

# Equal Pay Review 2018

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Equality Challenge Unit



HR EXCELLENCE IN RESEARCH

## 1. Executive Summary

The University is committed to equal pay for work of equal value founded on a reward system which is free from bias.

The University aims to eliminate any bias in our reward processes and recognises that in order to achieve equal pay for employees doing equal work we should operate processes which are transparent and based on fair criteria.

The University's 2018 Equal Pay Review assesses the remuneration of our 6,227 regular (contracted) employees as at 31<sup>st</sup> August 2018 by the protected characteristics of gender (with age group), ethnicity, and disability. This report presents the key findings of that review and is published alongside the University's 2018 statutory Gender Pay Gap report.

### **Equal Pay by gender**

- The 2018 Equal Pay Review demonstrates that there are **no significant equal pay gaps** (using the Equality and Human Rights Commission definition of that term<sup>1</sup>) by gender within our pay grades (Levels 1-7). Therefore, the University believes it can, at an institutional level, demonstrate that it provides equal pay for work of equal value by pay grade in respect to gender.
- The mean equal base pay gaps by gender and individual pay level for employees on **pay levels 1-6** are all **less than** 1.1 per cent.
- **52.9 per cent of the University's employees are women and 47.1 per cent are men.**
- The **University Executive Board** has a proportionate representation of women (**50.0 per cent**) and Black Asian and Minority Ethnicities (**15.0 per cent**).
- Women continue to make up **26.5 per cent of all Level 7** roles and (**54.8 per cent of MSA Level 7** roles and **24.7 per cent of ERE Level 7**).
- **The mean pay gap by gender for all employees (irrespective of grade) has reduced since 2017.** In 2018 the mean base pay gap by gender for all employees, irrespective of grade (including those on NHS pay scales) is **+20.7 per cent** (in favour of men), **a decrease of 0.8 percentage points**<sup>2</sup>.
- **The median pay gap by gender for all employees has reduced since 2017.** In 2018 the median base pay gap by gender for the same population is **+11.1 per cent**, a decrease of 2.6 percentage points.
- The clustering of male employees on higher grades and female employees on lower and middle grades has a significant impact on the gender pay gap.
- Excluding employees on Level 7 and Clinical pay, the University's mean base pay gap (for employees at Levels 1-6 only) reduces from +20.7 per cent to **+11.9 per cent** whilst the median base pay gap remains static **+11.1 per cent**.
- The equal pay gap by gender has continued to close for Level 7 employees in both MSA and ERE job families. In 2018, the mean base pay equal pay gap is **+4.3 per cent** (down from +5.6 per cent in 2017) whilst the median is **+2.0 per cent** (also down from +2.9 per cent in 2017).
- The overall mean pay gap by gender for all employees on **NHS pay scales** in 2018 is **+12.3 per cent** (up from +11.5 per cent in 2017). The median is **+10.3 per cent** which is unchanged from 2017.
- High value payments, such as Clinical Excellence Awards (the clear majority of bonus pay by value) and consultancy payments, which are more often paid to men due to more men holding positions eligible for such awards, have a skewing effect on our overall bonus pay statistics for gender pay gap reporting purposes. However, they have little overall impact on our 'total pay' statistics for reporting under the Equal Pay Review.
- **77.8 per cent of eligible women** Clinical Academics now receive a Clinical Excellence Award, compared to **72.9 per cent of eligible men.**
- Our analysis shows that at an institutional level, variances in appraisal ratings by gender, contract type and working pattern are limited to a maximum +/-2.9 per cent.

<sup>1</sup> The Equality and Human Rights Commission defines a gender pay gap of 5% or more as 'significant', while recurring differences of 3% or more merit further investigation.

<sup>2</sup> The University's 2018 **statutory Gender Pay Gap return** (which is based on a slightly different methodology and a different reporting date) provides a similar picture, with respective mean and median pay gaps of +18.9 per cent and +16.2 per cent. This indicates a small decrease in the gender pay gap since the initial statutory report in 2017. We are confident that this gender pay gap does not stem from paying men and women differently for work of equal value, but is instead these two calculations reflect the significant gender differences of occupations across the University and the attrition of women at higher pay grades.

### ***Equal Pay by ethnicity***

- The 2018 Equal Pay Review demonstrates that there are **no significant equal pay gaps** (using the Equality and Human Rights Commission definition of that term<sup>3</sup>) by ethnicity within our pay grades (Levels 1-6).
- **93.0 per cent** of staff have now disclosed their ethnicity (a small increase of 0.3 per cent since 2017). Of those employees with a declared ethnic status, **+13.3 per cent** of staff declared their ethnicity to be Black, Asian and Minority Ethnic (BAME).
- The **mean pay gap by ethnicity** for all employees, irrespective of grade is **+6.8 per cent** (in favour of White employees). This has decreased by 2.5 percentage points since 2017.
- The **median pay gap by ethnicity** for the same population is **+5.7 per cent**. This remains unchanged since 2017.
- Excluding employees on Level 7 and Clinical pay, the University's mean base pay gap for employees at Levels 1-6 reduces from +6.8 per cent to **+4.1 per cent** whilst the median base pay gap also reduces from +5.7 per cent to **+2.9 per cent**.
- The individual mean base pay equal pay gaps by ethnicity for employees on **pay levels 1-6** are all **less than 2.9 per cent**.
- Our analysis shows that many of the equal pay variances by ethnicity, including those in the Level 7 and Clinical pay bandings, are strongly influenced by small sample sizes.
- Our analysis shows that at an institutional level, variances in appraisal ratings by ethnicity, contract type and working pattern are limited to a maximum +/-0.7 per cent.

### ***Equal Pay by disability***

- The 2018 Equal Pay Review demonstrates that there are **no significant equal pay gaps** (using the Equality and Human Rights Commission definition of that term<sup>4</sup>) by disability within our pay grades (Levels 1-7).
- **94.9 per cent** of staff have disclosed their disability status, an increase of 3.0 percentage points since the 2017 Equal Pay Review. Of those with a declared status, **3.8 per cent** of staff declared that they have a disability, representing a modest increase of 0.4 percentage points. This may well be an under-estimate given that disability rates in wider society are substantially higher than this.
- The **mean pay gap by disability** for all employees irrespective of grade is **+14.7 per cent** (in favour of non-disabled employees). This represents an increase of 4.1 percentage points since 2017.
- The **median pay gap by disability** for the same population is **+11.1 per cent**. This remains unchanged since 2017.
- Excluding employees on Level 7 and Clinical pay, the University's mean base pay gap for employees at Levels 1-6 reduces from +14.5 per cent to **+7.3 per cent** whilst the median base pay gap also reduces from +11.1 per cent to **+8.4 per cent**.
- The individual mean equal base pay gaps by ethnicity and individual pay level for employees on **pay levels 1-6** are all **less than 1.0 per cent** with the exception of Level 5, which was 3.2 per cent.
- Our analysis shows that many of the equal pay variances by disability, including those in the Level 7 and Clinical pay bandings, are strongly influenced by small sample sizes.
- Our analysis shows that at an institutional level, variances in appraisal ratings by disability, contract type and working pattern are limited to a maximum +/-0.7 per cent.

For future equal pay reviews to consider other groups with protected characteristics such as ethnicity and disability more thoroughly, further action will be required to encourage positive disclosure (including re-disclosure) among existing staff, as well as action to improve overall representation across the University. Any such action will need to be mindful of the potential impact of managing special category data, which could impact on the availability and reliability of diversity trend data. Where data sets remain too small to draw firm conclusions regarding possible causes of unequal pay,

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<sup>3</sup> The Equality and Human Rights Commission defines a gender pay gap of 5% or more as 'significant', while recurring differences of 3% or more merit further investigation.

<sup>4</sup> The Equality and Human Rights Commission defines a gender pay gap of 5% or more as 'significant', while recurring differences of 3% or more merit further investigation.

it is the intention of future equal pay reviews to attempt to investigate further via qualitative investigation and analysis.

## **2. Background information and methodology**

This report is produced as part of the University's wider commitment to monitoring equality and to provide analysis and recommendations in relation to the reward management, policy and practice of staff across the University.

The University is committed to pay and conditions free from discrimination through our [Equal Pay Policy](#), the [Universities and Colleges Employers Association \(UCEA\) framework agreement](#) and equal pay legislation. As such, we have previously followed the [Equality and Human Rights Commission's \(EHRC\) recommendation](#) to conduct an equal pay review biennially. Such reviews have been undertaken for a number of years, with the [last full review in 2017](#).

However, as part of the 2017 Review's action plan the University committed to running equal pay reviews on an annual basis with effect from 2018. Starting with the 2018 Equal Pay Review, our annual equal pay reviews will report on the following core elements:

- Equal Pay Policy
- Pay
- Pay protection arrangements
- Bonus pay
- Allowances for skills and responsibilities
- Equality and Diversity awareness
- Equality and Diversity monitoring (incl. progress against Equal Pay action plans)

Reviews will also present, on a rotating basis, a more detailed analysis, commentary and updates on one of the following areas:

- Position on and progression through pay scales
- Recruitment and Promotion
- Additional payments, allowances and benefits
- Contribution pay
- Job Evaluation

This, and future, Equal Pay Review format and content will be rooted in the recently published [New JNCHES Equal Pay Reviews Guidance for Higher Education Institutions \(2018\)](#).

It is important to note that some of the information presented here may not be directly comparable with earlier reviews due to the structural change to the University, (reducing from eight to five faculties) implemented with effect from 1<sup>st</sup> August 2018.

## **3. Monitoring pay differences across equality groups**

### **Are arrangements in place for monitoring pay differences across equality groups and contractual arrangements?**

The University believes that pay transparency can be an effective tool for driving the sorts of long-term cultural change that is required to drive down pay gaps if and where they exist.

The University equal pay reviews draw attention to, and take action to address, gaps where they exist. The introduction of statutory gender pay gap reporting, and the [Government's consultation](#) on statutory ethnicity pay reporting, is helping to refine the national and local focus on the underlying causes of pay inequality that are important to all of us.

The University's monitoring also includes, amongst others; equality charter working groups (e.g. Athena SWAN, Race Equality Charter etc.), reports to Audit Committee and the Equality, Diversity and Inclusion Committee. All have an important role in embedding equality, diversity and inclusion into the decision making of the University.

A recent report to Audit Committee titled "Gender Pay Gap and Barriers to Female Academic Promotion" noted the headline driver of our gender pay gap is the distribution of our male and female

staff, with this trend characterised as a 'leaky pipeline' or a 'glass ceiling' affecting women. The representation (and promotion) rates of female academic staff are an important feature of this trend, but are not the sole contributor. Crucially, the report noted that the distribution of staff in the MSA, CAO and TAE job families means that, even if we achieved 50/50 gender representation in every academic grade, the University would still have 'residual' mean and median gender pay gaps of 10.2 per cent and 10.6 per cent, respectively.

### **Who receives the outcomes of this monitoring, and when?**

As part of the equal pay review consultation process, data is shared with and input sought from the three trades unions recognised by the University (UCU, Unite and UNISON), the Chairs of the University Staff Equality Networks and from the Chairs of the University's Athena SWAN and Race Equality Charter Committees. The latter are also standing members of the University's Equality, Diversity and Inclusion Committee.

We aim to share completed Gender Pay Gap and Equal Pay Review reports with University Executive Board in late January or early February each year.\* Both reports are then made publicly available on the University's [Equal Pay and Gender Pay Gap Reporting webpage](#). Additionally, our statutory Gender Pay Gap Report is made publicly available the UK Government's [Gender Pay Gap portal](#).

*\* We aim to share Faculty level equal pay data with local Equality, Diversity and Inclusion Committees, as well as HR Business Partners, by July to enable further local, detailed, analysis and action.*

### **Do the recipients of these reports have sufficient authority to take any required action?**

The [University Council](#) has the highest level of accountability for EDI; ensuring the University is compliant with the legal and regulatory requirement placed on it in relation to EDI; that it understands the equality and diversity challenges in the Sector; and that the University is making progress against its key EDI objectives.

The role of the [University Executive](#) is to advise the Vice-Chancellor on day-to-day management and decision making at the University. The Vice Chancellor and members of the University Executive have overall management responsibility, delegated to all managers throughout the University. All members of staff have a duty to support and uphold the principles of our EDI policy and supporting policies, including Equal Pay. It is expected that the University's Diversity Champion will always be a member of the University Executive Board.

All University committees and governance structures have a responsibility to EDI, including equal pay. Faculty EDI Committees\* who, alongside local Athena SWAN committees and reporting to Faculty Management teams, are therefore empowered to define local action plans to investigate and address any localised equal pay issues that may be identified.

*\* These principles are adapted and adopted for Professional Services such that the Professional Services Leadership Team (PSL) becomes the EDI Committee for Professional Services (PS) with the Chief Operating Officer as Chair.*

Additionally, HR Business Partners are expected to raise equal pay matters with Faculty Management teams and address critical challenge to localised equal pay issues and action plans.

### **3.1 Is there an equal pay action plan with an appropriate timetable to deal with any identified issues?**

Whilst the drivers of the pay gaps are well understood at an institutional level (primarily reflecting attrition of women at higher pay grades), and there is evidence that these gaps are gradually closing, although there is also evidence that progress may have plateaued in recent years.

The [University's Equal Pay Action Plan](#) responding the 2017 Equal Pay Review included measures to understand how the University's reward and recognition policies operate at lower levels of aggregation, and to increase clarity and consistency of practice in our existing policy provisions.

Much of our current understanding of promotion patterns and workforce trends is based on quantitative, point-in-time reporting. As part of our next three-year Equal Pay reporting cycle (starting with this 2018 review) we have set out an intention to conduct cohort analysis to track individual career progression outcomes over an extended period (5-10 years), providing longitudinal data to support action planning. We plan to supplement this analysis with interviews, questionnaire surveys and/or focus groups to examine personal experiences of the University's reward and recognition arrangements. This is particularly relevant to those groups of employees where quantitative analysis is limited by small sample sizes.

Alongside this, our current action plan includes measures to review and, where necessary, update leave, time-off, family leave (maternity/paternity/parental/adoption) and flexible working policies to improve clarity (especially for those on part-time and fixed-term contracts) promoting positive attitudes towards protected characteristics, and to ensure continued support for employees seeking to balance work and non-work responsibilities.

Other action plans exist across the University that will also contribute to closing equal pay gaps (e.g. University and Faculty Athena SWAN action plans) but which are not explicitly part of the University's Equal Pay Action Plan.

### **3.2 Our 2018 statutory Gender Pay Gap**

The University's 2018 statutory [Gender Pay Gap](#) return identified mean and median pay gaps of +18.9 per cent and +16.2 per cent, respectively. Our return also showed mean and median bonus pay gaps of +60.2 per cent and +33.3 per cent.

When considering the Gender Pay Gap it is important to consider the internal and external influences on the national picture. For example, the sample size fluctuates year-on-year because of the changes organisations go through; e.g. some organisations that reported in 2017 will be absent from the 2018 round of reporting (e.g. due to closure), whilst other organisations may have grown in scope and be reporting for the first time. These types of changes will affect the overall UK 'gender pay gap' against which we will be benchmarked. It is also important to note that this does not provide a higher education sector specific benchmark.

Internally, gender pay gaps can be influenced by recruitment, training or development, and some factors outside the workplace, such as caring responsibilities and the proportions of men and women taking certain subjects at university. It is a very broad and complex landscape and whilst the University can take steps to mitigate some of those factors (e.g. support for employees with caring responsibilities) it is problematic to influence them all.

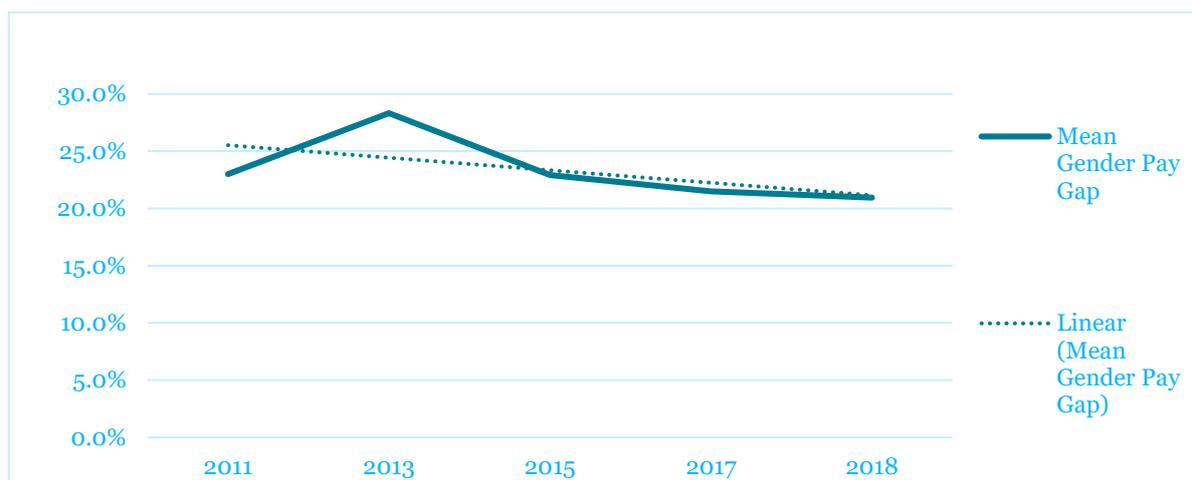
Closing the gender pay gap demands a long-term cultural shift. It is vital that we continue to strive to close the gender pay gap.

### **3.3 University of Southampton gender pay gap trend**

The University of Southampton's mean pay gap by gender has reduced from 23.0 per cent to 20.7 per cent between 2011 and 2018. This was impacted by a temporary, but significant, increase to +28.3 per cent, as reported in our 2013 Equal Pay Review.

Figure 1, below, shows the mean gender pay gap as reported in our current and preceding Equal Pay Reviews. Whilst a positive trend is identified, it confirms that progress is incremental and appears to be plateauing. Whilst the overall trend is one of a reducing pay gap by gender, our pay gap remains wider than both the UK economy as a whole and the wider HE sector and with national trends noted in the New JNCHES pay gap data, and by the [ONS](#).

Figure 1 – Mean equal pay gap trend by gender as reported in University of Southampton Equal Pay Reviews



### 3.4 Benchmarking our statutory gender pay gap and our equal pay gap

There are two official sources of pay data that can be used to estimate gender pay gaps at sector level. The ONS data collected through the Annual Survey of Hours and Earnings (ASHE) report, based on a sample of around 1 per cent of employees (c. 4,000 in higher education), calculates hourly rates of pay (excluding overtime) and therefore is the best comparison to the methodology for the statutory gender pay gap calculations.

A UCEA report ([Taking action: Tackling the gender pay gap in higher education institutions](#)), citing ONS ASHE data, noted that the median gender pay gap in HE narrowed from 25 per cent (in 2006/07) to 14 per cent (in 2016/17), in favour of men. The same report also notes that the median gender pay gap in the whole economy has narrowed from 22 per cent to 18 per cent.

However, the gender pay gap at a sector level increased in 2018 to 16.1 per cent (mean) and 15.0 per cent (median). The increase is small, particularly when this is put in the context of a ten percentage point drop in the previous ten year period.

While there is much work still to be done to tackle the issues behind the pay and progression of women in our workplaces, the HE sector, and the University of Southampton, remains heading in the right direction but must seek to address the recent plateauing effect.

Table 1 - Gender pay gap in higher education sector (ONS data)

Year	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
<b>Mean pay gap</b>	+19.1 per cent	+16.9 per cent	+16.3 per cent	+14.1 per cent	+15.5 per cent	+16.1 per cent
<b>Median pay gap</b>	+19.4 per cent	+16.0 per cent	+15.0 per cent	+14.8 per cent	+14.3 per cent	+15.0 per cent

Source: [ASHE](#). Based on hourly earnings excluding overtime for all employees.

### 3.5 Equality and Diversity Awareness

**Have all those involved in making pay decisions been trained in best employment practice related to equality and diversity legislation, with refresher training provided as appropriate?**

The University's online [Equality and Diversity Briefing](#) module introduces employees to the importance of equality, diversity, inclusivity and fairness. All staff are required to complete this course to demonstrate that our workforce have a common and consistent basic understanding of equality law and our University policies. It also provides advice on challenging unacceptable behaviour in the University.

The University's online [Managing Diversity](#) module is designed for staff with management responsibilities. The course covers management topics, including supporting disabled staff with reasonable adjustments, dealing with bullying and harassment, recruiting new staff fairly, and understanding our legal requirements under the Equality Act 2010. All managers are encouraged to enrol.

### **Have all those involved in job evaluation received suitable training, with refresher training provided as appropriate?**

Members of the University's Job Evaluation Panel have been drawn from across HR with input invited from the trades unions. All members of the panel (both HR and trades union) have been formally trained by licensed KornFerry Hay Consultants and have had extensive practical experience of operating the scheme. That training and experience, together with quality assurance checks, enables Panel members to make sound and consistent judgements on the grading of individual jobs.

During the consultation process on the 2017 Equal Pay Review, the trades unions noted that analysis was predicated on an assumption that all jobs within pay grades had been, and were, graded correctly, but that over time, individual job and job family sizes may have skewed.

To support both panel members and the wider community (including options to mitigate against the skewing of job sizes raised by the Unions), the University has revised its [published guidance](#) on the job evaluation process as a whole, including support material available to Panel members.

### **Raising the profile of Equality, Diversity and Inclusion**

As noted in the 2017 Equal Pay review, for these reviews to consider protected characteristic groups other than gender, ethnicity and disability more thoroughly, action is required to encourage positive disclosure (including re-disclosure) among existing staff, as well as action to improve overall representation across the University. This section provides a brief commentary on how representative the University is (as at 31<sup>st</sup> August 2018) of employees by protected characteristics.

**Gender** - Women make up 52.9 per cent of the total population, which remains broadly reflective of wider society (approximately 50.9 per cent nationally and in Southampton in the 2011 census). However, this distribution is not evenly reflected across pay levels, demonstrating that men and women undertake different types of roles (horizontal segregation) and/or work at different levels (vertical segregation) within the University. Where men and women are undertaking different types of roles at different levels of responsibility (and therefore pay) within the University this needs to be explored to determine the extent to which any gender bias is reinforced in the University's culture and values.

**Ethnicity** - As at 31<sup>st</sup> August 2018, **93.0 per cent** of staff had disclosed their ethnicity (a small increase of 0.3 per cent since 2017). However, 259 employees had chosen 'prefer not to say' when declaring their ethnicity and a further 176 people are of an unknown ethnicity.

Of those employees with a declared ethnic status, 13.3 per cent of staff declared their ethnicity to be Black, Asian and Minority Ethnic (BAME) which is a small decrease from the 13.6 per cent reported in the 2017 Equal Pay Review. This remains broadly reflective of wider society (approximately 14 per cent nationally and 14.2 per cent in Southampton in the 2011 census) and significantly greater than Hampshire's BAME population (approximately 7 per cent in the 2011 census).

**Disability** - 94.9 per cent of employees have disclosed their disability status, an increase of 3.0 percentage points since the 2017 Equal Pay Review. Of those with a declared status, 3.8 per cent of staff declared that they have a disability, representing a modest increase of 0.3 percentage points since the 2017 Equal Pay Review. This may well be an under-estimate given that disability rates in wider society are substantially higher than this.

**Sexual orientation** - Information about sexual orientation has not previously been collected in a UK census and as such, there is no hard data on the number of lesbian, gay, bisexual or transgender people in the UK. The Government has previously used the figure of 5-7% of the population, which Stonewall has endorsed as a reasonable estimate. On that basis, the 182 people self-identifying as lesbian, gay, bisexual or other, (2.9 per cent of University employees) potentially presents a slight under-representation. However, 386 people chose to declare 'prefer not to say' and a further 2,298 people are of 'unknown' orientation, representing a large population for whom we may not be aware of their individual or collective needs.

**Religion** - Approximately 62.5 per cent of the University employees had declared their religion of belief. Christianity was the largest religious group at 21.0 per cent with Islam the second largest major religion at 1.6 per cent of University employees. Other large belief groups were Atheism (24.5 per cent) and Agnosticism (5.6 per cent) with a further 37.4 per cent of employees stating no declared religion and 6.2 per cent choosing to “prefer not to say”

In the 2011 UK Census, Christianity was the largest religious group in England and Wales with 33.2 million people (59 per cent of the population). The second largest religious group were Muslims with 2.7 million people (5 per cent of the population). The proportion of people who reported that they did not have a religion reached 14.1 million people, a quarter of the population (25 per cent).

37.5 per cent of employees of ‘unknown’ religion or beliefs, represents another large population for whom we may not be aware of their individual or collective needs.

### **Creating a positive culture to enable disclosure**

The University recognises the value of an inclusive and supportive workplace culture in helping to improve disclosure of equality data. The University is committed to taking visible steps to create a positive culture and promote awareness and understanding, which can make a significant contribution to an individual's decision to disclose. In addition to providing equality and diversity learning opportunities for all staff, other potential interventions for the University include:

- involving colleagues from our Staff Networks in policy-making and other decision-making processes
- fostering visible leadership; developing managers who understand the benefits of equality and diversity and have a proactive approach to achieving it
- developing a workplace culture that is supportive and respects the individuality of all staff

The University also acknowledges that, for certain reasons (e.g. negative attitudes, higher risk of discrimination and general acceptance by society), some colleagues may be more likely to disclose their equality status in some areas than others. Offering a range of disclosure opportunities may facilitate disclosure at a later date, as well as enabling other staff to disclose changes in personal circumstances.

The [Vice-Chancellor's Awards](#) celebrate the work of colleagues whose creativity, passion and exceptional skills bring our ‘Simply better’ strategy to life. This high profile event includes an EDI category to recognise and celebrate those colleagues who are working towards a more inclusive culture at faculty, departmental and institutional levels.

### **Engaging with employees with protected characteristics**

In addition to our ongoing relationship with trades unions representatives, staff and students have come together to form [networks and societies](#) to represent, support and engage members who share a similar background, characteristic or common cause. These groups are autonomous, with their own terms of reference and aims for their members. However, the University supports these groups where possible, and will consult them groups when developing new policies or amending existing ones.

## **4. Equal Pay Policy**

### **Is there an Equal Pay Policy?**

Our [Equal Pay Policy](#) sets out our commitment to the principle of equal pay for all our employees and our objectives to:

- *Have a fair, transparent reward system*
- *Eliminate any unfair, unjust or unlawful practices that impact on pay*
- *Take appropriate remedial action*

### **Is the policy consistent with the Equality Act 2010?**

Our [Equal Pay Policy](#) is consistent with both domestic and European legislation, including the UK's Equality Act 2010 and the Public Sector Equality Duty.

### **Has the policy been communicated to staff and the recognised trades unions?**

Our [Equal Pay Policy](#) is written and updated in consultation with the trade unions recognised by the University and is publicly available on our webpages.

**Has someone with sufficient authority been designated as being responsible for policy implementation?**

The Executive Director of Human Resources is responsible for ensuring that the University of Southampton’s employment policies and practices comply with equal pay legislation.

All members of the University Executive Board are responsible for ensuring that the University of Southampton’s employment practice within their respective faculties and services is compliant with the University’s policies.

Every employee of the University is responsible for ensuring their own personal and professional practice is compliant with the University’s policies.

**Have appropriate systems been clearly defined to ensure effective implementation and monitoring of the policy?**

We work closely with the trade unions via a joint negotiating committee (JNC), who consult on University policies, including Equal Pay. This consultation and discussion process enables a strategic level challenge to the effective implementation of the Equal Pay Policy.

Our Equal Pay Review format and content reflects the [New JNCHES Equal Pay Reviews Guidance for Higher Education Institutions \(2018\)](#).

We compare our progress against national and HE sector trends based on data published by the ONS and HESA (respectively).

We also compare ourselves against our Russell Group peers.

**5. Equal pay**

This section focuses on evaluating ‘equal’ or ‘like’ work, by comparing employees pay by gender, ethnicity, disability and pay level (grade) within each of the University’s Job Families.

Throughout this report:

- Pay gaps represent the difference in average salary between two groups of employees, as a percentage of the typically higher-paid group.
- A pay gap preceded by ‘+’ favours men, ethnically white or non-disabled self-identifying employees.
- A pay gap preceded by ‘-’ favours women, black and minority ethnic or disabled self-identifying employees.

In a small number of instances, where populations of five or fewer employees constituted a potentially identifiable group of individual staff, it has been necessary to remove data from the published report to reduce the risk of inadvertently identifying individual employees. Where this has happened, any pay gaps applicable to that population have been replaced by a generic pay gap statement of either ‘>3%’ (greater than 3 per cent), ‘<3%’ (less than 3 per cent) or ‘>5%’ (greater than 5 per cent), ‘<5%’ (less than 5 per cent) to indicate the pattern, but not the detail.

To aid interpretation of this report and the application of the Equality and Human Rights Commission definition of a gender pay gap and appropriate action to take, we have colour coded our equal pay gaps as follows:

**Table 2 - Summary of coloured coded pay gaps**

Pay gap	Colour code	Description
0.0% to 2.9%		No action required.
3.0% to 4.9%		Singular or persistent (across mean, median, base or total pay calculations) equal pay gaps meriting further investigation.
5.0% and above		Singular, multiple or persistent equal pay gaps (across mean, median, base or total pay calculations) in excess of 5% which, if unjustified, require immediate action to correct.

A number of observations can be made in relation to equal pay by gender, ethnicity and disability in relation to base pay.

Table 3 - A summary of observations of equal pay by base pay

By gender:

- It is important to understand the concentration of male and female employees in different grades (vertical segregation) and the factors that can influence this (both internal and external to the University)
  - Women make up 41.4 per cent of the Academic population (Levels 4-7), 63.9 per cent of the Professional Services population and 38.7 per cent of Clinical Academics.
  - There is notable vertical gender segregation in the University with 66.8 per cent of employees paid on Levels 1-3 being women (remaining fairly static with the 66.4 per cent representation in 2017).
  - At levels 4-6, the gender split is balanced at 49.6 per cent (remaining consistent with the 49.9 per cent in 2017).
  - At Level 7, the gender split reverses so that women make up 26.5 per cent of the senior most pay levels (which has remained static since 2017). As noted above, this is heavily influenced by the differences in gender splits in ERE Level 7 and MSA Level 7 roles.
  - Women now make up 41.7 per cent of Faculty Board (full board) membership across the University (including Professional Services), but this is not consistent within individual Faculty Boards with women representing anything between 25.0 per cent in the Faculty of Engineering and Physical Sciences to 55.6 per cent in the Faculty of Environmental & Life Science.
  - The clustering of male employees on higher grades and female employees on lower and middle grades has a strong impact on our gender pay gap; excluding employees on Level 7 and Clinical pay the mean base pay gap reduces from +21.0 per cent to +11.9 per cent whilst the median base pay gap remains static +11.1 per cent.
- Generally, the mean and median pay for men and women are relatively equal within each pay level and are most often less than the upper 5.0 per cent threshold.
- The University believes that equal pay gaps by gender calculated using only staff on University terms and conditions (i.e. Levels 1-7 and excluding Clinical) are the most representative, as the University has the ability to directly control these pay arrangements (as opposed to those influenced by the NHS pay scales). Applying this principle, the mean gender pay gap, irrespective of grade (using our equal pay methodology) reduces further, to +20.7 per cent whilst the median remains static at +11.1 per cent.
- Over the years, the University has made a significant commitment to the elimination of gender stereotyping. Our recruitment and reward systems are designed to be free from bias and based on fair criteria and we have made commitment to ensuring our employees understand the causes and impact of unconscious bias. Nevertheless, the positive impact seen from earlier interventions has, for the second consecutive year, shown signs of plateauing and there continues to be notable vertical segregation and the causes of this distribution warrant further investigation and must be taken forward at both University and Faculty level. The following sub-sections explore some of these issues in greater detail.

By ethnicity:

- At 13.3 per cent of the University's total workforce, our Black, Asian and Minority Ethnic (BAME) diversity is broadly reflective of wider society (approximately 14 per cent nationally and 14.2 per cent in Southampton in the 2011 census) and greater than Hampshire's BAME population (approximately 7 per cent in the 2011 census.)
- This diversity is not reflected equally across faculties, ranging from 9.7 per cent in Environmental and Life Sciences to 20.9 per cent in Engineering and Physical Sciences. BAME representation is also inconsistent across the pay grades, ranging from 7.2 per cent representation at Level 3 to 30.3 per cent representation at Level 1a.
- BAME employees now make up 8.6 per cent of Faculty Board (full board) membership across the University (including Professional Services). However, this is again not consistent within individual faculties with 0.0 per cent representation in Environmental and Life Sciences and up to 13.3 per cent in the Faculty of Medicine.

- Most equal pay gaps exceeding 3.0 per cent at Level 7 and amongst Clinical pay levels are considered to be strongly influenced by small sample sizes or by populations of employees with protected characteristics of five or fewer individuals.
  - More in-depth analysis of pay by ethnicity continues to be limited by low sample sizes, which are often too small to allow for meaningful analysis at lower levels of aggregation. Future qualitative investigation and analysis may help to address the knowledge gap created by these small populations.
- By disability:
- At 3.8 per cent of the University’s total workforce, our declared disability diversity remains - lower than wider society (approximately 18.0 per cent nationally and 16.0 per cent in Hampshire (according to the 2011 census).
    - The University recognises that there is likely to be a difference between ‘local’ line management knowledge of employee disabilities (i.e. for managing reasonable adjustments etc.) and those disabilities that may (or may not) be formally recorded on MyHR.
    - An employee’s disability status may change over time but – as diversity data tends to be captured at a single point in time – the University’s formal records may not capture this.
    - There is also evidence to suggest that certain employment groups may be less willing to declare disabilities, with disclosure rates noticeably lower amongst staff in the Clinical pay grouping (1.4 per cent) but with higher representation amongst the CAO and Research Nurse job families (5.5 and 6.3 per cent respectively). This does represent a decrease amongst Clinical employees (down from 2.1 per cent in 2017) and an increase in the CAO job family (2.63 per cent in 2017). Alternatively, this under-representation may also simply be a result of the University not recruiting a proportionate number of people with a declared disability.
  - Employees with declared disability make up just 1.2 per cent of Faculty Board (full board) membership across the University (including Professional Services). Out of five faculties and Professional Services, only one Faculty Board can confirm membership of an employee with a disability.
  - The University is committed to taking action to promote self-disclosure of disability status and to reassure colleagues of the security and purpose of processing disclosed information. This will be included in the action plan recommendations.
  - Most equal pay gaps exceeding 3.0 per cent at Level 7 and amongst Clinical pay levels are considered to be strongly influenced by small sample sizes or by populations of employees with protected characteristics of five or fewer individuals.
  - Analysis of pay by disability at Level 7 and across the Clinical pay groupings is severely limited by low sample sizes, which are, in most cases, too small to allow for any meaningful analysis at lower levels of aggregation. However, the influence of Clinical Excellence Awards on Clinical Academic Consultants pay is again obvious in the mean and median total pay calculations. Future qualitative investigation and analysis may help to address the knowledge gap created by these small populations.

## 5.1 Equal pay by gender

The following table demonstrates the headline mean equal pay gaps by gender, ethnicity and disability within each pay level (Levels 1-7) across the University.

Table 4 - Basic mean equal pay by protected characteristic and pay level (Levels 1-7)

Pay Level	Gender	Ethnicity	Disability
1a	+0.2%	+0.5%	-0.2%
1b	-0.3%	-1.2%	-0.1%
2a	-0.3%	+2.8%	-0.4%
2b	+0.2%	+0.4%	-0.2%
3	+0.1%	+2.5%	+0.9%
4	-0.7%	+1.8%	+0.4%
5	+0.7%	+1.9%	+3.2%
6	+1.0%	+2.5%	+0.5%
7	+4.3%	+7.0%	-2.1%

The following table demonstrates that, across the University's Job Families (Levels 1-6), the majority of mean base pay equal pay gaps (by gender) are less than 3.0 per cent.

Table 5 - Basic equal pay by gender and Job Family (Levels 1-6)

Pay Level	Job Family									
	CAO		TAE		MSA		ERE		RESN	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median
1a	+0.2%	0.0%			<3.0	<3.0%				
1b	-0.7%	0.0%	>5.0%	>5.0%	+0.7	0.0%				
2a	+4.4%	+2.7%	+0.9%	+2.7%	-4.9%	-8.5%				
2b	+8.6%	+12.1%	+2.0%	+2.8%	-1.4%	0.0%				
3	+2.2%	0.0%	+0.3%	0.0%	-1.8%	-3.0%				
4	>5.0%	>5.0%	+1.5%	+2.9%	+1.1%	+2.9%	-0.8%	-3.0%	0.0%	0.0%
5			<3.0%	<3.0%	+3.0%	+2.9%	-0.3%	0.0%	<3.0%	<3.0%
6					+2.6%	0.0%	+1.4%	+2.9%		

The equal pay gaps in excess of 5.0 per cent are influenced as follows:

- **CAO Levels 2b and 4:** influenced by very low proportionate representation of women (17.8 per cent of 45 individuals at Level 2b and 20.0 per cent of 10 individuals at Level 4).
- **TAE Level 1b:** influenced by a very small population (seven individuals in total). This appears to be influenced by all male employees in this pay grouping having less than a year's service (and an average pay spine point 4) compared to an average twelve years' service (and an average pay spine point 7) between the women employees, potentially indicating a glass ceiling effect.
- **MSA Level 2a:** influenced by 72 per cent of the thirty men at this level having less than 5 years' service compared to 34 per cent of the ninety-three women with 5 or more years' service. This is demonstrated by 20.7 per cent of men and 61.2 per cent of women being at top of the grade again possibly indicating the glass ceiling effect.

Due to the relative complexity of the University's Level 7 pay bands, this section makes the following observations;

- Whilst senior staff are outside the remit of New JNCHES pay negotiations, the University recognises that comparisons are important given concerns about pay equity and fairness.
- MSA Level 7 roles consist of a small number of diverse roles which are grouped into five levels of work (Hay bandings 20 - 24), determined by job evaluation with each role having an individual salary range where value is determined by job size and market forces. As such, MSA Level 7 staff do not have a salary range that is directly comparable to pay scale points. This makes direct comparison with roles linked to pay scales challenging but equal pay is actively considered as part of the salary setting process.
- Pay gaps at Level 7 will often reflect the unique and individual natures and levels of responsibility of MSA Level 7 roles.
- ERE Level 7 roles consist of three professorial bands (A, B and C). Professors and Professorial Fellows are assigned to a professorial band based on their level of academic distinction.
- Women continue to represent approximately one quarter of all Level 7 roles (26.5 per cent)
  - Women represent 24.8 per cent of ERE Level 7 roles, representing a small decrease from 26.5 per cent in 2017). The majority of these women are clustered in ERE7 Band A, accounting for 84.9 per cent of all women in ERE Level 7. In comparison, men in ERE7 Band A only account for 73.6 per cent of all men in ERE Level 7.
  - Women represent 54.8 per cent of MSA Level 7 roles, a slight reduction from 58.6 per cent in 2017.

The overall Level 7 mean and median equal pay gaps by gender (irrespective of Job Family) are +4.3 per cent and +2.0 per cent respectively. The following table sets out the equal pay gaps across MSA and ERE Level 7 by pay bandings within Level 7.

Table 6 - Basic equal pay by gender and Job Family (Level 7)

Pay Level	Job Family			
	MSA		ERE	
	Mean	Median	Mean	Median
MSA 7 (20)	-4.4%	-6.9%		
MSA 7 (21)	>5.0%	>5.0%		
MSA 7 (22)	<3.0	<3.0%		
MSA 7 (23)	>5.0%	>5.0%		
MSA 7 (24)	<3.0	<3.0%		
ERE 7 (Band A)			+0.7%	+1.0%
ERE 7 (Band B)			+1.6%	+1.0%
ERE 7 (Band C)			+5.0%	-4.7%

This shows a more mixed picture with those **equal pay gaps in excess of >5.0 per cent** equal pay gap being influenced as follows:

- **MSA 7 (21) and MSA 7 (23):** reflective of the diverse nature of individual roles and very small populations of five or fewer individuals, making it difficult to draw firm conclusions.
- **ERE 7 (Band C):** impacted by the Vice-Chancellor’s pay. Excluding that salary, the mean average reduces to -1.7 per cent (in favour of women). The median remains unaffected at -4.7 per cent.

The **equal pay gaps in excess of >3.0 per cent** across mean and median measures are influenced as follows:

- **MSA7 (20):** reflective of the diverse nature of individual roles within this grade

Clinical academic salaries are based on NHS salary scales and are determined with reference to NHS pay negotiations, rather than New JNCHES. This report therefore makes explicit note that clinical academic salaries can be influenced by factors beyond the University’s direct control.

Clinical academic staff perform a wide range of roles, and the University has eleven clinical (NHS) pay grades to reflect this. For the purposes of demonstrating equal pay gaps by “like” or “equal” work between clinical roles, those clinical pay grades have been grouped together into broadly similar roles as follows:

Table 7 - Basic Equal Pay by gender and pay grouping (Clinical)

Clinical Pay Grouping	Mean Equal Pay Gap	Median Equal Pay Gap
Clinical Lecturer (in Training)	+3.3%	0.0%
Clinical Lecturer (Senior)	>5.0%	>5.0%
Senior/Principal Teaching Fellow	-1.1%	0.0%
Clinical Academic Consultant	+1.2%	+5.8%

The equal pay gaps in excess of >5.0 per cent equal pay gap are influenced as follows:

- **Clinical Lecturer (Senior)** – influenced by a very small population of five or fewer individuals, making it problematic to draw firm conclusions.
- **Clinical Academic Consultants** – Unusually, the median pay gap exceeds the mean gap, which appears to reflect the Clinical Consultant pay scale’s large increments which are applied infrequently. For example, a Clinical Consultant incrementing from Point 1 to Point 2 of the MC72 pay spine receives an approximate 3.0 per cent increase in pay, whilst incrementing from Point 2 to Point 3 attracts an approximate 6.0 per cent increase. However, unlike other University pay scales, such incremental progression is not annual, but achieved after completing five years’ ‘seniority’ at each pay spine.
  - It should also be noted that pay spines MC51-MC71 are legacy pay spines and that any first appointment as an NHS Consultant after 1st February 2004 requires the Clinical Consultant to be appointed to MC72, resulting in a more balanced progression through the pay spine.

- The median pay gap is influenced by a large population of both men and women clinical academics clustered around the middle of the pay spine, with few outlying salaries. This is reflective of fairly balanced average lengths of service between both groups. If just one woman were to be on the next pay spinal point on the scale, the gap would reduce to 0.0 per cent. Alternatively, if one female colleague, whose salary value was below the median value had left the University, then the median salary value for female staff would also reduce to 0.0 per cent. Additionally, the absence of any sizeable mean equal pay gap provides assurance that there are no equal pay issues related to this group of staff's base pay.
- Men make up two thirds of the older, clinical academic (MCxx) pay scales, where progression was based on length of service/seniority. Even on the newer MC72 Clinical Consultants pay scale men still make up 67.4 per cent of the population.
- These factors combine to push the median above the upper 5.0 per cent tolerance.

Comparing those equal pay gaps by individual clinical pay grades provides a more granular analysis of equal pay gaps within pay grade, the majority of which are less than 3.0 per cent, but highlights the low numbers of employees within those pay grades, as follows:

Table 8 - Basic equal pay by gender, pay grade and Job Family (Clinical)

Pay Grades	Job Family	
	Clinical	
	Mean	Median
AMCS/AMCF	<3.0%	<3.0%
AMNL/AMRF	+4.0%	+4.1%
AMNS/AMSF/AMNR	<3.0%	<3.0%
AMPL	<3.0%	<3.0%
AMPS	<3.0%	<3.0%
CADT	<3.0%	<3.0%
Clinical Consultant	+1.1%	+5.8%

The equal pay gaps in excess of >5.0 per cent equal pay gap are influenced as follows:

- **Clinical Consultant:** appears to be influenced by a combination of under-representation of women on the Clinical Consultant pay scale, and a grouping of those women around the median salary value, as described above.

The equal pay gaps in excess of >3.0 per cent across mean and median measures are influenced as follows:

- **AMNL/AMRF:** We note that this pay gap requires further investigation to understand but also note that this is now a legacy pay scale (having been replaced by CADT) and no further appointments are being made to it.

## 5.2 Equal pay by ethnicity

The following table demonstrates that, across the University's Job Families (Levels 1-6), the majority of mean base pay equal pay gaps (by ethnicity) are less than 3.0 per cent. Although there is greater variation than by gender, this is most likely due to greater variation in proportionate representation of BAME employees across the Job Families.

Table 9 - Basic equal pay by ethnicity and Job Family (Levels 1-6)

Pay Level	Job Family									
	CAO		TAE		MSA		ERE		RESN	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median
1a	+0.5%	0.0%			<3.0%	<3.0%				
1b	+0.4%	0.0%	<3.0	>3.0%	-4.6%	0.0%				
2a	<3.0%	>3.0%	<3.0%	<3.0%	+3.5%	+2.7%				
2b	<3.0%	<3.0%	>3.0%	<3.0%	+0.1%	0.0%				
3	<3.0%	<3.0%	+2.9%	+5.1%	+2.2%	+3.0%				

4	0.0%	0.0%	-4.5%	+0.0%	+2.9%	+2.9%	+0.8%	0.0%	<3.0%	<3.0%
5			>5.0%	>5.0%	+3.0%	+4.3%	+0.9%	+2.9%	<3.0%	<3.0%
6					<3.0%	<3.0%	+1.8%	+1.5%		

The **equal pay gaps in excess of >5.0 per cent** are influenced as follows:

- **TAE Level 3:** median value is influenced by a high proportion of BAME salaries (in a small population of 17 individuals) clustered around the median salary. If one BAME employee (below the median point) left their role, the pay gap would neutralise entirely. Additionally, approximately one third of White employees have ten or more years' service, placing them all at the top of the pay spine. Absence of a sizeable mean gap provides assurance that there are no significant equal pay issues.
- **TAE Level 5:** influenced by proportionate under-representation of BAME employees (9.4 per cent – or five or fewer individuals - in a total population of thirty-two individuals)

The **equal pay gaps in excess of >3.0 per cent** across mean and median measures are influenced as follows:

- **MSA Level 5:** affected by proportionate under-representation of BAME employees (6.7 per cent in a total population of 298 individuals)

The overall Level 7 mean and median equal pay gaps by ethnicity (irrespective of Job Family) are +7.0 per cent and +5.8 per cent respectively. The following table sets out the equal pay gaps across MSA and ERE Level 7 by pay bandings within Level 7.

Table 10 - Basic equal pay by ethnicity and Job Family (Level 7)

Pay Level	Job Family			
	MSA		ERE	
	Mean	Median	Mean	Median
MSA 7 (20)	0.0%	0.0%		
MSA 7 (21)	>5.0%	>5.0%		
MSA 7 (22)	<3.0%	<3.0%		
MSA 7 (23)	<3.0%	<3.0%		
MSA 7 (24)	<3.0%	<3.0%		
ERE 7 (Band A)			+1.0%	+2.9%
ERE 7 (Band B)			<3.0%	<3.0%
ERE 7 (Band C)			>5.0%	<3.0%

The equal pay gaps in excess of >5.0 per cent equal pay gap are influenced as follows:

- **MSA 7 (21):** influenced by low proportionate representation of BAME employees (9.0 per cent of eleven individuals)
- **ERE 7 (Band C):** affected primarily by inclusion of the Vice-Chancellor's salary. Excluding that from the calculations reduces the mean pay gap (although still in excess of 5.0 per cent) whilst the median remains below 3.0 per cent. The mean pay gap is then influenced by a small population of five or fewer BAME employees at ERE7 Band C.

For the purposes of demonstrating equal pay gaps by "like" or "equal" work the clinical pay grades have again been grouped together into broadly similar roles as follows:

Table 11 - Basic Equal Pay by ethnicity and pay grouping (Clinical)

Clinical Pay Grouping	Mean Equal Pay Gap	Median Equal Pay Gap
Clinical Lecturer (in Training)	-2.6%	0.0%
Clinical Lecturer (Senior)	>5.0%	>5.0%
Senior/Principal Teaching Fellow	<3.0%	<3.0%
Clinical Academic Consultant	+2.1%	+5.8%

The **equal pay gaps in excess of >5.0 per cent** equal pay gap are influenced as follows:

- **Clinical Lecturer (Senior):** Comprises the now obsolete AMNS, AMNR, AMPS and AMSF pay scales. As there are only three individuals in this grouping, it is problematic to draw any firm conclusions.

The **equal pay gaps in excess of >3.0 per cent** across mean and median measures are influenced as follows:

- **Clinical Academic Consultant:** Comprises the MC51 – MC72 pay scales. At 15.3 per cent, there is proportionate representation of BAME employees within this grouping. Again, the median pay gap exceeds the mean gap, which appears to reflect the Clinical Consultant pay scale’s large increments which are applied infrequently. Also of note is that BAME consultants have an average of 9.2 years’ service compared to 12.64 years’ service amongst white employees.

Comparison by clinical pay grades demonstrates that the majority of equal pay gaps are less than 3.0 per cent, but again highlights the low numbers of employees within those pay grades from a BAME background and the associated difficulties with drawing conclusions regarding such small populations.

Table 12 - Basic equal pay by ethnicity and Job Family (Clinical)

Pay Level	Job Family	
	Clinical	
	Mean	Median
AMCS/AMCF	<3.0%	<3.0%
AMNL/AMRF	-3.0%	0.0%
AMNS/AMSF/AMNR	<3.0%	<3.0%
AMPL	<3.0%	<3.0%
AMPS	<3.0%	<3.0%
CADT	<3.0%	<3.0%
Clinical Consultant	+2.1%	+5.8%

The **equal pay gaps in excess of >5.0 per cent** are influenced as follows:

- **Clinical Consultants:** As noted above, the median pay gap exceeds the mean gap, which appears to reflect the Clinical Consultant pay scale’s large increments which are applied infrequently and BAME consultants having an average of 9.2 years’ service compared to 12.64 years’ service amongst white employees. These factors appear to combine to push the median pay gap above the upper 5.0 per cent threshold.

### 5.3 Equal pay by disability

The following table demonstrates that, across the University’s Job Families (Levels 1-6) a majority of mean base pay equal pay gaps (by declared disability status) are less than 3.0 per cent. However, once again the greater variation in gaps is most likely due to smaller proportionate representation of disabled employees across the University and our Job Families. However, those small sample sizes make it problematic to draw firm conclusions and further qualitative investigation and analysis may be appropriate.

Table 13 - Basic equal pay by disability and Job Family (Levels 1-6)

Pay Level	Job Family									
	CAO		TAE		MSA		ERE		RESN	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median
1a	-0.2%	+0.0%			<3.0%	<3.0%				
1b	<3.0%	<3.0%	>3.0%	<3.0%	<3.0%	<3.0%				
2a	<3.0%	<3.0%	0.0%	0.0%	-0.8%	+5.3%				
2b	>5.0	>5.0	>3.0%	>5.0%	+1.1%	+2.9%				
3	>5.0	>5.0	+2.8%	0.0%	+2.3%	+5.7%				
4	<3.0%	<3.0%	<3.0%	<3.0%	+0.5%	-3.0%	+1.9%	+2.9%	>3.0%	>3.0%

5		>3.0%	<3.0%	+3.9%	+8.5%	+3.2%	+8.5%	<3.0%	<3.0%
6				>30.0%	<3.0%	+0.9%	+2.9%		

The **equal pay gaps in excess of >5.0 per cent** are influenced as follows:

- **CAO Level 2b and 3:** **Level 2b** is influenced by length of service of disabled employees being more than double that of non-disabled and them having reached the top of the pay spine and being placed at top of the HRZ. This may be indicative of a glass ceiling affecting disabled employees, which potentially requires further qualitative investigation and analysis. **Level 3** is influenced by 75% of disabled employees being paid in the HRZ compared to 26% of non-disabled employees. Each payment within the HRZ is subject to an individual business case and related to the individual being required to deliver specified additional duties.
- **TAE Level 2b:** influenced by disabled employees having more than double the length of service of their non-disabled counterparts, resulting in them being at the top of the pay level, as opposed to their non-disabled counterparts. Again, this may be indicative of a glass ceiling effect.
- **MSA Levels 2a, 3 and 5:** **Level 2a** is influenced by a very small, but proportionate, population of employees with declared disabilities. This appears to be a combination of new starters with declared disabilities and a larger number of employees without declared disabilities being placed in the HRZ for this pay level. As noted above, payment in the HRZ is subject to specified additional duties being set out in an appropriate business case. Absence of a sizeable mean gap provides assurance that there are no equal pay issues. **Levels 3 and 5** are influenced by a very small, and slightly under-representative, population of employees with declared disabilities and by a high proportion of salaries clustered around the median. If one of those disabled staff members had just one additional spinal point, then the pay gap to non-disabled staff would neutralise. Additionally, the fact that the mean gap is smaller in both cases provides assurance that there are no significant equal pay issues.
- **ERE Level 5:** influenced by very low proportional representation of employees with disabilities (2% of 674 individuals). Additionally, the mean equal pay gap is smaller and provides some assurance that there are no significant equal pay issues.

The **equal pay gaps in excess of >3.0 per cent** across mean and median measures are influenced as follows:

- **RESN Level 4:** influenced by a small, but proportionate, population of employees (five or fewer individuals) with a declared disability, making it difficult to draw any firm conclusions.

The overall Level 7 mean and median equal pay gaps by disability (irrespective of Job Family) are - 2.1 per cent and -2.5% per cent respectively. The following table sets out the equal pay gaps across MSA and ERE Level 7 by pay bandings within Level 7.

Table 14 - Basic equal pay by disability and Job Family (Level 7)

Pay Level	Job Family			
	MSA		ERE	
	Mean	Median	Mean	Median
MSA 7 (20)	<3.0%	<3.0%		
MSA 7 (21)	<3.0%	<3.0%		
MSA 7 (22)	<3.0%	<3.0%		
MSA 7 (23)	<3.0%	<3.0%		
MSA 7 (24)	<3.0%	<3.0%		
ERE 7 (Band A)			<3.0%	>5.0%
ERE 7 (Band B)			<3.0%	<3.0%
ERE 7 (Band C)			>5.0%	>3.0%

The **equal pay gaps in excess of >5.0 per cent** are influenced as follows:

- **ERE 7 (Band A):** strongly influenced by proportionately low representation of employees with a declared disability (1.4 per cent of 368 employees)

The **equal pay gaps in excess of >3.0 per cent** across mean and median measures are influenced as follows:

- **ERE 7 (Band C):** affected by inclusion of the Vice-Chancellor’s salary. Excluding that value from the calculation, the mean pay gap reduces to less than 5.0 per cent.

For the purposes of demonstrating equal pay gaps by “like” or “equal” work the clinical pay grades have again been grouped together into broadly similar roles. Unlike the preceding characteristics, this table demonstrates the low numbers of employees with declared disabilities working in clinical roles:

Table 15 - Basic Equal Pay by disability and pay grouping (Clinical)

Clinical Pay Grouping	Mean Equal Pay Gap	Median Equal Pay Gap
Clinical Lecturer (in Training)	>3.0%	>3.0%
Clinical Lecturer (Senior)	<3.0%	<3.0%
Senior/Principal Teaching Fellow	<3.0%	<3.0%
Clinical Academic Consultant	<3.0%	<3.0%

The **equal pay gaps in excess of >3.0 per cent** across mean and median measures are influenced as follows:

- **Clinical Lecturer (in Training):** This gap is strongly influenced by proportionately low representation of employees with a declared disability (2.4 per cent of 41 employees), making it problematic to draw firm conclusions.

Comparison by clinical pay grades demonstrates that the majority of equal pay gaps are less than 3.0 per cent, but again highlights the low numbers of employees within those pay grades with the protected characteristic and the associated difficulties with drawing conclusions regarding such small populations.

Table 16 - Basic equal pay by disability and Job Family (Clinical)

Pay Level	Job Family	
	Clinical	
	Mean	Median
AMCS/AMCF	<3.0%	<3.0%
AMNL/AMRF	>3.0%	>3.0%
AMNS/AMSF/AMNR	<3.0%	<3.0%
AMPL	<3.0%	<3.0%
AMPS	<3.0%	<3.0%
CADT	<3.0%	<3.0%
Clinical Consultant	<3.0%	<3.0%

The **equal pay gaps in excess of >3.0 per cent** across mean and median measures are influenced as follows:

- **AMNL/AMRF:** affected by a small population of employees (five or fewer individuals) with a declared disability. Only AMNL/AMRF and Clinical Consultant pay grades have employees with declared disabilities. In both cases disabled populations are made up of five or fewer individuals. Drawing conclusions from such small comparison populations is problematic.

#### 5.4 Equal pay by contract type

The following section considers equal pay gaps by contract type (open-ended and fixed-term) and protected characteristic and makes the following observations can be made about the equal pay gap by gender, ethnicity, disability and contract type:

Table 17 - Summary of observations of equal pay by contract type

<p>By gender:</p> <ul style="list-style-type: none"> <li>• Equal pay gaps by grade are less than 3.0 per cent at Levels 1a to 7 for staff on open-ended contracts.</li> <li>• Equal pay gaps by grade are mostly less than 3.0 per cent at Levels 1a to 7 for staff on fixed-term contracts.</li> <li>• Women hold a greater proportion of the fixed-term contracts at Levels 1a to 3 (69.2 per cent), whilst holding a lesser proportion (47.0 per cent) of the fixed-term contracts at Levels 4, 5, 6 and 7. This tendency causes the overall gender pay gaps amongst fixed-term employees to be less than the gaps between employees on open-ended contracts. This is a trend that warrants further investigation, given that fixed-term roles – in theory subject to more recent appointment – ought to be less prone to such gender segregation than open-ended roles which are more likely to reflect historical trends.</li> </ul>
<p>By ethnicity:</p> <ul style="list-style-type: none"> <li>• Equal pay gaps by grade are mostly less than 3.0 per cent at Levels 1a to 7 for staff on both open-ended and fixed-term contracts.</li> <li>• Where pay gaps exceed the lower 3.0 per cent threshold they are most often considered to be strongly influenced by small sample sizes or by populations of employees with protected characteristics of five or fewer individuals.</li> <li>• The ‘intersection’ of two protected characteristics (ethnicity and contract type) further exacerbates the issue of reliable sample population sizes.</li> </ul>
<p>By disability:</p> <ul style="list-style-type: none"> <li>• Equal pay gaps by grade are less than 3.0 per cent at Levels 1a to 7 for staff on open-ended contracts.</li> <li>• Equal pay gaps by grade are mostly less than 3.0 per cent at Levels 1a to 7 for staff on fixed-term contracts.</li> <li>• Where pay gaps exceed the lower 3.0 per cent threshold they are most often considered to be strongly influenced by small sample sizes or by populations of employees with protected characteristics of five or fewer individuals.</li> <li>• The ‘intersection’ of two protected characteristics (disability and contract type) further exacerbates the issue of reliable sample population sizes.</li> </ul>

**Are there differences in pay between people in different equality groups working different contractual arrangements? Is there an objective justification?**

The majority of equal pay gaps between employees on **open-ended contracts** were less than the lower three per cent threshold. Exceptions to this were:

The equal pay gaps in excess of >5.0 per cent are influenced as follows:

- **Level 7 by ethnicity:** The overall mean equal base pay gap, irrespective of pay banding, is +6.8 per cent (and +6.3 per cent in the median measure.) In most cases, the equal pay gap by pay band or grouping within Level 7 reduces to less than 3.0 per cent. Within pay bandings, the only gap to exceed 3.0 per cent is **Level 7 MSA (21)** which is influenced by a small overall population and a population of five or fewer BAME employees.
- **Clinical by gender:** The mean equal base pay gap between **Clinical Lecturer (in training)** exceeds 5.0 per cent but reduces to <3.0 per cent by the median measure. The mean and median equal base pay gap between **Clinical Lecturer (Senior)** also exceeds 5.0 per cent. In both cases, this may be influenced by small populations of five or fewer individuals on open-ended contracts, making it problematic to draw firm conclusions.

There was a more mixed picture amongst employees on **fixed-term contracts**. The **equal pay gaps in excess of >5.0 per cent** are influenced as follows:

- **Level 7 by gender:** The overall mean equal base pay gap, irrespective of pay banding, is +17.0 per cent (reducing to +2.0 per cent in the median measure.) Within pay bandings, gaps in excess of >5.0 per cent are restricted to **ERE7 Bands B and C** which are influenced by very small populations of employees on fixed-term contracts (six individuals at Band B and 12 individuals at Band C). Of these, only **Band C** continues to exceed 5.0 per cent in the median measure and is influenced by inclusion of the Vice-Chancellor, who was engaged on a fixed-term contract.

- **Clinical Academic (Consultant) by gender:** The mean and median equal base pay gap in excess of >5.0 per cent, and is influenced by a small population of women on fixed-term contracts (two individuals), again making it problematic to draw firm conclusions. This may also be influenced by the structure of NHS pay scales that favours employees with a greater length of seniority within a particular pay scale, which in this case tends to favour men.

The **equal pay gaps in excess of >3.0 per cent** across mean and median measures are influenced as follows:

- **Level 5 by gender:** The mean equal base pay gap of -4.3 per cent (with a median equal base pay gap of -6.0 per cent) appears to demonstrate that women on fixed-term contracts tend to have longer length of service with the University and be in fixed-term posts longer than their male counterparts. This appears to influence a higher starting salary in each new fixed-term post for women than men.
- **Level 6 by ethnicity:** The mean and median equal base pay gap of >5.0 per cent appears to be due to a combination of a population of five or fewer BAME employees and a single white employee paid above the top of Pay Level, it is difficult to draw any firm statistical conclusions
- **Level 3 by disability:** The mean equal base pay gap of +7.2 per cent (with a median equal base pay gap of +6.0 per cent) appears to be related to length of service, and therefore position on the Pay Level. Specifically, disabled employees on fixed-term contracts have an average length of service of 1.9 years, compared to an average length of service of 3.8 years amongst non-disabled employees with fixed-term contracts. Additionally, there is a group of 12 non-disabled employees each with length of service in excess of 10 years and a collective average length of service of 16.8 years.
- **Level 5 by disability:** The mean equal base pay gap of +6.4 per cent (and a median equal base pay gap of +4.3 per cent), appears to be related to an average length of service for disabled employees on fixed-term contracts of 3.6 years compared to 5.7 years for non-disabled employees, again influenced by 19 individuals with individual service in excess of 10 years and a collective average of 13.47 years' service.

### **Are there any examples of significant differences in pay (more than 5 per cent) between jobs of equal value predominantly occupied by people in different equality groups working different contractual arrangements?**

This paper notes that, due to the diverse nature of jobs and job titles used across the University there is currently no systemised mechanism for identifying and comparing 'like jobs' by any measures other than job family and pay level. It is therefore problematic to monitor and assess the equal pay gap of employees by particular equality group or contractual arrangement to 'like jobs'. However, the preceding section has attempted to address this question by looking at the University population by these two factors.

### **Are there any examples of significant differences in pay (more than 5.0 per cent) between people in different equality groups working different contractual arrangements doing the same job?**

The only equal pay gap (i.e. within pay level) for employees on **open-ended contracts** to exceed 5.0 per cent were at Level 7 (by ethnicity), but restricted to MSA7 (21) and MSA7 (22).

The only equal pay gap (i.e. within pay level) for employees on **fixed-term contracts** to exceed 5.0 per cent were at Level 6 (by ethnicity), Level 3 (by disability) and Level 5 (by disability), Level 7 (by gender) and Clinical, irrespective of pay bandings (by both gender and disability).

## **5.5 Equal pay by working pattern**

The following section considers equal pay gaps by working pattern (full-time and part-time) and protected characteristic.

Table 18 - Summary of observations of equal pay by working pattern

By gender:

- The equal pay gaps by grade for staff on both part-time and full-time working patterns were below 3.0 per cent at Levels 1a to 5 and only exceeded 3.0 per cent at Levels 6 and above.

- Women hold a greater proportion of the part-term working patterns at Levels 1a to 5 (83.7 per cent), whilst holding a slight minority (44.4 per cent) of the part-term working patterns at Levels 6 and 7 and amongst Clinical staff.
- It is important to note that a higher percentage of women on part-time contracts is not, of itself, cause for concern. Part-time (or other flexible) working arrangements can be an effective way to optimise the retention and contribution of women who might otherwise have been forced to leave the University.

By ethnicity:

- Equal pay gaps by grade were all less than 5.0 per cent at Levels 1a to 7 for staff on full-time working patterns.
- Equal pay gaps by grade were mostly less than 5.0 per cent at Levels 1a to 6 for staff on part-time-time working patterns.
- White and BAME representation is fairly balanced, and proportionate, between part-time and full-time working patterns.
- Where pay gaps exceed the lower 3.0 per cent threshold they are most often considered to be strongly influenced by small sample sizes or by populations of employees with protected characteristics of five or fewer individuals.
- The 'intersection' of two protected characteristics (e.g. ethnicity and working pattern) further exacerbates the issue of meaningful sample population sizes.

By disability:

- Equal pay gaps by grade are mostly less than 3.0 per cent at Levels 1a to 7 for staff on full-time working patterns.
- Equal pay gaps by grade are all less than 5.0 per cent at Levels 1a to 6 for staff on part-time-time working patterns.
- Where pay gaps exceed the lower 3.0 per cent threshold they are most often considered to be strongly influenced by small sample sizes or by populations of employees with protected characteristics of five or fewer individuals.
- The 'intersection' of two protected characteristics (e.g. disability and working pattern) further exacerbates the issue of meaningful sample population sizes.

### **Are there differences in pay between people in different equality groups working different working patterns? Is there an objective justification?**

The majority of equal pay gaps between employees on **full-time working patterns** were less than the lower three per cent threshold across mean and median measures. Exceptions to this were:

- **Level 1a by ethnicity:** At +7.0 per cent, the mean equal base pay gap (reducing to 0.0 per cent in the median measure) is the result of a single BAME apprentice.
- **Level 5 by disability:** At +4.5 per cent (a pattern that is persistent across the measures) this may reflect the relatively low representation of employees with a declared disability.
- **Level 7 (ERE7 Bands B and C) by gender:** The mean equal base pay gaps exceed 3.0 per cent and 5.0 per cent respectively and appear to be influenced by small populations of women (five or fewer individuals), and therefore representative of the vertical segregation of roles
- **Level 7 by gender and ethnicity:** The mean equal base pay gaps at **Level 7 MSA21 and MSA23 by gender** exceed 5.0 per cent but as noted elsewhere, appear to reflect the diverse nature of MSA Level 7 roles and are also influenced by populations of five or fewer individuals. By **ethnicity** the overall mean equal base pay gap, irrespective of pay banding, is +5.3 per cent but the median base pay gap reduces to +3.9 per cent. Within the three ERE L7 bandings, no pay gaps consistently exceed 3.0 per across mean and median, base and total pay calculations.
- **Clinical Lecturer (in training) by gender and disability:** The mean **gender** equal base pay gap of +3.6 cent reduces to +2.1 per cent in the median measure. The mean and median **disability** equal base pay gaps exceed 3.0 and may be influenced by a very low representation of employees (five or fewer) with declared disabilities.

The majority of equal pay gaps between employees on **part-time working patterns** were less than the lower three per cent threshold across mean and median measures. Exceptions to this were:

- **Level 6 by gender:** A mean equal pay gap of +3.8 per cent and a median of +5.1 per cent.
- **Levels 4 and level 5 by ethnicity:** The respective +4.9 and +4.7 per cent gaps were consistent in the median measure (increasing to +8.5 and +5.7 per cent respectively). This appears to be attributable to BAME employees having approximately two and three years' respectively less

service than their white counterparts, resulting in a lower position on the incremental pay spine. At Level 6, this pattern is repeated with BAME employees having approximately three years' less service than their white counterparts and is also influenced by small populations of five or fewer BAME employees.

- **Levels 2b, 5 and 6 by disability:** All mean equal base pay gaps exceed 3.0 per cent but none exceed 4.0 per cent (and, at >5.0 per cent, only Level 6 consistently exceeds 3.0 per cent in the median measure) and seem to be influenced by very small populations with declared disabilities
- **Level 7 by gender, ethnicity and disability:** The overall mean equal base pay gap by **gender**, irrespective of pay banding, is +7.9 per cent, which increases to +15.5 per cent in the median base pay measure, a pattern that is repeated across total pay calculations. This predominantly appears to reflect two factors;
  - the proportionate under-representation of part-time women in ERE Level 7 (30.1 per cent) and MSA Level 7 (0.0 per cent)
  - the presence of seven part-time ERE L7 employees paid 'off-scale' to reflect their individual skills, experience and seniority in their respective fields. Of these, six are men, mostly on part-time fractions of 0.2 FTE. In contrast, of the seven full-time ERE L7 employees paid 'off-scale' (again to reflect their individual skills, experience and seniority in their respective fields), the gender split is more balanced at 57.2 per cent men and 42.8 per cent women.

However, breaking Level 7 down into its constituent pay groupings;

- There is only one part-time employee at MSA Level 7, resulting in no equal pay gaps by gender at this level.
- Within the three ERE L7 bandings, no pay gaps consistently exceed 3.0 per across mean and median, base and total pay calculations.

The overall mean equal base pay gap by **ethnicity**, irrespective of pay banding, is +13.7 per cent, a pattern that is persistent across mean and median measures. This again appears to be reflective of those part-time ERE Level 7 employees paid 'off-scale' who are all White or of undeclared ethnicity (the latter therefore excluded from the calculation). However, within the three ERE L7 bandings, no pay gaps consistently exceed 3.0 per across mean and median, base and total pay calculations.

The overall mean equal base pay gap by **disability**, irrespective of pay banding, is >5.0 per cent, a pattern that is persistent across mean and median measures. However, within the three ERE L7 bandings, no pay gaps consistently exceed 3.0 per across mean and median, base and total pay calculations.

- **Clinical Lecturer (Senior) and Clinical Academic Consultant by gender:** both exceed 5.0% in both mean and median measures. In both cases, where the equal pay gap exceeds 5.0 per cent, this persistent gap is influenced by small populations of women on part-time working arrangements (populations of five or fewer individuals).
- **Clinical Academic Consultants by ethnicity:** The equal pay gap exceeds 3.0 per cent but is less than 5.0 per cent. This is influenced by both the structure of the NHS pay scale on which pay is based and a population of five or fewer women at this level.

### **Are there any examples of significant differences in pay (more than 5 per cent) between jobs of equal value predominantly occupied by people in different equality groups working different working patterns doing the same job?**

This paper notes that, due to the diverse nature of jobs and job titles used across the University there is currently no systemised mechanism for identifying and comparing 'like jobs' by any measures other than job family and pay level. It is therefore problematic to monitor and assess employees by particular equality group or working arrangements to 'like jobs'.

As noted above, the only equal pay gap (i.e. within pay level) for employees on **full-time working patterns** to exceed 5.0 per cent were at Level 1a, ERE 7 Band C, Level 7 (MSA21), Level 7 (MSA23)

As noted above, the only equal pay gap (i.e. within pay level) for employees on **part-time working patterns** to exceed 5.0 per cent were at Level 7 and Clinical Lecturers (Senior) and Clinical Academic Consultants.

## **5.6 Recruitment and promotion**

### **Are people in different equality groups or people working particular contractual arrangements or working patterns appointed for like jobs?**

As noted in the preceding section, the diverse nature of jobs and job titles used across the University means there is currently no systemised mechanism for identifying and comparing 'like jobs' by any measures other than job family and pay level. It is therefore problematic to monitor and assess the appointment of employees by particular equality group or contractual arrangement or working pattern to 'like jobs'. However, this section does attempt to address this question by looking at the University population by job family and pay level and whether they are proportionately representative.

Table 19 - Summary of observations regarding recruitment and promotion by contract type and working pattern

<p><b>By contract type:</b></p> <ul style="list-style-type: none"> <li>• At a University level, irrespective of job family, the distribution of open-ended and fixed-term contracts broadly reflects the established vertical segregation of roles by gender.</li> <li>• Vertical segregation of roles by gender is evidenced in most of the Job Families, irrespective of open-ended or fixed-term contract status, although to a somewhat lesser degree. Establishing firm conclusions about ethnicity and disability remain problematic due to the smaller sample populations.</li> <li>• Any vertical segregation of roles by ethnicity is somewhat less evident at a University level, with fewer BAME employees in middle pay spine roles, but with proportionately more towards the top and bottom of the University's pay spine.</li> <li>• Vertical segregation of roles by disability status and contract is harder to establish, due in part to the relatively low number of employees with a declared disability.</li> </ul>
<p><b>By working pattern:</b></p> <ul style="list-style-type: none"> <li>• At a University level, irrespective of job family, the distribution of full-time and part-time working patterns broadly reflects the established vertical segregation of roles by gender.</li> <li>• Vertical segregation of roles by gender is also evidenced in most of the Job Families, irrespective of full-time or part-time working pattern. However, women make up the majority of part-time workers in the CAO, TAE, MSA and the non-professorial ERE job families. Establishing firm conclusions about ethnicity and disability remain problematic due to the smaller sample populations. Any vertical segregation of roles by ethnicity and disability is somewhat harder to firmly establish at a University level, due in part to the relatively low number of employees with a declared BAME or disability status.</li> </ul>

**If so, is the normal starting salary level or point the same as that for people in other equality groups or working particular contractual arrangements?**

'Starting pay' was based on new starters in grade (i.e. new hires, existing employees changing grade and existing employees moving to a new role within the same grade and with less than twelve months' service in that post) during the 12 months ending 31st August 2018.

It is expected that salary on appointment will usually be the minimum spine point of the relevant Pay Level on the University pay scale and that any payment above that spine point will be by exception, not the norm. However, the University also recognises that in some circumstances higher starting pay may be appropriate on appointment where it is attributable to other material factors such as experience or academic track record.

The term 'higher starting pay' refers to any salary paid to an individual employee that was higher than the minimum spine point value of the relevant pay range at the point of hire or change of grade. This is displayed as a percentage above the value of the minimum spine point for the pay range.

Caution should be applied when considering the charts in this section as they are not restricted to first-time appointments and as such, 'starting salaries' could (potentially) include existing pay elements (e.g. an employee transferring to a 'new' post but retaining their accrued seniority in pay).

This approach to starting pay also comes with the warning that it has the potential to perpetuate and/or create equal pay pressures of its own (i.e. bringing forward pre-existing pay disparities from previous employers or pay frameworks). The ability to offer flexible remuneration packages is an important tool in the attraction and retention of top talent, this paper recommends a review of such practice as part of embedding long term and sustainable options for bringing down the gender pay gap.

With this said, for the most part, the mean average equal pay gap of starting salaries are either neutral or less than 5.0 per cent. This is most true of variances in starting pay by gender, whilst there are more, and slightly greater variances by ethnicity and disability. Where variances do exceed 3.0 and 5.0 per cent, this is most often (but not always) where populations of five or fewer individuals make up one or both sides of the comparison. Pay gaps including people with declared disabilities are hardest to measure due to the general under-representation of declared disabilities across the University.

This suggests that, for the most part, the University's approach to equal pay are working at the point of hire.

We did attempt to compare the starting pay equal pay gap by the intersectionality of protected characteristics, contractual or working pattern status and pay level, but due to the small numbers involved, populations of five or fewer individuals made this too problematic to analyse in any effective way.

There is evidence of the vertical segregation of roles by Gender and Job Family, usually with more women than men being appointed at lower graded roles. This is somewhat balanced by a more even split of appointments by gender at Level 4 upwards. Analysis of appointments by ethnicity and disability tend to follow more proportionately representative patterns, although there remains evidence of under-representation in some grades, but analysis is somewhat hampered by small populations (five or fewer) being appointed by grade and job family. Due to the already small numbers of appointees by BAME and declared disability, it is difficult to draw comparisons against appointees by gender. Including contractual or working pattern factors would be problematic to any further analysis as it would reduce the comparison populations further, making any reasonable conclusions difficult to justify.

### **Are people in different equality groups and people working particular contractual arrangements given equal opportunities for promotion and career progression?**

The University is committed to a [promotions process for ERE staff](#), which promotes staff in the Education, Research and Enterprise (ERE) job family equitably, regardless of protected characteristics. The existing academic promotion process has been developed to be open and transparent and to ensure equity between promotion and recruitment.

Colleagues in the Management, Specialist and Administrative (MSA), Technical and Experimental (TAE) and Community and Operational (CAO) job families have different options for [career progression](#) to colleagues in the ERE job family. In these job families, promotion is achieved via application for new or vacant roles at a higher level or, less frequently, through re-grading where there is an agreed need for the duties and responsibilities of a role to change, and job evaluation confirms that this would change the grading of the post.

Due to the fundamental differences in how promotion and career progression is managed between these job family groupings, we are only able to systematically report on promotion processes for ERE staff.

### **Do people in different equality groups and people with different contractual arrangements progress to higher grades in proportion to their employment in lower grades?**

At an institutional level, analysis by gender tended to illustrate the "glass ceiling" effect, demonstrating that women tend to spend longer in each pay grade, and hence tending to have a higher mean and median position within a pay scale. Men tend to have lower mean and median positions within a pay scale, indicating they move through and up to the next pay grade faster than their female colleagues. However, analysis by Job Family seems to indicate that "glass ceiling" effect to be most prevalent in ERE-type roles but less prevalent in all the other job families.

At an institutional level, analysis by ethnicity indicated a similar "glass ceiling" effect although to a somewhat lesser degree. Analysis by Job Family suggests a similar level of variance in position on pay scale across all the Job Families as by gender.

In partial contrast, the institutional level data for employees with a declared disability appears to demonstrate that disabled employees with less than five years' service spend less time in each pay

grade than their non-disabled counterparts. However, as they tip over the five years' service mark, the "glass ceiling" effect repeats itself. This is a largely consistent pattern across the Job Families.

### Are qualification requirements which may attract higher salaries justified?

Qualification requirements between pay bandings are consistent with the University's job evaluation methodology (Hay).

### Are there any other recruitment practices which may influence salary levels in an inequitable way – including variations in practice across different staff groups at the same grade level?

Table 20 - comparison of recruitment practices by grade/staff groups

Levels 1-6	There are no institutional variances in recruitment practice which would influence pay levels in an inequitable way. Any local management decisions to vary pay on appointment from policy expectations (e.g. market supplements or similar) are subject to a business case and scrutiny by senior management and HR Business Partners.
Level 7	
Clinical	There are no institutional variances in recruitment practice which would influence pay levels in an inequitable way. Pay for clinical academics is determined by the NHS pay framework and therefore outside the control of the University.

### Is there occupational segregation which is likely to give rise to differences in the proportions of staff in particular equality groups, or with particular contractual arrangements, progressing to higher grades?

The following table sets out the proportionate population of pay levels by employees' protected characteristics. As noted above, it is not currently possible to categorise jobs by 'occupation' due to the wide variations in job titles used across the University. We have therefore presented this analysis by pay level, demonstrating "work of equal value". Where that proportionate population varies from the University's overall proportionate population by more than 5.0 per cent, this is indicated in red text. This chart demonstrates that, at an institutional level, there is a clear vertical segregation by gender with an over representation of women in lower graded roles and an under-representation of women in higher graded roles. There is a less clear segregation of roles by ethnicity or disability at an institutional level, but as noted elsewhere, there is a general under-representation of employees with declared disabilities when compared with the wider UK population. However, further analysis is required to demonstrate whether this is constant across the individual faculties and services.

Table 21 - comparison of proportionate populations of employees with protected characteristics

	Total Population	Population of women		Population of BAME employees		Population of Disabled employees	
Clinical	142	55	38.7%	21	14.8%	2	1.4%
Level 7	540	143	26.5%	50	9.3%	7	1.3%
Level 6	598	221	37.0%	70	11.7%	20	3.3%
Level 5	1,049	521	49.7%	126	12.0%	28	2.7%
Level 4	1,857	996	53.6%	326	17.6%	76	4.1%
Level 3	782	492	62.9%	56	7.2%	42	5.4%
Level 2b	625	466	74.6%	58	9.3%	28	4.5%
Level 2a	222	143	64.4%	20	9.0%	12	5.4%
Level 1b	139	67	48.2%	20	14.4%	4	2.9%
Level 1a	273	196	71.8%	82	30.0%	16	5.9%
	6,227	3,300	53.0%	829	13.3%	235	3.8%

## 5.7 Position on and progression through pay scales by gender

### Is there a significantly higher proportion of people in a particular equality group or of people working particular contractual arrangements or working patterns in the upper or lower areas of pay scales?

The overall proportionate representations of protected characteristics by pay level tend to demonstrate a degree of vertical segregation of roles, most clearly by gender.

This review did attempt to compare the protected characteristics, contractual or working pattern status and position within the various pay levels (i.e. by spine point) but, due to the small numbers involved, this resulted in multiple populations of five or fewer individuals making it problematic to analyse reliably. This will be reviewed again in the 2019 review and, where possible, a comparison against 2018 data will be made.

**Do people in a particular equality group or people working particular contractual arrangements or working patterns progress through an incremental pay structure at a different rate to others not in that group?**

Due to the structure of our pay scales at Levels 1-6 and the awarding of incremental service based progression, there is very little room for people from different protected characteristics or working particular contractual arrangements to progress within a pay level at a different rate. Whilst policy does allow enhanced/additional incremental progression, this is subject to a robust scrutiny process, including a business case. The university is currently reviewing its internal processes to improve the reporting functionality to enable further scrutiny of decision-making processes and their impact on equal pay.

**Are the number of service-related incremental points on any pay scale more than can be justified by the learning curve for jobs in the grade?**

Table 22 - Table comparing service related incremental pay point progression schemes by grade

Levels 1-6	The University maintains that the number of service-related incremental points in each Pay Level is appropriately calibrated to reward the experience of employees in the role.
Level 7	There are no service-related incremental points within MSA or ERE Level 7 pay bandings.
Clinical	Clinical staff have terms and conditions that are set nationally by the Universities and Colleges Employers Association (UCEA), with reference to NHS terms and conditions. Separate pay scales apply for these staff.

**If the number of service-related incremental points on any pay scale exceeds five, is there justification for this within the terms of the age discrimination legislation?**

Table 23 - Table comparing incremental pay point progression with age-discrimination legislation

Levels 1-6	<p>Each Pay Level on the University’s pay spine may have between three and eight service-related incremental points within the Core Zone, except for Level 1a, which consists of a single spinal point (effectively a spot-rate).</p> <p>The Equality Act 2010 allows employers to make awards on the basis of service that exceeds five years if the employer reasonably believes this fulfils a business need.</p> <p>The University believes that the provision of service related incremental points on the pay scales is an appropriate and proportionate measure for rewarding the experience of employees. For example, Pay Levels 1b to 3 have between four and seven incremental points within their core zones. In contrast, Pay Levels 4 to 6 have between eight and nine incremental points, demonstrating the shorter development time required to attain ‘expert’ level within the lower Pay Levels, compared the longer lead in time required for more senior roles.</p>
Level 7	<p>There are no service-related incremental points within MSA Level 7 pay bandings. Progression within the banding is performance based and against benchmarked market data.</p> <p>ERE Level 7 staff are subject to a <a href="#">biennial pay review process</a>, which takes place in each even-numbered year (alternating with the biennial Rebanding process in odd-numbered years), with incremental progression directly linked to appraisal outcomes, linking pay progression to contribution over the preceding two years.</p> <p>Members of University Executive Board are out of scope of these guidelines since their pay is governed by the Remuneration Committee.</p>

<b>Clinical</b>	<p>Spinal point progression for Consultants is subject to attaining appropriate consultancy seniority (with each year of service). Spinal point progression does not necessarily imply pay progression, as not every spinal point brings a pay uplift.</p> <p>Clinical staff on the CADT pay spine progress through the nodal points of their pay scale as they complete each stage of their training.</p> <p>Clinical staff on the AM pay spines progress by one spinal point each year, on the anniversary of their appointment.</p>
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**If there are merit or qualification bars, do people in different equality groups or people working particular contractual arrangements progress through them in equal proportions?**

The University has no merit or qualification bars within pay levels. Progression through the clinical CADT pay scale is based on an individual’s stage of NHS training and therefore dependent on their successful completion of particular training levels.

Where different levels of merit or qualification (or equivalent experience or skill sets) are required for progression from one pay level to the next, these are justified and calibrated by the University’s job evaluation processes.

It should be noted that a pay differential does not in itself imply inequality. The law requires employers to address pay disparities where the difference is purely down to protected characteristics but not where it is attributable to other material factors such as experience or academic track-record.

**5.8 Performance assessment outcomes**

Performance assessment (or appraisal) outcomes are included in the Equal Pay Review for the first time this year. Whilst the EHRC pay gap tolerances of 3.0 and 5.0 per cent do not strictly apply to appraisal ratings, they are applied here for consistency.

It is expected that all appraisals will be carried out within a framework of equality and diversity, as outlined by the University’s Equality and Diversity Policy. The appraisal process itself has been equality risk assessed, prior to introduction, and issues of fairness and equality are addressed as part of the appraisal training and moderation process.

It should be noted that at present, this analysis relies on appraisals recorded in MyHR and therefore only reflects practice amongst staff at Levels 4-7. It therefore excludes employees at Levels 1-3 who currently complete paper based Personal Performance Development Reviews.

It should also be noted that online appraisals with a recorded rating of ‘zero’ **after** the moderation process had been completed have also been excluded. This paper makes the operational assumption that a rating of zero at this stage in the process (i.e. post-moderation) indicated the employee had been unable to participate in the appraisal process for a legitimate reason.

At the end of the moderation process, of the 2,826 eligible employees for whom an appraisal rating was expected, 2,519 employees had an appraisal rating recorded in MyHR. This represents an 89.1 per cent rate of completion.

The variations in performance assessments by gender, ethnicity and disability status (as well as comparisons between academic, professional services and ‘all staff’ groupings) indicated little variation between characteristics (usually by less than 1.0 per cent).

**Table 24 - Summary of observations relating to performance appraisal outcomes by protected characteristic**

<p>By gender:</p> <ul style="list-style-type: none"> <li>• The overall variance in appraisal ratings between men and women is -0.2 per cent.</li> <li>• Variances in appraisal ratings by gender and grade ranged from -4.1 per cent to +1.1 per cent.</li> <li>• On average, women tended to have slightly higher appraisal ratings than men.</li> </ul>
<p>By ethnicity:</p> <ul style="list-style-type: none"> <li>• The overall variance in appraisal ratings between White and BAME employees is -0.1 per cent</li> </ul>

<ul style="list-style-type: none"> <li>• Variances in appraisal ratings by gender and grade ranged from -1.7 per cent to +3.8 per cent</li> </ul>
<p>By disability:</p> <ul style="list-style-type: none"> <li>• The overall variance in appraisal ratings between disabled and non-disabled employees is -1.6 per cent</li> <li>• Variances in appraisal ratings by gender and grade ranged from -6.4 per cent to +0.8 per cent</li> </ul>
<p>By contract type:</p> <ul style="list-style-type: none"> <li>• Analysis of employees on open-ended contracts showed only two comparisons exceeding 3.0 per cent (favouring academic employees with a declared disability and professional services employees from a declared BAME background).</li> <li>• Analysis of employees on fixed-term contracts also demonstrated consistency with most variations being well below 3.0 per cent. The only comparison to exceed the 5.0 threshold was in favour of professional services staff with a declared disability. In this instance, this was impacted by a single individual receiving the highest appraisal rating.</li> </ul>
<p>By working pattern:</p> <ul style="list-style-type: none"> <li>• The only comparison of full-time employees to exceed 5.0 per cent was in favour of BAME employees in professional services. This was most affected by a small sample size of eleven BAME employees compared to a sample size of 164 ethnically White employees on full-time working patterns.</li> <li>• The only comparisons of part-time employees to exceed 5.0 per cent were between professional services employees and in favour of ethnically White employees on part-time working patterns and employees with no declared disability. In the first case, this was affected by a small sample size of employees on part-time working patterns (one BAME employee compared to forty-four ethnically White employees). In the second instance, this was again affected by that one individual in receipt of a Box Five (highest) appraisal rating.</li> </ul>

## 5.9 Bonus pay by gender

For the purposes of statutory Gender Pay Gap reporting, bonus pay includes Clinical Excellence Awards, consultancy payments, Staff Achievement Awards, royalties and some relocation payments. Together these payments accounted for approximately 1 per cent of the University’s staff costs in the last year.

The University’s 2018 statutory Gender Pay Gap report showed mean and median bonus pay gaps of +60.2 per cent and +33.3 per cent, respectively, and that a higher proportion of men than women received bonus pay.

The University’s Equal Pay Review does not report a collective bonus equal pay gap so there is no directly comparable calculation in this report. It does, however, report on three key ‘bonus’ pay elements; Staff Achievement Awards, Clinical Excellence Awards and Royalty and Consultancy payments. A number of observations can be made about gender, ethnicity and disability by total pay:

Table 25 - Summary of observations of equal pay and bonus pay

Staff Achievement Awards (SAA)	The University’s <a href="#">Staff Achievement Award policy</a> is designed to reward outstanding achievements from our staff across all levels and all types of role.
Clinical Excellence Awards (CEA)	<p>Some clinical academic staff receive performance-related supplementary pay awards from the NHS, called CEAs, which recognise and reward NHS consultants and academic GPs who perform ‘over and above’ the standard expected of their role. As reported in the statutory 2017 Gender Pay Gap Report and Equal Pay Review, CEAs are now treated as additional pay (or ‘bonus’ pay in the Gender Pay Gap Report). Therefore, CEAs are only included in the calculations of ‘total pay’. This ensures consistency and transparency of treatment with the statutory Gender Pay Gap Report.</p> <p>These awards are determined and funded by the NHS, outside of the University’s decision-making powers. Lower value level 1-9 awards are decided locally by NHS Employer Based Awards Committees (EBACs), whilst higher value level 9-12 awards are decided nationally by the Advisory Committee on Clinical Excellence Awards (ACCEA) and its sub-committees.</p>

	It is also noted that individuals “ <a href="#">self-nominate</a> ” themselves for consideration for an award, nobody can submit an application on behalf of the academic (i.e. this is not a management initiated process). Awards are also monitored to ensure that the Scheme is implemented fairly.
<a href="#">Royalty and Consultancy payments</a>	<p>Royalty payments processed by the University are reflective of the achievements of an individual’s own published works and are not the result of or influenced by the University’s own decision making processes.</p> <p>As such, these payments are not considered ‘bonus’ payments by the University but are included in this report because they do meet the statutory Gender Pay Gap report’s definition.</p> <p>Whilst this review does not question the validity or eligibility of payments made under its <a href="#">Consultancy Policy (2012)</a>, this report notes that these provisions (now six years old), will be reviewed and updated to ensure compliance with equal pay considerations.</p>

**By gender:**

- Men tend to receive more SAA’s (collectively) than women, but at a slightly lower average value. However, the data suggests that this may not be the case when data is dis-aggregated to Faculty level with some faculties appearing to “do better” than others. Additionally, there is substantial year-on-year variation in this picture, given the discretionary nature of SAA’s.
- The pay gap in the value of CEA awards between men and women reduced from +43.3 per cent in 2017 to +21.3 per cent in 2018. This may reflect a small increase in the number of women receiving a CEA (from sixteen in 2017 to twenty-one in 2018).
- It is worthy of note that, of the twenty-seven women Clinical Academics, 77.8 per cent received a CEA payment, compared to the 72.9 per cent of the sixty eligible men. It is also worthy of note that, of those eligible Clinical Academics, a roughly proportionate number of men and women (30.2 per cent and 23.8 per cent respectively) received the highest locally awarded payment value (Level 9 payments).
- This paper recommends the University continue to engage with its NHS partner to identify if more can be done to increase the representation of women being nominated for, and receiving, CEA’s. However, given that the process is one of “self-nomination”, any practical positive action will be focused on encouraging applications to be made and looking at options to expand opportunities and experience for employees with protected characteristics.

**By ethnicity:**

- Of the three hundred and thirty-seven SAA payments, twenty-nine were made to employees with a declared BAME status. This presented an 8.6 per cent representation of BAME employees, which is below both the University’s general population representation as well as disproportionately below the representative populations of all the Faculties where payments were processed.
- Amongst CEAs, the mean pay gap was +11.5% in favour of ethnically White employees. Of the sixty-four recipients, eight were of declared BAME status. This presents a broadly representative 12.5% BAME representation (compared to the University’s 14.3% population and the 12.8% representation within Clinical Consultants and 10.3% representation in Faculty of Medicine).
- Of the sixty recipients of Royalty and Consultancy payments, twelve were of a declared BAME status. This presented a 20.0 per cent representation of BAME employees, exceeding the University’s general representation but in line with the BAME representation in the faculty of Engineering and Physical Sciences (20.9 per cent) where the majority of these payments were made.

**By disability:**

- Of the three hundred and thirty-seven SAA payments, sixteen were made to employees with a declared disability. This presents a representative population of 4.7 per cent, which is broadly representative of both Medicine (3.6%) and Professional Services (4.6%) where the majority of payments were processed. This resulted in a mean pay gap of +14.0% in favour of non-disabled employees.
- Of the sixty-four CEA’s, only one recipient had a declared disability. This presents a 1.6 per cent representation of employees with disabilities, which is less than the 3.9% University population as well as the 3.6% Faculty of Medicine population, but consistent with the 1.6% declared disability representation in ‘Clinical’ pay grouping. Despite this apparent under-representation, the mean base pay gap favoured the employee with a declared disability.

- Of the sixty Royalty and Consultancy payments made, none were made to an employee with a declared disability.

### Do people in different equality groups have equal access to and, on average, receive equal bonus payments?

The following chart provides a breakdown of mean equal pay gaps of the three main ‘bonus’ payment types by protected characteristic. Of these, the University considers Staff Achievement Awards to be the only real ‘bonus’ payment.

Table 26 - Comparison of bonus payments by protected characteristics

		Gender	Ethnicity	Disability
Staff Achievement Awards	Mean	-7.6 per cent in favour of women	+14.1 per cent in favour of White employees	+14.0 per cent in favour of Non-disabled employees
	Median	-53.8 per cent in favour women	+6.3 per cent in favour White employees	-33.3 per cent in favour Disabled employees
Clinical Excellence Awards	Mean	+21.3 per cent in favour of men	+11.5 per cent in favour of White employees	-25.7 per cent in favour of Disabled employees
	Median	+58.3 per cent in favour of men	Median +25.0 per cent in favour of men	-20.0 per cent in favour of Disabled employees
Royalty and Consultancy Payments	Mean	-32.3 per cent in favour of women	-4.7 per cent in favour of BAME employees	Mean and median measures were 0.0 per cent due to no employees with a declared disability receiving payment.
	Median	+42.1 per cent in favour men	-6.5 per cent in favour of BAME employees	

The apparent equal pay gap for bonus payments across each of the three protected characteristics analysed here remains a concern. As noted in the previous Equal Pay Action Plan, work is required to apply further scrutiny and challenge in the decision making process when awarding such discretionary payments. This is addressed further in this year’s update to the Equal Pay Action Plan.

### 5.10 Additional payments, allowances and benefits (total pay)

In addition to the bonus payments addressed in the preceding sections, “additional payments” include longer-term pensionable payments and ad-hoc, shorter-term, non-pensionable, payments.

Table 27 - Summary of observations of equal pay and total pay

<p>The following observations can be made</p> <ul style="list-style-type: none"> <li>• When additional payments are added to basic pay the overall pay gap (irrespective of grade) changes: <ul style="list-style-type: none"> <li>○ <b>by gender</b> the mean pay gap increases from +20.7 per cent to +22.0 per cent whilst the median pay gap by gender increases from +11.1 per cent to +13.7 per cent.</li> <li>○ <b>by ethnicity</b> the mean pay gap increases from +6.8 per cent to +7.1 per cent whilst the median pay gap by gender remains +5.7 per cent.</li> <li>○ <b>by disability</b> the mean pay gap increases from +14.7 per cent to +15.7 per cent whilst the median pay gap by gender remains +11.1 per cent.</li> <li>○ The total pay gaps within Levels 1a to 6 are mostly less than the lower 3.0 per cent threshold</li> </ul> </li> <li>• The equal total pay gaps within the Level 7 pay bandings continue to demonstrate the influence of small sample sizes, low representation of employees with protected characteristics, the diversity of Level7 MSA roles and the inclusion of the Vice Chancellor’s pay (in ERE7 Band C).</li> </ul>
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- The equal total pay gaps within Clinical pay groupings are often limited by small sample sizes and Clinical Excellence Awards which, as referenced earlier are awarded by governance external to the University.
- Where pay gaps exceed the lower 3.0 per cent threshold they are most often considered to be strongly influenced by small sample sizes or by populations of employees with protected characteristics of five or fewer individuals.
- Additional payments can either be discretionary e.g. additional hours or additional responsibility payments, or linked to a role e.g. Head of Department.
- The level of remuneration is determined by the University through policy or custom and practice and is approved through appropriate line management authorisation chains relevant to the particular payment.

As with base pay calculations, the majority of equal pay gaps using total pay figures are below the lower 3.0 per cent threshold with the following exceptions:

- **Level 1b by gender;** The mean equal pay gap is +11.9% and the median gap is +23.8%. This gap appears to be related to the shift premia paid to Security staff (who only have a 9.7 per cent representation of women) impacting the total Level 1b population.
- **Level 7 by gender and ethnicity:** The mean equal total pay gap by gender is +3.8 per cent per cent and the median is +3.3 per cent. The mean equal total pay gap by ethnicity is Level 7 is +7.5 per cent (the median is +7.6 per cent.) In both cases this seems to be linked to the unique nature of roles and in most cases, small populations of five or fewer individuals it is problematic to speculate on any systematic or cultural causes relating to either gender or BAME status.
- **Clinical Lecturer (Senior) by gender and ethnicity:** The mean (and median) equal total pay gap by gender is +12.3 per cent. The mean (and median) equal total pay gaps by ethnicity is -6.5 per cent. This is strongly influenced by the small sample size of just three employees.
- **Clinical Academic Consultant by gender, ethnicity and disability:** The mean equal total pay gap by gender of +5.0 per cent increases to +10.9 per cent in the median measure. The mean equal pay gap by ethnicity of +4.9 per cent increases to +8.3 per cent. The mean (and median) equal total pay gap by disability is >5.0 per cent. These are all influenced by the inclusion of the Clinical Excellence Awards or small populations (e.g. five or fewer individuals with a declared disability.)

### **Do people from different equality groups working different contractual arrangements receive equal allowances or additional payments?**

The majority of equal pay gaps for employees on **open-ended contracts** using total pay figures are below the lower 3.0 per cent threshold with only the following exceptions:

- **Level 1b by gender, ethnicity and disability:** The mean equal total pay gap by gender of +12.2 per cent rises to +23.8 per cent median. The mean equal total pay gap by ethnicity is -3.2 per cent, which reduces to -1.4 per cent in the median measure. The mean and median equal total pay gaps by disability are >5.0 per cent. This again appears to be related to the shift premia paid to Security staff who are predominately men who are on open-ended contracts and/or small populations (e.g. five or fewer individuals with a declared disability.).
- **Level 7 (MSA7 21) by ethnicity:** The mean and median equal total pay gap is >5.0, influenced by small populations of BAME employees.
- **Level 7 (ERE 7 Band C) by ethnicity:** The mean and median equal total pay gap is >5.0 per cent, influenced by small populations of BAME employees.
- **Clinical Lecturer (in training) by gender:** The mean equal total pay gap by gender of >5.0 per cent reduces to 0.0 per cent is influenced by small sample sizes (total population of five or fewer individuals) within pay grouping populations.
- **Clinical Lecturer (Senior) by gender and ethnicity:** The mean and median equal total pay gap by gender and ethnicity is >5.0 per cent influenced by small sample sizes (total populations of five or fewer individuals) within pay grouping populations.
- **Clinical Academic (Consultant) by gender, ethnicity and disability:** The mean equal total pay gap by gender of +4.5 per cent rising to +14.2 per cent. The mean equal total pay gap by ethnicity of +5.3 per cent rising to +10.4 per cent. The mean and median equal total pay gap by disability is >5.0%. In all cases, these are influenced by small sample sizes (total populations of five or fewer individuals) within pay grouping populations the inclusion of Clinical Excellence Awards.

The majority of equal pay gaps for employees on **fixed-term contracts** using total pay figures are below the lower 3.0 per cent threshold with only the following exceptions:

- **Level 5 by gender:** The mean equal total pay gap by gender is -4.7 per cent, increasing to -6.0 per cent in the median measure. One possible contributing factor to this is appears to be that women on fixed-term contracts tend to have longer length of service with the University and be in fixed-term posts longer than their male counterparts. This appears to influence a higher starting salary in each new fixed-term post for women than men.
- **Level 6 by ethnicity:** The mean and median equal total pay gap by ethnicity is >5.0 per cent. This may be influenced by a small population of five or fewer individuals with a declared BAME ethnicity on fixed-term contracts and the combination of 75% of BAME staff at this level being on the bottom point of the pay level and four White staff (with small FTE working patterns but being paid off-scale reflecting their individual skills, experience and seniority in their respective fields.
- **Level 2b by disability:** The mean equal total pay gap by ethnicity is >3.0 per cent but reduces to <3.0 per cent in the median measure.
- **Level 3 and Level 5 by disability:** The mean total pay gap by disability at Level 3 is +7.2 per cent, reducing to, +6.0 per cent in the median. The mean total pay gap by disability at Level 5 is +7.3 per cent, reducing to, +5.7 per cent in the median. As these gaps are persistent across both base and total pay calculations, we believe this to be related to length of service, and therefore position on the pay spine. Specifically, disabled employees at Level 3 on fixed-term contracts have an average length of service of 1.9 years, compared to an average length of service of 3.8 years amongst non-disabled employees with fixed-term contracts. Additionally, there is a group of 12 non-disabled employees each with length of service in excess of 10 years and a collective average length of service of 16.8 years. A similar pattern is evident at Level 5, where the average length of service for disabled employees on fixed-term contracts is 3.6 years compared to 5.7 years for non-disabled employee, again influenced by 19 individuals with individual service in excess of 10 years and a collective average of 13.47 years' service.
- **Level 7 (ERE7 Bands B and C) by gender, ethnicity and disability:** The mean and median equal total pay gap by gender is >5.0 per cent but is influenced by both small populations of women, BAME or disabled employees and small numbers of employees on fixed-term contracts. In particular, the Vice-Chancellor was engaged on a 7 year fixed-term contract, which affects the pay gap at ERE7 Band C. Excluding the Vice-Chancellor's salary reduces the mean equal pay gap from 28.7 per cent to 12.7 per cent. Other roles at these levels have specific responsibilities for the management of the University with their salaries reflecting their personal and professional value, individual skills, experience and seniority in their respective fields, and contribution to the University across multiple and diverse disciplines. All other pay gaps by banding are less than 3.0 per cent.
- **Clinical Lecturer (in training) by gender:** The mean equal total pay gap was +3.2 per cent reducing to 0.0 per cent in the median measure.
- **Clinical Academic (Consultant) by gender:** The mean and median equal total pay gap by gender is >5.0 per cent. This appears to be influenced by both small populations of women and small numbers of employees on fixed-term contracts.

### **Do people from different equality groups working different working patterns receive equal allowances or additional payments?**

The majority of equal pay gaps for employees on **full-time working arrangements** using total pay figures are below the lower 3.0 per cent threshold with only the following exceptions:

- **Level 1b by gender:** With a mean equal total pay gap of +12.5 per cent, the median measure increases to +23.8 per cent. The prime contributing factor here again appears to be the shift premia paid to Security staff
- **Level 1a and Level 2a by ethnicity:** In Level 1a the mean equal total pay gap of +11.8 per cent reduces to 0.0 per cent. The +6.1 per cent gap at Level 2a persists but this gap is influenced by the inclusion of an apprentice.
- **Level 5 by disability:** The +3.6 per cent mean equal total pay gap may reflect the relatively low representation of employees with a declared disability.
- **Level 7 by ethnicity:** The mean equal total pay gap is +5.7 per cent, persistent across the median measure. Within the three ERE L7 bandings, no pay gaps consistently exceed 3.0 per

across mean and median, base and total pay calculations. Within MSA pay bands, there is only one BAME employee.

- **Clinical Academic (Consultants) by gender, ethnicity and disability:** With a mean total **gender** equal pay gap of +5.0 per cent, the median measure increases to +12.0 per cent. This appears to be driven by an under-representation of women amongst those employees working full-time working patterns (33.8 per cent) and an over-representation of men amongst those employees with Clinical Excellence Awards (forty-one men (69.5 per cent) to twenty-one women (77.7 per cent)), but where there was a +22.3 per cent gap in payment value in favour of men. With a mean total **ethnicity** equal pay gap +3.4 per cent, the median measure increases to +9.4%. This is again impacted by the inclusion of Clinical Excellence Award payments where the pay gap between CEA payments was +12.4 per cent in favour of White employees. By **disability** the mean equal total pay gap exceeds the lower 3.0 per cent threshold and increases to exceed 5.0 per cent in the median measure. This is influenced by a population of five or fewer individuals with a declared disability making it difficult to draw firm conclusions.

The majority of equal pay gaps for employees on **part-time working arrangements** using total pay figures are below the upper 5.0 per cent threshold with only the following exceptions:

- **Level 6 by gender:** With a mean equal total pay gap of +3.4 per cent the median measure increases slightly to +5.1 per cent. This appears to be influenced by 53.1 per cent of men being paid at Spine Point 52 (compared to 34.0% of women) and four men (with small FTE working patterns but being paid off-scale reflecting their individual skills, experience and seniority in their respective fields).
- **Levels 4, 5 and 6 by ethnicity:** With mean equal total pay gaps of 5.0, 5.2 and 5.0 per cent respectively, at levels 4 and 5, this appears to be attributable to BAME employees having approximately two and three years' respectively less service than their white counterparts, resulting in a lower position on the incremental pay spine. At level 6, this pattern is repeated with BAME employees having approximately three years' less service than their white counterparts and is also influenced by small populations of 5 or fewer BAME employees. This is again influenced by those four white male employees who are paid off-scale reflecting their individual skills, experience and seniority in their respective fields.
- **Level 2a by disability:** With a mean equal total pay gap of >3.0 per cent mean and a median >5.0 per cent median, this is likely influenced by the small population size of five or fewer individuals.
- **Level 7 by gender, ethnicity and disability:** The mean total **gender** equal pay gap is +7.3 per cent, increasing to +12.1% in the median measure. There was a mixed picture across the ERE and MSA pay bandings which are strongly influenced by very low numbers of employees on part-time working patterns at this level (17.6 per cent of Level 7 employees) the under representation of part-time women (30.5 per cent of part-time employees at Level 7), part-time BAME employees (4.2 per cent of part-time employees at Level 7) and employees with a declared disability (1.0 per cent of part-time employees at Level 7). Additionally, the inclusion of eight employees (only one of whom is a woman) who are, paid off-scale (i.e. outside the various Level 7 pay groupings) reflecting their individual skills, experience and seniority in their respective fields. but who collectively have an average working FTE of 0.3866 (but are mostly only 0.2 FTE) also has an impact.
- **Clinical Lecturer (Senior) by gender:** With a mean and median equal total pay gap >5.0%, the total population of five or fewer individuals makes it problematic to draw conclusions.
- **Clinical Academic Consultant by gender and ethnicity:** With a mean and median total **gender** equal pay gap of >5.0%, the representative population of women is five or fewer individuals. Gender representation is balanced between part-time Clinical staff as a whole but of the sixteen part-time men, eleven are in the Clinical Academic Consultant grouping compared to just three part-time women. The pay gap here appears to be driven by a combination of Clinical Excellence Awards (paid to two part-time men, and no women recipients). By **ethnicity**, the mean equal total pay gap of +9.2 per cent reduces to +3.3 per cent in the median measure. This again seems to be influenced by the payment of CEA payments, but in this case because two White employees received an average CEA payment of £29,535 whilst no BAME employee received a CEA payment.

## 6. Conclusions

The University is committed to pay and conditions free from discrimination through our [Equal Pay Policy](#), the [Universities and Colleges Employers Association \(UCEA\) framework agreement](#) and equal

pay legislation. On the basis of the data presented in the 2018 Equal Pay Review, the University believes it can, at an institutional level, demonstrate that it provides equal pay for work of equal value with respect to gender. The University believes it can also, cautiously, demonstrate the same with respect to both ethnicity and disability but notes that the smaller data sets involved means it is problematic to draw as firm a conclusion.

However, this Equal Pay Review has also identified mean and median pay gaps by gender of +20.7 per cent and +11.1 per cent, respectively, when rates of pay for all employees are compared irrespective of grade. Our 2018 statutory Gender Pay Gap return also showed mean and median gender pay gaps of +18.9 per cent and +16.2 per cent respectively. Additionally, equal pay gaps by gender in excess of the upper 5.0 per cent threshold were identified when comparing some pay levels within some Job Families.

The University is confident that these pay gaps do not stem from paying men and women differently for work of equal value, but instead reflect the gender differences of occupations across the University and the attrition of women at higher pay grades. The underlying reasons for this are many and varied, and reflect cultural and structural situations both within the University, and in wider society, that will take time to change (e.g. the glass ceiling effect).

The University has taken steps to address these trends, implementing changes to our wider reward policies (including career pathways, appraisal and promotions processes), with an understanding that all staff require proactive encouragement and support to make the most of the career development opportunities available to them. There have also been targeted initiatives aimed at supporting women to progress at a faster rate. The evidence from the 2017 and 2018 Equal Pay Reviews suggests that the initial positive impact of these initiatives has slowed and the reasons for this need to be better identified and understood and with further interventions identified to stimulate progress.

There is evidence that measures put in place to increase the representation of women at higher grades are having a positive effect, having doubled the number of women in Level 7 roles in the last decade, and with increased female representation at every grade from Level 4 upwards over the same period. Furthermore, 50 per cent of current Executive Board Members are women (whilst acknowledging that the President and Vice-Chancellor and two of our three Vice-Presidents are male) and 15.0 per cent now identify as being from a Black, Asian or Minority Ethnicity.

However, the continued presence of a gender pay gap, and the apparent existence of a 'glass ceiling effect', mean that continued and sustained work is needed to address gender imbalances at all levels, including the under-representation of men in Professional Services, and at Levels 1-3 in particular and the under representation of women in higher paid roles. However, as noted in the recent report to Audit Committee, the distribution of staff in the MSA, CAO and TAE job families means that, even if we achieved 50/50 gender representation in every academic grade, the University would still have 'residual' mean and median gender pay gaps of 10.2 per cent and 10.6 per cent, respectively.

With respect to ethnicity, disability and other protected characteristics the University has a clear commitment to diversity and inclusiveness. The overall picture for equal pay gaps by ethnicity and disability was positive at an institutional level, but inconclusive in some analyses due to small populations. However, equal pay gaps in excess of the upper 5.0 per cent threshold were identified within Job Families, suggesting a more fragmented level of consistency in some areas. These are areas where further qualitative investigation and analysis may provide helpful insight.

This review recognises and highlights the difficulty in drawing firm conclusions about the causes of equal pay gaps in those areas where populations of individuals with protected characteristics were too small to allow analysis to be statistically relevant. Continued efforts to encourage positive disclosure (including re-disclosure) of diversity data, as well as action to improve overall representation across the University will help to support and evidence our commitment to diversity and inclusiveness.

The outcomes of this review will be reported to those with devolved responsibility for promotion, recruitment and pay recommendations at School, Faculty or Professional Service level.

The University will publish an updated equal pay action plan for period 2019-2020 containing specific actions relating to Equal Pay.

The University's Equality, Diversity and Inclusion Committee and other relevant bodies should consider the findings of this review and make recommendations for any further activity where they

consider that actions are not already underway or sufficiently covered, in order to positively influence the pay gaps highlighted in this report.

## 7. Equal Pay Action Plan

Whilst the University is able to demonstrate sustained improvement over the last decade, increasing female representations at senior levels, reducing barriers to promotion and gradually reducing our gender pay gap, it is recognised that there is still some way to go in achieving our long-term aims and we continue to review our policies, processes and practices to maintain our progress.

The University is committed to pay and conditions free from discrimination through our [Equal Pay Policy](#), the [Universities and Colleges Employers Association \(UCEA\) framework agreement](#) and equal pay legislation.

Action Point	Date Added	Target Date	Delivery Date	Status	Commentary
<p>1. Further interrogation of equal pay data (as at 31 August 2017) by faculty and professional service to understand whether our institutional-level equal pay compliance is also evident at local levels. This data will be shared and explored in consultation with faculty Equality, Diversity and Inclusion Committees, and local action plans developed if necessary, aligned with other relevant activities (such as Athena SWAN) where possible.</p>	February 2018	31 July 2018	Data was shared in July 2018.	Closed	<p>Completed by delivery date.</p> <p>It is anticipated that faculty level equal pay data will be provided on a regular basis to Faculty EDI Committees and, where appropriate, Athena SWAN Self-Assessment Teams (and similar working groups), to conduct detailed local analysis and inform actions fed into local equality action plans.</p>
<p>2. Implement new mechanisms for managing the engagement and payment of casual workers (via <i>UniWorkforce</i>) to allow for more detailed and accurate analysis as part of future equal pay reports, and to improve the reliability of future gender pay gap returns.</p>	February 2018	31 March 2018 (statutory gender pay gap reporting date)	31 March 2018	Closed	Completed by delivery date.
<p>3. Review and, where necessary, update reward and recognition policies to clarify University policy positions, with the intention of improving clarity, aiding consistency of practice and promoting up-front consideration of matters of equality. In particular:</p> <ul style="list-style-type: none"> <li>• Refresh of the University's Equal Pay policy, which was last updated in January 2009.</li> </ul>	February 2018 (updated May 2019 to alter target date and update scope)	Review stage: By 31 October 2018. Approvals, process changes and publication (where	Initial review and update of content of four key policies was completed in October 2018.	In progress.	<p>The project has to date focused on four key policies:</p> <ul style="list-style-type: none"> <li>• Family Friendly (maternity/paternity/adoption)</li> <li>• Holiday and time-off</li> <li>• Salary</li> <li>• Allowances</li> </ul>

	<ul style="list-style-type: none"> <li>• Make clearer the University’s policy positions on pay on appointment, pay on promotion and discretionary pay increments.</li> <li>• Evaluate options for increased and ongoing scrutiny of ‘bonus’ payments (including Clinical Excellence Awards, consultancy, research and royalty payments, per gender pay gap reporting) and ‘additional’ payments (including market supplements, additional increments and HRZ increments – whether during the employee lifecycle or at point of recruitment) to explicitly address matters of gender and race equality prior to payment.</li> </ul>	to include starting pay)	appropriate): By 31 December 2019 (originally 31 March 2019)			<p>The project is now moving in to the stakeholder engagement stage for consultation on the proposed amendments. The original 31 March 2019 target date for policy publication has been changed to 31 December 2019.</p> <p>The increased scrutiny of ‘additional’ and ‘bonus’ payments has resulted in improved business case rationales to be evidenced in the decision making process. New business case templates are now available on the relevant webpages and are required to be attached to ServiceNow tickets. Additionally, HR will provide Faculty EDI Committees with regular reports on additional and bonus payments and respective equal pay gaps.</p>
4.	Equal pay reviews from 2018 onwards to apply the updated (January 2018) <u>New JNCHES Equal Pay Reviews and Gender Pay Gap Reporting Guidance for Higher Education Institutions</u> , subject to practical constraints as may exist.	February 2018	Immediate	August 2018	Closed	Delivered as part of the 2018 Equal Pay Review.
5.	Equal pay reviews to be conducted annually from 2018 (they have been biennial to date), mirroring the frequency of statutory gender pay gap reporting. To allow for this, future equal pay reviews will consist of a core annual report considering key pay equality metrics at an institutional level, plus other more detailed analyses conducted less frequently and on a rotating basis, such as:	February 2018	Terms of reference to be established by next equal pay review census date (planned for 31 August 2018).	August 2018	Closed	Delivered as part of the 2018 Equal Pay Review and equal pay reviews thereafter.

	<ul style="list-style-type: none"> <li>• Analysis of key pay equality metrics at a faculty and directorate level.</li> <li>• Analysis of pay on appointment, pay progression (including contribution-related progression) and promotion outcomes.</li> <li>• Analysis of additional allowances, payments and benefits.</li> <li>• Analysis of workforce turnover, with a particular focus on the interaction between fixed-term contracts, family leave, career progression and attrition amongst early career researchers.</li> <li>• Cohort analysis to track individual salary and career progression outcomes over an extended period (5-10 years), providing longitudinal data to cross-reference snapshot equal pay review and gender pay gap data.</li> <li>• Interviews, questionnaire surveys and/or focus groups to examine personal experiences of the University's reward and recognition arrangements, including the operation of our family leave policies, and reviewing exit questionnaire data.</li> <li>• Sampling of job descriptions to understand whether grading and job evaluation is effective and equitable.</li> </ul> <p>Our approach will be set out in Terms of Reference to be established in discussion with our local trades unions.</p>					
6.	<p>Review and, where necessary, update leave, time off, family friendly (maternity/paternity/parental/adoption leave) and flexible working policies in with a view to improving clarity (especially for those on part-time and fixed-term contracts) promoting positive attitudes towards protected characteristics, and to ensure continued</p>	<p>February 2018 (updated May 2019 to alter target date)</p>	<p>Review stage: By 31 March 2019. Approvals, process changes and</p>	<p>Initial review and update of content of policy content was completed in</p>	<p>In progress</p>	<p>The project is now moving in to the stakeholder engagement stage for consultation on the proposed amendments. The original 31 March 2019 October date for policy publication will be pushed back to 31</p>

	support for employees seeking to balance work and non-work responsibilities (especially for those with caring commitments). This will include seeking input from the Parents' and Carers' Network and other University staff diversity networks.		publication (where appropriate): By 31 March 2020. (originally 31 October 2019)	October 2018.		March 2020, subject to existing JJNC timelines.
7.	Put in place personal objectives for senior managers (Deans and Executive Directors) to reduce gender pay gap inequities in their areas of responsibility.	February 2018	Long term, but reviewed annually through gender pay gap reporting.	Ongoing – long term objective, subject to annual equal pay reviews.	In progress	With the move from eight to five faculties and the requirement for all Faculty Boards to regularly convene as a local Equality, Diversity and Inclusion Committee, all members of these boards (including Professional Services) now have a personal commitment to address and reduce inequalities within their Faculty or Service.
8.	Target 40 per cent women in senior roles and management positions by 2025, building on existing 30 per cent commitment, which has largely been met.	February 2018	31 July 2025	Ongoing	In progress	In addition to UEB now being gender and ethnicity balanced, women now make up 41.7 per cent of Faculty Board (full boards) and 45.8 per cent of Faculty Operational Boards across the University. However, there remains inconsistency within Faculties and Professional Services which will now be monitored as part of the annual Equal Pay Review cycle.
9.	Continued senior level commitment to supporting female, BAME and disabled promotion and career progression through (for instance) regular and meaningful appraisals, interview coaching, targeted development programmes (such as Springboard), leadership circles, mentoring (including reverse mentoring) and women's	February 2018	Ongoing	Ongoing	In progress	The 2018 staff engagement survey results indicated that 78% of respondents felt they had an appraisal or PPDR in the last 12 months (up from 71% in the 2016 survey). In addition, 52% of respondents to the staff engagement survey indicated they received regular, constructive

	employee networks (including WiSET, the Womens' Physics Network, Theano).					<p>and timely feedback on their performance (up from 47% in the 2016 survey).</p> <p>We are now able to monitor completion rates of appraisals (for Level 4-7 employees), with the aim of ensuring that staff are receiving the appropriate support with their career development with 89.1 per cent rate of completion amongst that employee group.</p> <p>The Equality, Diversity and Inclusion Team is working closely with the Chairs of the University EDI Networks (WiSET, Pulse, Shine and the Parent and Carers' Network) to promote joint working and stakeholder engagement opportunities, including on Equal Pay Reviews and EDI policy content.</p> <p>Training for promotion was offered to everyone that got a promotion interview with a very high attendance.</p>
10.	<p>Put in place measures to promote;</p> <ul style="list-style-type: none"> <li>• Joined up working and action planning across the University's various equality working groups (e.g. Athena SWAN, Race Equality Charter, Disability Confident, Technicians Commitment, Concordat) to investigate and address the challenges facing employees with protected characteristics.</li> <li>• Improved data collection and analysis across those equality working groups, including</li> </ul>	May 2019	31 <sup>st</sup> August 2019		New	

	<p>options for qualitative data collection and analysis</p> <ul style="list-style-type: none"> <li>Independent, self-managed equality working groups (e.g. Athena SWAN Self-Assessment Teams, Race Equality Charter Working Groups, Staff Networks etc.)</li> </ul>						
11.	Launch a campaign in collaboration with our Trades Unions and staff networks to promote self-disclosure of ethnicity, disability and other protected characteristic status, and to reassure colleagues of the security and purpose of processing the information disclosed.	May 2019	31 <sup>st</sup> 2020	August		New	
12.	Take steps to engage with our NHS partner employers to identify if more can be done to increase the representation of women applying for Clinical Excellence Awards. Action should focus on encouraging applications to be made and looking at options to expand opportunities and experience for employees with protected characteristics.	May 2019	31 <sup>st</sup> 2020	August		New	<a href="#">Developing staff disclosure – Equality Challenge Unit</a>
13.	<p>Take steps to:</p> <ul style="list-style-type: none"> <li>identify if more can be done to increase the promotion of flexible working arrangements (including part-time working) for more senior roles (Level 5 upwards) across the University, encouraging applications from women.</li> <li>identify mechanisms for tracking flexible working arrangements from the point of request through to approval/rejection.</li> <li>establish guidance that supports flexible working subject to the service delivery needs of the University</li> </ul>	September 2019	31 <sup>st</sup> 2020	August		New	
14.	As part of the initiative to create a culture of inclusivity:	September 2019	31 <sup>st</sup> 2020	August		New	

	<ul style="list-style-type: none"> <li>• take steps to build the Managing Diversity module into the Line Management Development Programme.</li> <li>• take steps to ensure that all members of Athena SWAN and Race Equality Charter self-assessment teams, committees or working groups complete the University's online Managing Diversity module.</li> <li>• take steps to ensure that anyone on recruitment and promotion panels complete the University's online Managing Diversity module.</li> </ul>					
15.	Take steps to explore options to promote (or promote differently) the opportunities for professional development and facilitate staff taking the time to attend those opportunities.					