Equal Pay Review

Report to Governance and Compliance Committee of Council – June 2021

1. Context of the Equal Pay Review:

1.1 The University strives to ensure that it has a fair pay and remuneration system that rewards staff with equal pay for carrying out equal work.

1.2 The equal pay review demonstrates the University's commitment to the Public Sector Equality Duty as outlined in AU's Strategic Equality Plan 2020-2024. It also forms part of the Framework Agreement and Joint Negotiating Committee for Higher Education (JNCHES) guidance.

1.3 As part of this commitment, the university has carried out three equal pay audits since 2006. The expectation is that such reviews take place around every five years. An initial equal pay review was carried out in January 2006 to highlight any significant problem areas in relation to pay that could be addressed in the short term and prior to or as part of introducing the Framework Agreement. The findings were that pay gaps greater than 5% in total pay were found in Lecturer B (current equivalent Hera Grade (HG) 8 and Clerical 6 (HG5). A further 5% pay gap was found in 'Other Staff'. However, this pay gap was deemed to be unrepresentative as a range of posts and grades were used within this category.

1.4 The second equal pay review was conducted in May 2010 which followed the implementation of the Framework Agreement in April 2009. Its primary aim was to identify whether pay modernisation had successfully narrowed the gender pay gaps previously identified at the University. The work conducted through the Framework Agreement had a positive impact and the gaps identified in 2006 had been narrowed to within acceptable tolerances. However, the 2010 audit identified different areas of potential concern. These were in respect of staff on HERA Grade 1 (10.9 % gap), which was caused by pay enhancements for unsocial hours and overtime elements for males within the basic pay component, and Professors (9.0% gap).

1.5 The third equal pay review was part of the objectives in the HR Operational Action Plan for 2014/15 and an Equal Pay Audit Steering Group was established in February 2015 to oversee this work. The outcomes of this review were reported to the University Executive in April 2015, Professional Development, Staffing and Equalities Committee (PDSEC) in May 2015 and the Joint Consultative and Negotiating Committee (JCNC) in June 2015. The 2015 EqPA demonstrated that there were no significant gender pay gaps within HERA grades 1 to 10, groups outside of the HERA Framework agreement such as BBRSC legacy staff, and those paid on national minimum wage, i.e. there was no evidence of systemic pay discrimination.

2. Purpose of this Report

2.1 To outline the findings of the University's fourth equal pay review;

2.2 To consider whether the measures taken by the University to close the pay gaps identified in the 2015 review have been successful;

2.3 To identify any other potential pay issues and to benchmark the University's progress since 2015;

2.4 To make recommendations to address any potential pay issues identified.

3. Methodology:

3.1 An equal pay review is an analysis of an organisation's pay structure in order to identify and eliminate any gaps that cannot satisfactorily be explained on grounds other than gender. It involves five essential steps:

- Comparing the pay of men and women doing equal work of equal value and identifying any gender pay gaps in basic salary;
- Comparing the pay of men and women doing equal work or work of equal value and identifying any gender pay gaps in additional pay or allowances.
- Carrying out similar analyses for other diversity strands where the institution has sufficiently robust statistical data;
- Explaining any significant equal pay gaps;
- Developing an action plan to close any significant pay gaps.

3.2 Having reviewed the data set from the EqPA in 2015, it was established that, for a number of reasons it was not possible to compare directly the two data sets for the following reasons: -

- We assimilated a range of job roles from non-HERA rates of pay to the pay spine in four separate phases as follows:-
  - i) Phase 1 - 2015 – Welsh for Adults and School of Education and Lifelong Learning staff
  - ii) Phase 2 – 2015 - Part time teachers, tutors and demonstrators
  - iii) Phase 3 – 2016 - Specialist Study Skills Teachers, Specialist Mentors and Exam staff
  - iv) Phase 4 – 2017 - Invigilators and Individual Examination Reason staff.

- We no longer have any staff on BBSRC legacy terms and conditions as the 43 staff were assimilated to AU's pay spine in 2016.
- We have additional (non-HERA) grades arising from the implementation of the Agricultural Wages Board pay rates as part of a Farms restructure in 2016/17.
- We became an accredited Real Living Wage employer in November 2018 having implemented the real living wage rates for all staff (excluding farm workers) in April 2018 and for farm workers in August 2018. This has positively impacted on the actual pay rates of

AWB2 and grade 1 and 2 staff. We have therefore combined these three groups in our analysis for this pay review.

- In 2015, our Readers were reported as part of grade 10 data and this time we have split Readers out as a distinct population for transparency purposes.
- We have separated out the Executive Committee as a discrete group from other grade 10 staff.
- All heads of Academic Departments have been considered in their capacity as an academic, the same as in previous equal pay review methodologies.
- Heads of Professional Services are now, in several cases, within grade 10 – although those at grade 9 are in the data for grade 9

3.3   The Vice-Chancellor salary has not been included in this report as it is a unique role and doesn't sit in a specific group of pay grades.

3.4   Staff that are on exceptionally small full time equivalent (FTE) contracts - less than 0.05 FTE have not been included. The salaries are anomalous and cause variants of 12/13%. Due to the small number of individuals in this group we will not report on the numbers.

3.5   The Equal Pay Report derives from the Equal Pay Act (EPA) and Code of Practice on Equal Pay, but the same principles and techniques can be applied to other diversity strands where sufficiently robust statistical data is available, for example, race and ethnicity, disability, age and recorded Welsh language levels.

3.6   The Equalities & Human Rights Commission (EHRC) advises that differences of 5% or more are indicative of potential systemic pay discrimination that should be investigated as to their cause. The EHRC further advises that differences of between 3 - 5% should also be further investigated, where they form part of a pattern (for example, all grade pay gaps in favour of men, or of women), as such findings may also be indicative of possible pay discrimination. Smaller differences below 3% do not need investigation

3.7   The equal pay audit (EqPA) data within the required format was provided by the HR Metrics and Workforce Planning Manager and Payroll team.

4 Scope of the Review: Employees, Diversity Strands and Pay

Employees

4.1   Under the Equal Pay Act, an equal pay claim can be brought by an employee who seeks to compare her/himself with any other employee undertaking equal or comparable work of the opposite gender 'in the same employment'. 'Same employment' generally refers to employees within the same organisation. The EqPA should cover all employees of the University, if it is to match the scope of the equal pay legislation and identify all risks.

4.2   In practice, 'Work rated as equivalent' is the most useful in carrying out an EqPA as it allows evaluated grades to be used as the basis for statistical analysis. At AU, jobs covered by pay modernisation were evaluated using the HERA evaluation system and thus 'Work rated as Equivalent' has been used in line with previous reviews.

4.3 The current report was able to analyse all staff data for those with contracted status employed on, or before, 1 January 2021 who received a payment relating to 1st Jan 2021 across each of the job families, which included non-HERA staff.

4.4 On 1 January 2021 (the date of the data extraction) there were 1737 members of staff (excluding AberWorkers) employed at Aberystwyth University. Of this number, 920 were female staff and 817 were male staff.

5 Data Gathering

5.1 The data used to form the EqPA was extracted from ABW (the HR/ Payroll System).

5.2 The University will only request an employee to disclose their gender, ethnicity, recorded disability, age and recorded Welsh language level once they have applied for and accepted a position at Aberystwyth University.

5.3 However, the Pobl Aber People system allows employees to update their personal information individually whenever they wish.

5.4 To ensure that Pobl Aber People data is as accurate as possible regular reminders are sent to staff asking them to update their optional diversity data and Welsh language levels.

6 Diversity Strands:

6.1 Ethnicity, disability, age and Welsh Language levels were included in the EqPA as Aberystwyth now has sufficiently robust and comprehensive data to do so. This report is therefore broader in analysis than previous reviews.

6.2 For the purposes of the EqPA, the categorisation used in relation to ethnicity was essentially to distinguish 'White' from Black Asian and Minority Ethnic ("BAME") employees. The number of BAME staff working at the University is 5% based on the Annual Equality Report 2021 data

6.3 In addition, the percentage number of staff to disclose a disability has risen from 4.15% in 2015 to 5.3% in January 2021.

6.4 82.7% of our employees have recorded a Welsh Language Level. It was therefore possible to carry out the analysis in exactly the same manner as for the other included diversity strands.

7 Reporting exemptions

7.1 *In common with many other organisations in the UK, it was not possible to determine whether inequalities exist because of sexual orientation, gender identity, or religion and belief as it is optional diversity data and numbers are small.*

7.2 For the purposes of this report it was not possible to include data that we could not quantify or compare 'like for like'. Therefore any miscellaneous payments that could not be equated to in hours were not included in this report i.e. pay adjustments, non-contractual payments, allowances etc. (please see Appendix A for a full list of pay exemptions).

7.3   Whilst the report highlights pay comparisons between specific groups i.e. men and women, the anonymity of staff included to identify such inequalities was upheld at all times.

8 Pay:

8.1   Th Equal Pay Act applies to all contractual terms. Most equal pay claims relate to basic pay, but can apply to any individual term, including pensions. This Equal Pay Audit covers basic pay plus any additional payments (for example, working pattern premium payments, performance or merit payments, contractual benefits).

9 Data Collation and Calculation:

9.1   The financial data required for this review included:-

- Basic pay details as at 1 January 2021
- Total earnings as at 1 January 2021
- Separate data on: Identification of staff receiving overtime payments and allowances (excluding acting up), working pattern payments, including shift pay, unsocial hours' payments, on call, standby or similar payments as at 1 January 2021.

9.2   The job and personal characteristics data needed included:

- Payroll number
- Gender, ethnicity, recorded disability, age and recorded Welsh language standards.
- Job family
- Hours of work
- Job grade or pay scale
- Contract type

9.3   In order to undertake the EqPA, it was necessary to compare 'like with like' and thus to have all salary data using full time equivalent, basic salaries and total earnings.

9.4   In seeking to identify any gender pay gaps, the average pay of men and women in each HERA evaluated grade, based on full-time equivalent annual salary, was calculated and the difference between the two values identified.

10 Outcomes of the Gender Analysis:

10.1   **Table 1:** below summarises the gender profile of staff included within the EqPA, the figures illustrate that there is a nearly even gender split across the University.
10.2   **Table 2:** below summarises the percentage of female staff within each grade. The percentage of female staff in Grade 10 Prof and at the Exec grade are particularly low as we lost a number of senior female staff members during our Sustainability Implementation Plan, and due to natural turnover. We are working on increasing females in these grades through strategic equalities work.

	Female	Male	Total	Female % of Total
Total included in the EqPA (headcount)	912	803	1715	53%

Table 2: Gender profile of the percentage of female and male staff within each grade:

Grade	Female % in Grade
RLW/SP01/SP02	47%
SP03	44%
SP04	58%
SP05	66%
SP06	65%
SP07	54%
SP08	48%
SP09	45%
SP9Reader	36%
10 PROF	13%
10 PS	42%
EXEC	
All staff in Equal Pay Audit	53%

Numbers for EXEC are not provided here as they enable the identification of individuals.

Figure 1: The bar chart below demonstrates the percentage of female staff within each grade:

Female % in Grade
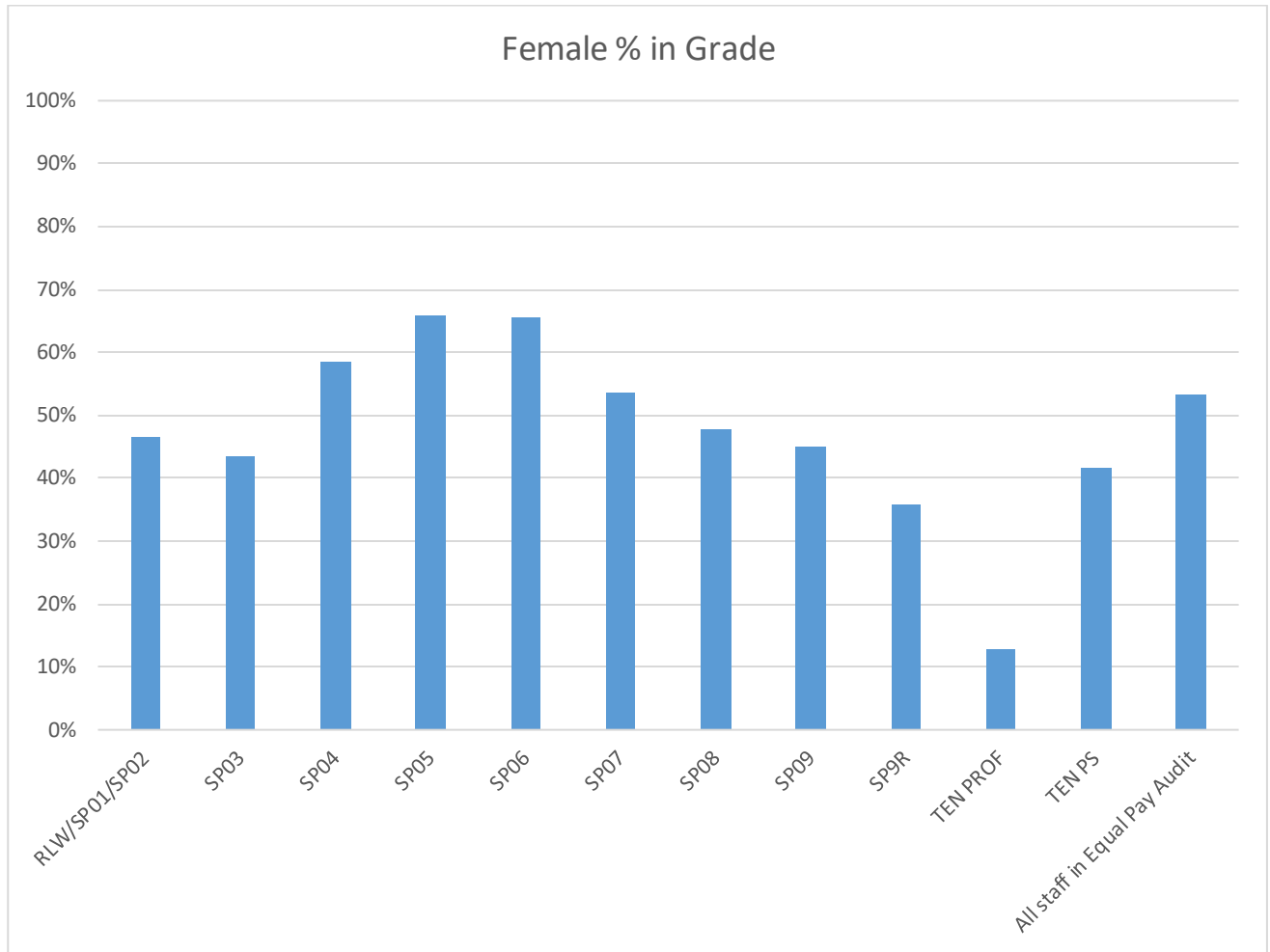
10.3   When looking at the ratio of men and women per grade, it appears that women predominantly (measuring 50% plus) occupy HERA grades 1,4,5,6,7. Grades 4,5,6,7 mainly relate to clerical, administrative and management related positions, in line with industry norms, are mainly occupied by female staff. HERA grade 1 mainly relate to cleaning operatives and the gender split is again in line with industry norms.

10.4   Substantial efforts have been made by the University to promote gender equality at professorial level (details below in Section 17 recommendations); the percentage of female professors has risen from 10% (2015) to 13% (2020) although clearly this level is still far too low. Having looked at the January 2021 academic promotions round the figure for female professors has now risen to 16.9% which is encouraging. The University will continue to strive to break down barriers and encourage women to apply for such roles when advertised. Greater efforts will be made to encourage more women to apply for promotion to Professor through the University's Academic Promotions process.

Table 3: Full Time & Part-Time Gender pay analysis by Grade:

Grade	Female FT as a % of Male FT	Female PT as a % of Male PT
RLW/SP01/SP02	-1.6%	-0.1%
SP03	-0.5%	1.1%
SP04	-1.2%	1.3%
SP05	-0.7%	5.2%
SP06	1.8%	5.5%
SP07	-1.3%	1.0%
SP08	-1.3%	2.4%
SP09	-2.8%	-2.6%
SP9R	1.5%	0.0%
10 PROF	-7.7%	-6.2%
10 PS	-17.9%	n/a
EXEC		
All staff in Equal Pay Audit	-9.4%	0.0%

Numbers for EXEC are not provided here as they enable the identification of individuals.

Figure 2: The bar chart below shows Female full-time average hourly pay as a percentage of male full time average hourly pay by Grade:

Female FT Average Hourly Pay as a % of Male FT Average Hourly Pay by Grade
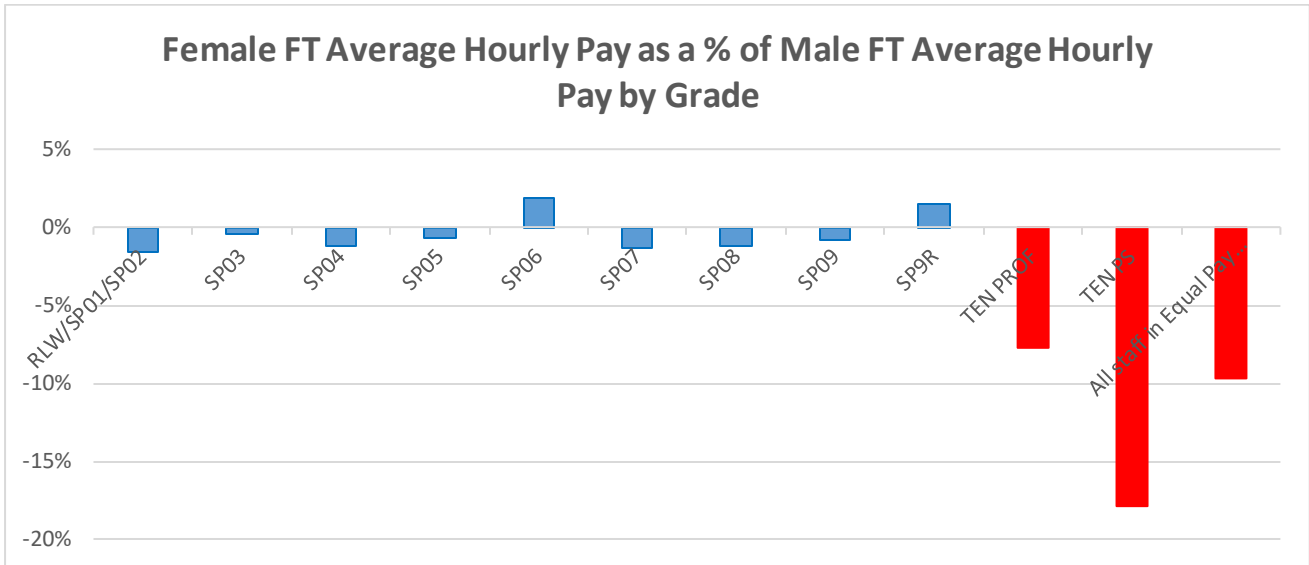
11 Gender Data Conclusions:

11.1　The EqPA showed that there are gender pay gaps, which could be considered significant, within grades 10 Professorial (-7.7%) and 10 Professional Services (-17.9%). A pay gap has been identified within the Executive grade but can be explained by the nature of the role. There are no gender pay differences for those in the same role. Numbers are not provided for EXEC here as they enable the identification of individuals.

11.2　In 2015, the equal pay review highlighted that there were no significant gender pay gaps within the evaluated HERA grades 1-9.

11.3　The gender pay gap amongst grade 10 Professorial staff has decreased from -8.68% in 2015 to -7.2% in 2020. Upon further analysis, it was found that more than 75% of the female staff within this group were either newly appointed or more recently promoted via the Academic Promotions process. Newly appointed professors normally commence at the lowest point and therefore female professors in comparison to a higher proportion of male professors will be on a lower point due to their respective lengths of service in post.

11.4　A pay gap has been identified within the Executive grade but can be explained by the nature of the role. There are no gender pay differences for those in the same role. Numbers are not provided here as they enable the identification of individuals.

11.5　The gender pay gap amongst grade 10 Professional Services staff (-17%) is because we are attracting individuals on a very broad pay band. There are several contributory factors which can impact on grade 10 PS salaries including:

- the size of a professional service department (this can range from less than 20 to over 300);
- the span of responsibilities even with the grade;

- certain roles within grade 10 PS require very specialist expertise and/or qualifications which attract higher salaries - including when benchmarked across HE and other sectors (from where the candidates may be recruited)

A further factor is that we paused incremental progression for grade 10s in 2017 which could have affected salary progression for longer serving post holders.

11.6 Although senior posts continue to be predominantly occupied by male colleagues, the University has made positive steps towards encouraging academic staff (both male and female) to apply for promotion to Senior Lecturers, Readers or Chairs through the University's academic promotions process in 2016 and 2020. Over recent years it has been encouraging to see a rise in successful female applications and it is hoped that this will continue at each round. A detailed breakdown of the female success rate since 2012 can be seen in the table 4 below:

Table 4 Academic promotions

2020	Applied		Successful	
Male	47	64%	13	56%
Female	26	36%	10	44%
Total	73		23	
2016	Applied		Successful	
Male	29	56%	18	56%
Female	23	44%	14	44%
Total	52		32	
2015	Applied		Successful	
Male	45	60%	18	49%
Female	30	40%	19	51%
Total	75		37	
2014	Applied		Successful	
Male	44	58.6%	31	70.4%
Female	31	41.3%	23	74%
Total	75		54	72%

2013	Applied		Successful	
Male	33	78.5%	23	69.6%
Female	9	21.4%	7	77.7%
Total	42		30	71.4%
2012	Applied		Successful	
Male	26	61.9%	16	61.5%
Female	16	38.9%	11	68.7%
Total	42		27	64.2%

11.7 In 2017, we paused the Academic Promotions process due to the implementation of the Sustainability Implementation Plan and related restructuring. There was therefore no Academic Promotions round in 2017, 2018 and 2019.

11.8 In 2020, a new two-stage process was agreed with all three recognised trade unions. The new process was to help manage a competitive round. There are plans for four promotion rounds to take place between October 2020-June 2023.

Figures 3: The bar chart below demonstrates Female part-time average hourly pay as a percentage of male Part-time average hourly pay by Grade. The bars highlighted in red indicate that there is a pay gap equal to or greater than 5%:
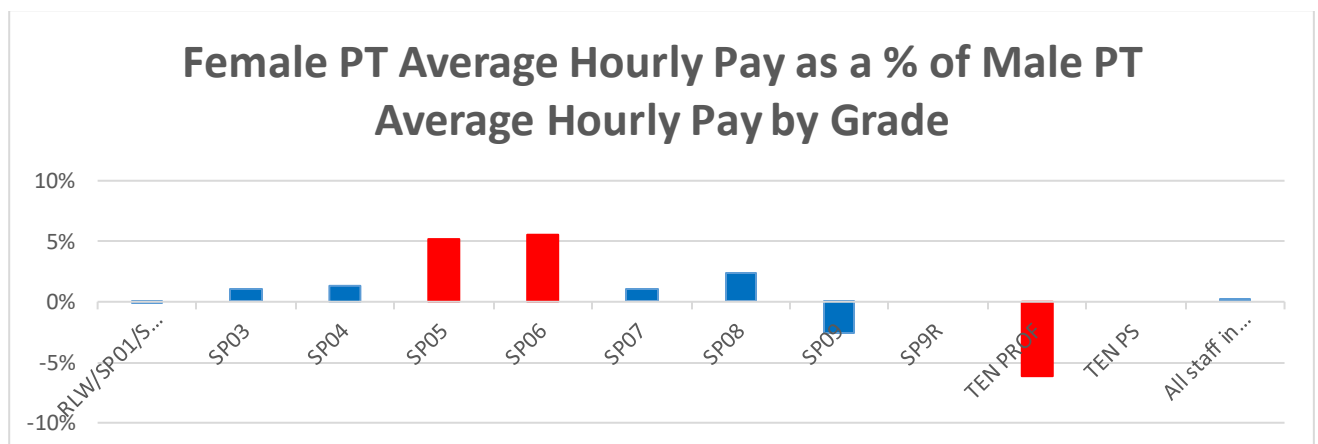
12.1 This report has highlighted that there is a significant pay gap greater than -5% at grade 10 Professorial for part time staff. This will be due to the low numbers within that grade and the even lower number of PT staff within that grade. The disparate and unique nature of the roles also accounts for any gaps as discussed in 11.5 above. There is no issue with like for like work within this grade.

12.2 The report has also highlighted that there are pay gaps of 5% with women being paid more than men at grade 5 and grade 6. There are more females in both of these grades and they have greater lengths of service, which explains why there are these gaps.

Diversity Data Conclusions:

Ethnicity: Table 5: Percentage number of BAME staff in grade:

Grade	% BAME in the grade
RLW/SP01/SP02	7.0%
SP03	5.9%
SP04	1.5%
SP05	6.5%
SP06	4.9%
SP07	7.4%
SP08	5.4%
SP09	5.0%
SP9R	2.6%
EXEC	
10 PROF	6.3%
10 PS	0.0%
All staff in Equal Pay Audit	5.6%

Numbers are not provided for EXEC here as they enable the identification of individuals.

Figures 4: The bar chart below illustrates the percentage number of BAME staff in each grade:
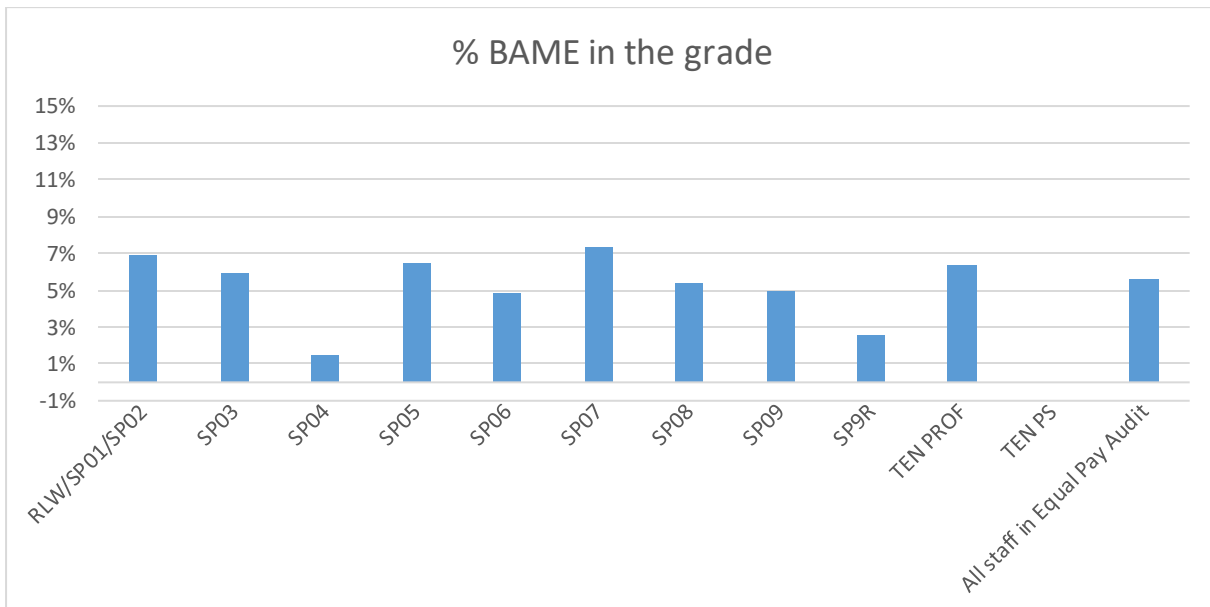
**Table 6: BAME average pay as a percentage of non-BAME Average pay:**

Grade	Non BAME	BAME	BAME as a % of non BAME
RLW/SP01/SP02	£9.35	£9.30	-0.5%
SP03	£9.90	£10.03	1.3%
SP04	£11.43	£11.07	-3.2%
SP05	£13.54	£12.97	-4.2%
SP06	£17.56	£17.89	1.9%
SP07	£20.51	£20.51	0.0%
SP08	£24.84	£25.16	1.3%
SP09	£30.95	£31.16	0.7%
SP9R	£33.23	£33.05	-0.6%
10 PROF	£40.11	£39.90	-0.5%
10 PS	£39.60	n/a	n/a
EXEC			
All staff in Equal Pay Audit	£18.96	£19.00	0.6%

Numbers are not provided for EXEC here as they enable the identification of individuals.

13.1   The above table highlights that there are no gaps greater than -5% between BAME staff and non-BAME staff. There is however one -4.2% gap, at grade 5. The BAME staff at grade 5 are new appointments and so at the lower end of the grade. It is also worth noting that the BAME staff figures are low within these grades, and low in general with only 5% of all staff identifying as BAME across the University.

13.2   There were no other significant pay gaps or discrimination issues in relation to ethnicity. This was the result of the relatively even distribution of black Asian and minority ethnic staff across academic as well as non-academic grades. Overall the analysis for all employees was as follows:

Figures 5: The bar chart below shows 'BAME' Average Pay as percentage of Non-BAME Average pay:
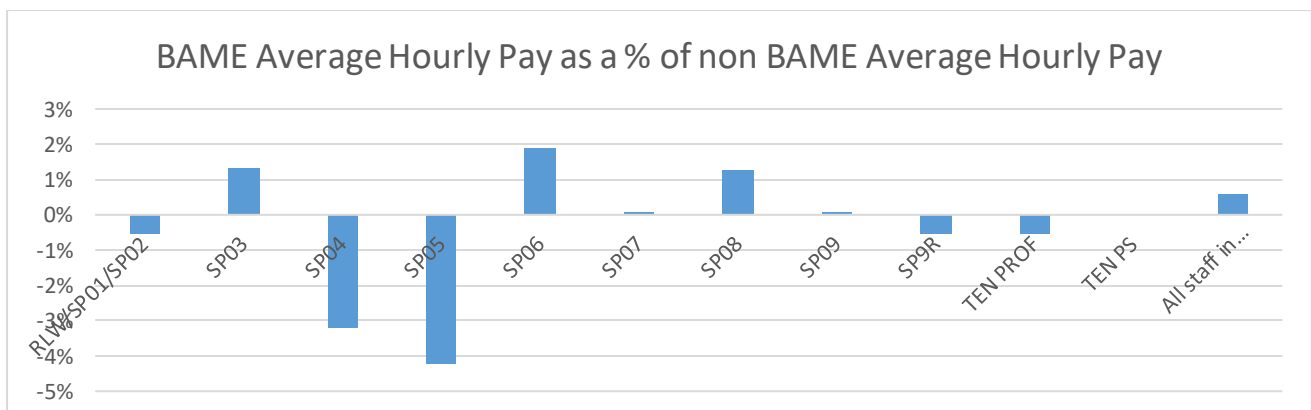
14   Welsh Language Standards:

14.1   For the purposes of this report, the definition of a Non-Welsh Language speaker falls at level A0. The level of Welsh Language speakers fall within levels 'A1 to C2'.

Table 7: Percentage number of staff who have disclosed a Welsh Language Standard:

Grade	A0 ORAL	A1 ORAL	A2 ORAL	B1 ORAL	B2 ORAL	C1 ORAL	C2 ORAL	No standard
RLW/SP01/SP02	33%	19%	8%	7%	7%	1%	3%	22%
SP03	36%	19%	6%	8%	12%	4%	8%	8%
SP04	17%	15%	17%	15%	9%	7%	13%	7%
SP05	21%	19%	7%	13%	9%	14%	9%	9%
SP06	29%	16%	7%	8%	9%	7%	15%	9%
SP07	31%	19%	10%	7%	7%	4%	14%	7%
SP08	36%	18%	8%	5%	7%	2%	18%	5%
SP09	38%	25%	6%	3%	3%	4%	19%	4%
SP9R	38%	21%	8%	3%	0%	5%	18%	8%
TEN PROF	55%	16%	3%	2%	3%	0%	9%	13%
TEN PS	33%	25%	8%	0%	0%	0%	29%	8%
EXEC	43%	29%	0%	0%	0%	0%	29%	0%
All staff in Equal Pay Audit	**31%**	**18%**	**8%**	**8%**	**7%**	**5%**	**13%**	**9%**

Table 8: Welsh Speakers – Levels (A0-C2) as a percentage of Non welsh speakers (A0) average hourly pay:

Welsh Language Standard	Salary Not Welsh Speaking	Salary Welsh Speaking	Welsh Speakers Salary vs Not Welsh Speakers
RLW/SP01/SP02	£ 9.34	£ 9.37	0.3%
SP03	£ 9.91	£ 9.91	0.0%
SP04	£ 11.51	£ 11.32	-1.7%
SP05	£ 13.54	£ 13.46	-0.6%
SP06	£ 17.52	£ 17.66	0.8%
SP07	£ 20.55	£ 20.41	-0.7%
SP08	£ 24.98	£ 24.60	-1.5%
SP09	£ 30.99	£ 30.87	-0.4%
SP9R	£ 33.29	£ 33.05	-0.7%
TEN PROF	£ 40.08	£ 48.46	0.3%
TEN PS	£ 40.15	£ 39.02	-2.8%
EXEC	£ 59.39	£ 53.14	-10.5%
All staff in Equal Pay Audit	£ 19.24	£ 18.39	-5.8%

14.2 One pay gap of more than -5% was identified within the Exec grade, which is due to the numbers within the grade being very small and even smaller when intersecting with Welsh Language abilities. The majority pattern of pay gaps were in favour of Welsh speaking employees, and may result from those with recorded Welsh Language levels B1-C2 also having relatively long service and thus being towards the top of the respective pay grades.

Figures 7 The bar chart below demonstrates Welsh Speakers – Levels average hourly pay as a percentage of Non welsh speakers average hourly pay:


Welsh Speakers (B1, B2, C1 & C2) Average Hourly Pay vs Non Welsh Speakers Average Hourly Pay
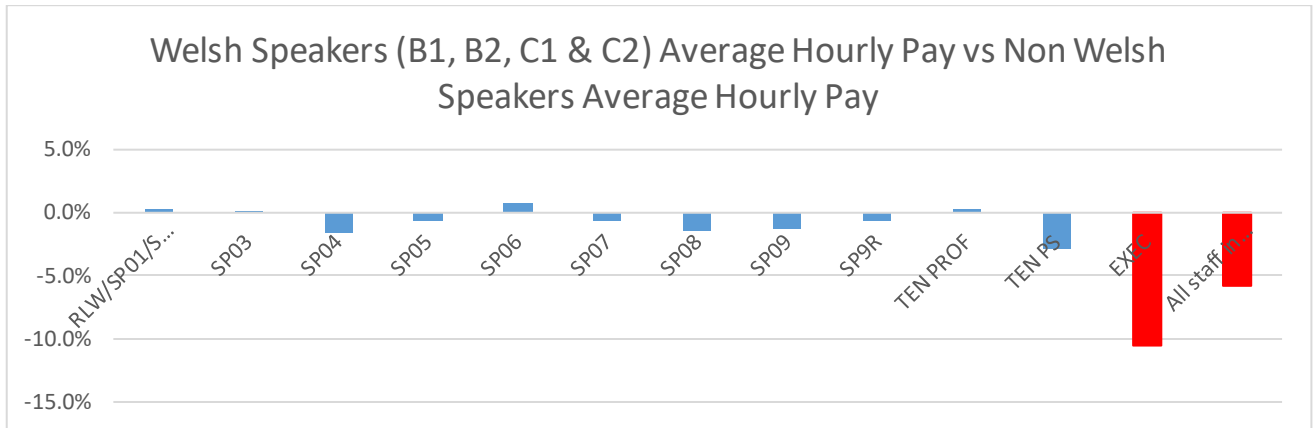
15. Disability:

Table 9: Percentage number of staff with a disclosed disability per grade:

Grade	% of staff with a disability disclosed
RLW/SP01/SP02	8%
SP03	13%
SP04	11%
SP05	5%
SP06	9%
SP07	7%
SP08	6%
SP09	10%
SP9R	5%
TEN PROF	5%
TEN PS	8%
EXEC	0%
All staff in Equal Pay Audit	**8%**

Figures 8 The bar chart below demonstrates the percentage number of staff with a disclosed disability per grade:
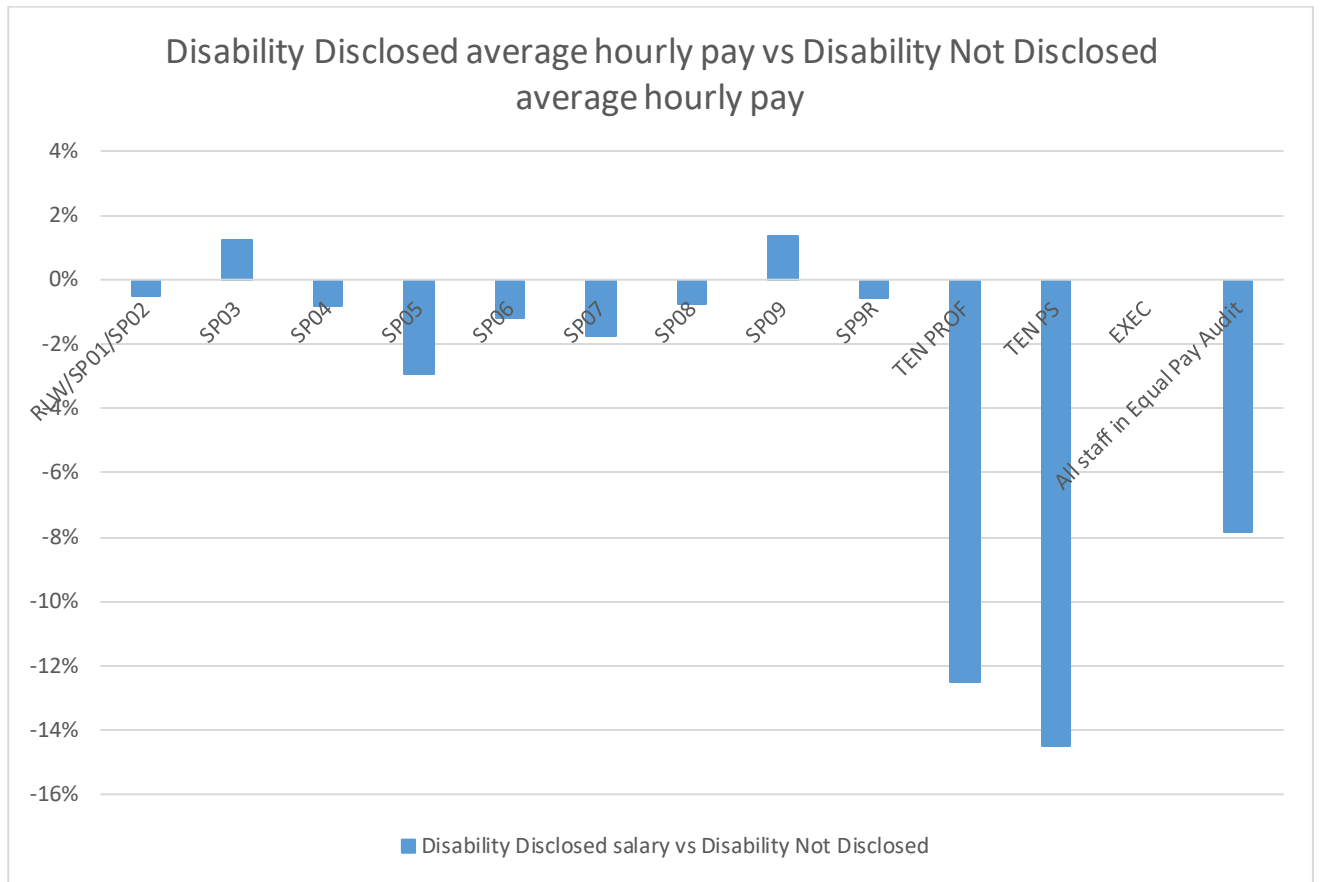
% With a Disability Disclosed in the Grade
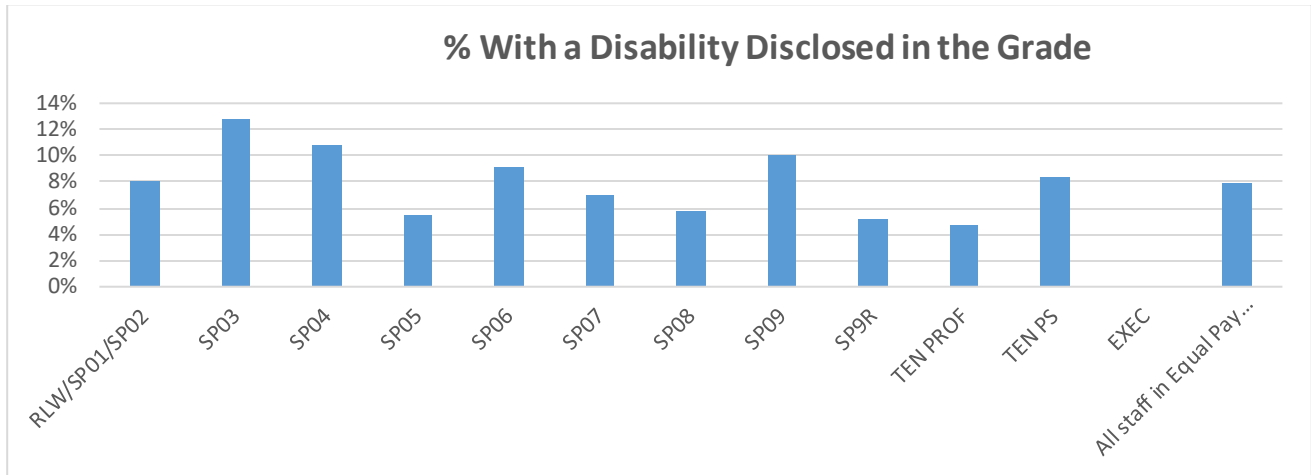
15.1 On 1 January 2021, 5.3% of the overall total staff figure had disclosed a disability. It is pleasing to report that there has been a steady rise in the number of staff who have declared a disability (3.8% in 2010, 4% in 2015).

Table 10: Disabled average pay as a percentage of Non-Disabled average pay:

	Disability Disclosed salary vs Disability Not Disclosed
RLW/SP01/SP02	-1%
SP03	1%
SP04	-1%
SP05	-3%
SP06	-1%
SP07	-2%
SP08	-1%
SP09	2%
SP9R	-1%
TEN PROF	-13%
TEN PS	-14%
EXEC	0%
All staff in Equal Pay Audit	**-8%**

15.2 There are two significant pay gaps in relation to disability disclosed and pay grade, one at grade 10 Professorial , and one at grade 10 Professional Services. This is due to numbers within these grades being very small and even smaller when intersecting with disclosed disability status. It is also consistent with the Welsh Language pay gaps too, so the differential is more likely to be due to the nature of the roles rather than the protected characteristics of specific post holders.

![Prifysgol Aberystwyth University logo]

Figures 9: The bar chart below shows the disabled average pay per grade as a percentage of Non-Disabled average pay per grade:

Disability Disclosed average hourly pay vs Disability Not Disclosed average hourly pay

■ Disability Disclosed salary vs Disability Not Disclosed

15.3 The above bar chart does not categorically indicate that an aging population has any correlation to higher disclosed disabilities due to the low response rates to this question on some age groups.

15.4 Disability status responses:

	>21	21-30	31-40	41-50	51-60	61-70	71+	All Staff
Response rate regarding disability	**52%**	**48.3%**	**43.2%**	**31.1%**	**28.9%**	**28.9%**	**22.6%**	**36.3%**

15.5 The Under 21 group followed by the 21-30 age group are the most ready to disclose their disability status on Pobl Aber People. The 71+ group are the least likely to disclose a disability, followed by the 61-70 and 51-60 age groups. .

**Figures 10: Percentage number of staff with a disclosed disability per age group:**
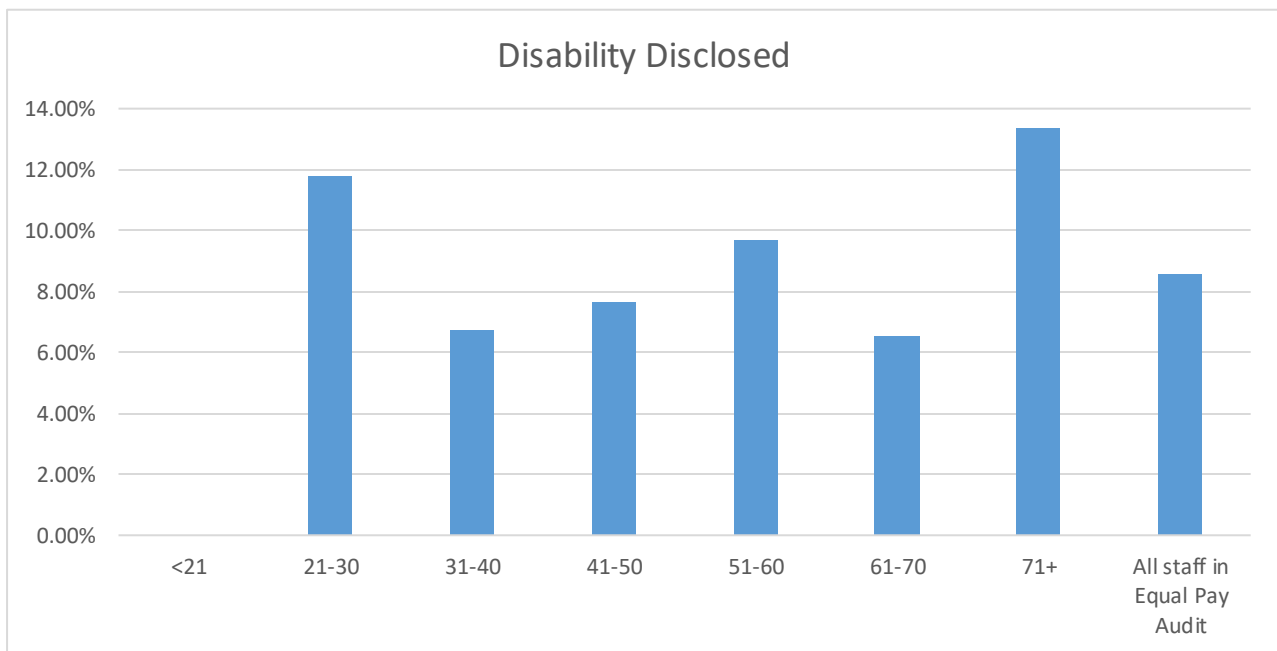
16. Age:

Table 11: percentage number of employees per age/ grade:

Grade / Age Range	<21	21-30	31-40	41-50	51-60	61-70	71+
RLW/SP01/SP02	5%	31%	13%	16%	23%	10%	2%
SP03		26%	13%	26%	30%	6%	
SP04	1%	23%	20%	22%	29%	5%	
SP05		19%	23%	26%	24%	8%	
SP06		18%	20%	22%	27%	11%	2%
SP07		9%	30%	27%	27%	6%	1%
SP08		2%	26%	36%	28%	7%	1%
SP09			15%	39%	40%	5%	1%
SP9R			3%	28%	59%	10%	
TEN PROF				28%	44%	27%	2%
TEN PS				50%	50%		
EXEC				14%	72%	14%	
All staff in Equal Pay Audit	**1%**	**14%**	**20%**	**26%**	**29%**	**9%**	**1%**

Table 12: Female (average pay) by age range as a percentage of Male (average pay) by age range:

	Female by age range as a % of Male by age range						
Grade	<21	21-30	31-40	41-50	51-60	61-70	71+
RLW/SP01/SP02	0%	0%	-2%	-1%	-2%	0%	
SP03		1%	-3%	-4%	3%	-4%	
SP04		0%	-3%	-1%	2%	3%	
SP05		1%	2%	1%	0%	-2%	
SP06		5%	2%	2%	4%	9%	18%
SP07		1%	-2%	-1%	1%	1%	3%
SP08		-4%	0%	-1%	0%	-5%	-13%
SP09			0%	-2%	-2%	0%	
SP9R				4%	0%	0%	
TEN PROF				4%	-10%		
TEN PS				-11%	-22%		
EXEC							
All staff in Equal Pay Audit	-3%	8%	0%	-6%	-21%	-22%	-37%

Figures 12: The Bar Chart below demonstrates Female (average pay) by age range as a percentage of Male (average pay) by age range:
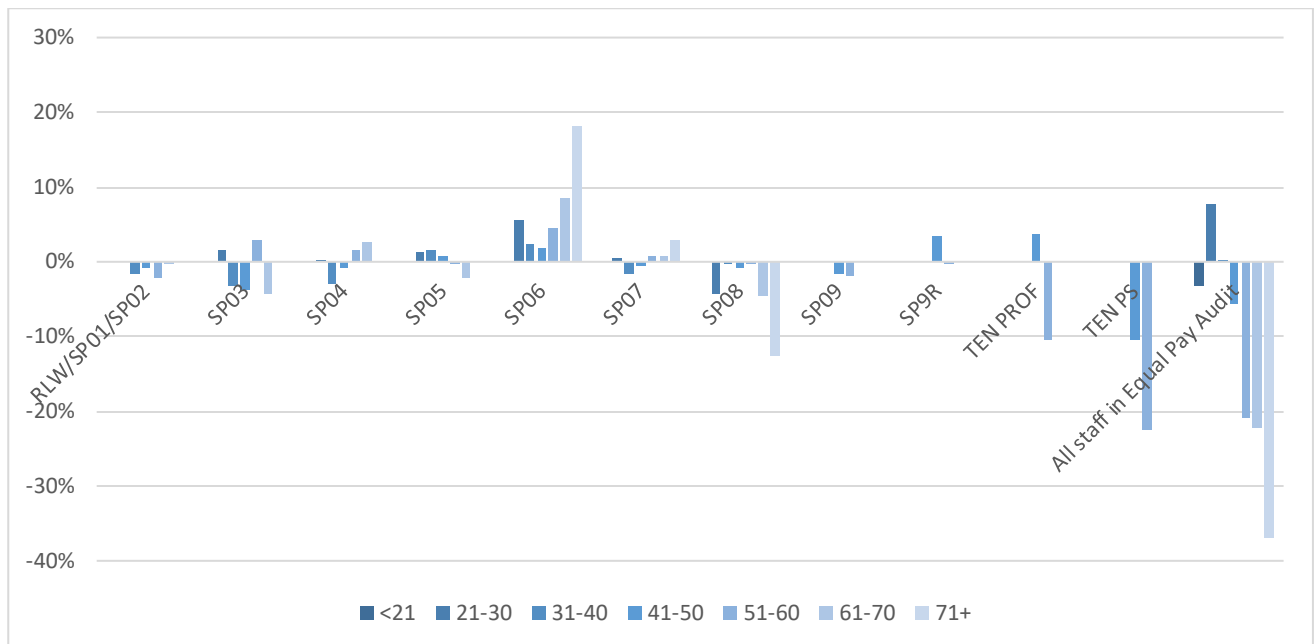
16.1   The above audit showed that there is a -11% pay gap in the 41-50 age bracket within grade Ten PS. This is due to numbers within the grade being very small and even smaller when intersecting with age groupings. It is also consistent with the Welsh Language, part time status, and disability status pay gaps too at that grade, again this is more likely to be based on the nature of the role itself rather than the protected characteristics of specific post holders.

16.2   Age range 51-60 shows that there are multiple pay gaps, grade 10 PS (-22%) and grade 10 Prof (-10%)A pay gap has been identified within the Executive grade but can be explained by the nature of the role. There are no gender pay differences for those in the same role. Numbers are not provided here as they enable the identification of individuals.Further investigation showed that there were a number of newly appointed and promoted (grade 10 PROF) employees within this age bracket and at these grades; therefore the average pay of female staff was lower due to the length of service in post. The grade 10 PS is also consistent with the analysis above and is quite anomalous in every context.

16.3   Age range 61-70 shows a pay gap at grade 8 (-5%). The grade 8 pay gap can be explained by a small number of females within this age bracket that are newly appointed or promoted.

16.4   Age range 71+ shows a pay gap at grade 8 (-13%) This age group data set includes a very small cohort of staff with a very small female population; therefore, it is difficult to draw any meaningful conclusions from this age bracket.

17. Recommendations:

17.1 Pay gaps of 5% or more were identified within the protected characteristics – gender, age, and disability. However, due to the disparity of the nature of the roles in these groups, and the significant variation in responsibility and scope of roles it does not appear that there is a systemic pay discrimination issue.

17.2 The report has highlighted pay gaps within the Professorial group, the grade 10 PS group, and the Executive group (although not all numbers for EXEC are provided as they enable the identification of individuals). It is however encouraging to see that these pay gaps can be accounted for, as stated in 17.1. by other factors others than protected characteristic difference.

17.3 The academic promotions process was introduced in 2012 and since its re-launch, we have seen a rise in successful female applications each year. It is hoped that this revised process coupled with the number of successful female job applicants will help to erode significant pay gaps by the next equal pay review. Since implementing positive action statements in recruitment packs our female applicants have gone from 50% in 2020 to 58% (up to March) 2021. It is important to note however that we have recruited larger than usual cohorts of female staff in certain areas to help with COVID requirements. Of the higher than usual appointed females the highest portion were appointed as Part Time Teachers. There was then a relatively equal distribution in roles such as associate lecturer, domestic assistant, and administrative assistant. All of these roles are junior to mid-level roles and are roles that have been used in higher quantities than usual to help bolster for COVID requirements.

17.4 We have re-designed our job recruitment packs with added positive action statements in which specifically state that we are welcoming candidates from BAME backgrounds, candidates with disabilities, and female candidates at grade 7 and above to apply. We have tentatively already seen positive outcomes from this work.

17.5 As a part of our Strategic Equality Plan 2020-2024 we have been developing initiatives to improve gender equality for female colleagues, in particular senior female academics, which in turn should help with eliminating pay gaps and improve representation within grades. Some of the progress to date includes:

- Successfully launched a Female Academic Mentoring Programme with 28 mentees and 28 mentors all trained and matched and now in mentoring relationships. We will be evaluating its success after 6 months, which is early in May 2021.
- In November 2020 we launched the pilot of the Women in Universities Mentoring Scheme in partnership with University of South Wales with approx. 70 colleagues signed up between both institutions and now in contact
- Worked with the FPVCs to offer 5 places on Aurora – leadership development initiative for women
- Two members of the University Executive that have taken responsibility for leading on gender and ethnicity
- Developed and published a suite of positive action initiatives on job adverts to increase representation and diversify staff body, which have been online since September 2020.
- Started the information gathering and data analysis for the 'Step aside' scheme whereby male colleagues with supplementary leadership roles step aside and allow under represented colleagues to take these roles on for a fixed period
- Held regular meetings for the Women in Research Network

- Equality impact assessed the REF outputs and outcomes in relation to gender

18. Action plan

Based on the EHRC advice, our action plan aims to reduce or remove pay differences of -3-5% where they may be indicative of possible pay discrimination and where the tolerance is greater than -5% differential.

18.1 A number of potential equality issues were identified in this report therefore strategies to address these are incorporated within the following Action Plan:

Action	How	Timescale
Encourage more female Readers to apply for Academic Promotion to Professorial roles in the 2021, 2022 and 2023 rounds.	Though succession planning conversations, step aside scheme, ECS discussions, promoting most recent professorial appointments, utilising most recent female professorial appointees as mentors for the next round, workshops etc	To be reviewed on completion of 2021 and 2022 academic promotion rounds
Suggest that the University Executive consider whether scheme for incremental progression for Grade 10 staff would assist with the otherwise anomalous pay gap at this level.	Re-open AICP scheme for Grade 10 staff or introduce some other mechanism for incremental progress at this level.	July 2021
Analyse Recruitment Candidate Pack data sets to see if positive statements have encouraged more female applicants for senior roles	Compare data since September 2020 when the packs were first introduced with the previous year and benchmark each September for next 2 years	Analysis to be undertaken in Sept 2021 and Sept 2022
Ensure that the wording 'competitive salary' or 'salary commensurate with experience' are never used in any job advertisements. Instead always use the salary scale on the job advertisement as per best practices. Action to also follow through to recruitment packs when Recruitment Agencies are engaged.	Ensure the Employee Services Team in HR are aware and ask them to ensure the wording is always consistent	From June 2021
For every grade 10 appointment the recruitment panel Chair takes advice from HR on relevant benchmark data before making a salary offer.	Add this as a note in panel packs for the appointing panel.	From June 2021
Ensure, as part of contracting that Recruitment Agencies to take positive action when identifying a pool of applicants for specialist and senior roles	Note requirement for agencies to evidence what they have done for each recruitment campaign both in tender specifications and on completion of activities.	Ongoing

	Benchmark against industry norms for applicants for such roles in other universities/sectors to assess success rates	

18.2 Many of these actions relate to wider equality issues than pay, for example, promotion opportunities, recruitment policies. The EqPA has allowed the University to inform policy development, in both pay and non-pay aspects of the organisation's gender equality agenda.

18.3 Other ongoing activity arising from this EqPA which could positively impact on other characteristics include the following:

Action	How	Lead
Encourage higher completion rates of Welsh language skills at grade 1,2 and 10 prof in particular	Through review of ECS process and assessment of new starters language skills to job requirements	Head of OD & Learning
Encourage further disclosure of disability across all age groups	Target comms campaigns to specific grade groups in first instance where rates for completion are lower	EST Manager
Develop succession plan for Executive roles based on 100% of staff all being 51 plus age band and for grade 10 Professors with 73% age 51 plus	Through establishment of pipelines for succession planning, leadership training and shadowing opportunities/mentoring programmes etc	Head of OD & Learning

Appendix A

List of pay exclusions

Pay scale Excluded OPENDAY

Position Codes Excluded:-
One Off Open Day – Generic
One Off Payment – Generic

Payment & Deductions Excluded:-
Non HERA grades
AWB grades
Staff where the FTE is less than 0.05%
Time Off In Lieu (Payment)
Pay in Lieu of Notice
Unpaid Leave Adjustment
Regular pay adjustment
Maternity Pay
Sick Pay
Part-Time Teaching Instalments
Arrears of pay
Back Pay
Miscellaneous Payments