

University of Aberdeen

Equal Pay Audit

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1 Executive Summary and Recommendations

As part of the University's overall Strategic and HR plan a key aim is to "Establish an environment where equality and diversity permeates the University's DNA" this equal pay audit looks at the equity in pay arrangements throughout the Organisation. The overall aim is to eliminate any bias in Reward processes to ensure there is equal pay for equal work.

The 2021 audit is based on 3532 regular employees as at 31st March 2021.

This audit demonstrates the University of Aberdeen has processes in place to ensure equal pay for equal work for employees across all protected characteristics. The University uses a recognised job evaluation scheme underpinning the grading structure. Like many other Universities the pay rates for Professors and Senior Managers produces the largest pay gap at the Off-scale Grade 9 level.

The audit will first cover initial findings and recommendations followed by the detailed analysis. The University of Aberdeen's Audit findings are typical of many University Audits undertaken by Zellis.

This audit investigates the detail of any pay gaps over 5% as recommended by the EHRC and their causes.

- 1.1 **Workforce distribution** – The distribution of the work force can be a key contributor to any pay gaps. Aberdeen University is 42.27% male and 57.73% female. 10.75% of females and 26.19% of males occupy grades 8 and above, this will have a direct impact in the overall average pay of male employees compared to females.

Recommendation

It is suggested that the University reviews its recruitment, pay progression and promotion processes to determine if there are specific factors that limit opportunities for women or hinder women progressing to the higher grades.

- 1.2 **Pay Structure and Job Evaluation** – there is a formal process using the HERA job evaluation scheme for ensuring staff are allocated to the appropriate grade and can therefore be compared using the "Work Rated as Equivalent" approach. 37 employees are on off scale salaries which are within grades 1 to 8, these are employees who although maybe paid within the grade pay range are not on a standard scales point. Whilst this does not cause any significant pay gaps when placed with other roles in the grade, monitoring and review should be undertaken to ensure there is no bias in the allocation of off scale salaries.

Recommendation

The incremental length of grades 6 and 7 should be reviewed as it currently takes 6 years to reach the grade maximum. Ideally this should be no more the 5 years in service-related pay structures.

The use of off scale salaries in Grades 2,4,5,6,7,8 and off Scale 9 should be reviewed to determine the justification for these salaries. Any future appointment to an off-scale salary should also be monitored to ensure that they are justified.

The award of contribution points should be monitored to ensure that employees are able to progress to these points irrespective of gender or any other protected characteristic.

- 1.3 **Gender Pay Gap-** The overall mean gender pay gap for 2021 is 20.30% compared to 19.94% in 2019. On a grade by grade basis or work rated as equivalent there are no grades with a significant (greater than 5%) mean gender gap except for grade off scale 9. The median gender pay gap is 20.98% in 2021 compared to 21.00% in 2019 with grades 4 and off scale 9 showing a significant pay gap.

Recommendation

The use of off scale salaries should be reviewed to ensure that the reason for the differences between men and women is not due to sex but can be justified by market conditions.

- 1.4 Within the grade 9 and off-scale grade 9 the highest pay gap is for professors with a median 6.21% and a mean gap of 9.97% in favour of male employees, the Directors/senior managers median pay gap is 0.98% and the mean pay gap is 5.62%.

Recommendation

A review of Off Scale Grade 9 should be undertaken of both Academic and Professional Services staff to review salary allocation across this grade to ensure no Gender bias.

- 1.5 The Academic group has a mean pay gap of 15.86% and a median of 13.64%. There are significant mean gaps at off scale 9 and gaps for grades 7,9 and off scale 9. The main cause of the gaps at grades 7 and 9 is due to the higher proportion of males within the grades being on higher points. The Academic related group mean pay gap is 9.6% and median is 13.69% with only the mean gap at grade off scale 9 being significant at 11.66%. The Support staff group (grades 1 to 4) has no significant gender pay gaps in any grade or overall.
- 1.6 HESA Occupational Groups - there has been an increase in favour of male employees in the mean pay gap in Professional occupations from 15.00% to 17.66% and the median from 13.60% to 18.62%, Skilled Trade occupations mean gap from 10.70% to 10.83% and the median from 28.00% to 31.00%. The Caring, leisure and other service occupations mean pay

gap has changed from – 2.20% to 3.27% and the median from -12.60% to -1.36%. There has been an increase in pay gaps in favour of female employees in Associate Professional and Technical occupations from – 2.40% to – 6.27%. All other groups have seen an improvement towards pay equity overall with reductions in the pay gaps.

Recommendation

As with the overall basic pay gap The University should review the payment of non-standard salaries to ensure that the payments are justified based on market conditions and not affected by gender in each of the HESA Occupational Groups.

- 1.7 The Total mean gender pay gap is 20.44% and Median is 20.98% and as with the basic pay gap the significant gaps are at grades 4 and off scale 9. Overall, the additional pay through allowances accounts for 0.5% of the overall pay bill with 253 out of 3526 employees receiving additional pay. Several allowances need to be reviewed to ensure there is a consistent rationale and process in the application of any allowance.

Recommendation

A review should be undertaken of all allowances to ensure they are appropriate for the role and consistent in terms of payment and accessibility across the whole organisation.

- 1.8 **Age and Gender** pay gaps are highest in the over 65 age group at 43.77%, 23.28% in the 45-65 and 10.2% in the 25-44 age groups. This is predominantly caused by the workforce distribution of male and female employees ages across the organisation.

Recommendation

It is suggested that the age is considered as part of a review that identifies any barriers that affect women returning to work and being able to progress to more senior grades.

- 1.9 **Disability**- the mean disability pay gap is 20.65% in favour of non-disabled employees and the median gap is 23.24%. There are significant median pay gaps at grades 3,4,5 and 6, these are predominantly due to length of service and progression in post. It is noticeable that in grades 8,9 and off scale 9 disabled employees account for less than 5% of the total employees in each grade, compared to over 10% in all other grades except for grade 2 (6%).

- 1.10 **Ethnicity** – The overall mean ethnicity pay gap is 1.64% and the median -2.98%. Whilst the overall ethnicity gap is not significant there are several significant median pay gaps of over 5%. The cause of these gaps is predominantly down to length of service with White employees' average years in post being 3.76 years and BAME employees being 2.26.

- 1.11 **Religion** - as with ethnicity the pay gap between Christian and non-Christian employees is not significant with the overall mean gap being -1.77% in favour of non-Christian employees and -2.98% at the median. There are significant median gaps at grades 3,4 and 6 again due to length of service in post. It should be noted only 33% of the workforce stated a religion.

Recommendation

The University should continue to increase the availability of data for disability, ethnic origin, and Religion. This will enable more robust analysis to be undertaken in future years and assist the University in meeting its obligations under the Equality Act 2010.

Further consideration should be given to how to enable more employees from minority ethnic groups to progress through the grading structure and whether there is any potential discrimination at the recruitment stage.

- 1.12 **Starting pay Gender** - Of the 551 new starters from 31 March 2020 to 31 March 2021 40.29% were male and 59.71% female. The overall pay gap for new starters is in line with the overall pay gap for the University however there are significant median pay gaps in grades 6 and 8. The gap at grade 6 is due to more male employees being appointed above the grade minimum and the opposite in grade 8 where more female employees have been appointed higher up the grade. Overall, 70% of new starters are on the minimum of the grade however this reduces to below 50% in grades 6,7,8 and 9.

Recommendation

It is suggested that new starter salaries are monitored to ensure that there is consistency between males and females or any other protected characteristic.

Starting pay Ethnicity and Disability – 535 new starters provided Ethnicity data and 504 disability data. Overall, the ethnicity pay gap for new starters is -10.01% as a mean and – 19.27% as a median in favour of BAME employees. The significant pay gaps for Ethnicity are at grades 7,8 and off scale 9 with grade 7 being in favour of White employees and grades 8 and off scale 9 in favour of BAME employees. Off scale grade 9 has 13 new starters and with this low number individual appointments can significantly affect the pay gap. The mean disability pay gap is 26.88% and median 18.58% with no individual grade being above 3%. There are no disabled employees recruited to grades 6 and above in the time period.

Recommendation

The University needs to ensure that Ethnic Monitoring data is collected for all new starters.

Further consideration should also be given to why there have been no appointments at the senior grades for disabled employees and relatively few BAME employees.

Consideration should be given to undertaking surveys of recruitment enquiries and how individuals progress through the process to appointment

- 1.13 **Contribution Pay** – 277 employees occupy contribution points within grades 1 to 8, 40.1% of males and 17.30% of females are on the higher points. There is a process for employees to move into contribution zones which does state after one years' service, however some new starters have been allocated to salary points in the contribution range of grades. The overall pay gap for employees on contributions points is 7.3% as a mean and 18.63% as a median in favour of male employees. Only grade 4 has a significant median pay gap of 5.71% due to 17 out of 19 male employees being at the highest point whereas only 3 out of 19 females are on the same point.

Recommendation

The policy and approach should be reviewed by the University to ensure the allocation of employees to contribution points is applied consistently to both new starters and existing employees. The process should then be monitored and checked to ensure no future bias on a regular basis.

- 1.14 **Pensions** – the main two pension schemes UASLAS for grades 1 to 4 and USS for grades 5 and above have similar proportions of the eligible population actively in the scheme. Overall, there does not appear to be any significant issues in terms of access and eligibility for either scheme, however due to the workforce composition proportionally more male than female employees are eligible for the USS scheme. 30.01% of female employees and 25.92% of male employees do not appear to be in a pension scheme from the data provided.

Recommendation

An analysis should be undertaken of why proportionally more female employees do not participate in the pension offerings.

- 1.15 **Sick Pay Policy**– the sick pay scheme is more beneficial to employees in grades 5 and above where the benefit is at its 6-month maximum. In grades 1 to 4 employees must gain incremental increases in this benefit until reaching the maximum after 5 years. As there are proportionally more female employees in grades 1 to 4 due to the workforce distribution this policy should be reviewed to avoid any discrimination.

Recommendation

The sick pay policy should be reviewed to ensure it is consistent across all groups of employees. This is currently part of the current project to harmonise terms and conditions.

- 1.17 **Annual Leave Policy** – as with sick pay, annual leave entitlements are greater for academic and academic related staff with 41 days compared to non-academic staff 34 days. 55% of female employees are in non-academic roles in grades 1 to 4.

Recommendation

A review of annual leave entitlements should be undertaken, and either harmonised or a clear rationale should be in place as to why one group of employees receive greater annual leave entitlement. As with sick pay annual leave entitlement is currently part of an on-going project to be harmonised.

- 1.18 **Family Friendly Policies** – the university has policies for Maternity, Adoption, Paternity and Shared Parental leave which are equally available to all staff irrespective of pay grade contract type or working arrangements.

- 1.19 **Market Supplement Policy** – 92 employees received market supplements. Any market supplement payment should be reviewed against market conditions and justified through data on a regular basis to ensure discrimination in payments and accessibility does not take place.

Recommendation

An organisation wide policy should be developed to ensure there is a process for the identification, payment and continuous review of market supplements. It is acknowledged that the University has an evidence based approach to considering the application of Market supplements.

- 1.20 **Starting Pay Policy** – The report shows some variation in starting salaries.

Recommendation

An organisation wide policy should be developed to ensure there is a process for starting pay which is free from any bias toward any protected characteristic.

- 1.21 **Promotion and Regrading Policy** - there is clear process for regrading's and promotions which ensures all applications are treated equally. There is however no clear guidance on any salary changes following a promotion or successful regrading.

Recommendation

The Promotion and regrading process should be revisited to add additional guidance on salary changes following a regrading or promotion to ensure consistency across the University.

2 Background Information and methodology

- 2.1 This report is the outcome of an Equal Pay Audit that has been carried out by Zellis on behalf of the University of Aberdeen based on data for 3532 employee contracts as at 31st March 2021. The previous equal pay report was published in April 2019
- 2.2 From November 2015 the HR Service has also assumed lead responsibility for Equality and Diversity, with initiatives including Athena Swan, which are important in the delivery of the University's Strategic Plan. As stated in the HR Strategic plan this equal pay audit provides valuable information to Aim 3 Goal 4 "establish an environment where equality and diversity permeates the University's DNA" and will contribute to the Equality and Diversity scheme action plan.
- 2.3 The report contains the following analysis.
- An analysis of basic and total pay based on gender, age, ethnicity, and disability
 - An analysis by Academic, Academic and Support staff.
 - An analysis of the distribution of the workforce
 - An analysis of Contribution points
 - An analysis of starting pay
 - An analysis by additional payments
 - Design of the Pay and Grading Structure and Job Evaluation
 - Policy Analysis
 - Appendix 1 - Comparison of Pay gap figures across other Universities
 - Appendix 2 - Methodology Statement and Key Terms
- 2.4 The Joint Negotiating Committee for Higher Education Staff (JNCHES) recommend that organisations undertake regular Equal Pay Audits. The JNCHES guidance was updated following the introduction of the Gender Pay Reporting requirements and a revised document published in January 2018.
- 2.5 There are various legal obligations to publish information on Gender Pay that arise from the Gender Equality Duty 2007 and the Equality Act 2010.
- 2.6 The purpose of an Equal Pay Audit is to determine if employees are being paid equitably and establish what the causes of any differences are attributable to. As the University uses HERA for the purposes of job evaluation, we have assumed that jobs within the same grade are considered as 'Work Rated Equivalent'.
- 2.7 The definition of Work Rated Equivalent' is;

Work rated as equivalent - this is where the work has been rated under a fair job evaluation scheme as being of equal value in terms of how demanding it is. For example, the work of an occupational health nurse might be rated as equivalent to that of a production supervisor

when components of the job such as skill, responsibility and effort are assessed by a fair job evaluation scheme.

- 2.8 We have applied the Equalities and Human Rights Commission (EHRC) guidance as to what is a significant pay gap. The EHRC states that wherever the difference in pay 5.00% or more it is significant and should be investigated to ensure that the reason is not due to being part of an equality group such as gender or ethnicity, any gap over 5% is highlighted in red in the report tables. Similarly, a difference of 3.00% or more may indicate that there are potential patterns of difference.
- 2.9 There are a range of possible factors that can impact on the pay gap which include;
- The absence of a systematic approach to determining pay such as not using a factor based analytical job evaluation scheme.
 - The design of the pay structure including the use of long time served incremental grades that benefit employees with longer service.
 - Application of employment policies and procedures that discriminate against different equality groups.
 - The different application of additional pay policies between equality groups and the design of pay policies that are more likely to benefit specific equality groups.
 - The overall distribution of the workforce across the pay and grading structure.
 - The lack of flexible working that can discriminate against women or those with caring or family responsibilities
- 2.10 As part of our analysis we have considered both basic and total pay and calculated the mean and median pay gap.
- 2.11 The key areas of analysis are based on the following equality groups.
- Gender
 - Contract Status
 - Age
 - Length of Service
 - Disability
 - Ethnicity
 - Religion
- 2.12 We have also included a review of the design of the current Pay and Grading structure and an analysis of Starting Pay and Contribution Pay.

3 Composition of the Workforce

- 3.1 The distribution of the workforce can be a key contributor to the gender pay gap.
- 3.2 The overall workforce is 42.27% male and 57.73% female. Although male and female employees are present in every grade, there are significant differences in the overall

distribution of the male and female workforce. In grades 1 to 7 there is a higher percentage of the female workforce 89.27% compared to 73.80% of male employees.

The effect of the unequal distribution of the workforce is that there is a higher percentage of the male workforce 25.99% compared to 10.65% of females at grades 8 and above which increases the overall average rate of pay for male employees.

- 3.3 Table 1 illustrates the distribution of male and female employees by grade. This type of distribution of male and female employees will have an impact on the overall gender pay gap. Any employees on non-spinal points are included within the grade figures.

Table 1 – Distribution of all Male and Female Employees by Grade							
Grade	Grand Total	Female	Male	% of Females in Grade	% of Males in Grade	% of all Females	% of all Males
Grade 1	254	189	65	74.41%	25.59%	9.27%	4.35%
Grade 2	151	88	63	58.28%	41.72%	4.32%	4.22%
Grade 3	457	306	151	66.96%	33.04%	15.01%	10.11%
Grade 4	367	239	128	65.12%	34.88%	11.72%	8.57%
Grade 5	513	335	178	65.30%	34.70%	16.43%	11.92%
Grade 6	583	337	246	57.80%	42.20%	16.53%	16.48%
Grade 7	597	326	271	54.61%	45.39%	15.99%	18.15%
Grade 8	356	141	215	39.61%	60.39%	6.92%	14.40%
Grade 9	55	21	34	38.18%	61.82%	1.03%	2.28%
Off Scale Grade 9	199	57	142	28.64%	71.36%	2.80%	9.51%
Total	3,532	2,039	1,493	57.73%	42.27%	100.00%	100.00%

- 3.4 Table 2 shows the distribution of part time male and part time female employees by grade. Of the overall female population 28.627% are part time compared to 11.92% of male employees.

Table 2 – Distribution of Part Time all Male and Female Employees by Grade							
Grade	Grand Total	Female Part Time	Male Part Time	% of PT Females in Grade	% of PT Males in Grade	% of all PT Females	% of all PT Males
Grade 1	254	181	52	71.26%	20.47%	17.90%	12.35%
Grade 2	151	76	33	50.33%	21.85%	7.52%	7.84%
Grade 3	457	189	64	41.36%	14.00%	18.69%	15.20%
Grade 4	367	111	46	30.25%	12.53%	10.98%	10.93%
Grade 5	513	171	80	33.33%	15.59%	16.91%	19.00%
Grade 6	583	137	64	23.50%	10.98%	13.55%	15.20%
Grade 7	597	108	35	18.09%	5.86%	10.68%	8.31%

Grade 8	356	25	20	7.02%	5.62%	2.47%	4.75%
Grade 9	55	5	6	9.09%	10.91%	0.49%	1.43%
Off Scale Grade 9	199	8	21	4.99%	10.55%	0.79%	4.99%
Total	3,532	1,011	421	28.62%	11.92%	100.00%	100.00%

4 Pay Structure and Job Evaluation

- 4.1 It is important to consider the overall pay arrangements as part of any Equal Pay Audit to determine if there are any factors that may contribute to potential equal pay issues. The following table shows the current pay structure which is typical of those seen across the Higher Education sector.
- 4.2 The structure is based on the application of the HERA Job Evaluation scheme which is the recognised scheme for the sector. HERA is a factor based analytical scheme with a fixed scoring matrix. Having established the pay and grading structure jobs are evaluated using HERA and allocated to a grade based on the job score. The use of an appropriate Job Evaluation scheme is an important approach in ensuring Equal Value.

Table 3 – Current Pay and Grading Structure						
Grade	Minimum Salary	Maximum Salary	Pay Points in Grade	Additional Contribution Points	Total Points in Grade	Maximum Salary Inc. Contribution
1	18,031	18,031	1	1	2	18,342
2	18,342	19,133	3	3	6	20,675
3	19,612	22,417	6	3	9	24,461
4	23,067	26,715	6	3	9	29,176
5	28,332	31,865	5	3	9	34,803
6	33,797	40,323	7	3	10	40,323
7	41,526	49,552	7	3	10	54,132
8	52,559	59,135	5	4	9	66,539
9	60,905	68,530	5	0	5	68,530

- 4.3 Each grade includes a range of increments plus additional Contribution Points. The length of grades with more than six points could be considered excessive due to the time it would take an employee to progress to the grade maximum. This tends to favour male employees who are more likely to have longer unbroken periods of employment and can therefore expect to progress to the grade maximum compared to women who are more likely to have career breaks. The length of grade can also affect those on Fixed Term contracts as they are also less likely to progress to the grade maximum.
- 4.4 There are no overlapping grades i.e. where the minimum salary of the higher grade is lower than the maximum salary of the grade below until Contribution Increments are included. Although salaries do overlap when Contribution Increments are included these are awarded for exceptional performance so there is an evidence-based reason for their application.

- 4.5 It is important that the use of contribution increments is monitored to ensure that they are applied fairly and equitably. We have identified how contribution increments are used in relation to gender which tells us that 8.53% of males and 7.36% of females are paid at a contribution increment. Table 4 illustrates the number and percentage of males and females in each grade that receive a contribution increment

Table 4 – Contribution Increments by Grade and Gender							
Grade	Organisation	All Males			All Females		
	Total	Total	% of Grade	% of All Males	Total	% of Grade	% of All Females
1							
2	11	4	36.4%	3%	7	63.6%	4.7%
3	45	19	42.2%	15%	26	57.8%	17.3%
4	38	19	50.0%	15%	19	50.0%	12.7%
5	30	11	36.7%	9%	19	63.3%	12.7%
6	20	9	45.0%	7%	11	55.0%	7.3%
7	53	18	34.0%	14%	35	66.0%	23.3%
8	80	47	58.8%	37%	33	41.3%	22.0%
9							
Total	277	127	45.9%	100%	150	54.2%	100.0%

- 4.6 We have also identified that females are more likely to be paid at contribution point 1 or 2 compared to males who are more likely to be in point 3 and 4. It is also noticeable that 67.7% of the employees paid at contribution Point 3 are male compared to 32.3% female. Table 5 shows the detailed analysis of each contribution increment by gender.

Table 5 – Distribution of Employees by Gender within Contribution Increments							
Contribution point	Organisation	All Males			All Females		
Total		Total	% of Point	% of All Males	Total	% of Point	% of All Females
1	148	57	38.5%	44.9%	91	61.5%	60.7%
2	52	19	36.5%	15.0%	33	63.5%	22.0%
3	62	42	67.7%	33.1%	20	32.3%	13.3%
4	15	9	60.0%	7.1%	6	40.0%	4.0%
Total	277	127	45.9%	100.0%	150	54.2%	100.0%

- 4.7 The University also has a limited number of off scale salaries in Grades 2 to 8. In these circumstances although the post has been aligned to a grade the salary paid to the individual maybe more than the grade maximum including the contribution points.

- 4.8 Based on the total workforce there are 37 employees paid on non-standard points in grades 2 to 8, 48.65% of this group are male compared to 51.35% that are female. The use of off scale salaries can potentially give rise to equal pay issues, so it is essential that there is an evidence-based justification for paying an individual beyond the grade maximum.

Table 6 – Non-Standard Salaries by Gender							
Equal Work Group	Organisation	All Males			All Females		
	Total	Total	% of Grade	% of All Males	Total	% of Grade	% of All Females
Non-Spinal Grade 2	3	2	66.67%	11.11%	1	33.33%	5.26%
Non-Spinal Grade 4	1	0	0.00%	0.00%	1	100.00%	5.26%
Non-Spinal Grade 5	25	12	48.00%	66.67%	13	52.00%	68.42%
Non-Spinal Grade 6	2	1	50.00%	5.56%	1	50.00%	5.26%
Non-Spinal Grade 7	2	1	50.00%	5.56%	1	50.00%	5.26%
Non-Spinal Grade 8	4	2	50.00%	11.11%	2	50.00%	10.53%
	37	18	48.65%	100.00%	19	51.35%	100.00%

5 Gender Pay Gap

Mean and Median Gender Pay Gap - Basic Pay by Grade and Gender

- 5.1 The overall mean gender pay gap based on basic pay is 20.03% and the median pay gap is 20.98%. However, as shown in Table 7, the pay gap is only significant (exceeds 5.00%) for mean pay at grade off scale 9 and median at grade 4 and off scale grade 9. In some instances where the gap is a minus figure this indicates that the pay gap favours female employees. Since the University has a clear structured approach to pay at grades 2 to 9 it is not unexpected that there are no grades within this range where there is a significant mean pay gap as employees are paid on set points within grades determined by job evaluation. Employees progress through the grade irrespective of gender.

Table 7 Mean and Median Basic Gender Pay Gap by Grade										
Grade	Number of Males	Number of Females	Current Average Male	Current Average Female	Diff in Mean	Mean Pay Gap	Current Median Male	Current Median Female	Diff in Median	Median Pay Gap
1	65	189	18,031	18,031	0	0.00%	18,031	18,031	-	0.00%
2	63	88	18,692	18,770	-78	-0.42%	19,133	18,709	424	2.22%
3	151	306	21,396	21,201	195	0.91%	21,814	21,236	578	2.65%
4	128	239	25,488	25,087	401	1.67%	25,942	24,461	1,481	5.71%
5	178	335	30,560	30,601	-41	-0.13%	30,046	30,942	- 896	-2.98%
6	246	337	38,211	37,930	281	0.74%	39,152	38,017	1,135	2.90%
7	271	326	47,633	47,245	388	0.81%	49,552	48,114	1,438	2.90%
8	215	141	59,150	59,147	3	0.01%	59,135	59,135	-	0.00%
9	34	21	66,634	66,385	249	0.37%	68,530	66,539	1,991	2.91%
Off Scale 9	142	57	93,867	86,534	7,333	7.81%	86,224	81,990	4,234	4.91%
Total	1493	2039	43,471	34,647	8,825	20.30%	40,323	31,865	8,458	20.98%

- 5.2 The University has been undertaking reports since 2007 and the table below shows the trend In Mean Gender pay gap outcomes since 2007 a comparison of the figures with other Universities can be found in appendix 1. Overall, the Pay Gap has been improving in each report since 2010. Off Scale grade 9 however has increased from 4% to 7.7% since 2019.

Table 8 Mean Gender Pay Gap by Grade Previous Analysis Comparisons						
	2007	2010	2013	2016	2019	2021
1	2.00%	-1.00%	-2.00%	0.00%	0.00%	0.00%
2	-6.00%	-8.00%	-1.00%	-1.00%	0.00%	-0.42%
3	2.00%	1.00%	2.00%	1.00%	1.00%	0.91%
4	5.00%	6.00%	2.00%	2.00%	3.00%	1.67%
5	0.00%	0.00%	1.00%	1.00%	0.00%	-0.13%
6	1.00%	0.00%	1.00%	0.00%	0.00%	0.74%
7	0.00%	0.00%	0.00%	0.00%	1.00%	0.81%
8	2.00%	0.00%	1.00%	1.00%	0.00%	0.01%
9	2.00%	1.00%	1.00%	5.00%	1.00%	0.37%
Off Scale 9	1.00%	2.00%	5.00%	7.00%	4.00%	7.81%
Total	29.00%	36.00%	25.00%	23.00%	20.00%	20.30%

- 5.3 An analysis of the potential reasons for the median pay gap at grade 4 and mean and median pay gap at off scale grade 9 has been undertaken.

Grade 4 Median Gender Pay Gap 5.71%

- 5.4 The principal cause of the pay gap at grade 4 is due to the number of males and females in the contribution points.
- 5.5 There are 367 employees in grade 4 and the difference in the median pay is £1,481. Within the total group there are 38 employees who are in the contribution zone. This group is comprised of 19 males with a median pay of £29,044, compared to 19 females with a median pay of £27,511. There are 20 employees paid at the highest contribution point of which 17 are male and 3 are female. 47% of males occupy the top 4 points in the grade whereas 37.66% of female employees occupy the same points.
- 5.6 Further exploration of possible causes of this pay gap is required as it appears to be down to access of the higher contribution points within the grade.

Grade off Scale 9 – Gender Pay Gap 7.81%

- 5.7 The off-scale grade 9 is occupied by in the main Chairs, Directors Assistant Directors, Professors, and other Senior managers of the University. There is no set minimum and maximum and is used for all employees paid above the grades 1 to 9.

Grade 9 and off scale 9 – Mean Gender Pay Gap 8.26% Median 5.92%

- 5.8 There are 254 employees in grades 9 and Off scale 9, 78 female and 176 male the difference in the average basic pay is £7,497. The table below shows a breakdown of 9 and Off Scale grade 9 roles into, Directors/Senior Managers and Professors.

Table 9 Mean Pay Gap Grade 9 and Off Scale Grade 9 By Job Grouping							
Job Group	Number of Males	Number of Females	Current Average Male	Current Average Female	Diff in Mean	Mean Pay Gap	Median Pay Gap
Directors/ Senior Managers	19	22	104,323	91,539	12,784	12.25%	0.98%
Professors	154	59	86,361	77,751	8,610	9.97%	6.21%
Grand Total	176	78	88,606	81,109	7,497	8.46%	5.92%

There is a significant difference between male and female pay in each group with the largest being in the Professor group.

The average time in post length for employees within grade 9 and Off scale grade 9 is 6.23 years for males and 4.53 for females. The average salary for employees with up to 3 years in post for Female employees is £79,784 whereas for Male employees with up to 3 years in post is £87,099. It is difficult to draw any conclusions from this information however further investigation should be undertaken as to the level of pay assigned to new employees in this grade. It should be noted data on time in post could be reduced due to system process requirements.

Gender Pay Gap by Staff Group

- 5.9 The following tables shows the Gender Pay Gap for each employment group to identify if there are specific issues in any area of the workforce.

Academic Group

- 5.10 The overall gender pay gap for the Academic Group is a mean of 15.86% and median of 13.64%. If the off scales grade 9 is excluded the mean gap reduces to 8.46% and the median to 13.69%. The largest pay gap is at grade off scale 9 as with the University overall pay gap demonstrated in Table 10. 170 out of 193 occupants of Off scale grade 9 are in the Academic group.

The median pay gap at grade 7 is due to 51.89% of male employees occupying the top 4 points of the grade including the contribution points and 38.39% of female employees being in the same points. This is also the cause of the median pay gap in grade 9 where 53.13% of male employees are at the top of the grade whereas only 31.25% of females are at that point. The average length of time in post for male employees in the academic group is 3.9 years and the female average length of time in post is 2.84 years this may explain the pay gap however further investigation and monitoring may be need to ensure starting salary policy is observed in grades 1- 9. It should be noted data on time in post could be reduced due to system process requirements.

Table 10 Mean and Median Pay gap by Grade by Academic Group

Grade	Number of Males	Number of Females	Current Average Male	Current Average Female	Diff in Mean	Mean Pay Gap	Current Median Male	Current Median Female	Diff in Median	Median Pay Gap
5	103	156	30,170	30,309	131	0.43%	29,176	29176	-	0.00%
6	153	167	37,986	37,596	390	1.03%	38,017	38,017	-	0.00%
7	185	198	47,551	47,073	478	1.00%	49,552	46,718	2,834	5.72%
8	187	103	59,084	59,080	4	0.01%	59,135	59,135	-	0.00%
9	32	16	66,578	65,839	739	1.11%	68,530	64,605	3,925	5.73%
Off Scale 9	126	44	91,583	2,906	8,677	9.47%	86,067	79,645	6,422	7.46%
Total	786	684	53,988	45,426	8,562	15.86%	49,552	42,793	6,759	13.64%

Academic Related

- 5.11 The overall gender pay gap for the Academic related group is a mean of 9.60% and a median of 13.69%. This is predominantly due to the overall distribution of male and female employees across the workforce and less than the organisation. Off Scale Grade 9 has a mean pay gap of 11.66%. With the relatively low numbers of employees in academic related roles in this grade it is difficult to determine if there is any genuine gender bias. As with previous observations the allocation and progression of employees in the Off-scale grade 9 should be monitored and investigated to ensure equality is observed.

Table 11 Mean and Median Pay gap by Grade by Academic Related Group

Grade	Number of Males	Number of Females	Current Average Male	Current Average Female	Diff in Mean	Mean Pay Gap	Current Median Male	Current Median Female	Diff in Median	Median Pay Gap
3	24	67	20,088	20,310	-222	-1.1%	19,612	19,612	-	0.00%
4	38	66	23,564	23,656	-92	-0.4%	23,067	23,067	-	0.00%
5	75	179	31,096	31,090	6	0.0%	31,865	1,865	-	0.00%
6	93	170	38,580	38,258	321	0.8%	40,323	39,152	1,171	2.90%
7	86	128	47,811	47,510	300	0.6%	49,552	48,114	1,438	2.90%
8	28	38	59,592	59,331	262	0.4%	59,135	59,135	-	0.00%
9	<5	5	67,535	68,132	-597	-0.9%	67,535	68,530	- 995	-1.47%

Off Scale 9	16	13	111,852	98,813	13,039	11.66%	88,942	87,509	1,433	1.61%
Total	**	666	41,444	37,466	3,978	9.60%	40,323	34,803	5,520	13.69%

**/<5 – less than 5 employees within the group, data withheld due to confidentiality

Support

- 5.12 The overall gender pay gap for the Support Staff Group (grades 1 to 4) is 2.64%. There are no grades where the gender pay gap is significant or indicates a pattern of difference and therefore the reasons for the pay gap have not been investigated further.

Table 12 Mean and Median Pay gap by Grade by Support										
Grade	Number of Males	Number of Females	Current Average Male	Current Average Female	Diff in Mean	Mean Pay Gap	Current Median Male	Current Median Female	Diff in Median	Median Pay Gap
1	65	189	18,031	18,031	0	0.0%	18,031	18,031	-	0.00%
2	63	88	18,692	18,770	-78	-0.4%	19,133	18,709	424	2.22%
3	127	239	21,643	21,451	192	0.9%	21,814	21,814	-	0.00%
4	90	173	26,301	25,633	668	2.5%	26,715	25,942	773	2.89%
Total	345	689	21,639	21,220	418	1.9%	21,236	20,675	561	2.64%

- 5.13 Gender pay Gap By grades 1 to 7 and grades 8 and above, Table 13 shows the pay gaps when broken down into grades 1 to 7 and then 8 and above. The gaps at both levels are due to the workforce composition with predominantly more male employees at the higher end of both groups.

Table 13 Mean and Median Pay gap by Grades 1 to 7 and 8 and above										
Grade	Number of Males	Number of Females	Current Average Male	Current Average Female	Diff in Mean	Mean Pay Gap	Current Median Male	Current Median Female	Diff in Median	Median Pay Gap
1 to 7	1102	1820	33,204	30,757	2,447	7.37%	31,865	29,176	2,689	8.44%
8 and Above	391	219	72,409	66,969	5,440	7.51%	62,727	60,905	1,822	2.90%
Total	1493	2039	43,471	34,647	8,825	20.30%	40,323	31,865	8,458	20.98%

HESA Occupational Groups

- 5.14 Table 14 below shows the distribution of male and female employees across the HESA defined Occupational (SOC2010) Groups. As with the 2019 report the group 2 is the highest which has moved closer to a 50/50 split between males and females from 47% female and 52% male. Groups 5 and 8 have a significantly higher proportion of male employees and

groups 3,4,6,7, and 9 proportionally more female employees. 85% of males are in groups 2,3 and 4 and 88% of females occupy the same groups.

Table 14 Distribution of Male and Female Employees by Occupational Group							
Occupational Group	All	Male			Female		
	Count	Count	% of Group	% of Male All	Count	% of Group	% of Female All
1 Managers, Directors and Senior Officials	57	26	45.61%	1.74%	31	54.39%	1.52%
2 Professional Occupations	1,950	977	50.10%	65.44%	973	49.90%	47.72%
3 Associate Professional and technical	411	166	40.39%	11.12%	245	59.61%	12.02%
4 4 Administrative and secretarial	709	128	18.05%	8.57%	581	81.95%	28.49%
5 Skilled Trades occupations	69	58	84.06%	3.88%	11	15.94%	0.54%
6 Caring, leisure and other service	57	18	31.58%	1.21%	39	68.42%	1.91%
7 Sales and customer service occupations	7	1	14.29%	0.07%	6	85.71%	0.29%
8 Process, plant and machine operatives	22	18	81.82%	1.21%	4	18.18%	0.20%
9 Elementary Occupations	250	101	40.40%	6.76%	149	59.60%	7.31%
	3,532	1,493	42.27%	100.00%	2,039	57.73%	100.00%

- 5.15 Table 15 shows an improvement from 2019 in groups 3,4,6,7 and 9, an increase in favour of female employees in group 1 and increase in favour of male employees in grade 2 and 5. Group 5 is the only occupational group where the overall median pay gap exceeds the overall organisation pay gap.

Table 15 Mean and Median Gender Pay Gap by Occupational Group 3-year trend						
	2016	2016	2019	2019	2021	2021
	Mean	Median	Mean	Median	Mean	Median
1 Managers, Directors and Senior Officials	7.70%	-7.70%	-4.30%	-15.90%	-0.39%	-12.31%
2 Professional Occupations	17.70%	12.40%	15.00%	13.60%	17.66%	18.62%
3 Associate Professional and technical			-2.40%	0.00%	-6.27%	0.00%
4 4 Administrative and secretarial			-7.70%	-17.60%	-6.59%	-14.59%
5 Skilled Trades occupations	5.40%	23.10%	10.70%	28.00%	10.83%	31.00%
6 Caring, leisure and other service			-2.20%	-12.60%	3.27%	-1.36%
7 Sales and customer service occupations			*	*	-8.11%	0.00%
8 Process, plant and machine operatives			-3.20%	*	-2.70%	-14.08%
9 Elementary Occupations	18.40%	16.40%	15.30%	18.00%	13.45%	12.79%
Total	23.00%		20.00%	21.00%	20.30%	20.98%

Gender Pay Gap – Total Pay

- 5.16 Having assessed the pay gap based on basic pay we have also considered the effect of additional pay based on gender and grade.
- 5.17 There are a range of additional payments that have been included in the calculation of total pay which are as follows:

Table 16 - Additional Pay Elements	
Allowance, non-pen	Mobility Allowance
Allowance, pen	Mobility Allowance (Pen)
Apr - On Call Allowance	Nightshift Allowance (cleaner)
Dean Allowance (pens	Nightshift Allowance cleaning supervisor
Director's Allowance	On Call Rota Allowance
Head of School Payment	Project Supplement -
Jan - On Call Allowance	Sept - On Call Allow
Market Supplement	Vice Principal
Market Supplement p/h	Vice Principal - NP
May - On Call Allowance	

- 5.18 The overall mean gender pay gap increases slightly from 20.30% to 20.44% and the median remained at 20.98% indicating that additional pay is not a significant feature of the Universities approach to pay. The pattern of differences in pay based on individual grades is the same as when considering basic pay only. The significant differences in pay that occurred at grade 4 and off scales 9 in terms of basic pay are repeated when considering Total Pay. These two grades remain the only points where the gender pay gap exceeds 5.00%. The principal cause of the overall gender pay gap is therefore derived from differences in basic pay and the distribution of the workforce as opposed to additional pay.
- 5.19 The median Total gender pay gap at grade 4 remains the same as the basic pay gap at 5.71%.

Table 17 Mean and Median Gender Pay Gap by Grade										
Grade	Number of Males	Number of Females	Current Average Male	Current Average Female	Diff in Mean	Mean Pay Gap	Current Median Male	Current Median Female	Diff in Median	Median Pay Gap
1	65	189	18,705	18,209	496	2.65%	18,031	18,031	-	0.00%
2	63	88	18,701	18,770	-69	-0.37%	19,133	18,709	424	2.22%
3	151	306	21,503	21,248	256	1.19%	21,814	21,236	578	2.65%
4	128	239	25,664	25,093	571	2.22%	25,942	24,461	1,481	5.71%
5	178	335	30,869	30,796	74	0.24%	30,942	30,942	-	0.00%
6	246	337	38,369	38,048	321	0.84%	39,152	38,017	1,135	2.90%
7	271	326	47,711	47,284	427	0.89%	49,552	48,114	1,438	2.90%

8	215	141	59,345	59,294	51	0.09%	59,135	59,135	-	0.00%
9	34	21	67,135	67,385	-249	-0.37%	68,530	66,539	1,991	2.91%
Off Scale 9	142	57	94,450	87,154	7,296	7.72%	86,301	81,990	4,311	5.00%
Total	1493	2039	43,699	34,766	,933	20.44%	40,323	31,865	8,458	20.98%

5.20 Table 17 shows the median gender pay gap based on Total Pay. The median gender pay gap is 0.00% at three grades and is not significant (above 5.00%) at any grade apart from grade 4 and off scale 9.

5.21 Although the pattern of the gender pay gap based on Total Pay is like that for basic pay and does not have a significant effect on the differences in pay it is important to consider individual pay elements. The following tables illustrate the number of recipients and the difference in value of the following additional pay elements.

All Additional Pay

5.22 Table 18 indicates the overall average value of all additional pay elements received by grade and gender. The total number of recipients is shown as 253, 7.17% of the workforce. All the allowances appear to be based on job requirements and are irrespective of any protected characteristic.

The overall average value of payments is £2,104 per annum. The average payment for males is £2,067 compared to £2,160 for female employees.

Table 18 – Average Value of All Additional Pay by Grade and Gender						
Equal Work Group	Male		Female		Total Workforce	
	Recipient Payments	Average Value	Recipients Payments	Average Value	Recipients Payments	Average Value
1	10	4,384	7	4,804	17	4,557
2	<5	600			<5	600
3	21	772	6	2,376	27	1,128
4	21	1,073	2	777	23	1,047
5	36	1,528	42	1,555	78	1,542
6	28	1,393	22	1,799	50	1,572
7	8	2,627	9	1,430	17	1,993
8	12	3,489	6	3,478	18	3,485
9	<5	4,258	<5	4,917	7	4,540
Off Scale Grade 9	11	5,189	4	3,831	15	4,827
Total	**	2,067	**	2,160	253	2,104

**/<5 – less than 5 employees within the group, data withheld due to confidentiality

On Call Allowance

- 5.23 The overall average On Call Allowance is £548. The average figure for female employees is £447 and £400 for male employees. In total 11 employees received an on-call payment 4 male and 7 female all, but one employee received a payment of £400 per annum. The difference in the average payments is not significant and can be affected by the occasions of being on call.

Market Pay

- 5.24 Wherever additional pay is linked to the market it is essential that the value of the payment is regularly reviewed and is based on market conditions. It is essential that the payment is supported by evidence that justifies the payments. As market conditions change such payments should be reviewed annually to ensure that they are still required. The University has an evidence based approach to any market supplements.
- 5.25 The number of recipients of Market Pay (92) is a small proportion of the overall workforce (2.58%) It is more likely that these payments apply in grades 5 and 6.

Typical roles receiving supplements include 18 Diploma in Professional Legal Practitioners, 15 music tutors, 16 teaching assistants, 13 teaching fellows and 10 tutors. Whilst such payments may reflect the market there should be a clear justification for them.

Table 19 – Average Value of Market Pay by Grade and Gender						
Equal Work Group	Male		Female		Total Workforce	
	Recipients	Average Value	Recipients	Average Value	Recipients	Average Value
5	21	1,258.10	30	1,485.53	51	5,889
6	23	1,532.48	15	1,906.60	38	7,823
7	<5	3,797.00			<5	9,488
Total	47	1,462.20	45	1,625.89	92	12,690

Dean Allowance

- 5.26 The average value of Dean Allowances across the 12 recipients is £5000. There is no difference between the average value for males and females.

Institute Director Allowance

- 5.27 6 employees are paid the directors allowance with an overall average payment of £4785 the average amount for 3 females is £4500 and the average amount for 3 males is £5000. All employees are paid £5000 with the exception of one female. As with the Dean Allowance it is important that the reason for these payments and the equity of payments as well as the on-going requirement are regularly reviewed.

Head of School Allowance

- 5.28 Head of School payment is made to 2 female and 10 male employees, the payment is £7500 and is paid to all recipients.

Mobility Allowance

- 5.29 The Mobility allowance is predominantly paid in the research area and in the data provided to 22 employees at an average of £2549. 12 female employees received an average of £2277 and 10 male employees an average of £2,876.

Nightshift Payment

- 5.30 There 18 employees in receipt of a Nightshift payment 9 male and 9 females. The nightshift payments are two different allowances one for the two supervisors who are both female and both paid the same amount. The general nightshift payment for grade 1 employees is consistently applied with an amount of £4804 paid to both genders for everyone in the Night Shift Cleaner role.

Overtime

- 5.31 Overtime is not included in values for total pay in Equal pay audits as it is not classed as normal pay unless it is contractual. However, 303 employees received overtime payments 171 female and 132 male employees. The male average is £908 and the female £547 this difference is due to a higher proportion of male recipients in grades 4,5 and 6. It is important with overtime that there is a consistent application across the organisation and there is equal access to overtime where it is required.

6 Protected Characteristics Pay Gaps

- 6.1 As part of the further analysis we have also considered the following characteristics in respect of differences in pay.

- Age
- Disability
- Ethnicity
- Sexual Orientation
- Religion

Age

- 6.2 The age profile of the workforce is shown in Table 20 the bandings are consistent with age bandings used across other areas of the University. As can be seen the peak of the workforce is aged 25 -44 for males and females. A marginally higher proportion of male employees are in the over 65 age group.

Table 20 – Age Profile							
Age Range	Organisation	All Males			All Females		
	Total	Total	% of Group	% of All Males	Total	% of Group	% of All Females
16-24	211	76	36.02%	5.09%	135	63.98%	6.62%
25-44	1,674	680	40.62%	45.55%	994	59.38%	48.75%
45-65	1523	671	44.05%	44.94%	852	55.94%	41.79%
Over 65	124	66	53.23%	4.42%	58	46.77%	2.84%
	3,526	1,489	42.23%	100.00%	2,037	57.77%	100.00%

- 6.3 Table 21 shows the gender pay gap based on median basic pay and mean basic pay.

The age-related gender pay gaps are caused by the workforce distribution where predominantly more male employees are in higher grades resulting in a higher median point and mean.

Table 21 Mean and Median Pay gap by Gender and Age										
Age Range	Number of Males	Number of Females	Current Average Male	Current Average Female	Diff in Mean	Mean Pay Gap	Current Median Male	Current Median Female	Diff in Median	Median Pay Gap
16-24	76	135	21,783	20,799	983	4.51%	19,612	18,342	1270	6.48%
25-44	680	994	35,895	32,232	3663	10.20%	34,803	30,942	3861	11.09%
45-65	671	852	52,302	39,845	12457	23.82%	49,552	35,844	13708	27.66%
Over 65	66	58	56,728	31,898	24830	43.77%	44,077	24,566	19511	44.27%
	1,489	2,037	43,471	34,647	8825	20.30%	40,323	31,865	8458	20.98%

- 6.4 The age-related gender pay gap is greatest within the Over 65 age range at 43.77%. Table 22 demonstrates this is due to 54% of male employees being in grades 7 and above whereas 22.41% of females occupy the same grades.

Table 22 – Grading Profile by Gender of Age Range over 65

Equal Work Group	Organisation	All Males			All Females		
	Total	Total	% of Grade	% of All Males	Total	% of Grade	% of All Females
Grade 1	16	<5	18.75%	4.55%	13	81.25%	22.41%
Grade 2	18	9	50.00%	13.64%	9	50.00%	15.52%
Grade 3	8	<5	12.50%	1.52%	7	87.50%	12.07%
Grade 4	4	<5	50.00%	3.03%	<5	50.00%	3.45%
Grade 5	15	6	40.00%	9.09%	9	60.00%	15.52%
Grade 6	15	10	66.67%	15.15%	5	33.33%	8.62%
Grade 7	16	9	56.25%	13.64%	7	43.75%	12.07%
Grade 8	12	9	75.00%	13.64%	<5	25.00%	5.17%
Grade 9	<5	0	0.00%	0.00%	<5	100.00%	1.72%
Off Scale 9	19	17	89.47%	25.76%	<5	10.53%	3.45%
	124	66	53.23%	100.00%	58	46.77%	100.00%

**/<5 – less than 5 employees within the group, data withheld due to confidentiality

6.5 Tables 22a and 22b show 45 -65 age range pay gap is 23.82%. This is due to 61.10% of males being in grades 7 and above whereas there are only 37.08% of female employees in the same grades. In the 25 to 44 range, the pay gap is 10.2% with 31.01% of male employees being in grades 7 and above compared to 21.73% of females.

Table 22a – Grading Profile by Gender of Age Range 45 to 65							
Equal Work Group	Organisation	All Males			All Females		
	Total	Total	% of Grade	% of All Males	Total	% of Grade	% of All Females
Grade 1	75	8	10.67%	1.19%	67	89.33%	7.86%
Grade 2	47	22	46.81%	3.28%	25	53.19%	2.93%
Grade 3	159	53	33.33%	7.90%	106	66.67%	12.44%
Grade 4	128	38	29.69%	5.66%	90	70.31%	10.56%
Grade 5	162	50	30.86%	7.45%	112	69.14%	13.15%
Grade 6	226	90	39.82%	13.41%	136	60.18%	15.96%
Grade 7	268	123	45.90%	18.33%	145	54.10%	17.02%
Grade 8	239	138	57.74%	20.57%	101	42.26%	11.85%
Grade 9	48	30	62.50%	4.47%	18	37.50%	2.11%
Off Scale 9	171	119	69.70%	17.73%	52	30.30%	6.10%
	1,523	671	44.06%	100.00%	852	55.94%	100.00%

Table 22b – Grading Profile by Gender of Age Range 45 to 65							
Equal Work Group	Organisation	All Males			All Females		
	Total	Total	% of Grade	% of All Males	Total	% of Grade	% of All Females
Grade 1	84	25	29.76%	3.68%	59	70.24%	5.94%
Grade 2	60	25	41.67%	3.68%	35	58.33%	3.52%
Grade 3	251	86	34.26%	12.65%	165	65.74%	16.60%
Grade 4	200	73	36.50%	10.74%	127	63.50%	12.78%
Grade 5	305	108	35.41%	15.88%	197	64.59%	19.82%
Grade 6	341	146	42.82%	21.47%	195	57.18%	19.62%
Grade 7	313	139	44.41%	20.44%	174	55.59%	17.51%
Grade 8	105	68	64.76%	10.00%	37	35.24%	3.72%
Grade 9	6	<5	66.67%	0.59%	<5	33.33%	0.20%
Off Scale 9	**	6	66.67%	0.88%	<5	33.33%	0.30%
	1674	**	40.62%	100.00%	**	59.38%	100.00%

**/<5 – less than 5 employees within the group, data withheld due to confidentiality

Disability

- 6.6 The Disability Pay Gap has been measured based on a comparison of those with a stated disability compared to those without.
- 6.7 Table 23 shows the percentage of the workforce by gender that have a stated disability. 194 employees 5.5% of the total workforce have a stated disability.

Table 23 – Disability Profile by Gender							
Disability Group	Organisation	All Males			All Females		
	Total	Total	% of Group	% of All Males	Total	% of Group	% of All Females
Disabled	194	77	39.69%	5.16%	117	60.31%	5.74%
No disability	3,164	1,318	41.66%	88.28%	1,846	58.34%	90.53%
Not known	92	42	45.65%	2.81%	50	54.35%	2.45%
Prefer not to say	82	56	68.29%	3.75%	26	31.71%	1.28%
Total	3,532	1,493	42.27%	100.00%	2,039	57.73%	100.00%

- 6.8 The disability pay gap compares those with a disability to those without. As can be seen from Table 24, the overall mean disability basic pay gap is 20.65% and the median is 23.24% meaning that the mean and median basic hourly rate is higher for those without a disability compared to those with. Whilst there are no grades where there is a significant mean pay gap, grades 3,4,5 and 6 have significant median pay gaps.

- 6.9 The significant median pay gaps are predominantly due to length of service and progression through the grades with the average length of time in post being higher for Non-disabled employees.
- 6.10 Each gap should be investigated further to ensure no bias is occurring in relation to Disabled employees.
- 6.11 Whilst there are no issues in terms of the mean disability pay gap it is noticeable that the number of people with a stated disability at the higher grades is very low.

Table 24 Disability Pay Gaps

Grade	Non-Disabled	Disabled	Current Average Non-Disabled	Current Average Disabled	Diff in Mean	Mean Pay Gap	Current Median Non-Disabled	Current Median Disabled	Diff in Median	Median Pay Gap
1	221	22	18,031	18,031	0	0.0%	18,031	18,031	-	0.00%
2	123	12	18,837	18,738	99	0.5%	19,133	18,738	395	2.06%
3	386	44	21,318	20,948	370	1.7%	21,814	20,675	1,139	5.22%
4	324	26	25,301	24,843	458	1.8%	25,217	23,754	1,463	5.80%
5	453	25	30,674	29,689	985	3.2%	30,942	29,176	1,766	5.71%
6	532	30	38,100	36,998	1,102	2.9%	39,152	35,844	3,308	8.45%
7	557	21	47,387	48,034	-647	-1.4%	48,114	49,552	- 1,438	-2.99%
8	329	7	59,212	59,158	54	0.1%	59,135	59,135	-	0.00%
9	51	<5	66,537	68,530	-993	-3.0%	66,539	68,530	- 1,991	-2.99%
Off Scale 9	188	5	91,974	81,067	10,508	11.86%	85,731	85,000	731	0.85%
Total	3164	**	39,018	30,962	8056	20.65%	34,803	26,715	8,088	23.24%

****/<5 – less than 5 employees within the group, data withheld due to confidentiality**

Ethnicity

- 6.12 Tables 25 and 26 show the composition of the workforce based on the classifications used by the University. The workforce is predominantly White Scottish , White British, White Irish or White Other which account for 84.82% of the workforce compared to 11.30% who are from any other ethnic group; 0.62% of the workforce has not provided this data and 3% refused to give the information.

Table 25 – Ethnic Composition of the Workforce							
Ethnicity	Organisation	Male All			Female All		
	Count	Count	% of Group	% of Male All	Count	% of Group	% of Female All
BAME	421	205	48.69%	13.73%	216	51.31%	10.59%
Information Refused/Not Known	115	65	56.52%	4.35%	50	43.48%	2.45%
White	2996	1223	40.82%	81.92%	1773	59.23%	86.95%
Total	3532	1489	42.27%	100.00%	2039	57.73%	100.00%

Table 26 – Ethnic Composition of the Workforce							
Ethnicity	Organisation	All Males			All Females		
	Total	Total	% of Ethnic Group	% of All Males	Total	% of Ethnic Group	% of All Females
BLANK	22	11	50.00%	0.74%	11	50.00%	0.54%
Arab	15	6	40.00%	0.40%	9	60.00%	0.44%
Asian or Asian British - Bangl	7	3	42.86%	0.20%	4	57.14%	0.20%
Asian or Asian British - India	60	33	55.00%	2.21%	27	45.00%	1.32%
Asian or Asian British - Pakis	16	9	56.25%	0.60%	7	43.75%	0.34%
Black or Black British - Afric	58	37	63.79%	2.48%	21	36.21%	1.03%
Black or Black British - Carib	6	3	50.00%	0.20%	3	50.00%	0.15%
Chinese	63	31	49.21%	2.08%	32	50.79%	1.57%
Information refused	107	61	57.01%	4.09%	46	42.99%	2.26%
Mixed - White and Asian	24	10	41.67%	0.67%	14	58.33%	0.69%
Mixed - White and Black Africa	11	5	45.45%	0.33%	6	54.55%	0.29%
Mixed - White and Black Caribb	5	1	20.00%	0.07%	4	80.00%	0.20%
Not known	8	4	50.00%	0.27%	4	50.00%	0.20%
Other Asian background	62	28	45.16%	1.88%	34	54.84%	1.67%
Other Black background	7	3	42.86%	0.20%	4	57.14%	0.20%
Other Ethnic background	34	17	50.00%	1.14%	17	50.00%	0.83%
Other Mixed background	31	8	25.81%	0.54%	23	74.19%	1.13%
Other White background	792	327	41.29%	21.90%	465	58.71%	22.81%
White - British	960	433	45.10%	29.00%	527	54.90%	25.85%
White - Irish	47	23	48.94%	1.54%	24	51.06%	1.18%
White - Scottish	1,197	440	36.76%	29.47%	757	63.24%	37.13%
Total	3,532	1,493	42.27%	100.00%	2,039	57.73%	100.00%

6.13 Table 27 shows the median basic pay gap of -2.98% when comparing White to BAME employees. The mean basic pay gap is 1.64%.

6.14 There are however significant mean pay gaps in grades 4 and 9, and the median significant gaps are in grades 3-6 and 9.

Table 27 - Median and Mean Pay gaps by Ethnicity										
Grade	White	BAME	Current Average White	Current Average BAME	Diff in Mean	Mean Pay Gap	Current Median White	Current Median BAME	Diff in Median	Median Pay Gap
1	222	25	18,031	18,031	0	0.00%	18,031	18,031	-	0.00%
2	133	12	18,791	18,672	119	0.63%	19,133	18,342	791	4.13%
3	394	50	21,367	20,541	826	3.87%	21,814	20,130	1,684	7.72%
4	326	34	25,379	23,982	1,397	5.50%	25,942	23,067	2,875	11.08%
5	429	56	30,654	30,060	594	1.94%	30,942	29,176	1,766	5.71%
6	471	81	38,221	37,155	1,066	2.79%	39,152	36,914	2,238	5.72%
7	503	79	47,537	46,643	894	1.88%	48,114	46,718	1,396	2.90%
8	290	47	59,209	59,000	209	0.35%	59,135	59,135	-	0.00%
9	52	<5	66,687	62,727	3,960	5.94%	68,530	62,727	5,803	8.47%
Off Scale 9	176	14	91,486	95,291	-3,804	-4.16%	85,000	88,891	- 3,891	-4.58%
Total	2996	**	38,384	37,756	628	1.64%	33,797	34,803	- 1,006	-2.98%

**/<5 – less than 5 employees within the group, data withheld due to confidentiality

6.15 Table 28 shows a probable reason for the significant mean and median pay gaps is the average length of time in years for employees to be in post with on average White employees being in post for 4.15 years whereas BAME employees on average have been in post 2.69 years this will have an impact on where employees are within the grade.

6.16 Whilst the overall Ethnicity pay gap is below 5% for both median and mean it is worth noting that the proportion of BAME employees in the higher grades is low.

Table 28 Average years in post by Ethnicity			
Grade Group	White	BAME	Difference
Grade 1	4.9	2.96	1.94
Grade 2	4.13	1.33	2.79
Grade 3	3.3	1.68	1.62
Grade 4	3.66	1.91	1.74
Grade 5	3.66	1.18	2.48
Grade 6	3.95	3.07	0.87
Grade 7	4.28	3.43	0.85
Grade 8	4.81	4.11	0.71
Grade 9	3.9	2	1.9
Off Scale 9	6.39	3.93	2.46
Grand Total	4.15	2.69	1.46

Religion

- 6.17 Tables 29 shows the composition of the workforce based on the classifications used by the University. 1613 employees have no religion, 415 have no information and 319 refused to give the information. Of the remaining 1185 employees the workforce is predominantly Christian accounting for 84.89% with 179 employees, 15.11% being from another denomination

Table 29 distribution of workforce by religion							
Religion		Christian			Non-Christian		
	Overall	Count	% of Group	% of Christian	Count	% of Group	% of Non-Christian
Buddhist	15	0	0.00%	0.00%	15	100.00%	8.38%
Christian - Church of Scotland	359	359	100.00%	35.69%	0	0.00%	0.00%
Christian - Other denomination	386	386	100.00%	38.37%	0	0.00%	0.00%
Christian - Roman Catholic	261	261	100.00%	25.94%	0	0.00%	0.00%
Hindu	32	0	0.00%	0.00%	32	100.00%	17.88%
Jewish	<5	0	0.00%	0.00%	<5	100.00%	1.68%
Muslim	72	0	0.00%	0.00%	72	100.00%	40.22%
Other	27	0	0.00%	0.00%	27	100.00%	15.08%
Spiritual	30	0	0.00%	0.00%	30	100.00%	16.76%
	**	1,005	84.88%	100.00%	179	15.12%	100.00%

**/<5 – less than 5 employees within the group, data withheld due to confidentiality

Table 30 Pay Gap by Christian and Non-Christian										
	Christian			Non-Christian						
Grade	Count	Avg Basic Pay	Median Basic	Count	Avg Basic Pay	Difference (£)	Pay Gap (%)	Median Basic	Difference (£)	Pay Gap (%)
1	76	£18,031	£18,031	11	£18,031	£0	0.00%	£18,031	£0	0.00%
2	49	£18,872	£19,133	6	£18,995	-£123	-0.65%	£18,738	£395	2.06%
3	124	£21,238	£20,956	20	£20,487	£751	3.53%	£20,130	£826	3.94%
4	99	£25,475	£25,942	20	£24,482	£992	3.89%	£23,411	£2,531	9.76%
5	149	£30,485	£30,046	27	£30,058	£426	1.40%	£29,176	£870	2.90%
6	158	£37,947	£38,017	30	£36,519	£1,429	3.76%	£35,844	£2,173	5.72%
7	196	£47,349	£48,114	31	£47,349	£0	0.00%	£49,552	-£1,438	-2.99%
8	91	£59,130	£59,135	27	£59,743	-£613	-1.04%	£59,135	£0	0.00%
9	14	£66,714	£67,535	0						
Off Scale 9	50	£87,299	£82,593	7	£96,048	-£8,748	-10.02%	£85,000	-£2,407	-2.91%
Total	1,006	£37,722	£33,797	179	£38,391	-£669	-1.77%	£34,803	-£1,006	-2.98%

- 6.18 Table 30 shows the overall pay gap by Christian and Non-Christian Employees, the Mean and Median pay gaps are within EHRC tolerances with Non-Christian pay marginally higher overall. Off scale grade 9 Shows a significantly higher average rate of pay for Non-Christian Employees due to some senior employees in the Non-Christian grouping. The gaps at grades 4 and 6 are due to length of service in post where a higher proportion of the Non- Christian have less time in post.

7. Starting Pay Analysis

New Starters

- 7.1 The starting pay analysis is based on 551 new starters within the year 31st March 2020 to 31st March 2021. The purpose of this analysis is to identify if there are differences in starting pay between equality groups. The number of new starters and the grade to which they are appointed is reflective of the opportunities that have arisen; however, a detailed assessment can give an indicator of any factors that may contribute further to the Gender Pay Gap.

New Starters – Gender Analysis

- 7.2 Table 31 shows the number of new starters by grade and gender within the previous year. As can be seen the highest percentage of male and female new starters is at grade 3. Males and females have been appointed to every grade with the exception that no females have been appointed in grade 9. However, there are some differences which will perpetuate the differences in the distribution of the workforce and contribute to the gender pay gap and the pay gap based on other equality groups.
- 7.3 A higher percentage of male new starters have been appointed at all grades throughout the structure with a higher percentage of males (43.69%) appointed to the higher grades compared to the percentage of females (24.93%).

Table 31 - New Starters Distribution by Gender and Grade							
Age Range	Organisation	All Males			All Females		
	Total	Total	% of Grade	% of All Males	Total	% of Grade	% of All Females
1	29	5	17.24%	2.25%	24	82.76%	7.29%
2	24	6	25.00%	2.70%	18	75.00%	5.47%
3	122	39	31.97%	17.57%	83	68.03%	25.23%
4	89	33	37.08%	14.86%	56	62.92%	17.02%
5	108	42	38.89%	18.92%	66	61.11%	20.06%
6	75	38	50.67%	17.12%	37	49.33%	11.25%
7	59	28	47.46%	12.61%	31	52.54%	9.42%
8	30	20	66.67%	9.01%	10	33.33%	3.04%
9	<5	<5	100.00%	0.45%	0	0.00%	0.00%
Off Scale 9	14	10	71.43%	4.50%	4	28.57%	1.22%
Total	551	222	40.29%	100.00%	329	59.71%	100.00%

- 7.4 Table 32 shows the Gender Pay Gap based on new starters only. The overall mean pay gap is 19.05% compared to 19.9% for the current overall workforce and the median pay gap is 20.72% compared to 20.98% for the overall workforce. The significant differences are at grades 6,8. In grade 6, 21 out of 37 female employees (58.3%) are on the first scale point of the grade whereas 15 out of 38 male new starters (39.4%) are at the same point. 5 male employees and 3 female employees have been appointed to the top of grade 6. Grade 8 shows similar scenario but in reverse, 4 out of 10 female employees being appointed to the highest contribution point (40%) 4 out of 20 males 20% have been appointed to the same point causing the pay gap in favour of female employees.

Table 32 Mean and Median gender pay gap by grade for new starters										
Grade	Number of Males	Number of Females	Current Average Male	Current Average Female	Diff in Mean	Mean Pay Gap	Current Median Male	Current Median Female	Diff in Median	Median Pay Gap
1	5	24	18,031	18,031	0	0.00%	18,031	18,031	0	0.00%
2	6	18	18,464	18,362	102	0.55%	18,342	18,342	0	0.00%
3	39	83	19,975	20,129	-154	-0.77%	19,612	19,612	0	0.00%
4	33	56	23,153	23,194	-41	-0.18%	23,067	23,067	0	0.00%
5	42	66	29,520	29,127	393	1.33%	28,332	28,332	0	0.00%
6	38	37	36,029	35,383	646	1.79%	35,844	33,797	2,047	5.71%
7	28	31	44,499	46,310	-1811	-4.07%	43,419	45,361	-1,942	-4.47%
8	20	10	57,908	59,825	-1918	-3.31%	56,585	60,931	-4346	-7.68%
9	<5	0	62,727				62,727			
Off Scale 9	10	<5	103,033	104,966	-1,932	-1.88%	96,000	99,931	-3,931	-4.09%
Total	**	**	35,361	28,626	6,735	19.05%	29,094	23,067	6,027	20.72%

**/<5 – less than 5 employees within the group, data withheld due to confidentiality

- 7.5 The following tables show the differences in starting pay based on the point within the grade that an employee has been appointed to. Table 33 shows the overall analysis for all new starters. There is an expectation that new starters will be appointed at the grade minimum or close to it. However, it is likely that some employees will be appointed to a higher point due to current salary and/or market conditions which can be justified. As a proportion of employees recruited to a grade the number of employees recruited on the minimum point decrease the higher up the grades, with grades 6,7 and 8 all having less than 50% of new starters on the grade minimum scale point with some employees being placed on contribution scale points.

Table 33- Percentage of new starters by Grade SCP

Grade		Grade Min									
Grade	Gender	1	2	3	4	5	6	7	9		Grand Total
Grade 1	F	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	M	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Grade 2	F	94.44%	5.56%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	M	66.67%	33.33%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Grade 3	F	81.93%	2.41%	1.20%	0.00%	0.00%	1.20%	13.25%	0.00%	0.00%	100.00%
	M	84.62%	2.56%	2.56%	0.00%	2.56%	0.00%	7.69%	0.00%	0.00%	100.00%
Grade 4	F	94.64%	1.79%	0.00%	1.79%	1.79%	0.00%	0.00%	0.00%	0.00%	100.00%
	M	93.94%	3.03%	0.00%	3.03%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Grade 5	F	78.46%	4.62%	1.54%	3.08%	12.31%	0.00%	0.00%	0.00%	0.00%	100.00%
	M	71.05%	5.26%	7.89%	5.26%	7.89%	0.00%	0.00%	0.00%	2.63%	100.00%
Grade 6	F	58.33%	11.11%	11.11%	5.56%	2.78%	2.78%	8.33%	0.00%	0.00%	100.00%
	M	39.47%	5.26%	15.79%	10.53%	7.89%	7.89%	13.16%	0.00%	0.00%	100.00%
Grade 7	F	13.33%	13.33%	3.33%	30.00%	10.00%	10.00%	20.00%	0.00%	0.00%	100.00%
	M	35.71%	14.29%	21.43%	0.00%	3.57%	10.71%	7.14%	7.14%	0.00%	100.00%
Grade 8	F	40.00%	0.00%	0.00%	0.00%	10.00%	0.00%	10.00%	40.00%	0.00%	100.00%
	M	35.00%	5.00%	10.00%	5.00%	15.00%	5.00%	5.00%	20.00%	0.00%	100.00%
Grade 9	M	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Total		70.57%	5.47%	4.72%	4.15%	4.72%	2.26%	6.04%	1.89%	0.19%	100.00%

7.6 Overall 73.56% of female and 59.46% of male new starters are on the grade minimum. Table 33 shows the proportion of each gender at each scale point. It is clear that in most grades there are proportionally more female employees recruited at the grade minimum. There are 28 new starters on contribution points, 16 female (4.97%) and 12 males (5.76%). The use of the contribution points for new starters suggests that different criteria are applied for new starters compared to existing employees. It appears that the use of contribution points for new starters is intended to reflect market conditions as opposed to performance and contribution as will be the case for existing employees. This approach needs to be reviewed and managed carefully to ensure no protected characteristic bias appears.

New Starters – Ethnicity Analysis

- 7.7 Based on the data available, 524 or 98.8% of new starters provided data on their ethnicity. As shown in Table 35 the mean ethnicity pay gap for new starters is -10.01% and median – 19.27% and favours those from the BAME backgrounds. As with gender it appears proportionally more employees are starting on higher points in the higher grades which is causing the gaps in 7,8 and off scale 9.

Table 34 – Percentage of new starters by Grade and scale point by Ethnicity											
Grade	Ethnicity	at Min									Grand Total
		1	2	3	4	5	6	7	9		
Grade 1	BME0	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	White	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Grade 2	BME0	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	White	86.36%	13.64%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Grade 3	BME0	90.91%	4.55%	4.55%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	White	81.63%	2.04%	1.02%	0.00%	1.02%	1.02%	13.27%	0.00%	0.00%	100.00%
Grade 4	BME0	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	White	92.75%	2.90%	0.00%	2.90%	1.45%	0.00%	0.00%	0.00%	0.00%	100.00%
Grade 5	BME0	58.33%	12.50%	4.17%	8.33%	12.50%	0.00%	0.00%	0.00%	4.17%	100.00%
	White	82.43%	2.70%	2.70%	2.70%	9.46%	0.00%	0.00%	0.00%	0.00%	100.00%
Grade 6	BME0	65.00%	5.00%	10.00%	10.00%	5.00%	5.00%	0.00%	0.00%	0.00%	100.00%
	White	44.90%	10.20%	14.29%	8.16%	4.08%	4.08%	14.29%	0.00%	0.00%	100.00%
Grade 7	BME0	37.50%	12.50%	12.50%	6.25%	0.00%	0.00%	25.00%	6.25%	0.00%	100.00%
	White	19.05%	14.29%	11.90%	19.05%	9.52%	14.29%	9.52%	2.38%	0.00%	100.00%
Grade 8	BME0	16.67%	0.00%	0.00%	0.00%	16.67%	0.00%	16.67%	50.00%	0.00%	100.00%
	White	40.91%	4.55%	4.55%	4.55%	13.64%	4.55%	4.55%	22.73%	0.00%	100.00%
Grade 9	White	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Total		71.26%	5.63%	4.27%	4.27%	4.47%	2.14%	5.83%	1.94%	0.19%	100.00%

Table 35 - New Starter Median and Mean Pay gaps by Ethnicity

Grade	White	BAME	Current Average White	Current Average BAME	Diff in Mean	Mean Pay Gap	Current Median White	Current Median BAME	Diff in Median	Median Pay Gap
1	25	*	18,031	18,031	0	0.00%	18,031	18,031	0	0.00%
2	22	*	18,392	18,342	50	0.27%	18,342	18,342	0	0.00%
3	98	20	20,143	19,691	452	2.24%	19,612	19,612	0	0.00%
4	69	17	23,211	23,067	144	0.62%	23,067	23,067	0	0.00%
5	79	21	29,238	29,379	-142	-0.48%	28,332	28,332	0	0.00%
6	49	20	35,770	35,397	373	1.04%	34,803	33,797	1,006	2.89%
7	43	15	45,643	44,907	736	1.61%	45,361	42,793	2,568	5.66%
8	22	5	57,912	61,500	-3,588	-6.20%	56,585	62,727	-6,142	-10.85%
9	*	0	62,727				62,727			
Off Scale 9	10	*	98,353	127,222	-28,869	-29.35%	92,500	130,000	-37,500	-40.54%
Total	418	106	30,566	33,627	-3061	-10.01%	23,754	28,332	-4,578	-19.27%

**/<5 – less than 5 employees within the group, data withheld due to confidentiality

- 7.8 The starting salary approach should be reviewed to ensure there is no bias and there is a consistent application of policy with rationale as to new starters being recruited to higher points within the evaluated grade.

New Starters - Disability

- 7.9 Based on the data available, 504 or 91.47% of new starters provided data on disability, with 37 (7%) as shown in Table 36 the overall Mean ethnicity pay gap is 26.88% and median of 18.58% favouring those with no stated disability.
- 7.10 There are no individual grades where the difference in average pay is significant. However, based on the available data it appears that there have been no new starters at grade 7 and above with a stated disability.
- 7.11 To be able to meet its obligations under the Equality Act 2010, the University should identify the disability of all new starters who have not provided this information. This will help to determine if there have been appointments of disabled employees to all levels of the pay structure and the impact that this may have on the Disability Pay Gap.

Table 36 Disability Pay Gaps for New Starters

Grade	Non-Disabled	Disabled	Current Average Non-Disabled	Current Average Disabled	Diff in Mean	Mean Pay Gap	Current Median Non-Disabled	Current Median Disabled	Diff in Median	Median Pay Gap
1	25	<5	18,031	18,031	0	0.00%	18,031	18,031	0	0.00%
2	19	<5	18,381	18,342	39	0.21%	18,342	18,342	0	0.00%
3	95	13	20,103	19,878	226	1.12%	19,612	19,612	0	0.00%
4	70	10	23,209	23,067	142	0.61%	23,067	23,067	0	0.00%
5	90	<5	29,362	29,215	147	0.50%	28,332	28,332	0	0.00%
6	63	5	35,742	34,609	1,134	3.17%	33,797	34,803	-1,006	-2.98%
7	56		45,332							
8	26		58,808							
9	<5		62,727							
Off Scale 9	13		105,015							
Total	**	**	32,149	23,507	8,642	26.88%	28,332	23,067	5,265	18.58%

**/<5 – less than 5 employees within the group, data withheld due to confidentiality

8. Contribution Zone Analysis

- 8.1 Aberdeen University like many other universities has a contribution process where all employees can apply for accelerated progression within the grade/contribution zone. The points are to recognize an individual who is undertaking work, appropriate to their current grade, that is of an exceptionally high standard whether it be a one-off event or sustained performance, over time. There is a full policy and procedure in place for moving an employee to one of these points.
- 8.2. 8.53% of males and 7.36% of females are on contribution points within the contribution zones equating to 277 employees or 7.86% of the overall population. Table 37 below shows 82.7% of female employees are on contribution points 1 and 2 within the pay structure whereas only 59.9% of male employees are on the same points resulting in proportionally more male employees being on higher contribution points.

Table 37 – Distribution of Employees by Gender with Contribution Increments in the contribution zone

Contribution point	Organisation	All Males			All Females		
		Total	% of Point	% of All Males	Total	% of Point	% of All Females
1	148	57	38.50%	44.90%	91	61.50%	60.70%
2	52	19	36.50%	15.00%	33	63.50%	22.00%
3	62	42	67.70%	33.10%	20	32.30%	13.30%

4	15	9	60.00%	7.10%	6	40.00%	4.00%
Total	277	127	45.90%	100.00%	150	54.20%	100.00%

- 8.3 Table 38 highlights the pay gaps within the contribution points by grade with a significant gap of 5.71% in grade 4 where significantly more male employees are on the top contribution point.

Table 38 Gender pay Gaps by Employees in the Contribution Zone										
Grade	Number of Males	Number of Females	Current Average Male	Current Average Female	Diff in Mean	Mean Pay Gap	Current Median Male	Current Median Female	Diff in Median	Median Pay Gap
2	<5	7	20,675	20,293	382	1.85%	20,675	20,675	-	0.00%
3	19	26	23,581	23,200	381	1.61%	23,067	23,067	-	0.00%
4	19	19	29,044	27,990	1,054	3.63%	29,176	27,511	1,665	5.71%
5	11	19	33,717	33,388	329	0.98%	33,797	32,816	981	2.90%
6	9	11	42,227	41,985	242	0.57%	41,526	41,526	-	0.00%
7	18	35	52,490	51,956	534	1.02%	52,559	51,034	1,525	2.90%
8	47	33	62,724	62,935	-211	-0.34%	62,727	62,727	-	0.00%
Total	**	150	45,089	41,791	3,299	7.32%	51,034	41,526	9,508	18.63%

**/<5 – less than 5 employees within the group, data withheld due to confidentiality

- 8.4 The number of employees in the other protected characteristics are low and it is difficult to make any statistically relevant analysis. However, any appointment to the contribution zone points should be checked to ensure the process is followed and monitored to ensure there is no future bias.

9. Policy Analysis

- 9.1 This section looks at whether employees in different equality groups and people working contractual arrangements have equal access to and on average receive equal benefits, e.g. pension, medical insurance, sick pay.
- 9.2 Pension schemes - University employees have access to the USS pension scheme or the UASLAS UOA scheme. Both schemes offer a range of benefits with an element of defined contribution. The UASLAS scheme is open to staff in grades 1 to 4 and the USS scheme for grades 5 and above. 13.83% of all males and 16.45% of all female employees are in the UASLAS scheme and 58.29% of all males and 47.82% of all female employees are in the USS scheme. Of the employees eligible for UASLAS scheme 48.16% of male employees and 38.44% of female employees are actively in the scheme. For those eligible for the USS scheme the take up is a lot higher with 79.21% of male and 78.68% of female employees being active members.

Table 39 - Employees in Pension Scheme by Grade								
Grade Group	No Pension	USS	UASLAS	LGPS	NHS	SLA	TSS	Grand Total
Grade 1	173		20	4		57		254
Grade 2	96	1	36	3		15		151
Grade 3	175	7	239	3		33		457
Grade 4	118	21	217	4		7		367
Grade 5	196	293	18	3		3		513
Grade 6	119	450	9	4	1			583
Grade 7	77	511	2	4	2		1	597
Grade 8	26	329					1	356
Grade 9	4	51						55
Off Scale Grade 9	15	184						199
Grand Total	999	1847	541	25	3	115	2	3532

Table 40 - % of Gender in or out of a Pension Scheme				
Grade Group	% Of Females		% Of Males	
	Not in Pension	In Pension	Not in Pension	In Pension
Grade 1	67.20%	32.80%	70.77%	29.23%
Grade 2	71.59%	28.41%	52.38%	47.62%
Grade 3	39.22%	60.78%	36.42%	63.58%
Grade 4	30.54%	69.46%	35.16%	64.84%
Grade 5	36.12%	63.88%	42.13%	57.87%
Grade 6	15.13%	84.87%	27.64%	72.36%
Grade 7	12.88%	87.12%	12.92%	87.08%
Grade 8	5.67%	94.33%	8.37%	91.63%
Grade 9	9.52%	90.48%	5.88%	94.12%
Off Scale Grade 9	8.77%	91.23%	7.04%	92.96%
Grand Total	30.01%	69.99%	25.92%	74.08%

- 9.3 Sick Pay - the policy is open to all employees and is the same for all members of staff with 5 years' service. Up to 5 years employees on grades 1 to 4 in support have a step process with sick pay increasing by one month for each two years served to a maximum of 6 months. With the workforce distribution showing more male employees in the higher grades proportionally more female employees in grades 1 to 4 need to work 5 years to gain the

same benefit as male employees in higher grades have in their first year of employment. This is being addressed through the Harmonisation project.

- 9.4 Annual leave - Academic and Professional Services (Grades 5 to 9) staff are entitled to 41 days in total, Support Staff Grades 1 to 4) are entitled to 34 days holiday. As with sick pay 55% of female employees are in grades 1 to 4 which is predominantly Support Staff. This is a significant difference in terms of access to this benefit. 43% of all disabled employees also work in support functions. In terms of Ethnicity 62% of BAME employees are in the Academic group as are 55% of Non-Christian Employees. A clear rationale should be in place as to why one group of employees receive greater annual leave entitlement. This is also being addressed through the Harmonisation project.
- 9.5 Family Friendly Policies – the university has policies for Maternity, Adoption, Paternity and Shared Parental leave which are equally available to all staff irrespective of pay grade contract type or working arrangements.
- 9.6 Market Supplements – market supplements are paid to 92 employees as shown in section 5.23. There is no organisation wide policy and different policies exist in some departments e.g. Language centre. It is key to any organisation paying market supplements that a single policy is in place to ensure the supplement is reviewed on a regular basis and is available to all employees in a role identified for the supplement.
- 9.7 Starting pay – section 7 covers the starting pay analysis and a policy needs to be in place to ensure there is clear guidance and process on where employees are positioned in the grade on starting within the University.
- 9.8 Promotion and regrading – There are clear policies stating the process for promotion and regrading which ensure all applications are treated equally. There is however no clear guidance on the impact on pay through any successful regrading or promotion process. Pay changes need to be monitored to ensure there is no bias to any group when pay decisions are made following promotion or regrading.
- 9.9 Contribution Policy- section 8 covers the analysis of employees within the contribution zone, whilst the policy exists it is clear some new starters are appointed within the contribution points. The process of allocating employees to the contribution zone needs to ensure no discrimination is involved in its application.

Appendix 1

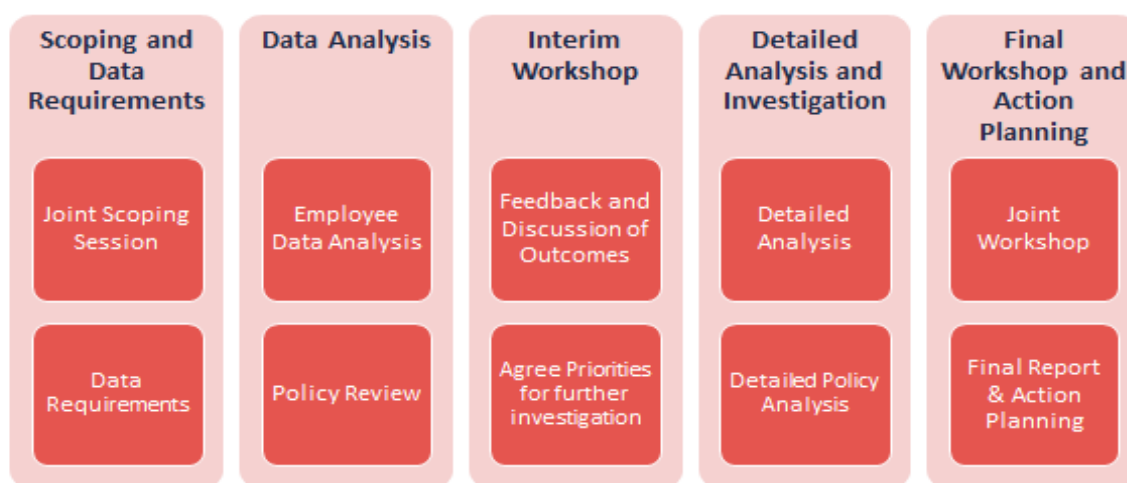
Pay Gap Comparison with other Higher Education Institutions.

Institution	Mean Pay Gap	Median Pay Gap	Source
University of Aberdeen	19.94	20.98	
Robert Gordon University	9.84	16.17	GPG report 2021
University of Dundee	19.25	11.1	GPG report 2021
Strathclyde University	19	18.6	GPG report 2021
St Andrews University	21.9	16.6	GPG report 2019
Glasgow University	19.3	16.2	GPG report 2019
Edinburgh University	16.18	11.1	Equal Pay Audit 2021
Lancaster University	25.89	26.72	GPG Report 2019
Loughborough University	22.7	27.6	GPG Report 2019
University of East Anglia	17.8	25.1	GPG Report 2020
University of Leicester	20.3	19	GPG report 2020
University of Kent	14.3	8.2	GPG Report 2021

Appendix 2 – Methodology Statement and Key Terms

The JNCHEs Guidance and the Equalities and Human Rights Commission outline a standard process to be adopted in conducting an Equal Pay Audit. Our approach has taken the guidance into account and has followed the steps outlined below;

Equal Pay Audit – Zellis Project Stages



Zellis – Confidential.

1

Following an initial scoping session, the required data was provided, and an initial analysis undertaken. Since the scoping session there have been two further workshops to review the outcomes and agree the basis of a range of different analyses. Further aspects of the methodology and definitions of key terms are stated below.

Employees in Scope

All employees in Grades 1 to off scale 9 have been included in the analysis including those employees on non-standard salaries. All Medical/Clinical employees have been excluded from the analysis as the University does not determine their pay.

Base Contractual Hours

Whilst the JNCHEs guidance suggests equating all employees to a standard working week, this report is based on the actual full-time base working week. The reason for adopting this approach is that all differences in pay have been expressed using annual salaries and this approach will show an employee's annual salary which can be broken down into a true hourly rate.

Equal Pay

The University uses a recognised factor based analytical job evaluation scheme to determine the grade of a job. For this reason, we have used grade as the measure of Equal Value as this

is an indicator of 'Work Rated Equivalent'. The definition of Work Rated Equivalent is as follows.

Work rated as equivalent - this is where the work has been rated under a fair job evaluation scheme as being of equal value in terms of how demanding it is. For example, the work of an occupational health nurse might be rated as equivalent to that of a production supervisor when components of the job such as skill, responsibility and effort are assessed by a fair job evaluation scheme,

Significant Pay Gap

An Equal Pay Audit will reveal differences between the pay of men and women doing equal work as well as for other Protected Characteristics. Within the context of this report this means within the same grade.

As a rule, differences of 5% or more, or any recurring differences of 3% or more have been investigated to identify the potential causes and ensure that there are genuine reasons for the differences and that they are not due to the protected characteristic of the individual. Any significant gaps are highlighted in red.

It should be noted that other differences may still be significant and does not ensure that the organisation is protected from equal pay cases being pursued.

Definition of Basic Pay

The salary rate for basic pay is calculated using the pay point salary within an individual's grade or their non-standard rate if the employee is paid outside of the published scales where relevant.

Definition of Total Pay

Total pay is a combination of base pay and all additional pay elements expressed over the hours worked.

Salary Sacrifice has not been used to reduce an employee's gross pay and overtime has been excluded.

Pay Gap – Method of Calculation

The calculation is: $(A-B)/A \times 100$

A is the mean hourly rate of pay of all male employees.

B is the mean hourly rate of pay of all female employees.

The result is expressed as a percentage.

For example,

An employer with a mean hourly rate of pay of £15.25 for all male employees and £13.42 for all female employees would have a 12.0% mean gender pay gap (rounded to one decimal place).

Where the pay gap being identified is based on ethnicity or disability then the same calculation applies but compares a specific ethnic group to the predominant group or those with a disability to those without.

Ethnicity Categories

The ethnicity categories that have been used in this report are the UCEA group Bandings as follows;

Asian / Asian British

Black / African / Caribbean / Black British

Mixed / Multiple Ethnic Groups

Other Ethnic Group

White

Where an employee has not provided this data, they are categorised as unknown.

Age Ranges

The Age Ranges that have been used in this report are 16 -24, 25 to 44, 45 -65 and 65+. These ranges are consistent with those used by the University for other reporting purposes