

# 2025

## Equality Mainstreaming Report



South  
Lanarkshire  
College  

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East Kilbride

### Equal Pay Statement Gender Pay Gap Occupational Segregation



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# Contact Details



We are inclusive and diverse, and this is one of our values.

We are committed to the FREDIE principles of Fairness, Respect, Equality, Diversity, Inclusion and Engagement.

For further information on our Vision, Mission & Values click the link.

[MORE INFO](#)

If you would like to request this document in an alternative format please get in touch.



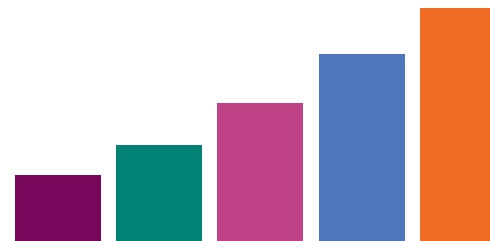
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# Equal Pay Statement

## Introduction

This report highlights the College's commitment to equality in employment and the principle of equal pay for all staff. We aim to eliminate any bias in our pay systems concerning all protected characteristics, in accordance with the requirements of the Public Sector Equality Duty (PSED). By adhering to these practices and commitments, the College aims not only to comply with the PSED but also to create a more equitable and inclusive environment for all its members.

Equal Pay refers to the payment to employees for the same or broadly similar roles, work rated as equivalent, and work of equal value. The College recognises that equal pay between men and women is a legal right and that the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2010 covers equal pay for race, disability, and gender.

It is important that our employees are aware of our commitment to ensuring that there is no bias in the pay systems. We are committed to working in partnership with our recognised Trade Unions, EIS-FELA and Unison, to ensure that we provide equal pay. The College has concluded an analysis of occupational segregation across gender, disability, race, and gender pay.

## Equal Pay Objectives:

The College's Equal Pay Objectives are to:

- Eliminate any unfair, unjust, or unlawful practices and other discrimination that impact pay equality.
- Advance equality of opportunity and the principles of equal pay for all employees.
- Foster good relations with employees and recognised Trade Unions to ensure equal pay.

## Protected Characteristics:

The nine protected characteristics from the Equality Act are: age, disability, gender reassignment, marriage and civil partnership (in employment), pregnancy and maternity, race, religion and belief (including no religion or belief), sex, and sexual orientation. For further information on protected characteristics, click the link.

[MORE INFO](#)

# Gender Pay Gap

## Introduction

This report outlines the College's progress in meeting its Gender Pay Gap Reporting duties, as required by the Public Sector Equality Duty. Click on the link for more information on Gender Pay Gap Reporting duties.

[MORE INFO](#)

### Mean Gender Pay Gap

The difference between the mean hourly rates of male and female full-pay relevant employees.

### Median Gender Pay Gap

The difference between the median hourly rates of male and female full-pay relevant employees.

### Mean Bonus Gap

The difference between the mean bonus pay paid to male and female full-pay relevant employees.

### Median Bonus Gap

The difference between the median bonus pay paid to male and female full-pay relevant employees.

### Bonus Proportions

The proportions of male and female relevant employees who were paid bonus during the relevant pay period.

### Quarter Pay Bands

The proportions of male and female relevant employees in the lower, lower middle, upper middle and upper quarter pay bands.

## Bonus Pay

The College does not offer bonus payments to any staff members. This ensures our gender pay gap reporting reflects only base salaries, demonstrating our commitment to fair and equitable compensation for all.

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# Gender Pay Gap

## Mean and Median Pay Gaps

The table below shows the difference in the Mean and Median Gender Pay Gaps.

Gender Pay Gap	Mean (Average)	Median (Middle)
Gender Pay Gap 2025	5.07%	4.96%
Gender Pay Gap 2023	9.30%	4.72%
Gender Pay Gap 2021	9.48%	9.65%
Gender Pay Gap 2019	13.24%	6.04%
Gender Pay Gap 2017	16.67%	27.63%

The table above shows our overall mean and median gender pay gap based on hourly rates of pay as at the snapshot date (31 March 2023) for 336 staff within our workforce: 213 women (63%) and 123 men (37%).

The mean provides the overall indication of the size of the gender pay gap. This is the fifth report that shows a continuous improvement in the mean gender pay gap.

The median pay gap is the difference between the midpoints in the ranges of hourly earnings of females and males. It takes all salaries in the sample, lines them up in order from lowest to highest, and picks the middle salary.

The main reason for the difference between the mean and median pay gap is that on the snapshot date there was a shift in gender, with a proportion of females replacing male roles in the upper quarter and upper middle quarters, compared to previous years.

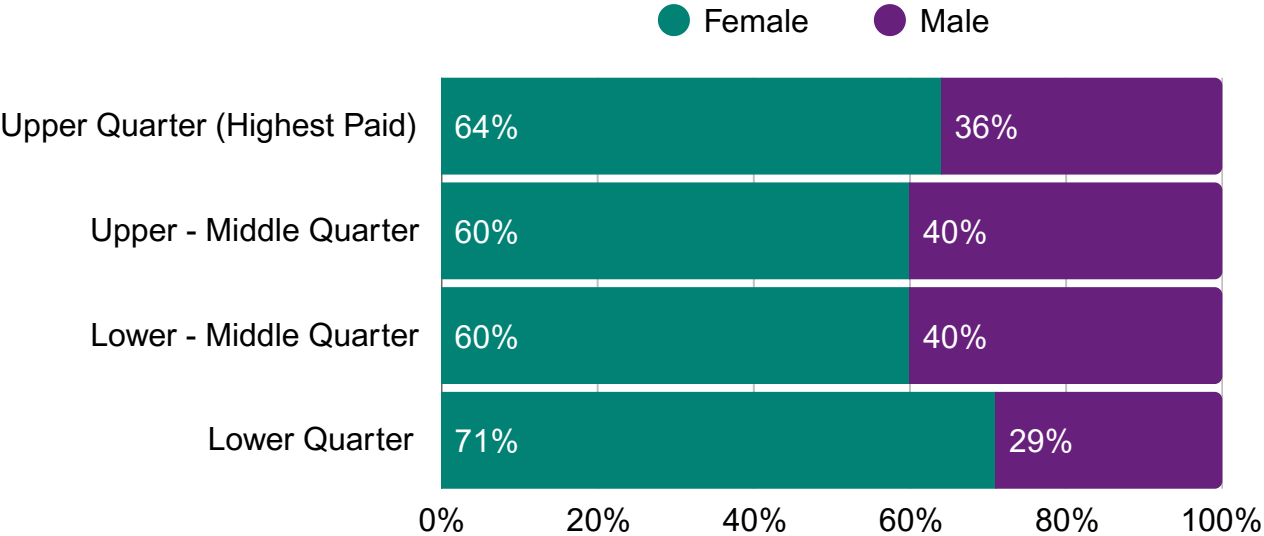


# Gender Pay Gap

## Quarter Pay Bands

The College Quarter Pay Bands are the proportion of male and female full-pay relevant employees in the lower, lower middle, upper middle and upper quarter pay bands. Each pay quarter represents 25% of our total workforce ranked by pay.

The relative proportions of male and female employees in each quarter pay band is demonstrated below:

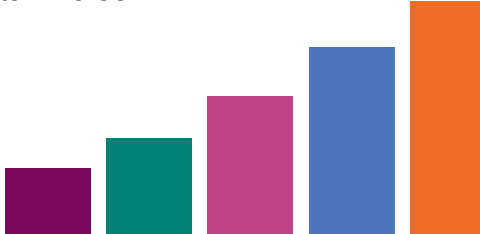


**Summary:** The graph shows what males and females are paid across the College-wide salary range. This includes women representing 64% of employees in the highest salary quarter across the College highlighting that there is no glass ceiling for the earning of females within the College.

The College fixed salary points for Lecturing staff have a significant number of Lecturing staff on the same salary point, due to tenure and experience in the Upper Quarter and Upper Middle Quarter. Upon examination of this, there is no disadvantage to female colleagues at either of these salary bandings.

The lower quarter has a significant proportion of female colleagues. This quarter has impacted the overall mean and median scores and has resulted in lower rates for female employees for both metrics.

Therefore, we know that our gender pay gap is not a pay issue but rather down to occupational segregation, caused by a lack of representation in certain roles.

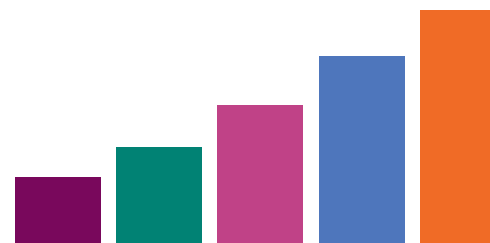




# Occupational Segregation

## Introduction

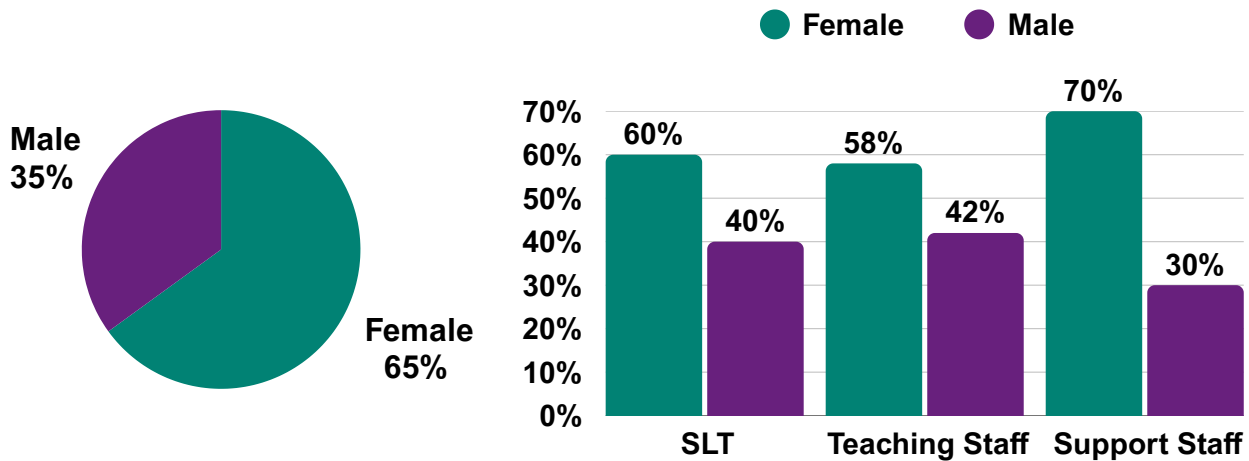
Occupational segregation describes the varying distribution of individuals based on gender, ethnicity and disability status across different job categories and types. This segregation significantly contributes to pay disparities. It occurs when people with certain protected characteristics are concentrated in specific job types (horizontal segregation) or positions (vertical segregation). At South Lanarkshire College, occupational segregation is evident when analysing grades, job categories, and work areas. The data in this report is divided into Senior Leadership Team, Teaching Staff, and Support Staff. However, further grade breakdowns are not provided due to the complexity of the salary structure, which makes anonymising data challenging. The College is currently reviewing its recruitment practices to identify opportunities for minimising occupational segregation. We are committed to implementing innovative and ongoing approaches in our recruitment and selection processes to enhance staff diversity. Our strategies include modifying job titles to address occupational stereotyping.





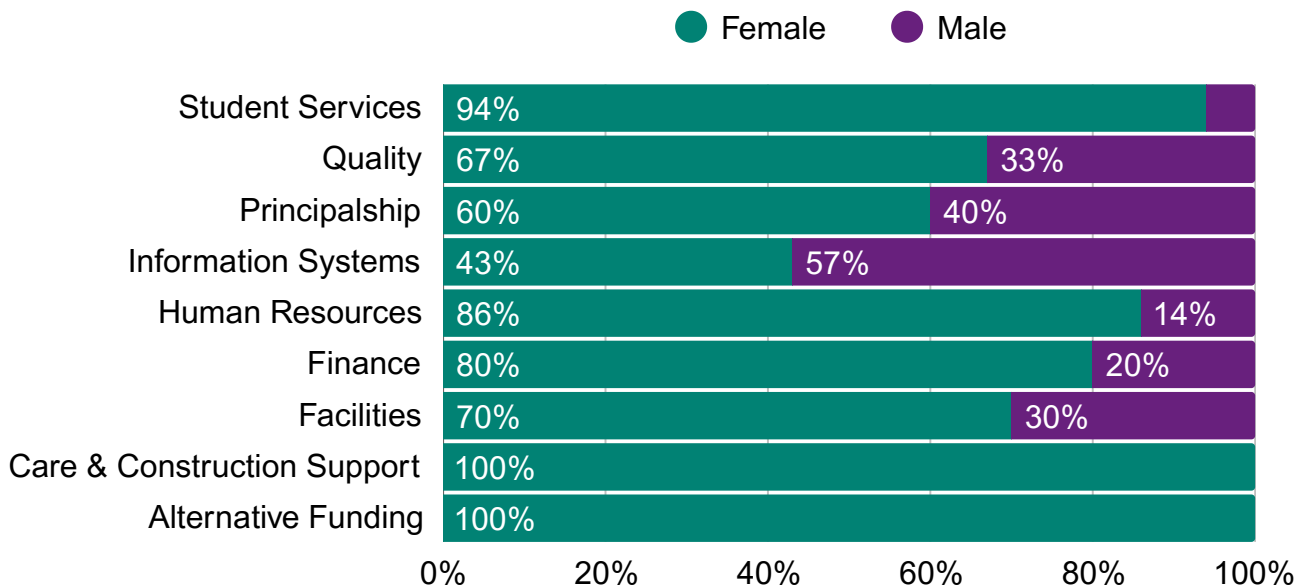
# Occupational Segregation

## Occupational Segregation by Sex - All Staff



**Summary:** College staff consists of 65% women and 35% men. The Senior Leadership Team (SLT) comprises 60% women and 40% men, reflecting a vertical distribution that aligns with the overall workforce, suggesting no obstacles to advancement or senior appointments. Teaching staff are 58% women and 42% men, while support staff are 70% women and 30% men.

## Occupational Segregation by Sex - Support Staff



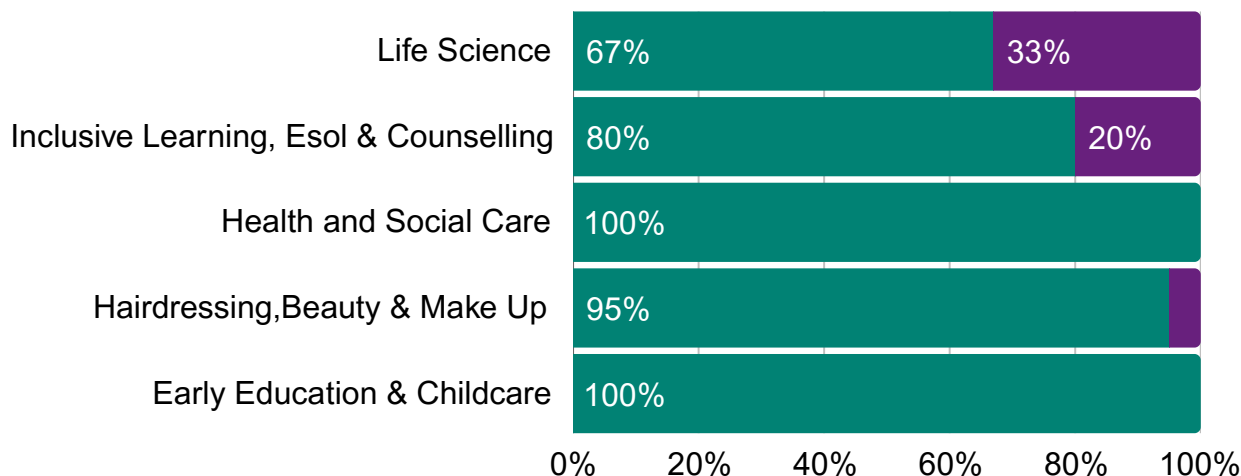
**Summary:** The support staff chart shows a significant number of women in Administrative and Facilities roles, indicating horizontal segregation. Information Systems is an exception, with more males, reflecting broader societal patterns of uneven gender distribution across sectors.

# Occupational Segregation

## Occupational Segregation by Sex - Curriculum Areas

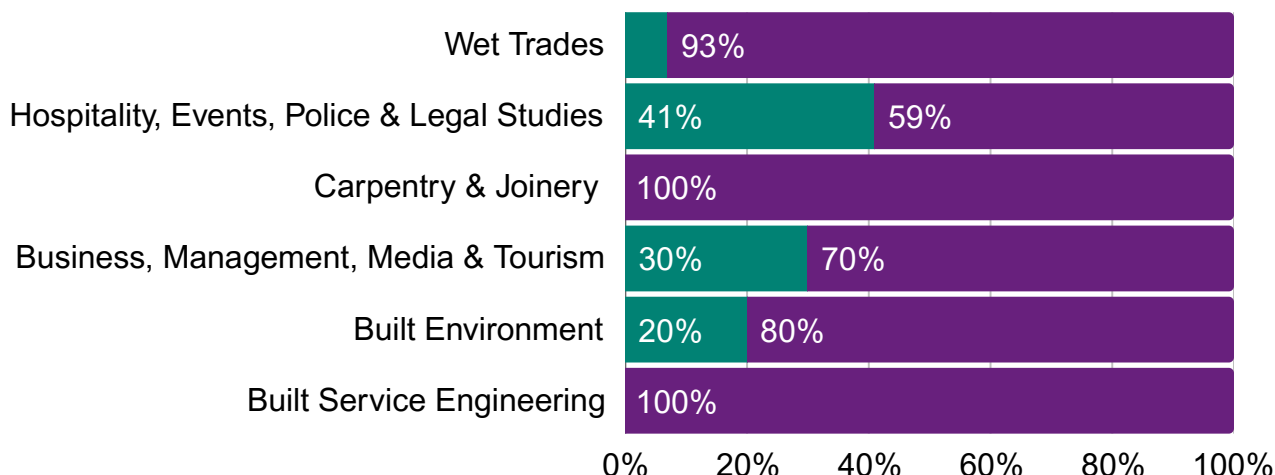
### Curriculum Area 1

● Female ● Male



### Curriculum Area 2

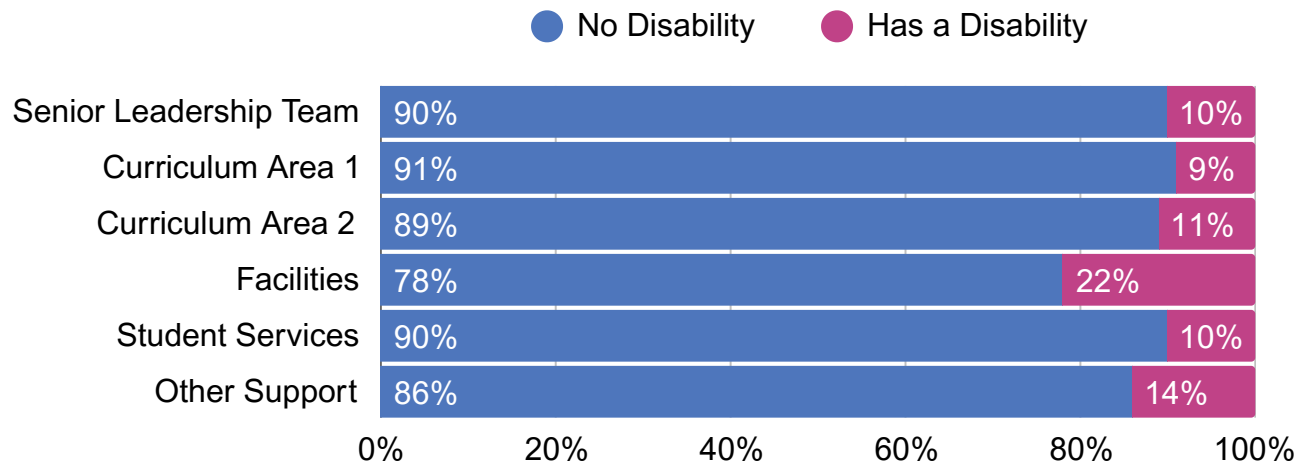
● Female ● Male



**Summary:** The Curriculum Area Charts above show that a large proportion of teaching staff at South Lanarkshire College are female. This pattern may be influenced by the specific curriculum areas and departments. For example, in Curriculum Area 1, where a high proportion of courses are related to Care, the majority of staff members are female. On the other hand, in Curriculum Area 2, where a high proportion of courses are related to Construction, most staff members are male. This distribution highlights how certain job roles and departments can attract different genders, contributing to occupational segregation.

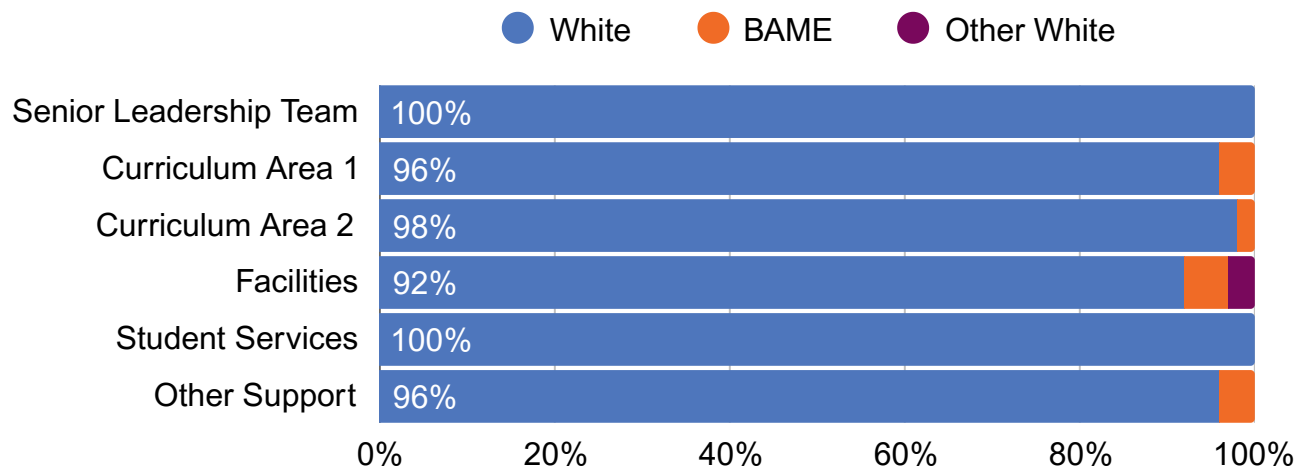
# Occupational Segregation

## Occupational Segregation by Disability - All Staff



**Summary:** The Disability All Staff chart shows 10% of the Senior Leadership Team disclosing a disability, setting a strong example for inclusivity. Support staff, especially in Facilities, have higher disclosure rates, indicating a supportive and open environment across the organisation.

## Occupational Segregation by Ethnicity - All Staff



**Summary:** The Ethnicity Chart reveals that the College's Senior Leadership Team is composed of white members. In contrast, the teaching staff shows some diversity, though the majority are white. The support departments, especially, have a higher representation of BAME and Other White backgrounds than both Teaching staff and Senior Leadership. Specifically, BAME individuals constitute 5% of Facilities roles and 4% of Other Support roles, while those from Other White backgrounds make up 3% of Facilities roles. This suggests a positive trend towards increased diversity in certain areas of the College.

