *"While women undertake more work in the home, their paid participation in work is curtailed. Women are.....when working, over three times more likely to work part-time. Mothers with dependent children are much more likely to be part-time than fathers or women without dependent children."* This report further identifies on p13 that *"Women who move to working part-time may occupationally downgrade - that is, take a lower skilled job than the one they had undertaken previously....and that women were 50% more likely than men to work in low paying jobs and 20% more likely than men to remain stuck in such jobs after ten years."*

Source: The Case for Change, July 2019, Government Equalities Office, available online at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/821890/GEO_GEEE_Strategy_Problem_Analysis_Rev_2_1_.pdf

Accessed 25 September 2020

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This could help to explain why there is such a large proportion of women who work part-time, in the UK, in Scotland and in the College. It would also help to explain why, proportionately, there is such a concentration of female staff in the College's lower graded support posts.

The Government Equalities Office, Women's Progression in the Workplace, October 2019, also identifies, p15, that *"parenthood leads to part-time work for women & part-time work shuts down pay progression."* This report goes on to say on p28 that *"women continue to take on disproportionate responsibility for unpaid care"*. This report, p43, identifies that *"while alternative ways of working offer valuable ways to tackle gender inequalities by allowing women to maintain their labour market position after childbirth, their relationship to women's career progression is more mixed. Part-time work is linked to truncated career progress, and women who take up flexible working policies may be seen as less committed, receiving fewer rewards even as they intensify their work."*

Source: Gender equality at work: research on the barriers to women's progression, October 2019, Government Equalities Office, available online at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840404/KCL_Main_Report.pdf

Accessed 25 September 2020

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Given that all of these points impact on part-time work, and in particular, women in part-time work, the College's next steps are to find out, from a College perspective, why there is such a predominance of women working part-time and if there are any actions the College should be taking. This will include exploring the impact of flexible working, in particular in relation to COVID-19.

Next Steps

Given the points raised in the Government Equalities Office reports and the College's occupational segregation gender analysis, the next steps will be to take a 2-pronged approach to looking into the underlying matter from a College perspective:

Firstly, the College will carry out an all-staff equality, diversity and inclusion survey in order to determine what equality, diversity and inclusion (ED&I) mean to staff and to determine if there are any ED&I matters that the College needs to address.

Secondly, the College will use the results from this survey to inform and structure focus groups to understand why there is such a predominance of women working part-time at the College and why there is a concentration of women in lower graded support posts. The matter of progression should also be explored. This will be used to determine if there are any actions the College should be taking and will include considering the impact of flexible working, in particular, in light of Covid-19.

The focus groups will take place as soon as it is safe to do so.

It should be noted that College had planned to undertake these activities in 2020, but these were postponed due to COVID.

These actions have been incorporated into a People Services Equalities Action Plan to ensure that they are carried out as soon as possible, taking into consideration the current restrictions as a consequence of COVID-19.

The outcomes from the survey and the focus groups will be used to determine the steps that the College should take to advance equality of opportunity.

