

**University of Edinburgh**

**Equal Pay Audit 2010**

**Grades 1 – 9**

## Contents

<b>1. Introduction .....</b>	<b>3</b>
<b>2. Context.....</b>	<b>3</b>
<b>3. What is an Equal Pay Audit? .....</b>	<b>4</b>
<b>4. The University's Approach .....</b>	<b>5</b>
<b>5. Data Collection .....</b>	<b>6</b>
<b>6. The Pay Gap.....</b>	<b>6</b>
<b>7. Findings .....</b>	<b>7</b>
<b>8. Starting Salaries .....</b>	<b>13</b>
<b>9. Conclusion.....</b>	<b>15</b>

## 1. Introduction

The University of Edinburgh supports the principle of equal value and recognises that we should operate a pay system that is free from bias and is based on objective criteria. The University demonstrated its commitment to this principle by carrying out a comprehensive [equal pay audit in 2007](#), following pay modernisation. As part of our ongoing commitment we agreed to carry out regular monitoring of the impact of our pay practices.

This is the second Equal Pay Audit undertaken by the University. It uses existing Human Resources data to provide an overview of pay patterns across the institution. It involves the detailed analysis of data and trends to highlight and explore pay gaps and put them in context within the wider UK workplace.

## 2. Context

### UK Government and Legislation

Equal pay is now firmly part of the social and political agenda. A series of governmental initiatives are being undertaken in order to address the gender gap in pay in the UK workforce. The Equality Act 2010 has also brought some further changes in this area. These include: allowing a claim of direct pay discrimination to be made, making it unlawful to restrict employees discussing their pay to establish whether or not differences exist and putting an end to pay secrecy terms in contracts of employment.

A single Public Sector Equality Duty was created by the Equality Act 2010 which will replace the race, disability and gender equality duties previously introduced in 2007. The duty will come into force in April 2011 and will cover nine protected characteristics; age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. It will be expected to publish relevant employment information such as the gender pay gap and an equal pay statement.

The Equality Act has further indicated that legislative requirements may yet be introduced, especially with regard to reporting on the gender pay gap. The [Equality and Human Rights Commission \(EHRC\)](#) has put forward proposals outlining voluntary measures organisations can use to publish information on the pay differentials between men and women. These measures include:

- the single figure difference between the median hourly earnings of men and women
- the difference between the average basic pay and total average earnings of men and women by grade and job type
- the difference between men's and women's average starting salaries

There is also encouragement to include a narrative which would ideally be combined with one or more of the quantitative measures. Organisations with more than 500 staff are being encouraged to report on two indicators, including a narrative.

## The Wider Picture

[Chartered Management Institute research](#) shows that the gender pay differential is still wide forty years after equal pay legislation. It further shows that the gender pay gap remains stubborn and that, for example, male and female managers may not be paid the same for another five decades.

Britain has one of the worst gender pay gaps in Europe. Women in the UK are paid 79% of male rates, while across the 27 countries of the European Union the figure is 82% according to a report this year from [Eurobarometer](#).

The latest 2010 figures from the National Statistics Office report that women's hourly pay (using mean figures) is 15.5% less than men's pay for full-time employees, 11.7% less than men's pay for part-time employees and 19.3% less for all employees. The mean pay gaps for full-time, part-time and all employees in 2009 were 16.4%, 11.8% and 20.1% respectively.

There is a recognition that more needs to be done and the EHRC has published a report containing the main discussions and recommendations from the [Equal Pay – Where next?](#) conference in 2010 which aims to tackle the problem further.

The [Joint Negotiating Committee for Higher Education Staff \(JNCHES\)](#) continues to urge Higher Education Institutions to have equal pay practices in place and to apply pay and grading structures within their National Framework Agreement based on equal pay for work of equal value principles.

The environment in which we operate is changing. The failure to use all resources to their full potential will become damaging as labour markets become more competitive and mobile. It is important that the University treat and reward all staff fairly. An Equal Pay audit and recommendations for action can help support this approach. Research indicates that organisations that take a positive approach to diversity and that have HR systems underpinned by equality measures deliver results. This promotes a positive public image within the wider community and acts as a driver for success.

### 3. What is an Equal Pay Audit?

a) An Equal Pay Audit involves:

- the comparison of pay of men and women doing equal work
- the identification of any equal pay gaps
- the explanation and justification of gaps using objective criteria
- the addressing of any gaps that cannot satisfactorily be explained on the grounds of work content
- on going monitoring

b) Benefits of conducting an Equal Pay Audit:

- identifying, explaining and, where justifiable, eliminating pay inequalities
- supporting rational, fair and transparent pay arrangements
- demonstrating to employees a commitment to equality
- demonstrating the University's values to those it does business with
- helping to meet public sector equality duty

c) Recommended model for carrying out an Equal Pay Audit (EHRC)

<b>Step 1</b>	Decide the scope of the audit and identify the information required
<b>Step 2</b>	Determine where men and women are doing equal work
<b>Step 3</b>	Collect and compare pay data to identify any significant pay inequalities between roles of equal value
<b>Step 4</b>	Establish the causes of any significant pay inequalities and assess the reason for them
<b>Step 5</b>	Develop an equal pay action plan to remedy any direct or indirect pay discrimination

#### 4. The University's Approach

The University is keen to be at the forefront of the anticipated changes and has used good practice guidance from the [EHRC](#) and [JNCHES](#) to inform our Equal Pay Audit 2010. The University of Sunderland has been cited as an exemplar in this area and we have based our report and findings on their well practised model. The idea is to put a format in place that can easily be reported on in the future and allow regular comparisons to be made and measurement of progress to be monitored. We have included a special report on starting salaries as this can be the origin of inequalities that may creep into a pay system.

Furthermore, as recommended by government, we have moved to reporting more on the pay gap itself including many of the suggested voluntary measures for larger organisations. This includes the overall mean and median gender pay gap figures, the difference between men and women's starting salaries and a narrative reflecting on the possible causes of any observed pay gap. This should place us in the forefront of equal pay thinking and ensure we are well positioned to be responsive to any future requirements. As the EHRC itself states "transparency is the first step to addressing the gender pay gap".

We have chosen to report our findings at a high level – using headline figures by total group. Where appropriate we have broken down our findings by

grade as this is recognised to be one of the most representative ways of analysing the pay gap.

## **5. Data Collection**

The information used is based on figures as at 31 May 2010 in line with the date set for the previous 2007 audit (31 May 2007).

The population audited is largely grades 1 – 9 (although we have included grade 10 staff in the overall mean and median figures to give a more meaningful overall pay gap in line with other institutions).

The following staff are excluded from the report: clinical staff, former Roslin staff, Hours to be Notified (HTBN) Staff, manual agricultural staff and casual workers. Reasons include; staff whose pay and conditions are set by a different national agreement; staff who hold different terms and condition due to TUPE regulations; and staff groupings where comparative information is not robust enough to report on at present. Where staff hold multiple posts, only the primary post has been included. Grade 10 staff are currently subject to a separate [annual pay audit report](#).

Pay figures reported relate to basic full-time equivalent (FTE) annual salaries so that comparisons are like for like.

No personal data was used during the compilation of the information

## **6. Methods for Estimating the Pay Gap**

As is common practice with most equal pay audits, we have calculated pay gaps using the average salaries of women expressed as a percentage of men's doing equal work, the salaries of minority ethnic staff expressed as a percentage of white staff's and the salaries of disabled staff expressed as a percentage of non-disabled staff. The percentage difference between these figures and 100% is considered to be the actual pay gap. This is shown as a -% if females are paid less than males and a +% if females are paid more than males. This enables patterns of pay gaps to be easily determined and shown.

Much debate exists about whether to use the mean (average) or median as a basis of calculating and reporting pay gaps. Nationally some official bodies report in mean and some in median and there is a move by the government to encourage all organisations to report the median overall gender pay gap. There is much debate about which is the more useful measure – the mean or median - but many organisations, including the Higher Education sector, use the mean because it is easily understood and, generally, useful.

We have elected to report mainly using mean figures when reporting pay gap by grade since pay range within a grade is relatively narrow and so there is scant scope for strongly skewed data with the exception of the high level overall staff pay gap where reporting on both the mean and the median is useful.

In judging what is significant in terms of pay gap findings, the EHRC suggests that a differential of 5% or more in the pay of men and women doing equal work, will justify further investigation. However, where numbers are very small, this degree of difference may not merit further investigation.

Seven pay gap reports were conducted for staff on grades 1 – 9 and the findings are reported on in sections 7 and 8 below as indicated:

- All staff, Gender **(7.1)**
- Full-time staff only, Gender **(7.4 - 7.5)**
- Part-time staff only, Gender **(7.6 - 7.7)**
- Full-time staff compared to Part-time staff **(7.9)**
- Disability **(7.10)**
- Ethnicity **(7.11)**
- Starting salaries **(8.1 – 8.3)**

The report on starting salaries has been conducted for the first time and is an additional ‘special’ report into an area which has such a significant part to pay in the continued progress of reducing the equal pay gap.

## 7. Findings

### 7.1 All staff – Grades 1- 9

Year	All staff grades 1 – 9				% Pay Gap (Mean)	% Pay Gap (Median)
	Female	%	Male	%		
2007	3906	54	3350	46	<b>-17.8</b>	<b>-16.3</b>
2010	3786	55	3052	45	<b>- 15.4</b>	<b>- 18.7</b>

This is the summary overall and covers all staff, full-time and part-time. It represents an overall mean pay gap of -15.4% of the average earnings of a woman against the average earnings of a man across the University. The 2010 mean figure represents a 2.4 percentage point decrease in the pay gap evident in 2007. This may be attributable, in part, to the implementation of the principles and practices of the pay modernisation exercise undertaken in 2007. It is noteworthy that the overall average length of service of male staff is over 10% higher than female staff, allowing for more general progress along the pay and grade structure. However it is noteworthy that the median figure has increased and would benefit from further detailed investigation.

The average basic salary (FTE) for female staff is £28 305 and for male staff is £33 425. This reflects an overall concern as to how men and women are being rewarded in real terms.

## 7.2 All staff – Grades 1– 10

All Staff Grades 1 - 10	Female	%	Male	%	% Pay Gap (Mean)	% Pay Gap (Median)
2010	3889	53	3439	47	- 22.7	- 23.4

It is becoming accepted best practice to report the overall pay gap for the entire population of the workforce. Historically, the University has reported separately on its most senior staff (grade 10 and equivalent). Whilst we have not included the detail of this grouping (grade 10) in this equal pay audit, we felt it worthwhile highlighting the headline figure for monitoring purposes. Analysis of the grade 10 grouping shows a percentage split of 79% male and 21% female and a pay gap in that grade of -7.4%. This reflects a common picture in the higher grades where men are relatively more commonly found at the higher grade points and hence paid at a higher average level. However it would appear that the inclusion of the senior grade population does have a significant affect on overall results and increase the pay gap by a considerable amount.

## 7.3 All staff (by grade)

Grade	Female	%	Male	%	% Pay Gap (Mean)
UE01	340	69	155	31	0.2
UE02	69	29	166	71	- 1.0
UE03	224	58	162	42	- 0.3
UE04	480	81	113	19	2.1
UE05	554	76	175	24	- 0.8
UE06	491	61	308	39	0.0
UE07	872	51	824	49	- 0.1
UE08	519	44	671	56	- 1.0
UE09	237	33	478	67	0.2

An analysis by grade does not reveal any significant areas of concern, since the pay gap within grades is generally small and in all cases less than 5%. Five out of nine grades show male staff being paid slightly more on average than female staff whereas female staff on the bottom and top grades are paid on average slightly more than male staff. The highest differential is found in grade 4 and further analysis of this shows this appears to be due to a higher average length of service amongst female staff in this grouping. However it could also be a situation that results where more men have been promoted into the next grade.

Whilst overall there are more women in grades 1 - 9 than men, 63% of women are in grades 1-5 with the remaining 37% in grades 6-9, as opposed 22% of men being in grades 1-5 and 78% in (the more senior) grades 6-9.

#### 7.4 Full-time staff - Grades 1 - 9

Full-time staff	Female	%	Male	%	% Pay Gap (Mean)
2007	2320	47	2646	53	- 14.5
2010	2443	48	2685	52	-12.8

Whilst there has been a decrease in the mean pay gap of 1.7 percentage points since 2007, there remains room for improvement. The difference between average female (£30 177) and male (£34 589) full time salaries is marked. This may, in part, reflect the fact that the full-time males' average length of service is 15% higher than the full-time female staff but would merit further in depth exploration in terms of length of time in grade as well as in service.

#### 7.5 Full-time staff (by grade)

Grade	Female	%	Male	%	% Pay Gap (Mean)
UE01	43	55	35	45	- 0.1
UE02	33	20	128	80	- 1.3
UE03	93	41	134	59	- 0.8
UE04	291	76	93	24	1.5
UE05	411	71	169	29	- 1.4
UE06	375	57	278	43	- 0.4
UE07	632	45	771	55	- 0.9
UE08	373	37	633	63	- 1.6
UE09	192	30	444	70	0.1

Full-time female staff occupy just under half of all full-time posts. 35% of full-time female staff are in grades 1-5 and 65% in grades 6-9. Male staff occupy just over half of all full-time posts. 20% are in grades 1-5 and 80% in grades 6-9. Thus the majority of male full time staff have longer service and are found in the higher grades. This pay gap problem may also be attributable to male and female promotion levels and again this is an area that may be worth fuller exploration in future reviews.

28% of all full-time staff are in grades 1 – 5 with the remaining 72% in grades 6 -9.

Analysis by grade shows no significant issues within the grade structure; however this does not necessarily mean there are not areas of concern with regard to equal pay for equal work that could be brought to the fore by further detailed analysis and exploration.

The full-time figures are significant as a benchmark. They are more commonly quoted within the UK employment sector, as these figures are considered more reliable.

## 7.6 Part-time staff – Grades 1 - 9

Part-time staff	Female	%	Male	%	% Pay Gap (Mean)
2007	1586	69	704	31	<b>+ 1.8</b>
2010	1342	79	367	21	<b>- 0.1</b>

The part-time gender pay gap is minimal and the balance has shifted to an almost level result between female and male part-time staff. This could be attributable both to the high numbers of female staff and to the fact that their average length of service is 25% higher than their male counterparts in this grouping. There has been a shift in part-time composition over the 3 year period. The female/male split in 2007 was approximately 70/30 and is currently sitting at 80/20 in 2010.

The average female part-time salary (£24 901) and average part-time male salary (£24 915) are virtually the same. Both are significantly lower than average full time salaries.

## 7.7 Part-time staff (by grade)

Grade	Female	%	Male	%	% Pay Gap (Mean)
UE01	297	71	120	29	<b>0.3</b>
UE02	36	49	38	51	<b>- 0.4</b>
UE03	131	82	28	18	<b>- 0.3</b>
UE04	189	90	20	10	<b>4.0</b>
UE05	143	96	6	4	<b>1.4</b>
UE06	116	79	30	21	<b>4.5</b>
UE07	240	82	53	18	<b>2.3</b>
UE08	146	79	38	21	<b>- 1.2</b>
UE09	45	57	34	43	<b>-2.7</b>

59% of all part-time female staff and 58% of all part-time male staff are in grades 1-5 although the actual numbers of male staff are significantly less.

Our employee profile is similar to that across the UK, with a significant predominance of women in the part-time roles and a lower proportion of men in some support roles. The University is keen to continue to promote work/life balance for all staff and encourages flexibility in roles as well as in working hours.

## 7.8 Comparisons with the UK workforce headline pay gaps

Pay Gap	UK Workforce 2010 <sup>1</sup>	University of Edinburgh Grades 1 – 9 <sup>2</sup>
Full-time staff	<b>-15.5</b>	<b>- 12.8</b>
Part-time staff	<b>-11.7</b>	<b>- 0.1</b>
All staff	<b>-19.3</b>	<b>- 15.4</b>

The University's headline full-time pay gap (grades 1–9) is smaller than that across the UK workforce. Our part-time pay gap is significantly smaller. Different government agencies have calculated a range of All Employee figures over the years with widely differing results. If we compare the University with the Office for National Statistics figure, our pay gaps are lower than the national average. It should be noted, however, that the Office of National Statistics calculated this figure to be 34% in 2006, suggesting that the methodology used has not been consistent over the years. The University's All Staff pay gap is also lower than the HE Sector of -20.3%.

However it is worthy of note there is no standard way that the HE sector or others report their figures or even which groupings they include or exclude. It should be further noted that if we were to quote figures which include all our grades (1-10) as well as staff excluded from this pay audit as detailed earlier, the results would, of course, differ. Therefore, it is important to clarify exactly what comparisons are being made and on what basis before coming to any conclusions.

## 7.9 Full-time/Part-time Comparison – Grades 1 - 9

Full/Part-time Comparison	Full-time	%	Part-time	%	<b>% Pay Gap (Mean)</b>
Total	5128	75	1710	25	- 23.4

In line with good practice we have included a comparison between the average earnings of all full-time staff (i.e. both women and men) and all part-time staff (calculated as full-time equivalent). This is useful for future monitoring and comparison purposes.

An analysis by grade was undertaken and there were no significant findings.

<sup>1</sup> Figures from UK National Statistics for 2009/10

<sup>2</sup> The overall comparison for all staff in grades 1 – 10 would be -22.7%

Although this pay gap is not based on gender but on average basic pay between full-time and part-time staff, it has, potentially, a major influence on the Gender pay gap. On average in the UK, 35% of female staff work part-time, compared to 12% of male staff. If average part-time earnings are lower than full-time earnings, the Gender pay gap will be widened. This is now recognised as a key contributory reason behind the continuation of Gender pay gaps across the employment sector. This report has already identified that average part-time earnings are indeed lower than average full-time earnings across the University. Nevertheless, even considering FT staff only, the overall gender gap is 12.8%, exceeding the 5% threshold by a considerable margin.

### 7.10 Ethnicity Pay Gap – Grades 1 – 9

Staff declaring information	White	%	BME	%	% Pay Gap (Mean)*
2007	5291	95	285	5	Not reported on previously
2010	5548	94	380	6	- 2.6

\* BME as % of white

The figures quoted relate to known ethnicity figures (as opposed to including those not known). Inclusion of the 'not known' category would give the following results:

- For 2007 - 73% white, 4% BME and 23% not known
- For 2010 - 80% white, 5% BME and 15% not known.

The proportion of Black and Minority Ethnic (BME) staff has increased within the University population by 1 percentage point and currently stands at 6%. This is compared to a BME population in the City of Edinburgh of 4.1% (this figure is based on the 2001 census and is expected to be higher in 2011) and to 9.7% or 10.6% across the HE sector (including or excluding *information withheld*).

The majority of BME staff are found in grades 6 - 8. They are mainly found amongst the academic research and teaching staff.

Concern was expressed following the 2007 University audit at the high level of information *not known* (23%) which made the statistics unreliable. Efforts were made to improve the quality of monitoring information and this has been reflected in the much lower level of information *not known* in 2010 (15%). Given the small numbers involved we have chosen to report the total staff figures only. A grade analysis was undertaken and spot checks made. There were no significant issues in any grade grouping.

## 7.11 Disability Pay Gap – Grades 1 - 9

Staff declaring information	Declared disabled	%	Not known to be disabled	%	Not known	%	% Pay Gap (Mean)*
2007	62	1	7165	99	29	L	- 3.0
2010	143	2	6681	98	14	L	- 1.0

\* disabled staff as % of disabled

The figures show both the 'known' and 'not known'. There is no change to the percentage figures in either case given the very low numbers of 'not known'.

2% of our staff have declared themselves to have a disability. This compares to 2.8% or 3.1% across the HE sector (*including or excluding information withheld*).

The disabled staff pay gap has decreased by 2 percentage points. Historically, there has been some reluctance on the part of staff to declare a disability. However this has improved in the past few years following the issue of a monitoring questionnaire. Given the small numbers involved we have chosen to report the total staff figures only. An analysis by grade was undertaken with no significant findings. There was seen to be an even spread of staff declaring a disability across the grades.

## 8. Starting Salaries – 2010

### 8.1 All staff (Grades 1 – 9)

Staff appointed in 12 month period	Male	%	Average starting salary £	Female	%	Average starting salary £	% Pay Gap (Mean)
Total	353	43	28 005	460	57	24 773	-11.5

The average starting female salary is £24 773 and the average starting male salary £28 005. Whilst the pay gap here is smaller than the overall University one for grades 1 – 9, it is not significantly so and needs to be fully understood to ensure any potential differentials are fair and justifiable.

## 8.2 All staff (by grade)

Grade	Male Nos.	%	Average starting salary £	Female Nos.	%	Average starting salary £	% Pay Gap (Mean)
UE01	42	38	13 299	69	62	13 327	+0.2
UE02	12	57	14 155	9	43	14 030	-0.9
UE03	21	39	15 476	33	61	15 767	+1.9
UE04	18	22	17 782	64	78	18 194	+2.3
UE05	16	25	21 196	49	75	21 857	+3.1
UE06	41	41	26 531	58	59	26 824	+1.1
UE07	147	52	32 009	138	48	31 841	-0.5
UE08	46	56	40 544	36	44	40 104	-1.1
UE09	10	71	51 521	4	29	50 104	-2.8

57% of new starts are female supporting the trend that more women are joining the University workforce year on year. 70% of new female staff are part-time whereas male part-time numbers accounted for only 30%. Female and male full-time staff percentages are roughly in line with current workforce composition, representing a 51:49 female/male split. There is a proportionally higher number of BME staff joining us this year – representing just under 9% of all new starts. New starters declaring a disability account for 1%.

Over 70% of all male new starts are entering at the more senior grades (6-9) as opposed to 51% of female new starts. This is a potentially critical factor and needs further analysis. There is a consistent pattern of women starting lower than men on same graded work at the higher grades. This represents fairly large amounts of money in real terms. Male numbers entering at grades 1-5 remain small compared to female numbers.

Further exploration of why starting salaries in the top three grades are presenting this pattern would be useful as salary set at this point can have a significant affect on the pay gap going forward.

## 8.3 Deviation of starting salary from base rate (by grade)

Grade	Base rate start point	Average salary Male (£)	% above start point	Average salary Female (£)	% above start point
UE01	13 150	13 299	1.1	13 327	1.3
UE02	13 856	14 155	2.2	14 030	1.3
UE03	15 292	15 476	1.2	15 767	3.1
UE04	17 606	17 782	1.0	18 194	2.3
UE05	20 327	21 196	4.3	21 857	7.5
UE06	25 001	26 531	6.1	26 824	7.3
UE07	29 853	32 009	7.2	31 841	6.7
UE08	36 715	40 544	10.4	40 104	9.2
UE09	46 510	51 521	10.8	50 104	7.7

It is clear that as the grades get higher, the more likely it is that staff will start several grade steps above the base rate. However, there appears to be a fairly even spread of this practice amongst both male and female and full and part-time staff. It is likely that the skills and abilities required by these higher graded jobs, combined with a greater range of grade steps, is leading to pressure from market forces to attract the 'right' candidates at a higher than base rate salary. However this does not in itself determine whether or not there is a gender gap although it seems that there is a persistent pattern that in grades 7 to 9 the advantage is towards men.

## **9. Recommendations**

The following recommendations are proposed:

1. The format and focus of the 2010 review should form the basis of future audits. Furthermore, it is proposed that an audit is carried out on a bi-annual basis to allow for monitoring and evaluation purposes.
2. It is suggested that special reports or additional elements be added to the audit each year to enhance its overall delivery. This would be in the spirit of the Equality Act with an aim to cover, in the longer term, more of the protected characteristics. It may also be interesting to analyse data by academic and support staff groupings.
3. It is suggested bringing in the all of the grades (grades 1 – 10) under one audit 'umbrella' and reporting figures as a total grade population in place of or in addition to the current and separate grade 10 salary review report. It would also be worth giving further consideration into how to include currently excluded groups in a way that would not distort any findings.
4. The format and style of the audit should be flexible to any new or future requirements that are issued by the government or organisations such as the EHRC or JNCHES and adapted to accommodate these as appropriate.
5. The finding of this Equal Pay audit should be widely circulated and published on the relevant website. Further views and comments should be sought from key stakeholders for the purposes of continuous improvement.
6. An action plan should be drawn up to incorporate any actions required from this 2010 audit and linked into the Equality and Diversity strategy. It should involve the publication of an Equal Pay statement as well as the formulation of policy and practice around starting salaries.

## **10. Conclusion**

The comparisons of our headline Equal Pay figures are as follows:

University of Edinburgh	2007	2010
Full-time Employees Only	-14.5	-12.8
All Employees	-17.8	-15.4 <sup>3</sup>

The University's headline figures show a 1.7 percentage point reduction in the gender pay gap for full-time employees and a 2.3 percentage point reduction for all employees since the first audit covering grades 1 – 9 in 2007. The downward trend in the mean pay gap is encouraging with equal pay for work of equal value being the cornerstone of the pay and grade structure and processes. It is hoped that going forward the University will continue to see smaller gender pay gaps year on year. However, it will continue to be important to monitor this against the median pay gap which has worsened in this three year period.

The University is committed to delivering equal treatment for our staff regardless of age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. Our pay gaps reflect the greater incidence of men at the higher ends of our pay scales and of women at the lower end. This mirrors existing patterns in Higher Education and in the wider UK workforce. This does not mean that pay practices are flawed; however it is important that we examine them regularly to check their justification, eliminate bias and promote fairness. To achieve a better balance of women and men across disciplines and grades and between academic and support staff, it is important to ensure that progressive policies and activities develop the careers of both genders in equal measure. The University Equality and Diversity strategy aims to focus on exactly these aims.

JNCHES focus group work has reinforced research conclusions that for gender equality in pay to happen fully in any UK organisation, attitudinal and tangible advances are also required in the wider UK society. Nevertheless, progressive employment practices can reduce gender and other pay gaps and positively influence achievement and workplace culture.

This second Equal Pay Audit underlines our commitment to monitoring our pay practices in order to reward fairly the skills, ability and potential of all our staff and thereby to increase efficiency and enhance the University's reputation and image as an employer of choice.

Melanie Macpherson  
University HR Services  
January 2011

---

<sup>3</sup> The overall pay gap figure for grades 1 – 10 is -22.7%