



Gender Pay Gap Report 2022

DN COLLEGES GROUP



Reminder of legislative requirements

Gender pay gap legislation (The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017) requires employers in the United Kingdom with 250 employees or more to calculate and publish on an annual basis gender pay gap data. The reference point for this data for DN Colleges Group (DNCG) and Optime Support Ltd (OSL) is 31st March 2022. DNCG includes Doncaster College, North Lindsey College, University Campus North Lincolnshire (UCNL) and University Campus Doncaster (UCDon). The specific information we are required to publish needs to include:

- Mean and median gender pay gap (based on an hourly rate of pay on 31st March 2022).
- Mean and median bonus gender pay gap (considers bonus pay received in the 12 months leading up to 31st March 2022).
- Proportion of men and women receiving a bonus payment.
- Proportion of men and women in each quartile pay band (looking at the proportion in 4 pay bands when we divide our workforce into four equal parts).

The gender pay gap is expressed as a percentage of male earnings (e.g. women earn x% less than men).



Gender Pay Gap Report 2022

DN Colleges Group (DNCG) which also includes our subsidiary company Optime Support Ltd (OSL), is committed to equality for all and this includes our work to continually improve gender related barriers to equality.

Creating an inclusive culture of collaboration, innovation and creativity to enable our employees to fulfil their potential and be high performing, forms part of our key strategic priorities where individual differences are valued, and everyone is treated equitably and fairly. Building a fair, inclusive workplace takes commitment and action. The gender pay gap is one of the most important inclusion metrics we track and report across the Group. Continuing to use the Barrett Vales Assessment over the next 2 years, maintains our commitment to understanding the values of our employees, leaders and stakeholders as we look to build more supportive and productive relationships.

The causes of the gender pay gap remain complex, social pressures and norms influence gender roles and often shape the types of occupations and career paths which people follow and therefore their levels of pay. Women are also more likely than men to work part-time and to take time out for family reasons. Generally, the pay gap widens with age, primarily because women are more likely than men to take time out of the labour market to care for children, which may slow career development.

We are sharing the data to set a benchmark against which we can hold ourselves to account and track our future progress. We do not pay people differently on the basis of their gender. The pay gaps exist because different groups are represented unequally at different levels across the Group.

Whilst realising a fully equal workplace will take time, we remain committed to achieving that goal through our identified actions and wider inclusions efforts.



Gender Pay gap v Equal Pay

A gender pay gap is a measure of the difference between the average earnings of men and women (irrespective of roles or seniority). Equal pay is our legal obligation as an employer to give men and women equal pay for equal work. Our gender pay gap is not a result of equal pay issues, as we have a gender-neutral approach to pay across all levels of the organisation. We regularly monitor this to make sure we meet this legal and moral obligation.

The mean and median explained

The mean pay gap: The difference in the arithmetic average hourly pay for women compared to men.

Median pay gap: The median represents the middle point of a population. If you lined up all our women and all our men in order of the hourly rate at which they are paid, the median pay gap is the difference between the hourly rate for the 'middle woman' compared to that of the 'middle man'.

The mean and median are important metrics and need to be looked at together. However, the mean can be skewed by fewer individuals earning more in the upper ranges.



Gender Pay Gap at a glance

Headline gender pay figures for DNCG & OSL

The tables below show our overall median and mean gender pay and bonus gap based on hourly rates of pay as the snapshot date of 31st March 2022, and bonuses paid in the year to 31st March 2022.

GENDER PAY GAP	DNCG	OSL
Mean	11.19% ↓	23.88% ↓
Median	14.02% ↑	36.03% ↑

BONUS PAY GAP	DNCG	OSL
Mean	5.91% ↑	5.91% ↑
Median	0% ✓	18.92% ↑

% EMPLOYEE RECEIVING A BONUS	DNCG	OSL
Male	89.10% ↑	76.29% ↑
Female	91.65% ↑	79.29% ↑

DNCG mean gender pay gap has decreased (-0.64% on 2021 data), however the median gender pay gap has increased slightly (+0.11%).

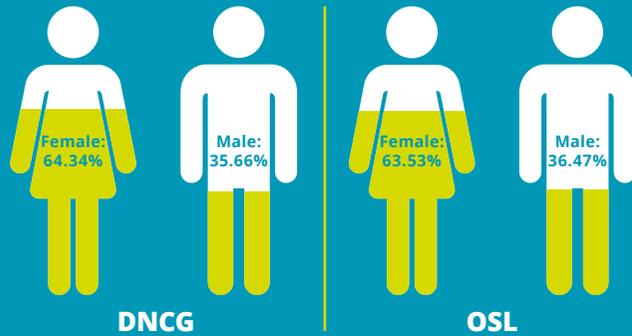
OSL mean gender pay gap has decreased (-3.16%), however the median gender pay gap has increased (+6.2%) when comparing the previous gender pay gap report.

The National gender pay gap in April 2022 was 14.9% (median) and 13.9% (mean), however the gender pay gap in the Education sector was 22.2% (median) and 16.1% (mean). DNCG compares favourably against the national figures, however OSL is higher when reviewing the data.

Data also available from the Office for National Statistics (ONS) in 2022 shows that the Yorkshire and Humber gender pay gap is 16.5% (median) and 15.0% (mean), which again shows favourably for DNCG in relation to the figures although OSL is higher across both.

The vast majority of staff employed across DNCG & OSL during the reporting period received a bonus payment in 2021 which was subject to specific criteria been met. i.e. employee had to be employed by DNCG/OSL on 31st July 2021.

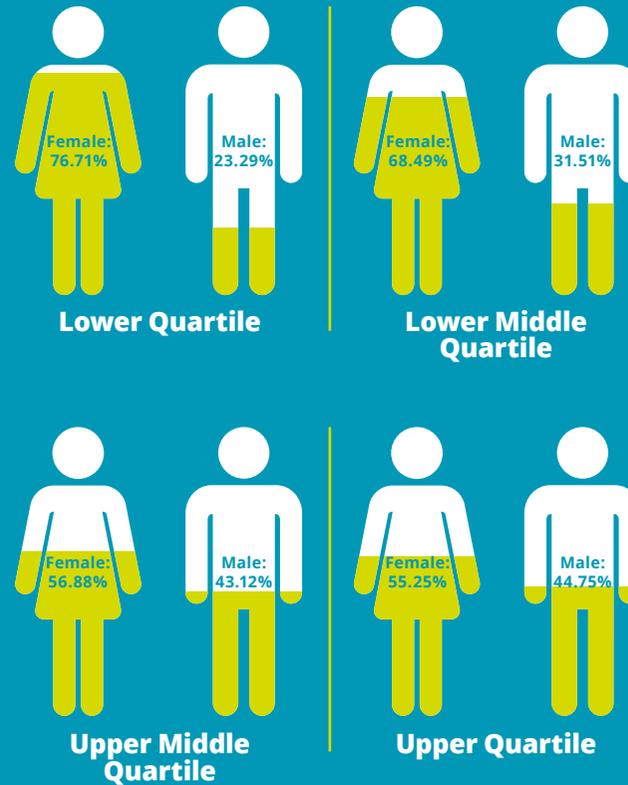
Proportion of male and female staff



DNGC has an overall staff profile of 64.34% female (+0.98% on 2021) which continues to exceed both local profiles for North Lincolnshire & Doncaster (census 2021) which sits at 50.68% and 50.42% female respectively.

OSL has an overall staff profile of 63.53% female (+1.14% on 2021).

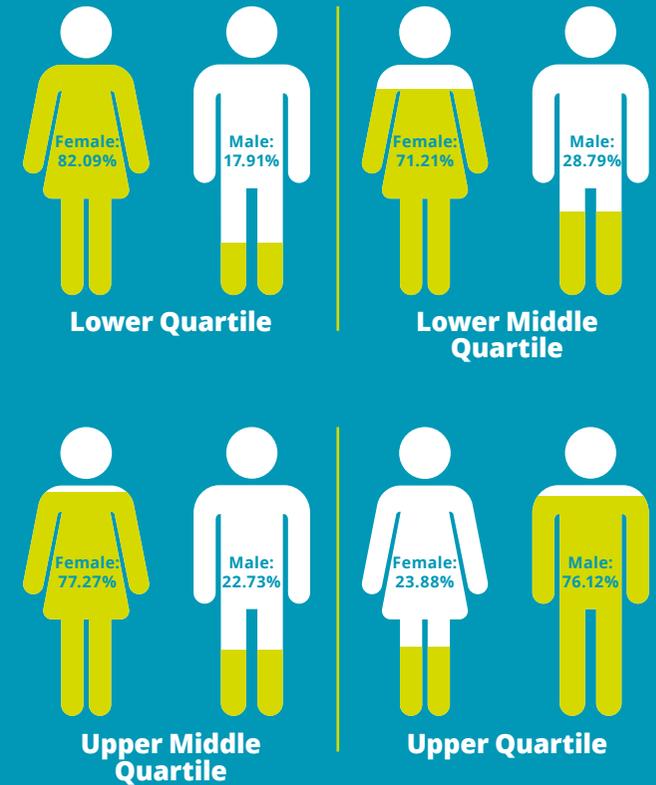
DNGC Proportion of males and females by pay quartile



DNGC continues to have a much higher representation of women in the lower quartiles. These quartiles include many support roles such as Learning Support Assistants, Food Technicians and Early Years Practitioners which have traditionally attracted more women and is similarly reflected across other colleges in the sector.

The Upper middle quartile (56.88% women) and Upper quartile (55.25% women) is much closer in terms of gender split and profile against DNGC.

OSL Proportion of males and females by pay quartile



OSL has a high percentage of women in all quartiles other than the top quartile where only 23.88% are represented. The lower quartiles include substantial numbers of Cleaning, Early Years, Teaching Assistant, Learning Guide and Administration roles, which having also identified previously, have traditionally attracted more women.

Reviewing the upper quartile it is apparent, women are disproportionately represented against the overall profile, a high proportion of roles within this quartile are of a specialist engineering nature with associated salaries held by predominantly men, which has severely impacted on OSL's gender pay gap.

What has been done to address the gender pay gap?

- Successfully completed a full review of all terms and conditions of employment, which has resulted in the terms and conditions being aligned and the introduction of a new incremental salary scale across DNCG and OSL.
- Introduced a new analytical Job Evaluation tool to ensure all staff roles are evaluated and placed within a new structure based on ensuring all roles are rewarded and in line with market requirements.
- Following the launch of the new leadership & development programme of which 48% of the original cohort were female, introduced a further two cohorts of which 75% and 74% of participants were female.
- Made a number of enhancements to our Safer Recruitment & Selection Policy and process, which includes inclusive recruitment and selection panels.
- We continue to use structured interviews for recruitment and promotion opportunities, ensuring we measure all candidates against a pre-specified set of questions and performance indicators. This makes the responses comparable and reduces the impact of unconscious bias. For many of our roles we ask candidates to perform tasks they would be expected to perform in the role they are applying for, to assess their suitability for the role.
- We continue to ensure Equality, Diversity & Inclusion CPD remains a mandatory part of new staff inductions and forms part of ongoing essential staff training. Gender neutral language forms a key part of our training and development and is encouraged and used across the Group.
- Socially inclusive, family friendly policies and procedures are in place and available to all staff with a real focus on agile working to enable our staff to achieve a better work life balance.



What are we going to do next?

- Continuing to use the Barrett Vales Assessment over the next 2 years, maintains our commitment to understanding the values of our employees, leaders and stakeholders as we look to build more supportive and productive relationships.
- Continue to analyse and review our detailed workforce information data on a regular basis, reviewing gender equality pay data, internal and external recruitment data and other emerging issues. In addition, we shall consider what further actions can be taken to address gender imbalances in the relevant quartile bands.
- Ensure unconscious bias CPD continues to be available for staff representing all areas of DNCG.
- Build on our leadership and management development programmes through the introduction of the 'Aspiring Managers Programme' and monitor take up by gender encouraging internal development and individual progression.
- Undertake a full review of our recruitment, selection and onboarding process with a view to ensuring the candidates experience is much more inclusive and streamlined.
- Review, develop and promote our non-financial benefits and family friendly policies, which include a range of flexible working arrangements including part-time working, alternative working hours and improved workplace flexibility with the College being able to facilitate home working as part of many roles.



Statutory disclosures

DN Colleges Group & Optime Support Ltd are two legal entities with at least 250 employees. Under the regulations we are required to report our gender pay gap data for each of these entities, as set out below:

GENDER PAY GAP	DNCG	OSL
Mean	11.19% ↓	23.88% ↓
Median	14.02% ↑	36.03% ↑

BONUS PAY GAP	DNCG	OSL
Mean	5.91% ↑	5.91% ↑
Median	0% ✓	18.92% ↑

% EMPLOYEE RECEIVING A BONUS	DNCG	OSL
Male	89.10% ↑	76.29% ↑
Female	91.65% ↑	79.29% ↑

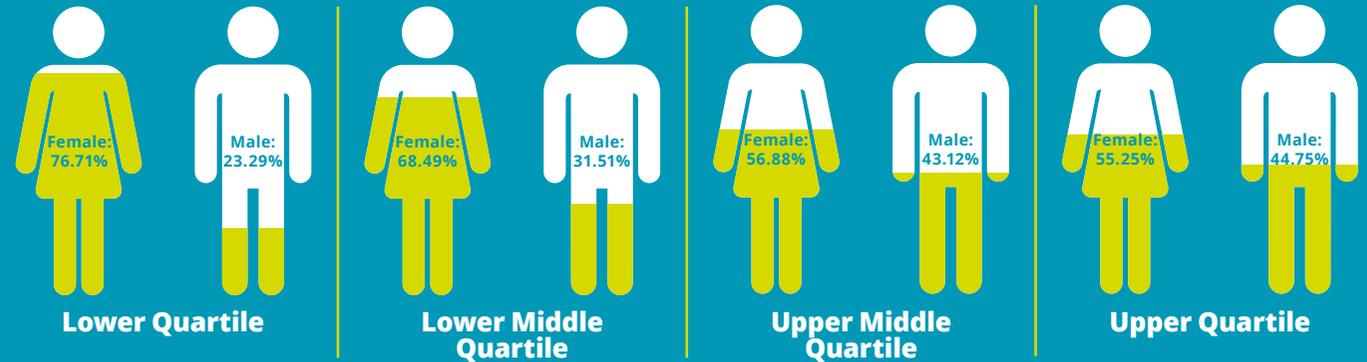
Declaration

We confirm that the DN Colleges Group & Optime Support Ltd's gender pay gap calculations are accurate and meet the requirements of the Regulations.

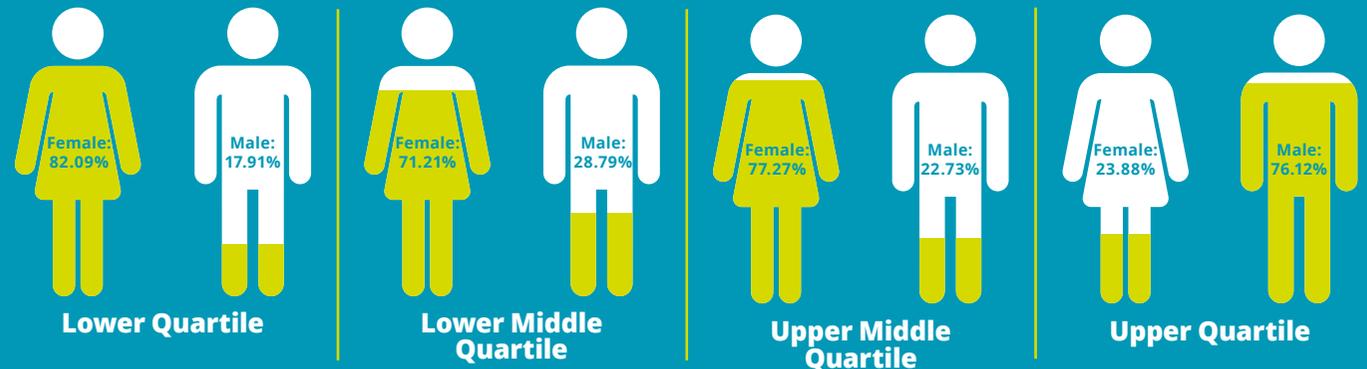
John Rees
Chief Executive Officer

Rachel Maguire
Chief People Officer

DNCG Proportion of males and females by pay quartile



OSL Proportion of males and females by pay quartile



Year on year comparisons

DN Colleges Group

GENDER BREAKDOWN	MALE	FEMALE
March 2022	35.66% (312) ↓	64.34% (563) ↑
March 2021	36.64% (325) ↓	63.36% (562) ↑
March 2020	36.80% (333) ↑	63.20% (572) ↓
March 2019	34.30% (309) ↑	65.70% (592) ↓
March 2018	33.73% (288) -	66.27% (566) -

GENDER PAY GAP	MARCH 2022	MARCH 2021	MARCH 2020	MARCH 2019	MARCH 2018
Mean	11.19% ↓	11.83% ↑	10.12% ↑	9.88% ↓	10.80% -
Median	14.02% ↑	13.91% ↓	16.23% ↓	20.39% ↑	20.14% -

BONUS PAY GAP	MARCH 2022	MARCH 2021	MARCH 2020	MARCH 2019	MARCH 2018
Mean	5.91% ↑	0% ✓	61.05% ↑	31.05% ↓	41.29% -
Median	0% ✓	0% ✓	73.18% ↑	67.27% ↑	50.00% -

% EMPLOYEE RECEIVING A BONUS	MARCH 2022	MARCH 2021	MARCH 2020	MARCH 2019	MARCH 2018
Male	89.10% ↑	1.23% ↑	0.60% ↓	0.65% ↓	1.04% -
Female	91.65% ↑	0.53% ↓	1.05% ↓	1.69% ↓	1.77% -

PROPORTION OF MALES AND FEMALES IN EACH QUARTILE BAND	LOWER QUARTILE		LOWER MIDDLE QUARTILE		UPPER MIDDLE QUARTILE		UPPER QUARTILE	
	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female
March 2022	23.29% (51) ↑	76.41% (168) ↓	31.51% (69) ↓	68.49% (150) ↑	43.12% (94) ↓	56.88% (124) ↑	44.75% (98) ↑	55.25% (121) ↓
March 2021	22.52% (50) ↓	77.48% (172) ↑	33.78% (75) ↑	66.22% (147) ↓	46.61% (103) ↓	53.39% (118) ↑	43.69% (97) ↑	56.31% (125) ↓
March 2020	24.23% (55) ↑	75.77% (172) ↓	30.09% (68) ↑	69.91% (158) ↓	49.56% (112) ↑	50.44% (114) ↓	43.36% (98) ↑	56.64% (128) ↓
March 2019	22.22% (50) ↓	77.78% (175) ↑	27.56% (62) ↑	72.44% (163) ↓	45.58% (103) ↑	54.42% (123) ↓	41.78% (94) ↓	58.22% (131) ↑
March 2018	22.90% (49) -	77.10% (165) -	25.82% (55) -	74.18% (158) -	43.66% (93) -	56.34% (120) -	42.52% (91) -	57.48% (123) -

Year on year comparisons

Optime Support Ltd

GENDER BREAKDOWN	MALE	FEMALE
March 2022	36.47% (97) ↓	63.53% (169) ↑
March 2021	37.61% (88) ↑	62.39% (146) ↓
March 2020	36.50% (96) -	63.50% (167) -

GENDER PAY GAP	MARCH 2022	MARCH 2021	MARCH 2020
Mean	23.88% ↓	27.04% ↑	22.47% -
Median	36.03% ↑	29.83% ↑	24.68% -

BONUS PAY GAP	MARCH 2022	MARCH 2021	MARCH 2020
Mean	5.91% ↑	0% ✓	0% -
Median	18.92% ↑	0% ✓	0% -

% EMPLOYEE RECEIVING A BONUS	MARCH 2022	MARCH 2021	MARCH 2020
Male	76.29% ↑	0% =	0% -
Female	79.29% ↑	0.68% ↑	0.6% -

PROPORTION OF MALES AND FEMALES IN EACH QUARTILE BAND	LOWER QUARTILE		LOWER MIDDLE QUARTILE		UPPER MIDDLE QUARTILE		UPPER QUARTILE	
	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female
March 2022	17.91% (12) ↓	82.09% (55) ↑	28.79% (19) ↑	71.21% (47) ↓	22.73% (15) ↓	77.27% (51) ↑	76.12% (51) ↑	23.88% (16) ↓
March 2021	18.97% (11) ↓	81.03% (47) ↑	22.03% (13) ↓	77.97% (46) ↑	35.59% (21) ↑	64.41% (38) ↓	74.14% (43) ↑	25.86% (15) ↓
March 2020	23.08% (15) -	76.92% (50) -	24.24% (16) -	75.76% (50) -	33.33% (22) -	66.67% (44) -	65.15% (43) -	34.85% (23) -

Empowering women and embedding an inclusive culture

Sharon Smith

Principal/Deputy Chief Executive Officer



“As an advocate for Further Education for 29 years I have progressed successfully from the role of teacher to Principal/Deputy Chief Executive Officer retaining my commitment and passion for delivering excellence and transforming lives.

I am a values driven influential leader with a strong sense of purpose that drives me to seek the right opportunities and was therefore attracted to the DN Colleges Group as I believed my values, leadership style and passion for learning at the heart of the community aligned to the Vision and mission of the group and also its ambition to widen its reach and influence in the region. I therefore tested the values of the Group at interview with the staff, management team and its Governors and was confident that the college lived its values and genuinely believed in inclusivity for all and transforming the lives of communities it serves.

I have now been in post for over a year and still feel the same about the values that drive the group and see them every day in the behaviours of our staff team and students. We truly are an inclusive college that puts students at the centre of all that we do. This was endorsed by Ofsted in March 2022 where we were commended for creating and realising a vision to provide high-quality education that consistently meets local community needs, particularly in areas where there is high economic and social deprivation and that we actively promote safe and respectful behaviours so our students feel welcomed and respected by staff and peers at the college.

I couldn't be prouder to work here at DNCG.”

Karen Dainty

Interim Director for Higher Education (Access, Enhancement and Employability)



“I returned to work at the University Centre Doncaster (UCDon) in 2014, as Curriculum Head of Creative and Performing Arts, having previously worked as a Programme Leader, Lecturer and PPD Team Leader at UCD.

I changed roles in 2017 when we merged and became part of DN Colleges Group and started to work on the DNCG Access and Participation Plan. The Access and participation plan set out how at DNCG UCD and UCNL, we will improve equality, diversity and inclusion for underrepresented groups to access, succeed in, and progress from higher education. Just recently I have been promoted to Interim Director of Higher Education (Access, Enhancement and Employability).

Throughout my career I have been committed to teaching, learning and personal development and appreciate the value of education both in formal and informal settings. I focused on interventions and drama and theatre strategies that could be used with different client groups to address social injustices of the vulnerable and disadvantaged. And this is something I am passionate about and have dedicated my career to.

I think the working-class background I grew up and being a female also played a significant part in my outlook on life and the decisions that I made about my career and academic pursuits. As a teenager I felt like a second-class citizen because I was a female and was acutely aware of the inequalities between men and women, in respect of education and career opportunities. Therefore, I was determined to ‘break the social norms’ expected of me, which laid the foundations of an extremely varied career, that has taken me to Australia, the United States of America and across the British Isles.

The different roles I have undertaken, the drama and theatre work and my life experiences, have helped me to develop my empathy skills and to ‘put myself into the shoes of the other’ which I have found extremely valuable in my current role. I even completed a Doctorate in Education where I investigated Empathy and Sympathy in Applied Theatre: A Qualitative Study, which really developed my understanding of the different empathy strategies that I could use in my work.

Therefore, the role that I have now really plays to my strengths and my passions!”

Empowering women and embedding an inclusive culture

Naomi Nikhata
ESOL Curriculum Lead



“My journey with DNCG started as a student returning to education several years after my first degree in 2019 when I decided to have a change in career. Having completed a degree in Communications and then a Post Graduate law qualification, I “fell” into teaching when the course I wanted to do was not going to go ahead and the course on the same page was TEFL (Teaching English as a second language.) I have since gone on to complete a Level 7 Post Graduate Diploma in ESOL and the Level 4 TAQA. During my time at DNCG I have taught all 6 levels of ESOL, I have been one of the Advanced Teaching Practitioners, trained staff in Equality, Diversity and Inclusion, worked as the Student Experience Lead and more recently, I have become the Curriculum Lead for ESOL across the Group.

Throughout my time at DNCG, I have raised awareness on barriers a variety of students can face when accessing education, particularly women, people who are seeking asylum or refuge, and the ways we can support people and develop their skills so that they can access our courses, the full suite of resources available across the Group. By empowering some of the most vulnerable people in society, I believe we can also help to influence social change and become a more equal and tolerant community, where everyone can succeed and have a voice and this is something which the college holds close to its vision. Indeed at DNCG, we are working towards a common goal: to transform our communities through learning.

With the high expectations my Team and I have, we are proud every day to be a part of people's learning journeys and follow their progress. Our students are at the heart of everything I do and I truly believe that as a group we are transforming lives and empowering our students to be the best they can be.”

Noreen Nasim
Course Leader and Lecturer of Creative Media



“DNCG has provided me with wonderful opportunities to progress within my teaching roles. After joining the college as Lecturer of Graphics and Games, I progressed to the role of Course Leader of Level 3 Graphics & Social Media. I’m an ambitious individual, keen to connect the world of education with industry practice. I wrote my first novel whilst working here, gaining so much positive support and feedback from staff, students and worldwide media outlets.

I’m incredibly passionate about the art of storytelling. It allows us to connect with one another, whether it’s done via pieces of literature, vlogs, blogs, marketing campaigns or creative imagery.

Sharing lifts barriers. Lifting barriers builds confidence, and in turn, confidence builds careers. We have so much culture and diversity to celebrate on our campuses, and so we must continue to strive for inclusivity, equality, respect and unity. I’m an advocate of positive energy, promoting a ‘can do’ attitude; something I help my students adopt and develop every single day.

My journey hasn’t stopped though! I’m now also a student here at DNCG, studying MA Literature and Digital Culture. I strongly believe that we should never stop learning and progressing towards growth, wherever it may lead us.”

Sanna Mahmood
HR Administrator



“I applied for an HR Apprentice role at DNCG and was appointed in January 2020. I successfully completed my Level 2 Diploma in Business Administration within 18 months. I faced challenges along the way due to the pandemic, however I knew I had the support from my team and wider college which helped me to progress with my qualification and within my role.

I was encouraged to complete my CIPD Qualification and Level 3 HR Support Apprenticeship. Achieving these qualifications, has helped me to secure a permanent role within the HR Department. Whilst completing my apprenticeship, I won the Apprentice of the Year Award in 2021.

My journey with DNCG has helped me to continue to build my confidence and communication skills. I believe DNCG is a great place to work as there are plenty of career development opportunities available for all.”