

# Equal Pay and Occupational Segregation Statement

## Gender, Disability & Ethnicity

April 2019

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# Equal Pay Statement September 2019

Incorporating:

**Equal Pay Policy**

**Equal pay Gap Report**

**Gender Pay Gap Report including Occupational Segregation**

**Disability Pay Gap Report including Occupational Segregation**

**Race Pay Gap Report including Occupational Segregation**

**Equal Pay Action Plan 2017-2019 Update**

**Equal Pay Action Plan 2019-2021**

## Introduction

This document sets out what actions Perth College UHI are taking to meet the requirements of the public sector equality duty with regard to equal pay for staff, gender pay gap reporting and address the causes of any identified equality pay gaps and occupational segregation concerns around women and men; people who are disabled and those who are not; and people who fall into a minority racial group and those who do not.

## Equal Pay Policy

### 1 Purpose

Perth College UHI is committed to the principles of Equal Pay for all members of staff. The College aims to ensure that procedures are in place to determine pay and conditions of employment which do not discriminate unlawfully and are free from bias.

The College understands the benefits of operating a fair pay system which is transparent and is based on objective criteria. We are committed to taking action to ensure that equal pay is in place for like work, work rated as equivalent, work of equal value; and that any identified equality pay gaps are reduced. We believe that by eliminating any bias from pay systems, and addressing any occupational segregation concerns, we are promoting positive relations amongst staff, students and the wider community.

The College also believes that practices such as flexible working and access to training, development and job opportunities contribute to the creation of a culture which values its staff and eliminates unlawful discrimination and advances equality of opportunity.

### 2 Scope

The principle of equal pay applies to all employees of Perth College UHI and of its subsidiary, Air Service Training (Engineering) Limited.

### 3 Definitions

3.1 For the purposes of this document and in line with relevant legislation, pay is defined as:

"The ordinary basic or minimum wage or salary and any other consideration, whether in cash or kind, which the worker receives directly or indirectly, in respect of his/her employment from his/her employer."

Pay, therefore includes pensions, discretionary bonuses and sick pay as well as other benefits of monetary value.

- 3.2 "Like work" is defined as work which is the same or broadly similar. This can be determined by a general consideration of the types of work involved and the skill and knowledge required to do them. Different job titles, job descriptions or contractual obligations do not necessarily rule out a like work claim.
- 3.3 "Work of equal value" is defined as work which is of broadly equal value when compared under headings such as effort, skill and decision making.
- 3.4 "Work rated as equivalent" is defined as work which has achieved the same or a similar number of points under a job evaluation scheme.
- 3.5 "Gender pay gap" is the percentage difference between men's and women's average hourly earnings (excluding overtime).
- 3.6 "Disability pay gap" is the difference between people who are disabled and those who are not in terms of average hourly earnings (excluding overtime).
- 3.7 "Race pay gap" is the difference between people who fall into a minority racial group and those who do not in terms of average hourly earnings (excluding overtime).
- 3.6 "Occupational segregation" is the concentration in particular grades and in particular occupational of men and women; people who are disabled and those who are not; people who fall into a minority racial group and those who do not. This can be into different types of work (horizontal segregation) and into different levels of work (vertical segregation).
- 3.7 "Line Manager" is defined as the Manager to whom the employee directly reports.
- 3.8 An "Equality Impact Assessment" of a policy, procedure or practice is a thorough and systematic analysis to determine whether it has a differential impact on a particular group.

#### **4 Key Principles**

We believe that in eliminating gender, race or disability bias in our pay systems we are sending a positive message to our staff and customers. It makes good business sense to have a fair, transparent reward system and it helps us to control costs. We recognise that avoiding unfair discrimination will improve morale and enhance efficiency.

## 5 Equal Pay Objectives

Our objectives are to:

- Eliminate any unfair, unjust or unlawful practices that impact on pay and;
- Take appropriate remedial action.

## 6 Responsibilities

- 6.1 The Head of HR & Organisational Development is responsible for the implementation, operation and revision of this Policy.
- 6.2 It is the responsibility of all Managers within Perth College UHI and its subsidiary to ensure that employees are treated equitably.
- 6.3 All Managers have a responsibility to ensure that they apply procedures appropriately in line with training and guidance.
- 6.4 Quality approval check of the policy is the responsibility of the Quality Manager who will arrange for the policy to be posted on the College website.

## 7 Linked Policies/Related Documents

- Progress in achieving Equality Outcomes 2013- 2017
- Equality Mainstreaming Report 2017
- Equality Mainstreaming Report 2019
- Equality Outcomes 2017- 2021
- Equality and Diversity Policy
- Job Evaluation Review Procedure
- Annual Employee Information 2015-2017
- Annual Employee Information 2017-2019
- Staff Complaints and Grievance Procedure
- CPD strategy, policy and procedures
- Dignity in the College anti bullying and harassment policy and procedure
- Gender action plan

## 8 Relevant Legislation

Equality Act 2010

Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012

## Equal Pay Gap Report April 2019

### Equal Pay Review

The College has operated an analytical job evaluation scheme for all posts since 2012.

In 2018, the Colleges Scotland Employers' Association and trade unions as part of the National Joint Negotiating Committee agreed to a National Role Evaluation Process for Support Staff. The Further Education Role Analysis System or 'FEDRA' is being implemented initially for all support contract roles below Principal level which existed on the 1 September 2018. It is anticipated that results from this initial analysis will be available in 2-4 years, and until that point the College will continue to operate its current analytical job evaluation of all support and management role to promote equal pay.

As part of the new National Bargaining implemented across the College Sector the rates of pay, placement of starting points for new staff and terms and conditions for lecturing staff are also subject to national agreements.

### Gender Pay Gap 2019

The College's gender pay gap has changed over the past 4 years:

- In 2015, the gender pay gap was 10.91%.
- In 2017, the gender pay gap was 11.15%.
- In 2019, the mean gender pay gap for was 5.78% (full-pay relevant employees cohort)
- In 2019, the median gender pay gap for was 24.86 % (full-pay relevant employees cohort)

This is a significant reduction which can largely be attributed to the change to national bargaining and the standardisation of our pay structures, and is below the average for the UK (8.6%) and equal to average for Scotland (5.7%) (based on 2018 data).

**Table 1: Calculation of Gender Pay Gap at Perth College UHI March 2019, Full-Pay Relevant Employees Cohort**

	<b>Female</b>	<b>Male</b>	<b>Pay Gap%</b>
Full-Pay Relevant Staff (n)	337	228	N/A
Average (MEAN) Hourly Rate	£14.65	£15.55	5.78%
Average (MEDIAN) Hourly Rate	£15.26	£20.31	24.86%

**Source: Payroll database**

**Table 2: Gender Distribution in each of the Quartiles (full-pay relevant employees)**

	<b>Men</b>	<b>Women</b>
<b>Lower (0-25%)</b>	34%	66%
<b>Lower middle (25-50%)</b>	34%	66%
<b>Upper middle (50-75%)</b>	43%	57%
<b>Upper (75-100%)</b>	50.35%	49.64%

*Source: Payroll database as at 31/03/2019*

In each of the quartiles women are overrepresented except for the quartile 4 representing the highest hourly pay. The highest proportion of women is found in quartile 1 (66%) representing the lowest hourly rate quartile and in quartile 2 (66%) representing the lower middle quartile for relevant full-pay employees as at 31 March 2019. Men, on the other hand, experience an opposite pattern with the highest proportion falling into quartile 4 (50.35%) representing the upper quartile and into quartile 3 (43%) representing the upper middle quartile. Women are thus more likely to occupy lowest two quartiles whilst men the highest two quartiles.

### **Bonus Payments**

There were no bonus payments in 2018-2019 therefore there is no basis for calculating mean and median gender bonus gap for 2018-2019.

Over the years the College has taken the following steps to address the gender pay gap:

- The College became an accredited living wage employer in 2014 and continues to be one since. The College continues to pay the living wage to student interns and modern apprentices. The lowest hourly rate for staff in 2019 has been £9– this is £0.75 higher than the 2018 living wage rate of £8.25. This rate changed in November 2019 and reflects the College’s hourly minimum wage.
- Through the national bargaining process salaries in the lower graded posts receive a higher percentage increase than those in the higher graded posts helping to reduce the pay differential between higher and lower paid staff.
- The majority of flexible working requests are approved or considered on a trial

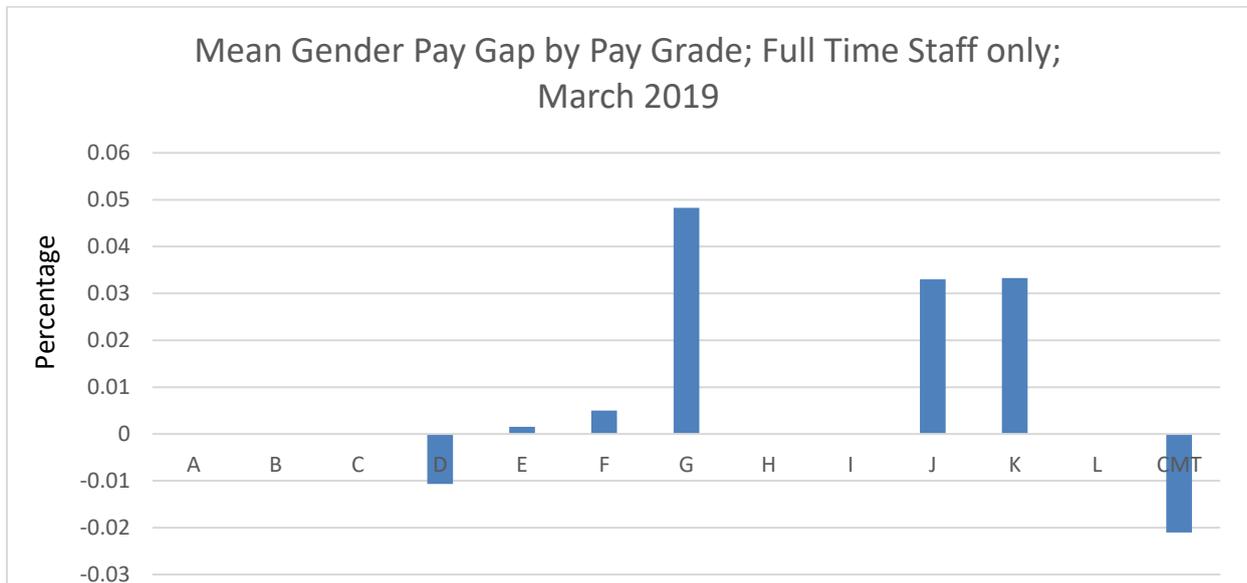
basis in the first instance (2017/18 -2018/19 period).

- Chartered Management Institute SCQF level 6 and 8 units are offered to staff to develop their skills and qualifications for future higher graded posts. Since 2014, 22 staff engaged with the CMI programme. In 2018, no staff engaged in the CMI programme but was proactively marketed in 2019 with over 15 commencing the programmes in 2019/20.

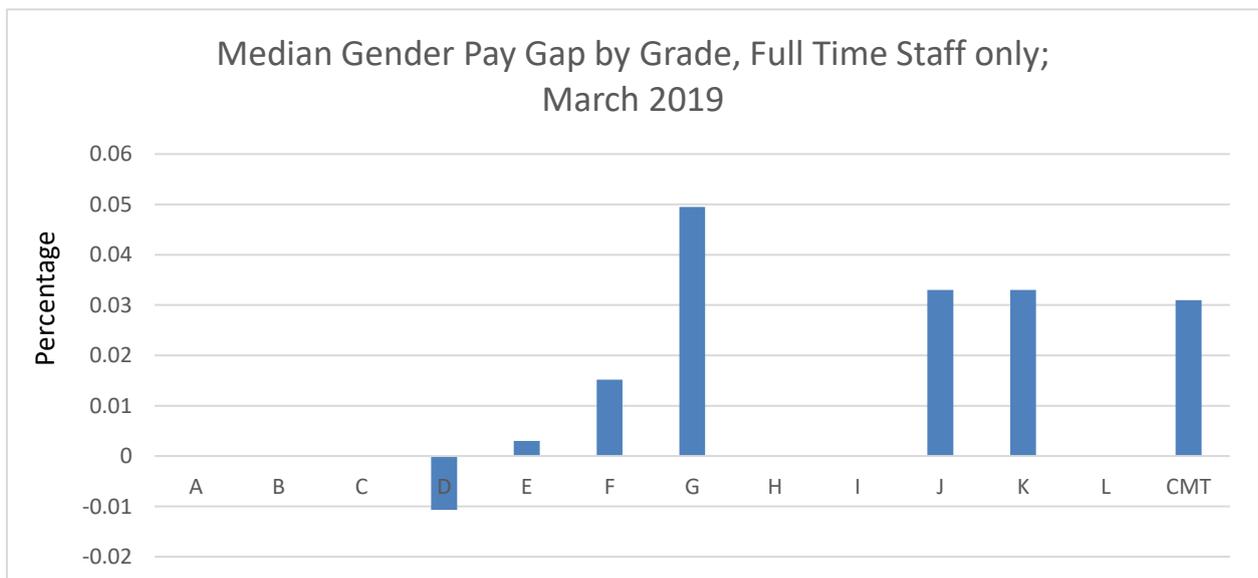
There are significantly more females than males in the lower graded posts within the College's grade and pay structure, and this vertical occupational segregation contributes to the College's gender pay gap.

The graph below details the gender pay gap for each of the grades for the College's pay grade:

**Figure 1: Mean Gender Pay Gap by Grade March 2019, Full time Staff**



**Figure 2: Median Gender Pay Gap by Grade March 2019, Full time Staff**



Although the graph above demonstrates a variation in the gender pay gap across pay bands, there needs to be a caution applied when interpreting as the Ciphre database is dependent on staff self-completion of the equality monitoring section. This means that the equality monitoring completeness rate is likely to vary between grades which means the data itself is not complete and difficult to draw valid conclusions from.

**Table 4: Gender Pay Gap, March 2019**

<b>Gender Pay Gap (full time employees only); CIPHR database-based</b>						
<b>Grade</b>	<b>Females - Average Hourly Rates</b>		<b>Males - Average Hourly Rates</b>		<b>Mean Pay Gap</b>	<b>Median Pay Gap</b>
	<b>Mean</b>	<b>Median</b>	<b>Mean</b>	<b>Median</b>		
<b>A</b>	9.36	9.36	none	none	<b>0%</b>	<b>n/a</b>
<b>B</b>	10.66	10.66	10.66	10.66	<b>0%</b>	<b>0%</b>
<b>C</b>	11.22	11.22	11.22	11.22	<b>0%</b>	<b>0%</b>
<b>D</b>	12.33	12.33	12.20	12.20	<b>-1.07%</b>	<b>-1.07%</b>
<b>E</b>	13.16	13.14	13.17	13.17	<b>0.15%</b>	<b>0.30%</b>
<b>F</b>	14.52	14.37	14.60	14.59	<b>0.50%</b>	<b>1.52%</b>
<b>G</b>	16.06	16.04	16.87	16.87	<b>4.83%</b>	<b>4.95%</b>
<b>H</b>	19.43	19.43	19.43	19.43	<b>0%</b>	<b>0%</b>
<b>I</b>	21.00	21.00	21.00	21.00	<b>0%</b>	<b>0%</b>
<b>J</b>	21.75	21.75	22.49	22.49	<b>3.30%</b>	<b>3.30%</b>
<b>K</b>	23.58	23.58	24.39	24.39	<b>3.33%</b>	<b>3.30%</b>
<b>L</b>	27.39	27.39	None	None	<b>0%</b>	<b>0%</b>
<b>CMT</b>	29.65	28.13	29.04	29.04	<b>-2.10%</b>	<b>3.10%</b>

Source: CIPHR database

Close the Gap report indicates that there are three main reasons for the gender pay gap:

- **Discrimination in pay structures:** a difference in pay between men and women doing work of equal value. The majority of staff start at the bottom of each grade and progress through annual increment. The College is therefore generally applying the salary placement criteria for pay grades.
- **Lack of flexible working:** the College has a flexible working procedure and has to date agreed almost all flexible working requests (in instances where flexible working was refused, it was based on the legitimate and objectively justified College's business needs).
- **Occupational Segregation:** refers to the clustering of men and women into different types of work (horizontal segregation) and into different levels of work (vertical segregation). The graphs below show how men and women are clustered in the College's job types and pay grades.



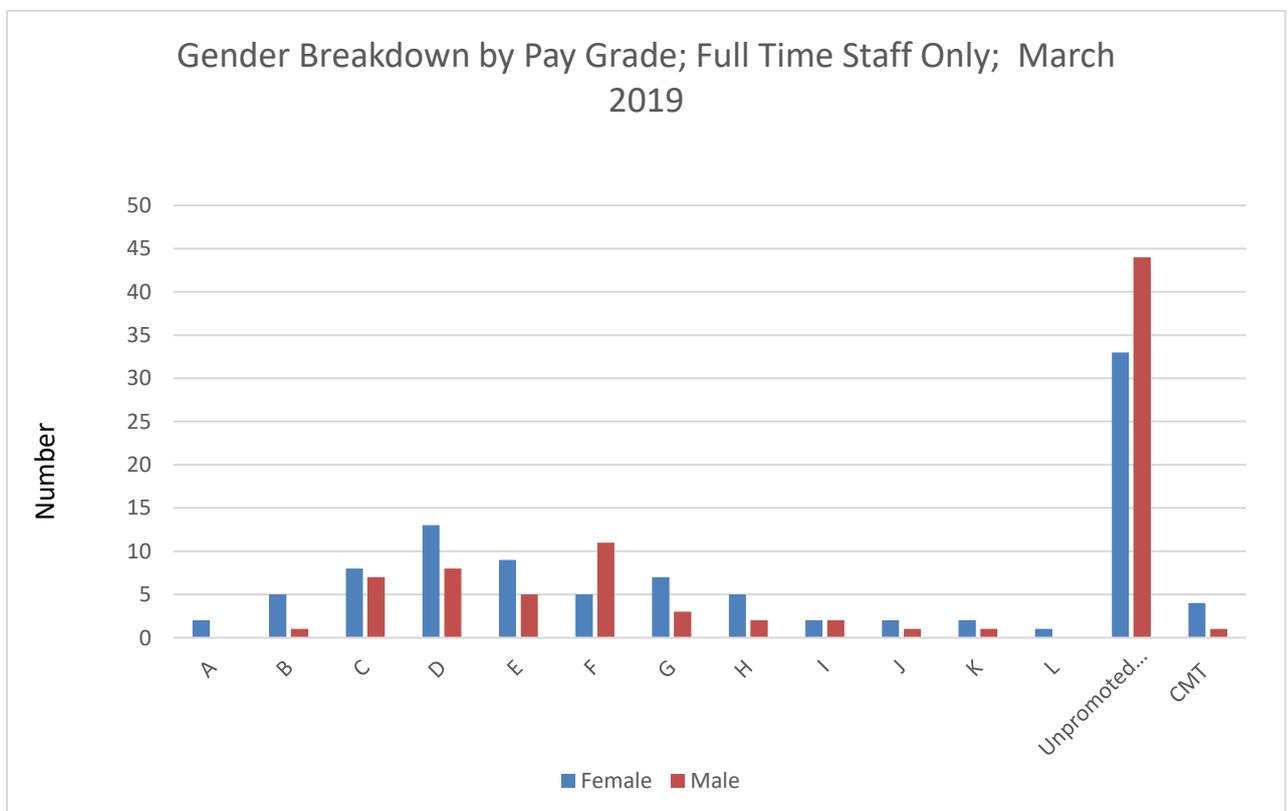
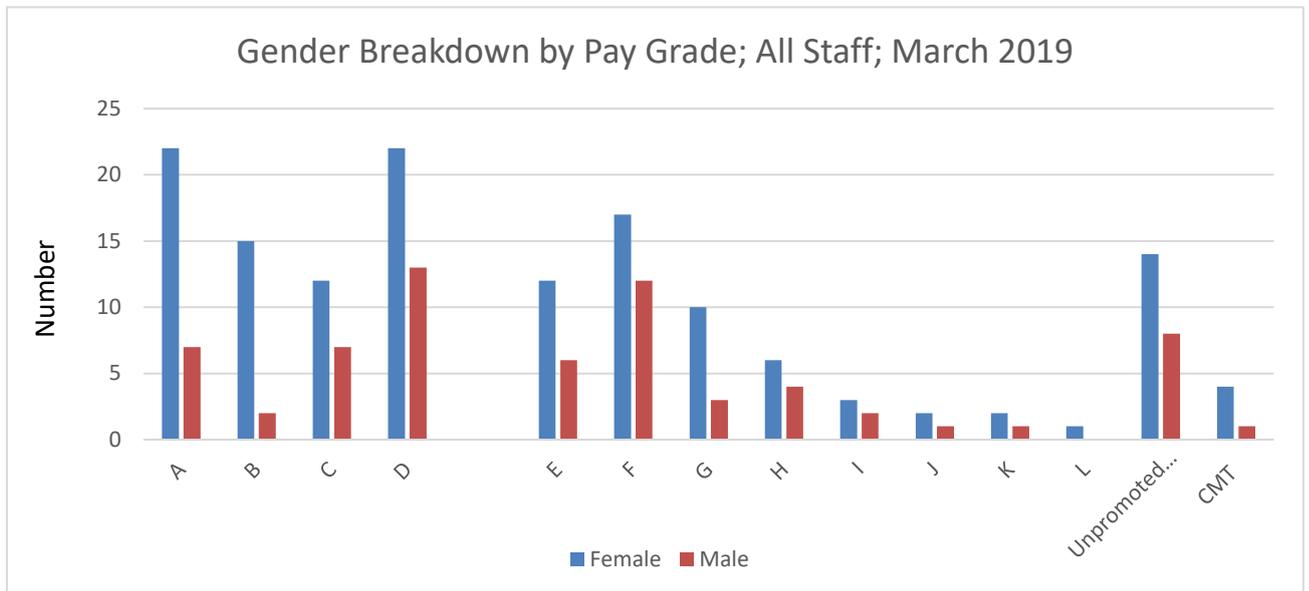
Signature: Principal and Chief Executive:

Date: March 2020

## Occupational Segregation

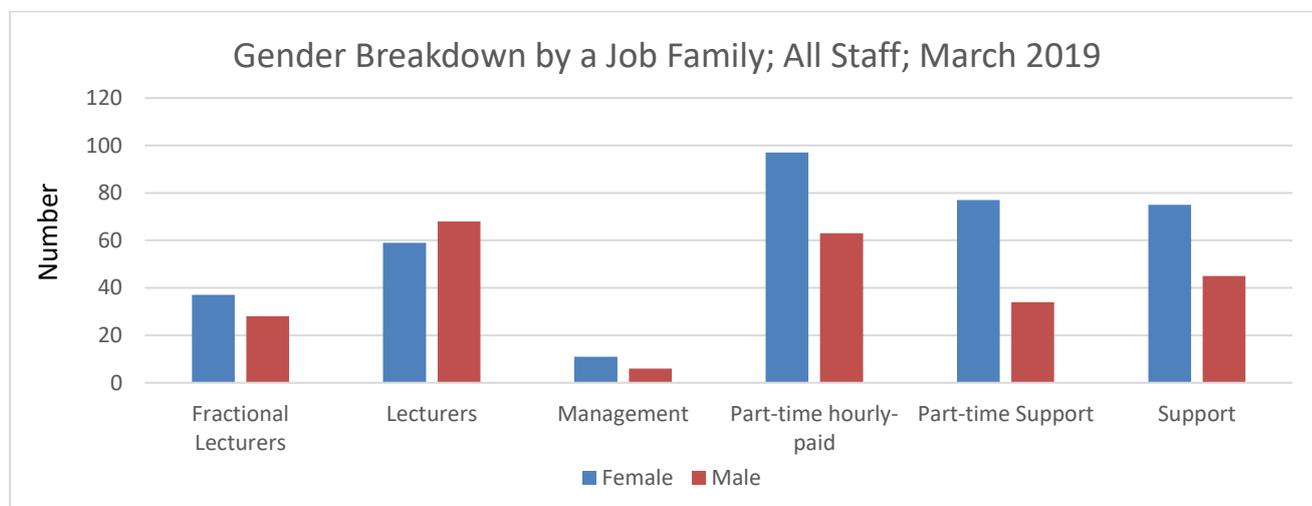
### a) Vertical

**Figure 3 & 4: Gender Breakdown by Pay Grade; All Staff and full time staff; March 2019**



## Horizontal

**Figure 5: Gender Breakdown by a Job Family; All Staff; March 2019**



The above graphs show that there continue to be significantly more females than males in the lower graded posts within the College's grade and pay structure (vertical occupational segregation). This is particularly the case for cleaners (horizontal occupational segregation). An analysis of management grades shows that for the most senior College positions, the majority of post-holders are female. In terms of horizontal occupational variation, the College's female employees tend to be more represented among the Support Staff, especially part-time support positions, as opposed to academic positions which are positioned higher on the pay scale.

It is therefore women clustered in the lower graded jobs and job families which are assigned lower pay that contribute to the College's occupational segregation and gender pay gap. To mitigate against the gap, the College continues to be committed to considering requests for part time working in academic job family and higher pay scales. This approach is reflective of the need for a greater work-life balance by women who are more likely to be carers requiring part time employment to balance work and caring duties.

This position was recognised and reported on in the 2013 Equal Pay Statement. A degree student investigated the College's occupational segregation, as this was an action in the 2013 Gender Pay Action Plan. The research conducted showed that:

- 95% of staff who responded to the survey believed that they had the same opportunity to progress in the workplace as someone of the opposing sex.
- 56% of respondents believed that occupational segregation was the main reason for the gender pay gap.

- 85% believed that social attitudes played a part in the existence of occupational segregation.
- 92% of respondents believed that there were equal training and development opportunities for males and females.

The Gender Representation on Public Boards (Scotland) Act 2018 sets a gender representation objective for the non-executive member component of public boards. The objective is that 50% of non-executive members are women. The Act was introduced to improve the representation of women on the boards of Scottish public authorities and is a result of Scottish Government consultation in 2014 on how to shape proposals on using legislation to achieve gender equality on the boards of public bodies and a further consultation on a draft Gender Representation on Public Boards (Scotland) Bill in 2017.

### Gender Split on Perth College Board of Management and Senior Management Team (March 2018)

Board of Management*				Senior Management Team	
Non-Executive Board Members		Staff Board Members			
Male	Female	Male	Female	Male	Female
46%	54%	33%	67%	0%	100%

\*Student Board members were excluded as being subject to different selection processes (democratic voting processes) and different legislative requirements  
 Note: please note that the % were calculated from small numbers

### Gender Split on Perth College Board of Management and Senior Management Team (March 2019)

Board of Management*				Senior Management Team	
Non-Executive Board Members		Staff Board Members			
Male	Female	Male	Female	Male	Female
58%	42%	67%	33%	33%	67%

\*Student Board members were excluded as being subject to different selection processes (democratic voting processes) and different legislative requirements  
 Note: please note that the % were calculated from small numbers

Women were more represented at both the Board of Management and the Senior Management Team than men in March 2018. This composition, however, recently changed in relation to the Board of Management with men now being more representative gender, as at March 2019. The gender composition of the Senior Management Team, on the other hand, has not changed drastically between March 2018 and March 2019 with women still being the more prevalent gender, yet to a lesser extent.

The focus of the Gender Pay Action Plan 2019-2021 has been the encouragement of lower graded staff to undertake training and development to up-skill them for higher graded job opportunities; the encouragement of lower graded post-holders to apply for internal career opportunities. In the future, we will review our recruitment policy, ensuring a presence of a standard statement on all vacancy adverts related to recruitment to employment and to the Board of Management and train relevant staff in recruitment strategies.

## **Gender Pay Action Plan 2017 – 2019 Update**

**Action 1** - Evaluate CMI programme. Develop and implement and evaluate a work experience programme for staff to gain skills/experience to apply for higher graded posts.

**Update** – In 2018, no staff engaged in the CMI programme and it has now been proactively marketed to staff in 2019. At present, there are 12 new staff members registered for the CMI programme and another 10 staff members potentially continuing with their CMI programme at a higher level. We are currently monitoring the protected characteristics of gender, disability and ethnicity of the staff newly enrolled and those continuing with the CMI programme. In addition, the post course evaluation continues to be in place.

**Action 2** - Review policies and working practices on recruitment and selection and staff development to build on the good practice we have so that we can better meet the needs and aspirations of disabled and ethnic minority staff. **Update** – We have reviewed relevant policies and identified those which would benefit from further revision and will consider where aspects of equal pay, occupational segregation, flexible working and general areas can be brought in, such as in recruitment.

**Action 3** - Review recruitment practice and take steps to encourage more male applicants to apply for jobs in the College's lower graded posts. **Update** – We are in the process of reviewing our marketing of internal and external vacancies to ensure the routine practice of including a caveat encouraging people from under-represented characteristics to apply for the vacancies in every job advert.

**Action 4** - Conduct annual review of the gender/disability/ethnicity pay gap by grade and for the College overall, in order to assess if pay gap has reduced, and publish findings. **Update** – Due to capacity this has not been routinely conducted as yet. In the future, we will conduct the annual pay gap review for gender/disability/ethnicity.

**Action 5** - Respond to grievances on equal pay as a priority. **Update** – There have been no formal equal pay grievances received. We will continue to prioritise grievances on equal pay.

## Disability Pay Gap 2019

The Coalition for Racial Equality and Rights suggest that factors affecting pay inequality for disabled people are:

- Lack of flexible working options (especially in better paid posts).
- Expectations that staff in better paid posts will work long or unpredictable hours.
- Unfair assumptions about disability related absence affecting recruitment, promotion or succession planning decisions.
- Failure to make reasonable adjustments that may be needed for people to undertake jobs at higher grades.

The College has a number of policies and practices in place that address the above factors.

This Equal Pay Statement has highlighted that flexible working arrangements at the College are operating well, and the College has approved the majority of flexible working requests over the 2017/18-2019/20 period.

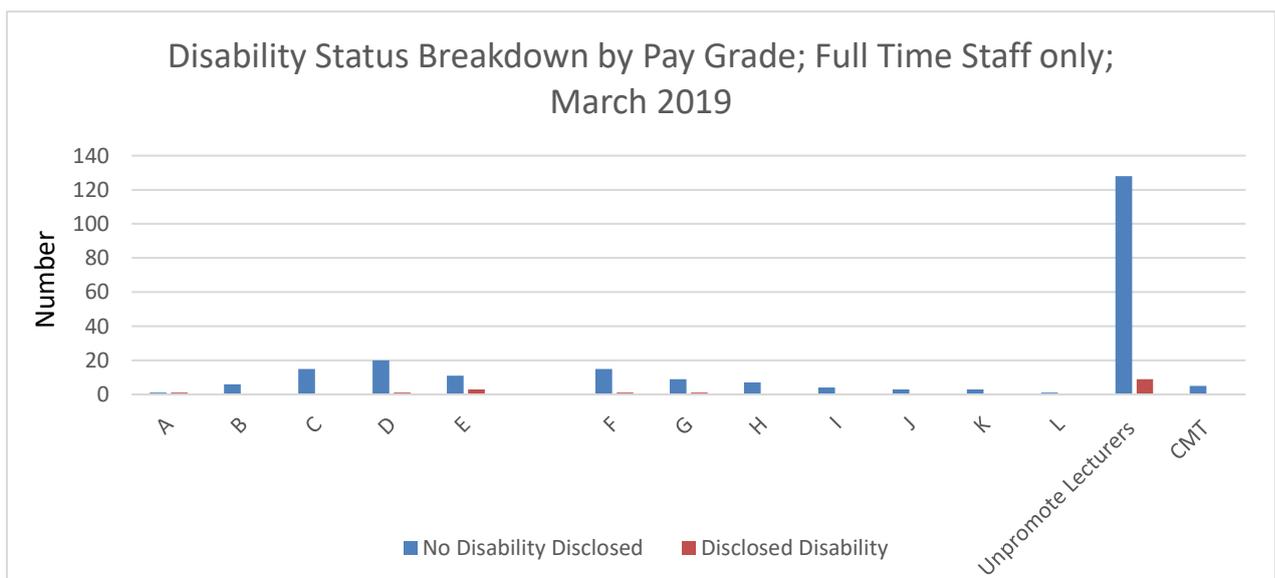
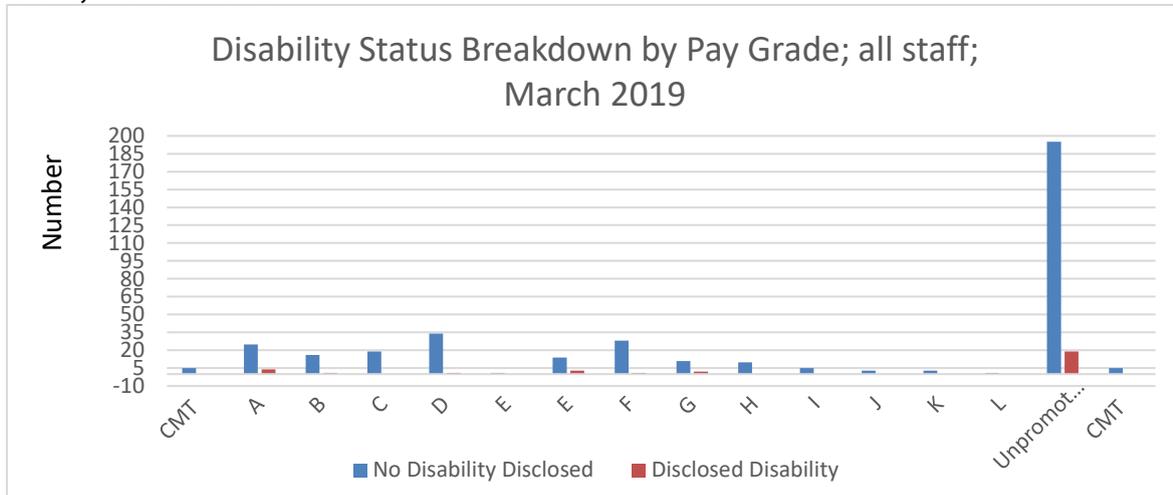
Workforce-related equality information is not considered during recruitment and succession planning and the College has an excellent occupational health service for staff to help identify reasonable adjustments in the work place. In the future, we aspire to become accredited as a positive about disability employer

At present, a Health Questionnaire captures data on disability status and need for specific reasonable adjustments which effect in further Occupational Health referrals and assessments as well as simultaneous internal Health & Safety Assessments and response. We will continue to ensure that policies and working practices are reviewed to build on the good practice we have so that we can better meet the needs and aspirations of disabled staff.

## Occupational Segregation

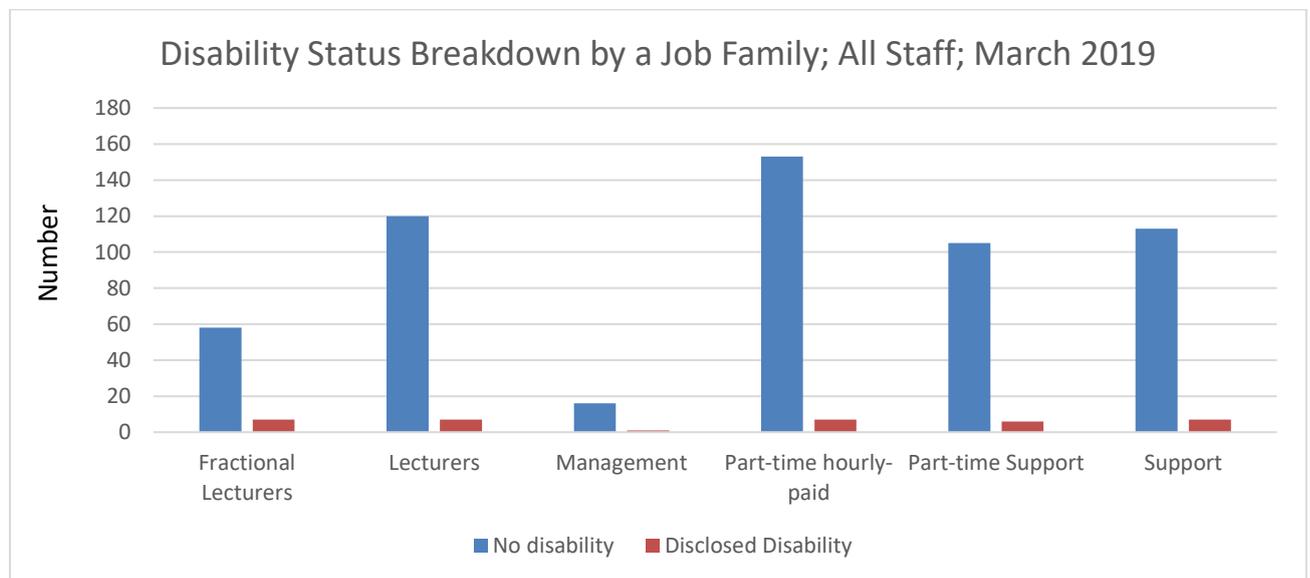
### a) Vertical

**Figure 6 & 7: Disability Status Breakdown by Pay Grade; All Staff & Full Time Staff; March 2019**



## b) Horizontal

**Figure 8: Disability Status Breakdown by Pay Grade; All Staff; March 2019**



As at March 2019, 5.7% (n=36) of all staff have disclosed that they have a disability. Figures 6 & 7 demonstrate that disabled staff are not concentrated in the lower grades within the College's pay grades (vertical occupational segregation) and are most represented among the Unpromoted Lecturer category, Grade G and A. Figure 8 shows that staff who disclosed their disability status are evenly represented across job families and are not concentrated in the lower graded job families within the College (horizontal occupational segregation).

The mean hourly pay for disabled staff (all staff; full time and part time, other) is £18.30 and £18.32 for non-disabled staff. **The College's mean disability pay gap for all staff (full time, part time, etc) is 0.1%.** For full time staff only, the mean hourly pay is £18.65 for disabled staff and £19.5 for non-disabled staff. **The College's mean disability pay gap for full time staff is 4.35%.**

### Ethnicity Pay Gap 2019

The Coalition for Racial Equality and Rights suggest that factors affecting pay inequality for minority ethnic people are:

- Organisational culture.
- Promotion structures which favour those with length of service rather than being merit based.
- Succession planning which is not sufficiently merit based.
- Failure to properly assess merits of candidates for recruitment or promotion and assumptions based on stereotypes such as language skills and overseas qualifications.

The College has a number of policies and practices in place that address the above factors.

The 2016 staff survey highlighted that 97% of respondents understand their personal responsibilities for ensuring and promoting equality at work which suggest there is a positive equality and diversity culture within the College. One respondent stated:

"Equality and Diversity is important to Perth College there have been tremendous improvements over the last few years to make the College accessible to all and fully inclusive."

Recruitment and selection decisions and promotions are based on candidates meeting the criteria for the post and are on merit, not length of service. The College has a Recruitment and Selection Good Practice guide that managers follow.

Continuous Professional Development (CPD) opportunities for talent development/succession planning such as the CMI units are open to all staff.

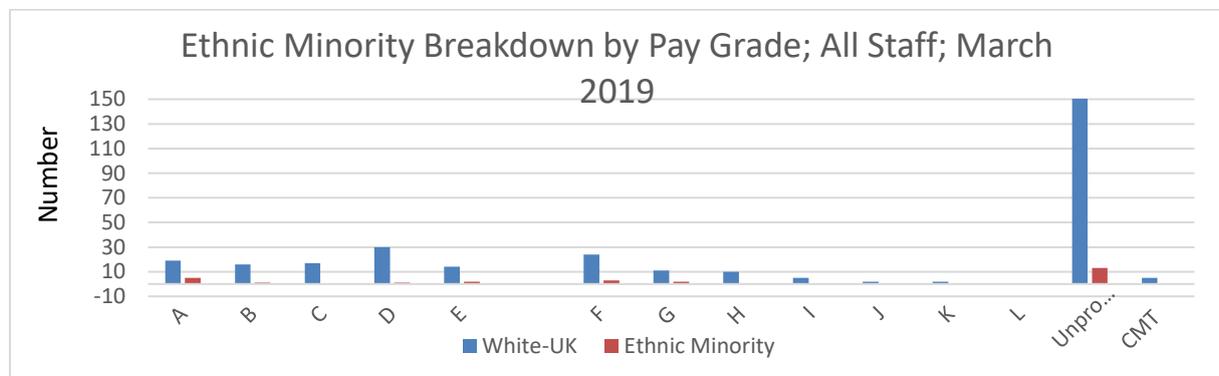
These policies and working practices will be reviewed to build on the good practice we have so that we can better meet the needs and aspirations of minority ethnic staff.

It is anticipated that the next staff survey will take place in 2020 and it is proposed to have specific questions related to staff perceptions of equal pay, occupational segregation, flexible working, reasonable adjustments, training and other indicators of the College's performance as an employer.

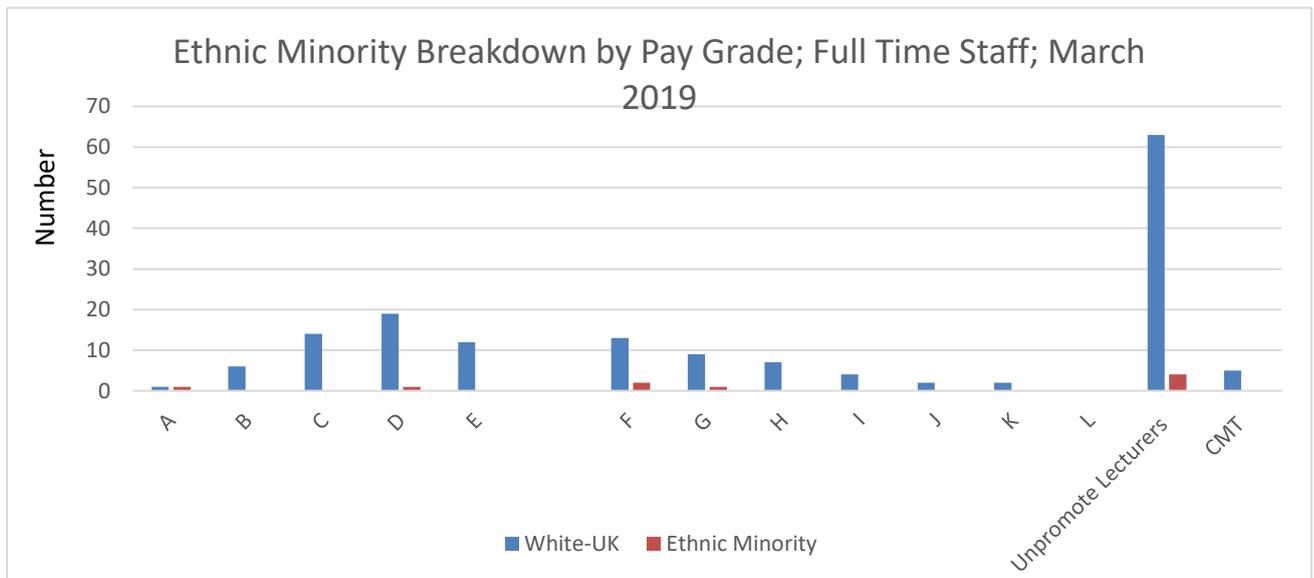
## Occupational Segregation

### c) Vertical

**Figure 9: Ethnic Minority Breakdown by Pay Grade; All Staff; March 2019**

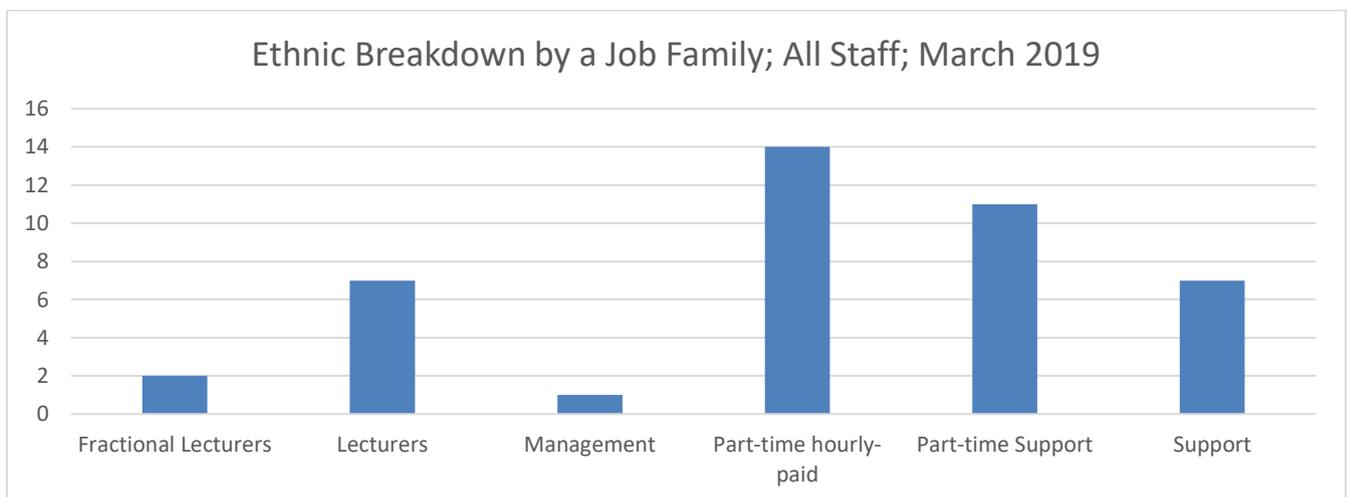


**Figure 10: Ethnic Minority Breakdown by Pay Grade; Full Time Staff; March 2019**



**d) Horizontal**

**Figure 11 Minority Ethnic (Non-White British categories) Staff Breakdown by a Job Family – March 2019**



Around 9% of staff have disclosed that they identify as a minority ethnic individual. The above bar chart demonstrates that minority ethnic staff are not concentrated in the lower grades within the College's grade and pay structure (vertical occupational segregation). Just under half of minority ethnic staff are in grade H and above, with the – biggest concentration of minority ethnic staff is within the post of lecturer . Minority ethnic staff are not therefore concentrated in the lower graded posts within the College (horizontal occupational segregation). Minority ethnic staff are not well represented within the College's management grades and this will be considered as vacancies arise in this area.

The definition of Minority Ethnic staff for the purpose of the calculation here included all staff who do not fall under the White-British/Scottish/English/Welsh/Irish categories thus included the White Other category which includes the Central and Eastern Europe as well as Gypsy/Travellers and mixed-ethnicity in the ethnic minority classification. Staff who did not disclose their background or preferred no to answer were excluded from the analysis.

As at March 2019, the mean hourly rate of pay for non-*White British* minority ethnic staff (all staff) is £17.39, and £18.81 for White UK staff. **The College's minority ethnic pay gap is 7.5% for all staff.** For full time staff, the mean hourly pay is £18.9 for Ethnic Minority staff and £19.75 for White-UK staff. **The College's mean ethnicity pay gap for full time staff is 4.3%.**

### Equal Pay Action Plan 2019 – 2021

Ref	Action	Responsibility	Timescale
1	Conduct annual review of the gender/disability/race pay gap by grade and for the College overall, in order to assess if pay gap has reduced, and publish findings.	Head of HR and OD& Equality, Diversity & Inclusion Adviser	March 2020 and March 2021
2	Respond to grievances on equal pay as a priority.	Head of HR and OD & Equality, Diversity & Inclusion Adviser	On-going
3	Continue to review the identified policies which are detrimental securing equal pay and preventing occupational segregation.	Head of HR and OD & Equality, Diversity & Inclusion Adviser	On-going
4	Review policies and working practices on recruitment and selection and staff development to build on the good practice we have so that we can better meet the needs and aspirations of minority staff.  -ensure that every job advert includes a caveat encouraging people from underrepresented characteristics to apply for the vacancies.	Head of HR and OD & Equality, Diversity & Inclusion Adviser	On-going  May 2020

**Title:** Equal Pay and Occupational Segregation Statement **Owner:** Depute Principal, Academic  
**Version/Status:** April 2019 **Lead Author:** Head of HR & Organisational Development  
**Approved By/Date:** CMT March 2020 **Lead Editor:** Equality, Diversity and Inclusion Adviser  
**Effective Publication Date:** March 2020

	-consider applying for disability confident employer		
5	Review policies which will incorporate aspects of equal pay, occupational segregation, flexible working and general areas where positive action will apply, such as in recruitment	Head of HR and OD & Equality, Diversity & Inclusion Adviser	January 2020
6	Review and standardise equality monitoring forms and ensure a minimum 90% completion rate for all processes which incorporate equality monitoring, particularly its section on gender, disability and ethnicity.	Head of HR and OD & Equality, Diversity & Inclusion Adviser	March 2020
7	Ensure that where appropriate future staff surveys include questions on the perception of equal pay and occupational segregation, flexible working, reasonable adjustments routine monitoring	Head of HR and OD & Equality, Diversity & Inclusion Adviser	September 2019-onwards
8	We will recruit and train Equality and Diversity Champions to support the mainstreaming of equality within the workplace.	Head of HR and OD & Equality, Diversity & Inclusion Adviser	June 2020 (recruitment) September 2020 (training)
9	We will ensure managers are trained to understand their role in mainstreaming equality and diversity and preventing discrimination		January 2021
10	Ensure that staff and students take up the opportunity of training where there is an identified on gender occupational segregation	Equality, Diversity & Inclusion Adviser	September 2020
11	Continue to evaluate a training programme for staff to gain skills/experience to apply for higher graded posts. Mainstream equality monitoring in the evaluation to ensure data collection and analysis for gender/ethnicity/disability characteristics.	Head of HR and OD & Equality, Diversity & Inclusion Adviser	On-going
12	Ensure the equality monitoring of training and career progression in relation to gender/ethnicity/disability, and potentially all protected characteristics.	Head of HR and OD & Equality, Diversity & Inclusion Adviser	June 2020

13	Ensure the equality monitoring of flexible working requests in relation to gender/ethnicity/disability, and potentially all protected characteristics.	Head of HR and OD & Equality, Diversity & Inclusion Adviser	June 2020
14	To mitigate against the gender pay gap, we will continue to consider flexible working requests in all roles	Head of HR and OD	March 2020
15	We will encourage lower graded staff to undertake training and development to up-skill them for higher graded job opportunities; encourage lower graded post-holders to apply for internal career opportunities; and offer training for all staff on gender stereotyping and work.	Head of HR and OD & Equality, Diversity & Inclusion Adviser	April 2021
16	Ensure that staff survey 2020 and Departmental Equalities Review process associated with the Mainstreaming Report's update provide opportunity to consult staff and departments on the future equality outcomes.	Head of HR and OD & Equality, Diversity & Inclusion Adviser	September 2020

### More Information

If you would like further information or wish to provide comments and suggestions on our equality and diversity work, please contact us using any of the methods listed below.

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