

Equal Pay Review

Report to the Executive – April 2015

1. Context of the Equal Pay Review:

- 1.1 The University strives to ensure that it has a fair pay system that rewards staff with equal pay for carrying out equal work.
- 1.2 The equal pay review demonstrates the University's continuing commitment to Gender Equality Duty as outlined in AU's Gender Equality Scheme and subsequent single Equality Scheme. It is an important part of the University's Strategic Equality Plan and our commitment to completing this work is identified in the Equalities Annual report 2014. It also forms part of the Framework Agreement and Joint Negotiating Committee for Higher Education (JNCHES) guidance for an EqPA to be carried out within 12 months of the introduction new pay and grading structure (see Equal Pay report May 2010), and periodically thereafter.
- 1.3 As part of this commitment, the university has carried out three equality pay audits since 2006. An initial equal pay review was carried out in January 2006 in order 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. This group comprised of Professor Kate Bullen, Director of Ethics & Equality (Chair), Heather Hinkin, Deputy Director of Human Resources, Rebecca Kularatne, HR Manager, Chris Swales, HR Data Manager, Hannah Jones, HR Officer (Project Team), Sam Morrison, HR Quality & Compliance Manager, Mererid Jones, Assistant Director of Finance and Trade Union representatives – Carol Parry, Lyndsey Roebuck and Diane Jones (i.e. Unite, UCU and Unison respectively). The outcomes of this review will be 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.

2. Purpose of this Report

- 2.1 To outline the findings of the university's third equal pay review;
- 2.2 To consider whether the measures taken by the university to close the pay gaps identified in the 2010 review have been successful;
- 2.3 To identify any other potential pay issues and to benchmark the University's progress since May 2010;
- 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 emoluments.
 - 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 2010, it was established that, for a number of reasons it was not possible to use the same data sets for the following reasons: - A new Institute management structure was introduced in 2010; In 2012 a new grade 10 Professorial grade was introduced; We now have a greater granularity of data following the introduction of the HR/ Finance system, ABW in 2014. It is therefore recommended that the data sets used for the EqPA 2015 are used as a benchmark for future Equal pay audits; however the categorisation of staff within the University may change as structures evolve.
- 3.3 The review also set out to consider any potential pay inequalities amongst Senior Managers defined for the purpose of this audit as Heads of Professional Services, Heads of Academic Institutes, Heads of Academic Departments and members of the Executive Group. There are however a number of difficulties assessing gender pay gaps within these sub groups:-
- 3.4 There is a fundamental difficulty in comparing the salaries of these groups on a 'like for like' basis. Many of these managers are remunerated for their management role with a standard honoraria paid on top of their salary which relates to their substantive post. The level of salary will therefore differ depending on the nature and level of their substantive post not their management role. This negates the purpose of the audit as it is consequently not possible to accurately assess any pay gaps in respect of their management role;
- 3.5 In respect of the Executive Group by virtue of their specialism it is not possible to make a 'like for like' comparison for the purpose of identification of a gender pay gap i.e. they are singleton posts. The salary levels of the members of the Executive group are determined by the Remuneration Committee which uses UCEA sector benchmarking data to determine salary levels which are in accordance with sector norms. Any meaningful

audit of gender pay gaps of specialist posts at Executive level could only take place on a sectoral basis.

- 3.6 For the reasons outlined in 3.4 and 3.5 it is not possible to include comparative data by management group. Data has been assessed by salary grade i.e. 1-10 and data on Institute Directors, Heads of Academic departments and Heads of Professional Services Departments will be included in their respective pay grade.
- 3.7 It was decided to include Professors within the EqPA even though they are not included in the pay modernisation structure, in order to ensure a fair and transparent process and in recognition of the general employment issue of the lack of women in such senior academic positions. The Vice-Chancellor who is a Professor has not been included in this grouping because her salary is based on her substantive role as Vice-Chancellor.
- 3.8 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, disability, age and recorded Welsh language standards.
- 3.9 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
- 3.10 The equal pay audit (EqPA) data within the required format was provided by the HR Data Manager and Finance.

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' was used, this term is adopted in contrast to the use of 'like work' within the first review conducted in 2006.
- 4.3 In 2010, the report omitted casual and hourly paid staff from the scope of the review, mainly because they worked minimum hours, and were not always covered by the central payroll system or the job evaluation exercise. However, due to the implementation of the new HR/Payroll system (ABW), the current report was able to analyse all staff data for those with contracted status employed on, or before, 1 January 2015 across each of the job families, which included non-HERA staff.

- 4.4 On 1 January 2015 (the date of data extraction) there were 2046 active employment contracts within the University. Of this number, 1028 were female staff and 1018 were male staff.
- 4.5 For Aberystwyth EqPA, the parameters for the extraction of the data were primary and secondary job records which included: (1) employees currently employed on a staff contract on 1 January 2015 and (2) employees who had a payroll record full time equivalent (FTE) hours and payroll record salary (per annum) both greater than zero.

5 Data Gathering

- 5.1 One of the primary concerns when conducting an EqPA is to ensure, as far as reasonably practicable, the integrity of the data set being analysed. Since 2006, the university has undertaken a number of exercises to validate data; for example, through the annual HESA reporting, the introduction of Pobl Aber People in 2014 and the subsequent verification of data exercise in January/February 2015 in readiness for this review have greatly assisted the EqPA in this process.
- 5.2 The data used to form the EqPA was extracted from the ABW (HR/ Finance System).
- 5.3 The University will only request an employee to disclose their gender, ethnicity, recorded disability, age and recorded Welsh language standard once they have applied for and accepted a position at Aberystwyth University. The historical data extracted from the old system (Cyborg) was both inaccurate and/ or out of date due to for example, lack of a self-service function and limited capability of the system.
- 5.4 However, the new Pobl Aber People system allows employees to update their personal information individually or via the HR Department.
- 5.5 To ensure the data was as accurate as possible and prior to extracting the data for this report, staff were contacted via email and memos were advertised on departmental staff notice boards to request that staff log on to Pobl Aber People to validate their ethnicity, disability and Welsh language standard and to update all of their personal information in readiness for this equal pay review. In addition, for those members of staff who did not have access to a computer, or wanted some guidance on how to use the system to update their record, drop in clinics were held by the HR Project Team across each of the three campuses on the following dates:

Date	Time	Location
Friday, 6th February 2015	11:00 – 12:00	Hugh Owen Training Room, Hugh Owen Library (Penglais Campus)
Monday, 9th February 2015	10:00 – 11:00	Computer Training Suite, Stapledon Building (Gogerddan Campus)
Wednesday, 11 February 2015	13:30 pm 14:30 pm	Room EM-B.12, Elystan Morgan Building (Llanbadarn Campus)
Friday, 13 February 2015	13:00 – 14:00	Hugh Owen Training Room, Hugh Owen Library (Penglais Campus)

6 Diversity Strands:

- 6.1 Ethnicity, disability, age and Welsh Language Standards were included in the EqPA as Aberystwyth had sufficiently robust and comprehensive data to do so.
- 6.2 For the purposes of the EqPA, the categorisation used in relation to ethnicity was essentially to distinguish 'White' from Black and Minority Ethnic ("BME") employees. Since 2010, the number of BME staff to disclose their ethnic status has risen from 3.3% to 5.11% in January 2015.
- 6.3 In addition, the percentage number of staff to disclose a disability has risen from 3.8% in 2010 to 4.15% in January 2015.
- 6.4 The report also included data on Welsh language Standards as sufficient and robust data was recorded for 74.4% of its employees. 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, religion or belief as currently it is not a requirement for staff to disclose such information.
- 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 The 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. The EqPA should therefore cover basic pay plus any additional payments (for example, working pattern premium payments, performance or merit payments, contractual benefits and pension arrangements).
- 8.2 In higher education, the vast majority of the total pay bill relates to basic pay, unlike, for instance, the health service where unsocial hour's payments form a significant percentage of the total. It was therefore agreed to focus the EqPA on basic pay, but to collate data on other payments, to allow for further analysis.

9 Data Collation and Calculation:

- 9.1 The financial data required for this review included:
- Basic pay details as at 1 January 2015
 - Total earnings as at 1 January 2015
 - Separate data on: Guaranteed 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 2015.
- 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:

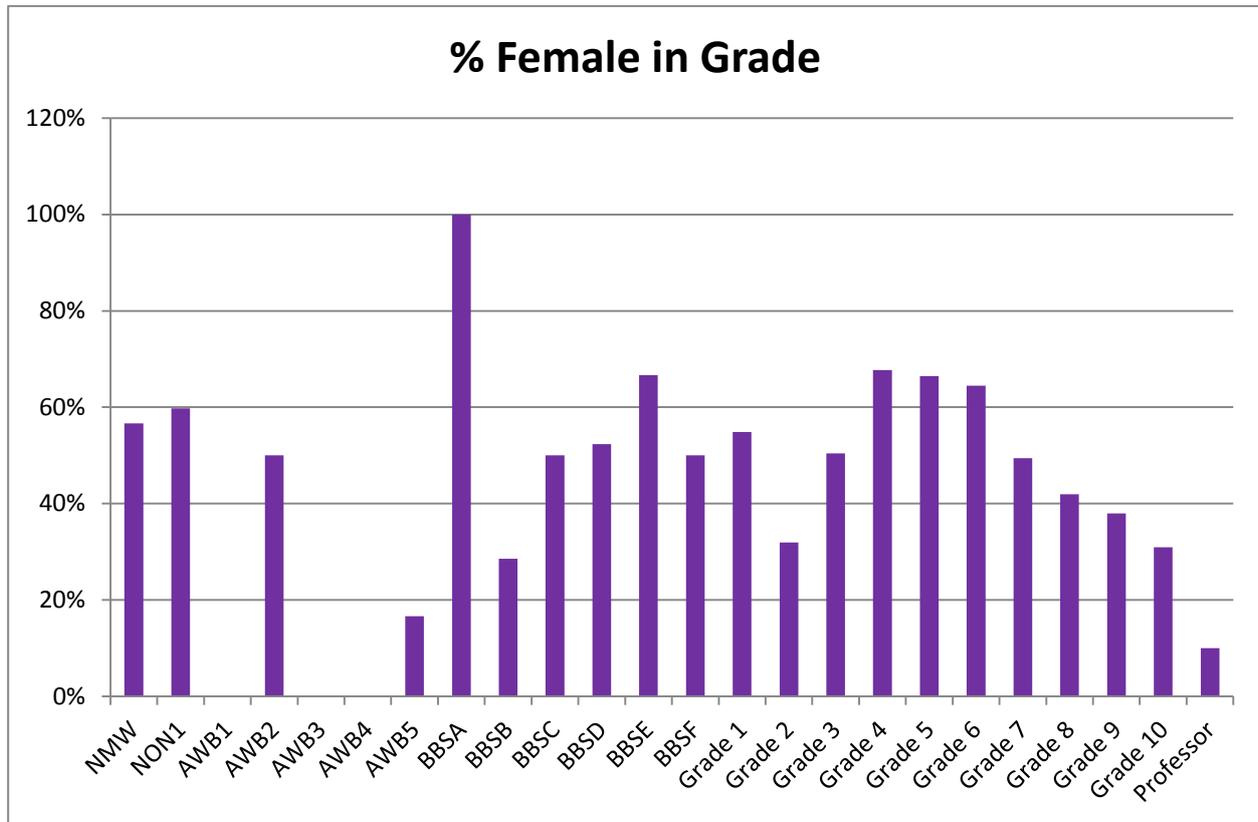
- 10.1 **Table 1:** below summarises the gender profile of staff included within the EqPA, the figures illustrate that there is an equal gender split across the University.

	Female	Male	Total	Female % of Total
Total included in the EqPA	1028	1018	2046	50.2%

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

Grade	% Female in Grade	% Male in Grade
NMW	57%	43%
NON1	60%	40%
Agricultural Wages Board (AWB) Rates		
AWB1	0%	100%
AWB2	50%	50%
AWB3	0%	100%
AWB4	0%	100%
AWB5	17%	83%
Legacy Staff Grades		
BBSA	100%	0%
BBSB	29%	71%
BBSC	50%	50%
BBSD	52%	48%
BBSE	67%	33%
BBSF	50%	50%
Framework Agreement using HERA		
Grade 1	55%	45%
Grade 2	32%	68%
Grade 3	50%	50%
Grade 4	68%	32%
Grade 5	66%	34%
Grade 6	64%	36%
Grade 7	49%	51%
Grade 8	42%	58%
Grade 9	38%	62%
Grade 10	31%	69%
Professor	10%	90%

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



- 10.2 When looking at the ratio of men and women per grade, it appears that only 32% of women occupy HERA grade (HG) 2. Upon further analysis, it was established that this grade predominantly included male Security Officers, Cleaning Operatives, Night Porter and Day Porter posts; therefore no further analysis was undertaken although it is noted that the University needs to continue to break down perceived barriers and encourage females to apply for such roles.
- 10.3 In addition, Grades 4, 5, and 6 of the above graph demonstrates that there is a significantly higher proportion of female staff employed in these grades. Upon further analysis, it was identified that these mainly relate to clerical, secretarial and administrative positions within the University which, in line with industry norms, are predominantly occupied by female staff. Therefore no further analysis was undertaken although it is noted that the University needs to continue to break down perceived barriers and encourage males to apply for such roles.
- 10.4 In March 2009, the Framework Agreement (FA) on the Modernising of Pay Structures in Higher Education was implemented at the University and the majority of staff were notified of their assimilation to the new pay structure. However, staff in part-time teacher/tutor or demonstrator roles were not assimilated at this time as they were covered by Section 10.1 of the Framework Agreement.
- 10.5 In 2014 a Part Time Teachers (PTT) Working Group was established to consider and implement Section 10.1 of the agreement. Following negotiations and agreement with the appropriate trade union (UCU), the role profiles for these roles were agreed. Therefore on 1 December 2014, all Part-Time Teachers and Welsh for Adult Tutors within

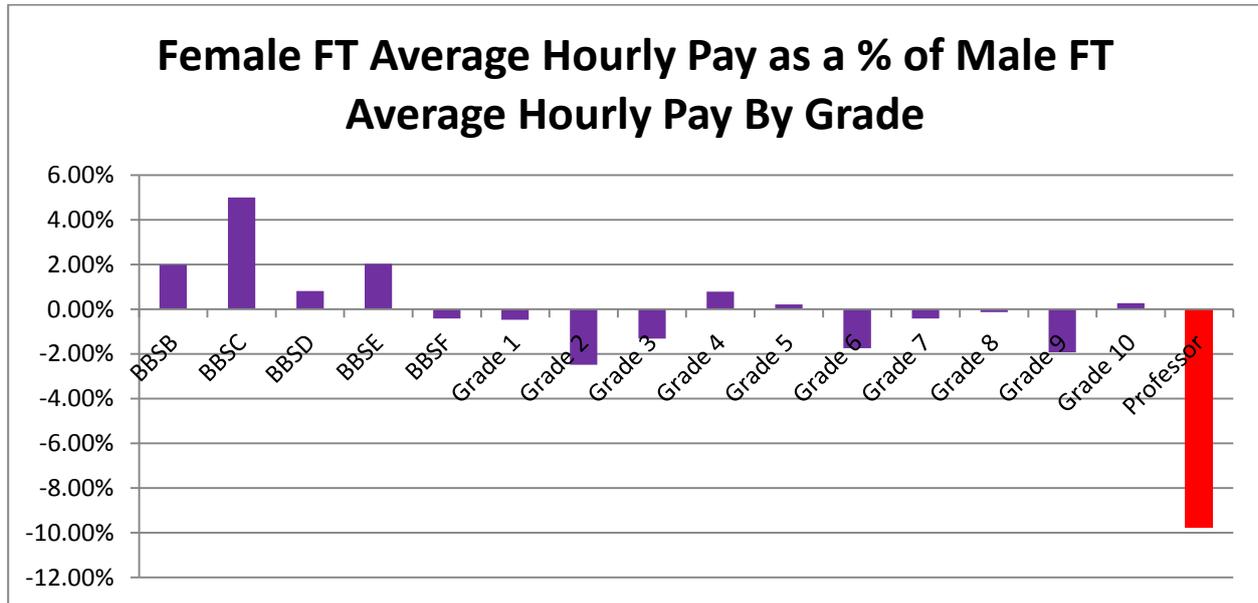
the School of Education and Lifelong Learning (SELL) and Welsh for Adults (WfA) were informed that they had been assimilated to a Teaching and Scholarship Level 1B role profile. This equates to Hera Grade 6 on the University's pay scale. A high proportion of part-time teacher roles within SELL are occupied by females which could also contribute to the higher percentage of females now identified in this grade. Phase 2 of the PTT Working Group will entail the assimilation of PTT in other institutes and departments and further analysis will be undertaken once this work has been completed.

- 10.6 Substantial efforts have been made by the University to promote gender equality at professorial level; the percentage of female professors has risen from 9.4% to 10% although clearly this level is still far too low. The University will continue to strive to break down perceived barriers and encourage females to apply for such roles when advertised. Greater efforts will be made to encourage more females to apply for promotion to Professor through the University's Academic Promotions process.
- 10.7 Biotechnology and Biological Sciences Research Council (BBSRC) Grade A contains a very small pool of staff that are maintained as part of a TUPE transfer and therefore it is not possible to influence the gender split in this particular pay grade.

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

Grade	Female FT as % of Male FT	Female PT as % of Male PT
NMW	-	1.44%
AWB1	-	-
AWB2	-	-
AWB3	-	-
AWB4	-	-
AWB5	-	-
BBSA	-	-
BBSB	1.98%	-
BBSC	5.00%	-5.26%
BBSD	0.82%	-9.52%
BBSE	2.03%	-
BBSF	-0.41%	-
Grade 1	-0.47%	0.14%
Grade 2	-2.48%	1.39%
Grade 3	-1.32%	0.57%
Grade 4	0.78%	2.35%
Grade 5	0.21%	-0.13%
Grade 6	-1.75%	-1.40%
Grade 7	-0.41%	1.95%
Grade 8	-0.13%	-0.67%
Grade 9	-1.93%	-6.18%
Grade 10	0.27%	-0.49%
Professor	-8.68%	-

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



11 Gender Data Conclusions:

- 11.1 The EqPA showed that there were no significant gender pay gaps within the evaluated grades, i.e. no evidence of systemic pay discrimination, and that the overall gap was primarily the result of the distribution of men and women across the grades.
- 11.2 In 2010, the equal pay review highlighted that there were two areas of pay gaps evident at the top and bottom of the HERA pay scale, i.e. HG1 at -10.9% and professors at -9.0%. Upon further investigation, it was established that those posts within HG1 mainly included night porters, day porters and cleaners that received pay enhancements for unsocial hours and overtime. In 2015, it is pleasing to report that the gender pay gap at HG1 has narrowed to just 0.47%, therefore no further investigation was undertaken.
- 11.3 The gender pay gap amongst professorial staff decreased from 9% in 2010 to 8.68% in 2015. Upon further analysis, it was found that a large proportion of the female staff within this group were either newly appointed or recently promoted via the Academic Promotions process. In 2012 a new grade 10 professorial grade was introduced with incremental points. 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. It is more likely that male Professors had progressed through the Professorial scale through the Accelerated Increments and Contribution Points (AICP) policy or had been appointed prior to the professorial scale being introduced in 2012.
- 11.4 The pay gap identified is similar to that identified in the latest data set issued as part of the Joint Higher Education Trade Union Pay Equality Claim. This data shows that, in 2012/13, female professors were paid an average of 6% less than the average paid male professor. This compares with 8.68% at Aberystwyth University. However among all academic staff, including professors, the gap is much more pronounced, at 12.6% difference per year. The gender pay gap amongst academic staff including professors at

Aberystwyth University is 7%; recognising that there is more work to be done to eliminate the pay gap.

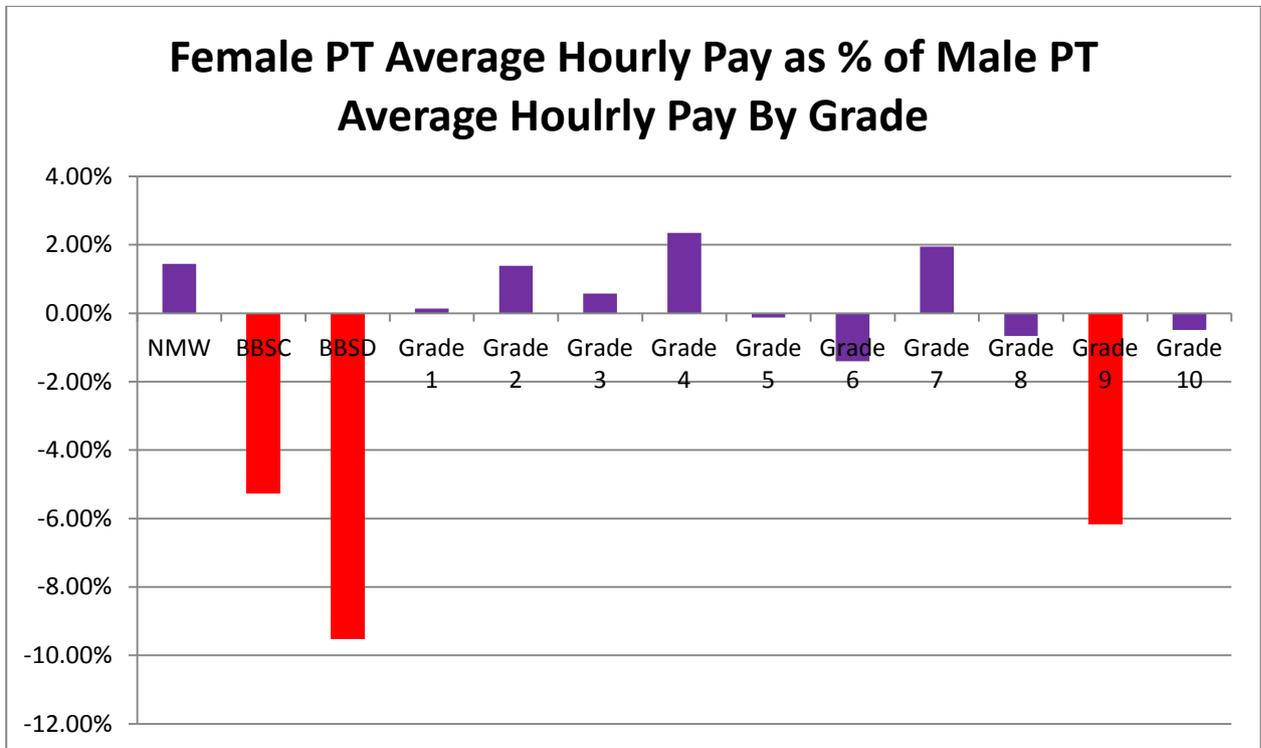
- 11.5 The remuneration of managers in Institute Director and Head of Academic Department roles with an honorarium is problematic in determining the equitable remuneration of managers who undertake such a role for the reasons outlined in para 3.4 and 3.5. It may be a particular issue for women in an academic role who aspire to and are being encouraged by the University to consider an academic management career as they may be more likely to be in lecturer or senior lecturer position. An alternative approach to the remuneration of these groups should be considered and this is referred to in the Recommendations.
- 11.6 Although senior posts continue to be predominantly occupied by men, since 2012, the University has made positive steps towards encouraging academic staff (both men and women) to apply for promotion to Senior Lecturers, Readers or Chairs through the University's new academic promotions process. Over recent years it has been encouraging to see a rise of successful female applications and it is hoped that this will only continue each year. A detailed breakdown of the female success rate since 2012 can be seen in the table 4 below:

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%
	42		27	64.2%

- 11.7 Also in 2012, the introduction of the Accelerated Increments and Contribution Points (AICP) policy and procedure, highlighted that it would be difficult to apply to Professorial staff in a transparent way under its historic arrangements, i.e. in the absence of a pay progression process for Professorial staff. Therefore a professorial pay band was introduced which drew on comparable data from the UCEA Remuneration Survey of Higher Education Institutions. Progression through the points on this salary band depends on excellent performance in accordance with the criteria detailed in the

Accelerated Increments and Contribution Point policy and evidenced through the Staff Development Performance Review process.

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 are three significant pay gaps greater than 5% within grades BBSC, BBSD and HG 9 for part time staff.
- 12.2 Grades BBSC and BBSD each contain a very small pool of staff that are maintained as part of a TUPE transfer. The gender pay gaps within these grades are accounted for by the distribution of males at the higher end of the salary band due to their length of service in post therefore, any changes can alter the average pay gap of females significantly. While starting dates have not been included for this review, it may be useful to do so in the future.
- 12.3 The University is unable to influence the profile of Legacy staff as they are not on the Aberystwyth University pay spine. However, a large number of BBRSC Legacy staff have now transferred across to AU terms and conditions and thus the pool of staff is a diminishing one.
- 12.4 The above audit showed that there is a -6.18% pay gap within HG 9. Further investigation showed that a number of female staff employed within this grade were newly promoted at the bottom point of grade 9, therefore it is anticipated that this pay gap will erode with incremental progression.

Diversity Data Conclusions:

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

Grade	% of BME in Grade
NMW	6.7%
NON1	4.6%
BBSE	10.0%
BBSF	16.7%
Grade 1	9.7%
Grade 2	6.4%
Grade 3	3.6%
Grade 4	3.2%
Grade 5	4.5%
Grade 6	4.0%
Grade 7	5.8%
Grade 8	5.9%
Grade 9	5.0%
Grade 10	2.4%
Professor	4.4%
Grand Total	5.1%

Figures 4: The bar chart below illustrates the percentage number of BME's in each grade:

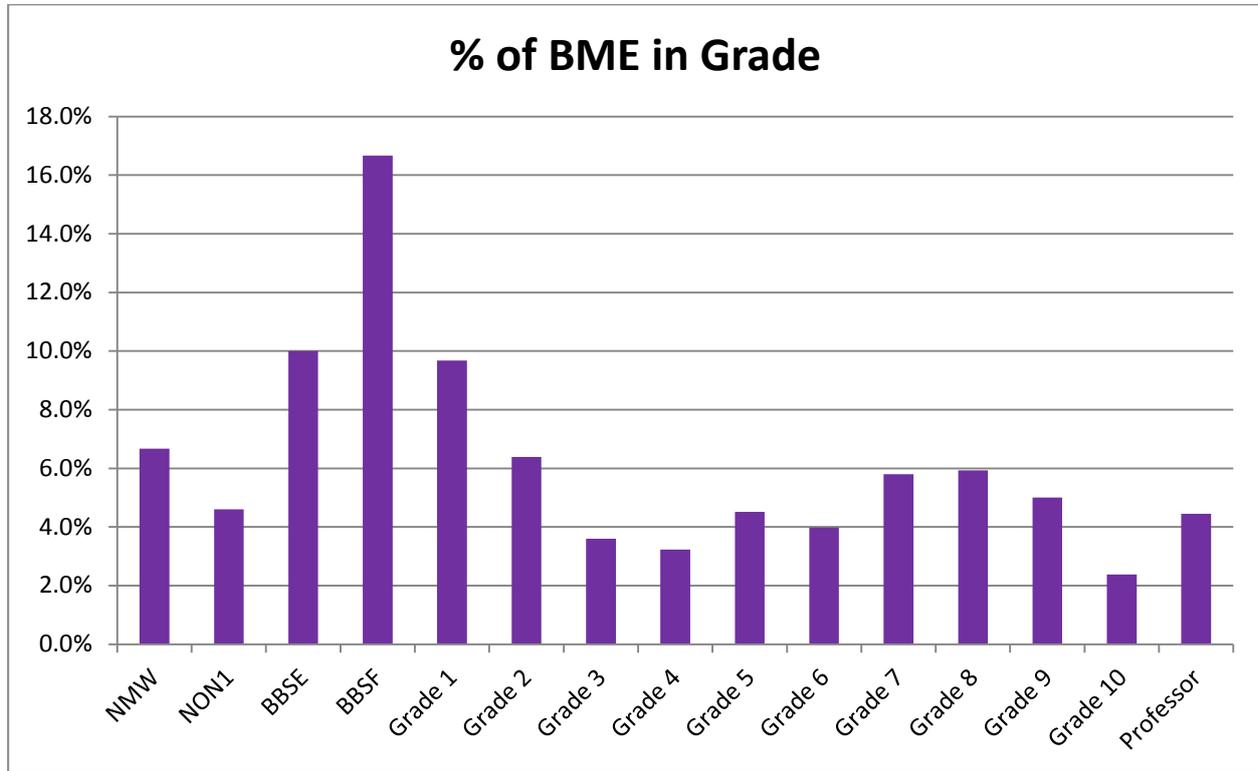
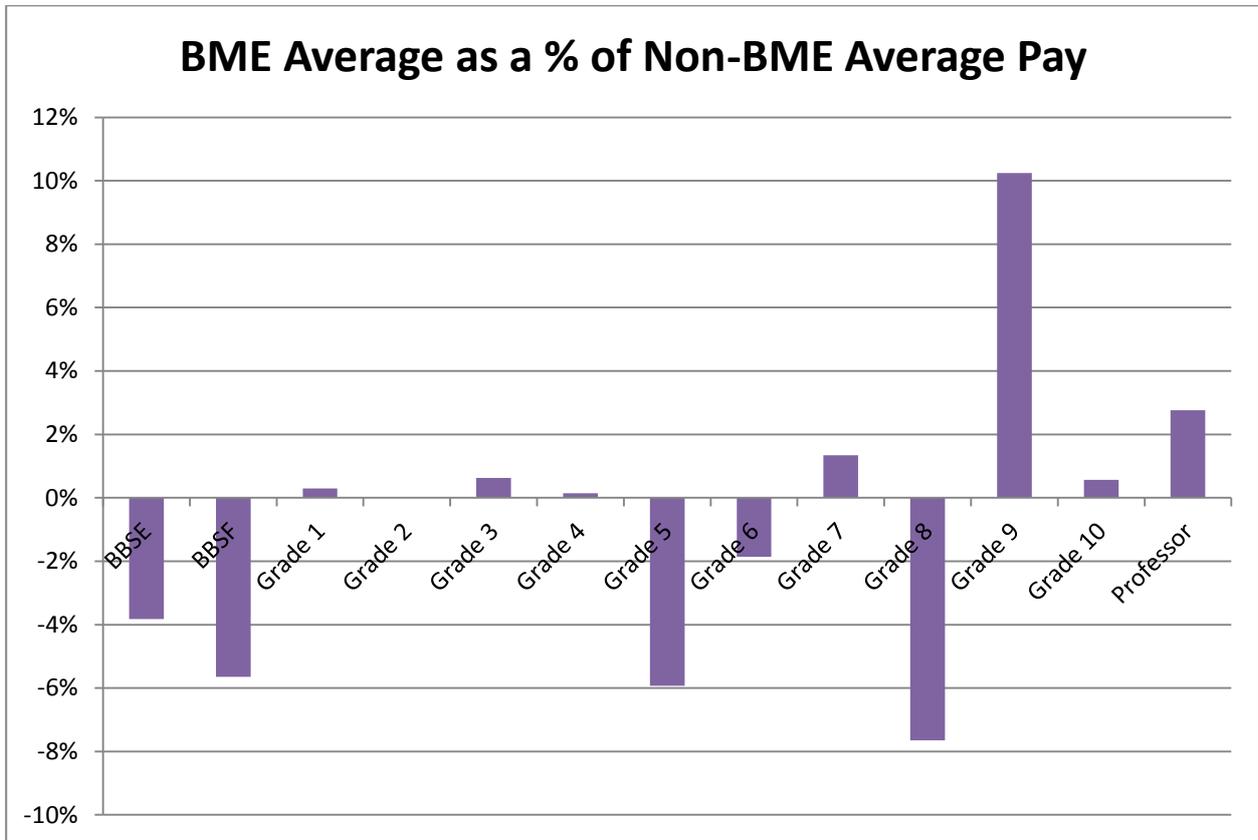


Table 6: BME average pay as a percentage of non-BME Average pay:

Grade	BME	Non BME	BME Average as a % of Non-BME Average
NMW	£ 6.50	£ 6.37	2%
BBSE	£ 18.85	£ 19.60	-4%
BBSF	£ 23.40	£ 24.80	-6%
Grade 1	£ 7.46	£ 7.44	0%
Grade 3	£ 8.80	£ 8.75	1%
Grade 4	£ 10.12	£ 10.11	0%
Grade 5	£ 11.37	£ 12.08	-6%
Grade 6	£ 15.66	£ 15.95	-2%
Grade 7	£ 18.75	£ 18.50	1%
Grade 8	£ 22.06	£ 23.88	-8%
Grade 9	£ 26.93	£ 24.43	10%
Grade 10	£ 30.65	£ 30.48	1%
Professor	£ 39.83	£ 38.76	3%
Grand Total	£ 16.16	£ 15.13	7%

- 13.1 The above table highlights that there is a -6% pay gap within grade BBSF. As stated in paragraph 12.3, the University is unable to influence the profile of Legacy staff as they are not on the Aberystwyth University pay spine.
- 13.2 A -6% pay gap is also apparent within HG 5. Further investigation showed that this grade contains a very small pool of disclosed BME staff; therefore any changes can alter the average pay gap of this group significantly. Upon further analysis it was established that a small number of staff within this group were new appointees and therefore had not benefitted yet from incremental progression.
- 13.3 A 10 % positive pay gap is evident within the Grade 9 category. This is currently being investigated further.
- 13.4 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 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 'BME' Average Pay as percentage of Non-BME Average pay:



14 Welsh Language Standards:

14.1 For the purposes of this report, the definition of a Non-Welsh Language speaker falls within standards A to B. The level of Welsh Language speakers fall within standards 'C to E'.

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

Grade	A	B	C	CH	D	DD	E	No Standard Recorded
NMW	41.7%	8.3%	5.0%			3.3%	10.0%	31.7%
NON1	40.8%	12.1%	1.7%		0.6%	2.3%	8.6%	33.9%
AWB1							100.0%	
AWB2								100.0%
AWB3								100.0%
AWB4								100.0%
AWB5							33.3%	66.7%
BBSA	33.3%							66.7%
BBSB	35.7%	7.1%	7.1%	7.1%			14.3%	28.6%
BBSC		16.7%	8.3%				8.3%	66.7%
BBSD	23.8%	28.6%	9.5%				28.6%	9.5%
BBSE	41.7%	16.7%	8.3%				8.3%	25.0%
BBSF	33.3%	16.7%	16.7%					33.3%
Grade 1	40.6%	10.3%	4.5%			0.6%	7.1%	36.8%
Grade 2	23.4%	16.3%	9.9%	1.4%			9.9%	39.0%
Grade 3	24.3%	17.1%	14.4%	3.6%	0.9%		21.6%	18.0%
Grade 4	25.2%	16.1%	15.5%	1.3%	0.6%		22.6%	18.7%
Grade 5	23.9%	11.0%	13.5%	0.0%	0.6%	1.9%	21.3%	27.7%
Grade 6	24.6%	12.3%	9.4%	1.8%	0.7%		26.1%	24.6%
Grade 7	35.1%	14.4%	6.9%	0.6%			21.8%	21.3%
Grade 8	36.0%	16.1%	8.5%			1.3%	18.6%	20.3%
Grade 9	49.0%	13.0%	7.0%			1.0%	18.0%	19.0%
Grade 10	69.0%	19.0%	2.4%				11.9%	19.0%
Professor	55.6%	14.4%	5.6%		2.2%		12.2%	27.8%

Figures 6: This bar chart demonstrates the percentage number of staff who have disclosed a Welsh Language Standard.

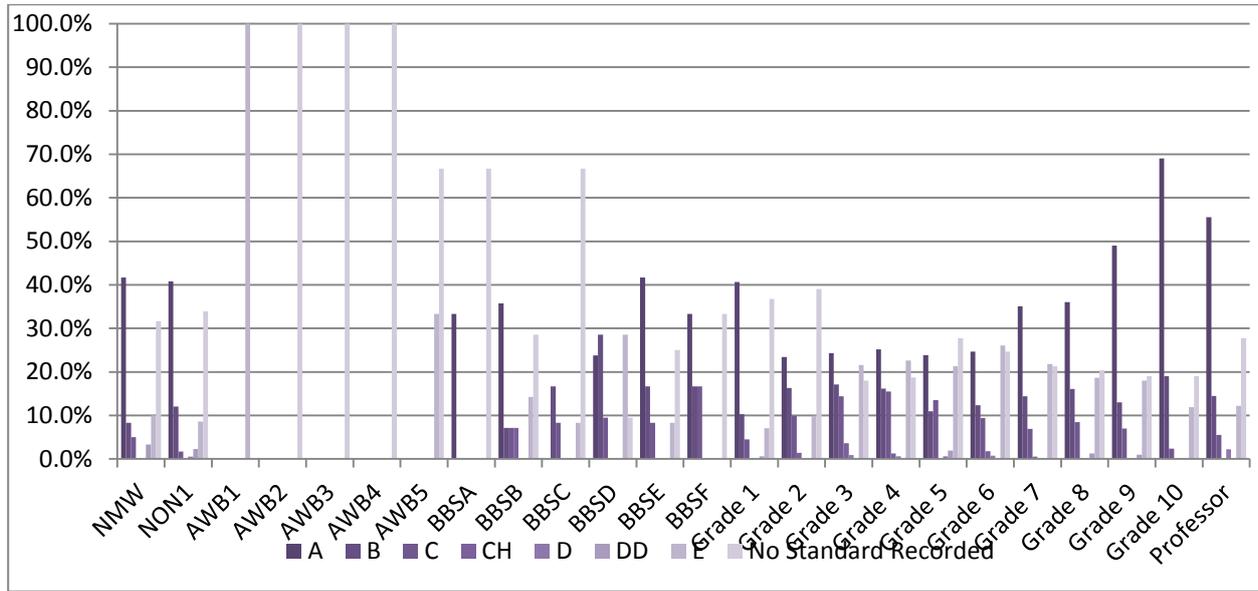
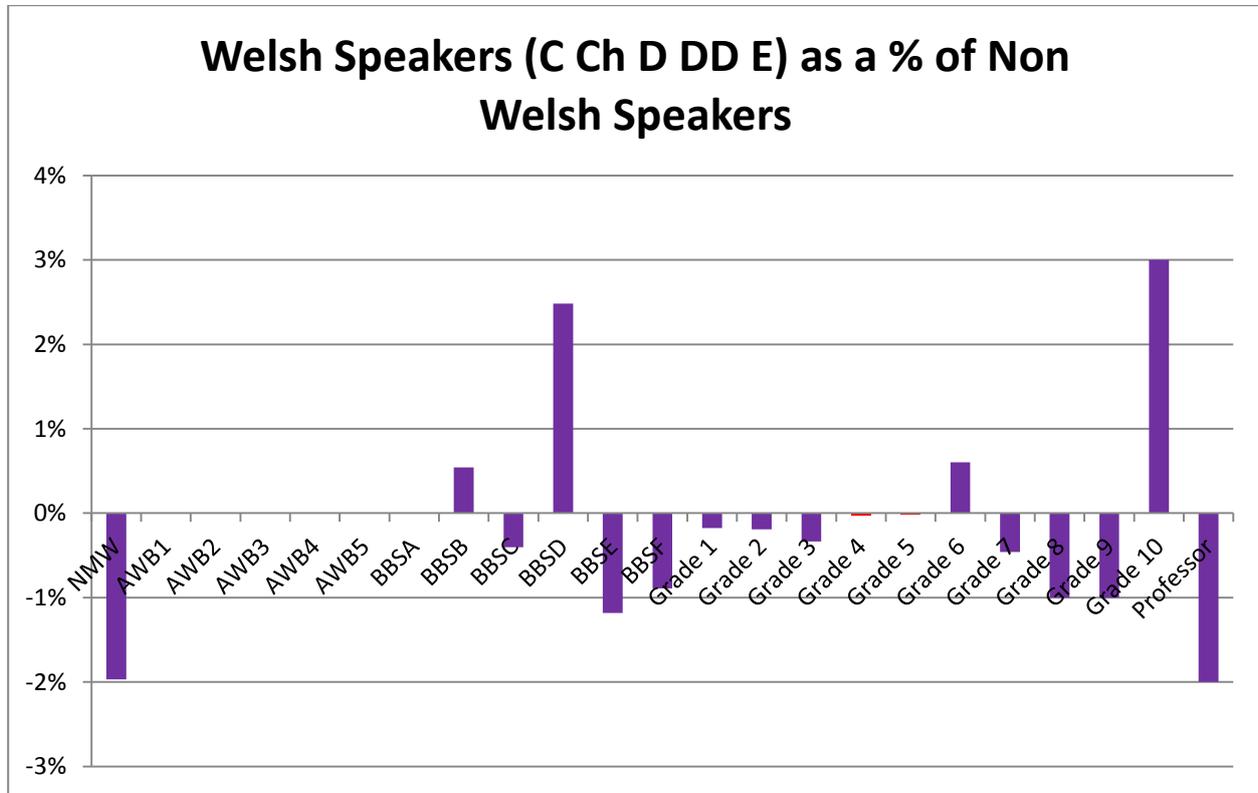


Table 8: Welsh Speakers - Standards (C-E) as a percentage of Non welsh speakers (A-B) average hourly pay:

Grade	Welsh Speakers (C Ch D DD E) as a % of Non Welsh Speakers
NMW	-2%
AWB1	0%
AWB2	0%
AWB3	0%
AWB4	0%
AWB5	0%
BBSA	0%
BBSB	1%
BBSC	0%
BBSD	2%
BBSE	-1%
BBSF	-1%
Grade 1	0%
Grade 2	0%
Grade 3	0%
Grade 4	0%
Grade 5	0%
Grade 6	1%
Grade 7	0%
Grade 8	-1%
Grade 9	-1%
Grade 10	3%
Professor	-2%

14.2 No significant pay gaps of -5% or more were identified within this category. The majority pattern of pay gaps were in favour of Welsh speaking employees, and may result from those with recorded Welsh Language standards C to E 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 - Standards (C-E) average hourly pay as a percentage of Non welsh speakers average hourly pay:

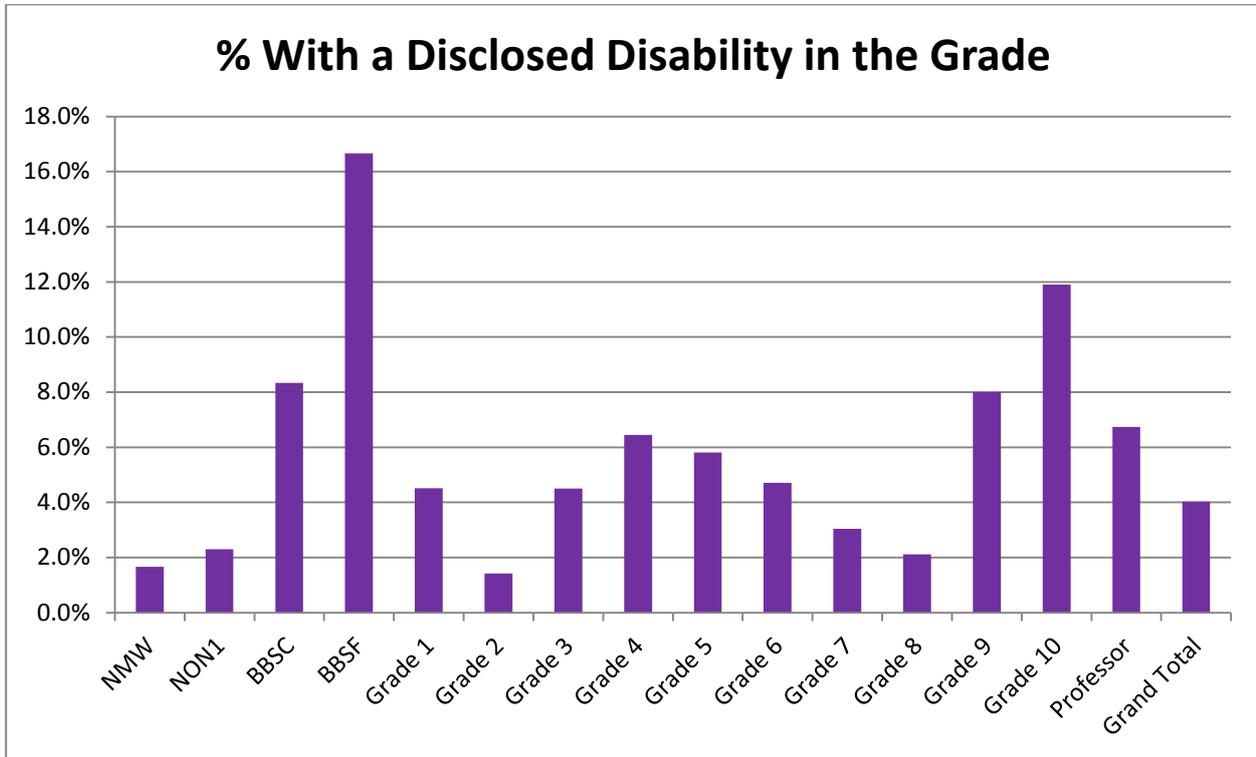


15. Disability:

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

Grade	Disabled Average Pay as % of Non Disabled Average Pay
NMW	3.6%
BBSC	-0.2%
BBSF	5.1%
Grade 1	-0.3%
Grade 2	1.0%
Grade 3	4.9%
Grade 4	1.8%
Grade 5	0.5%
Grade 6	0.3%
Grade 7	1.4%
Grade 8	-5.5%
Grade 9	0.2%
Grade 10	0.8%
Professor	-0.9%

Figures 8: The bar chart below demonstrates the percentage number of staff with a disclosed disability per grade:



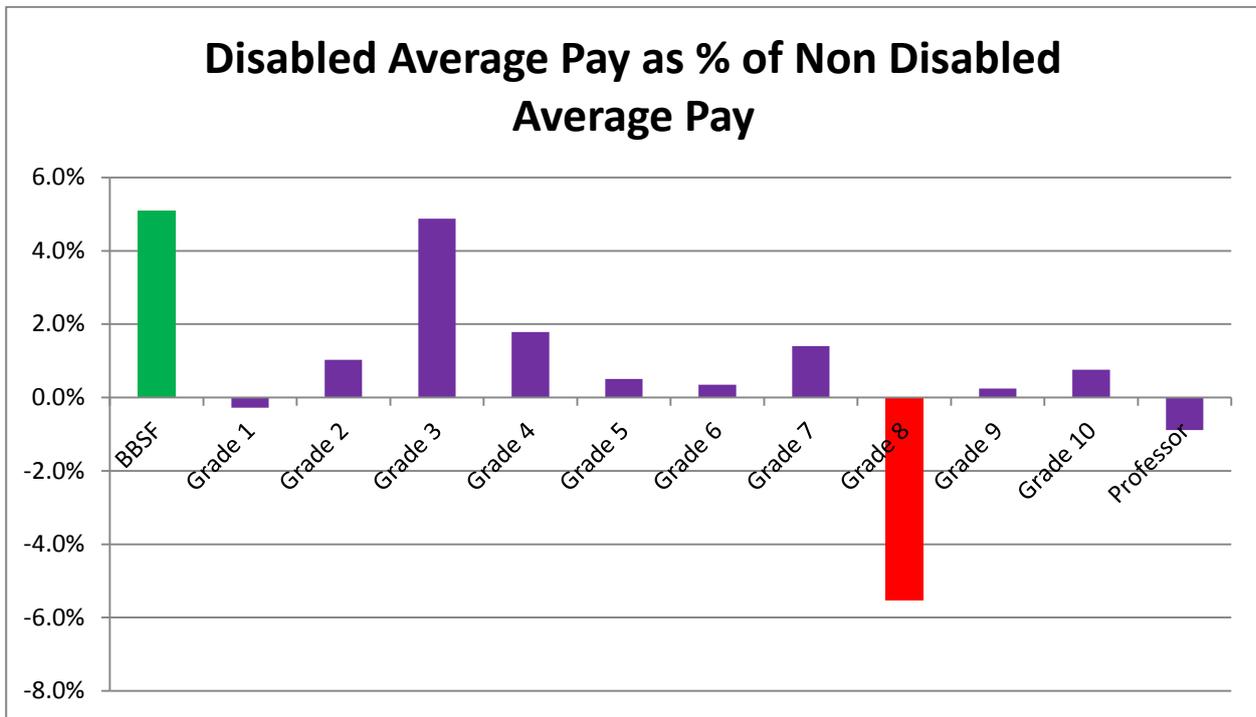
15.1 On 1 January 2015, 88 staff members were recorded as having a disclosed disability, which represents 4% of the overall total staff figure. It is pleasing to report that there has been a steady rise in the number of staff who have declared a disability (2.73% in 2007 and 3.8% in 2010).

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

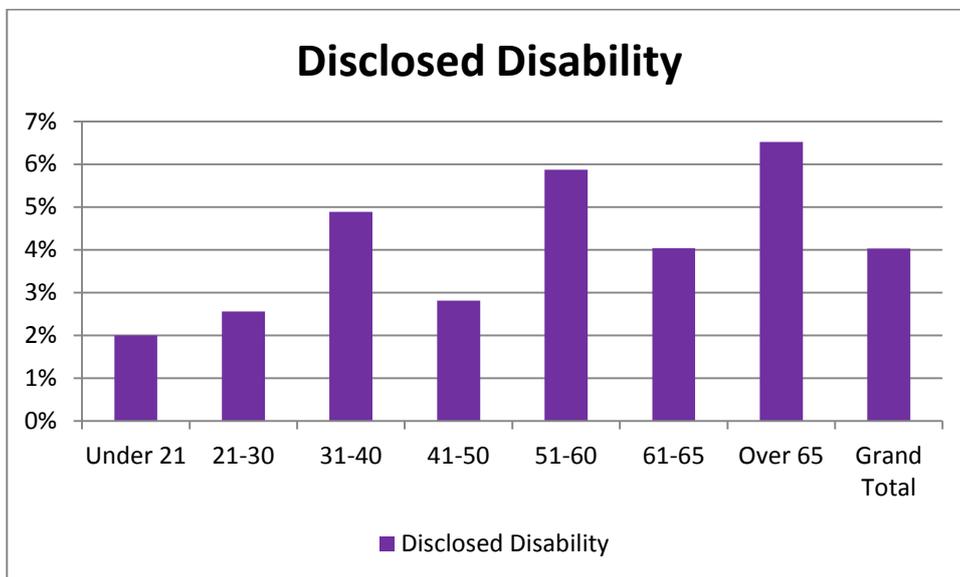
Grade	Disabled Average Pay as % of Non Disabled Average Pay
NMW	3.6%
AWB1	N/A
AWB2	N/A
AWB3	N/A
AWB4	N/A
AWB5	N/A
BBSA	N/A
BBSB	N/A
BBSC	-0.2%
BBSD	N/A
BBSE	N/A
BBSF	5.1%
Grade 1	-0.3%
Grade 2	1.0%
Grade 3	4.9%
Grade 4	1.8%
Grade 5	0.5%
Grade 6	0.3%
Grade 7	1.4%
Grade 8	-5.5%
Grade 9	0.2%
Grade 10	0.8%
Professor	-0.9%

15.2 There are no significant pay gaps or discrimination issues in relation to disability.

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



Figures 10: Percentage number of staff with a disclosed disability per age group:



15.3 The above bar chart does not indicate that an aging population has any correlation to higher disclosed disabilities. However it does suggest that staff within an older age bracket may feel more confident to disclose such information.

16. Age:

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

Grade	Under 21	21-30	31-40	41-50	51-60	61-65	Over 65
NMW	15.0%	63.3%	10.0%	5.0%	3.3%	0.0%	3.3%
NON1	7.5%	35.1%	16.7%	18.4%	14.4%	6.3%	1.7%
AWB1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
AWB2	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
AWB3	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
AWB4	0.0%	33.3%	0.0%	33.3%	33.3%	0.0%	0.0%
AWB5	0.0%	50.0%	0.0%	16.7%	33.3%	0.0%	0.0%
BBSA	0.0%	0.0%	0.0%	66.7%	0.0%	0.0%	33.3%
BBSB	0.0%	0.0%	14.3%	28.6%	35.7%	21.4%	0.0%
BBSC	0.0%	0.0%	16.7%	41.7%	33.3%	8.3%	0.0%
BBSD	0.0%	0.0%	4.8%	57.1%	28.6%	9.5%	0.0%
BBSE	0.0%	0.0%	8.3%	16.7%	75.0%	0.0%	0.0%
BBSF	0.0%	0.0%	0.0%	33.3%	50.0%	16.7%	0.0%
Grade 1	11.0%	28.4%	13.5%	18.7%	20.0%	6.5%	1.9%
Grade 2	5.7%	27.0%	15.6%	26.2%	17.7%	6.4%	1.4%
Grade 3	0.9%	44.1%	13.5%	21.6%	17.1%	1.8%	0.9%
Grade 4	1.3%	21.9%	25.8%	25.2%	20.6%	4.5%	0.6%
Grade 5	0.0%	20.6%	27.7%	23.9%	21.9%	3.2%	2.6%
Grade 6	0.0%	12.3%	26.1%	25.7%	23.2%	9.4%	3.3%
Grade 7	0.0%	13.8%	36.7%	24.9%	19.1%	4.1%	1.4%
Grade 8	0.0%	1.3%	29.4%	39.5%	23.1%	4.6%	2.1%
Grade 9	0.0%	1.0%	19.0%	53.0%	25.0%	7.0%	2.0%
Grade 10	0.0%	0.0%	17.6%	49.0%	27.5%	3.9%	2.0%
Professor	0.0%	0.0%	4.7%	34.0%	43.4%	11.3%	6.6%
Grand Total	2.3%	17.9%	22.5%	27.7%	21.9%	5.7%	2.1%

Figures 11: The bar chart below demonstrates the percentage number of employees per age/ grade:

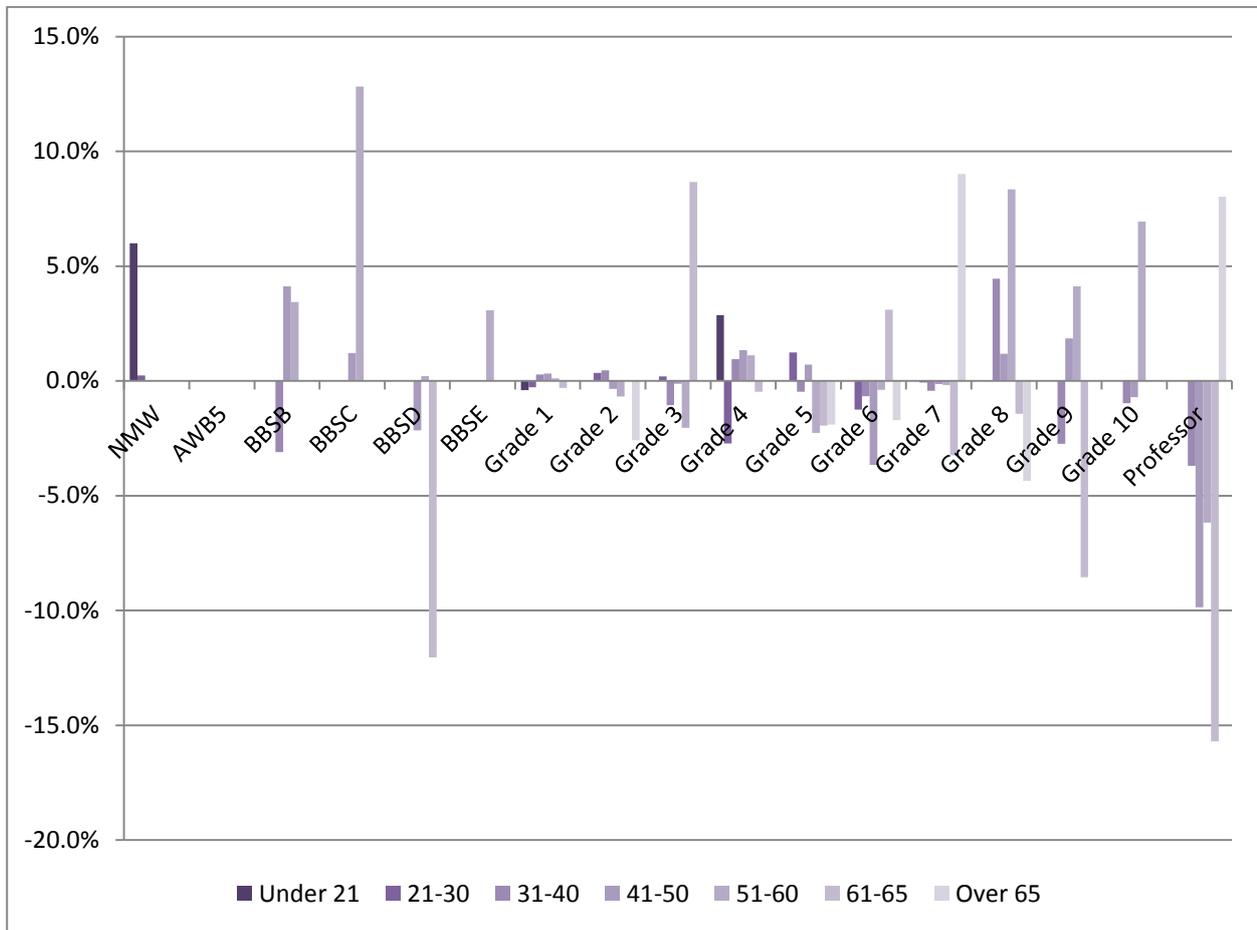
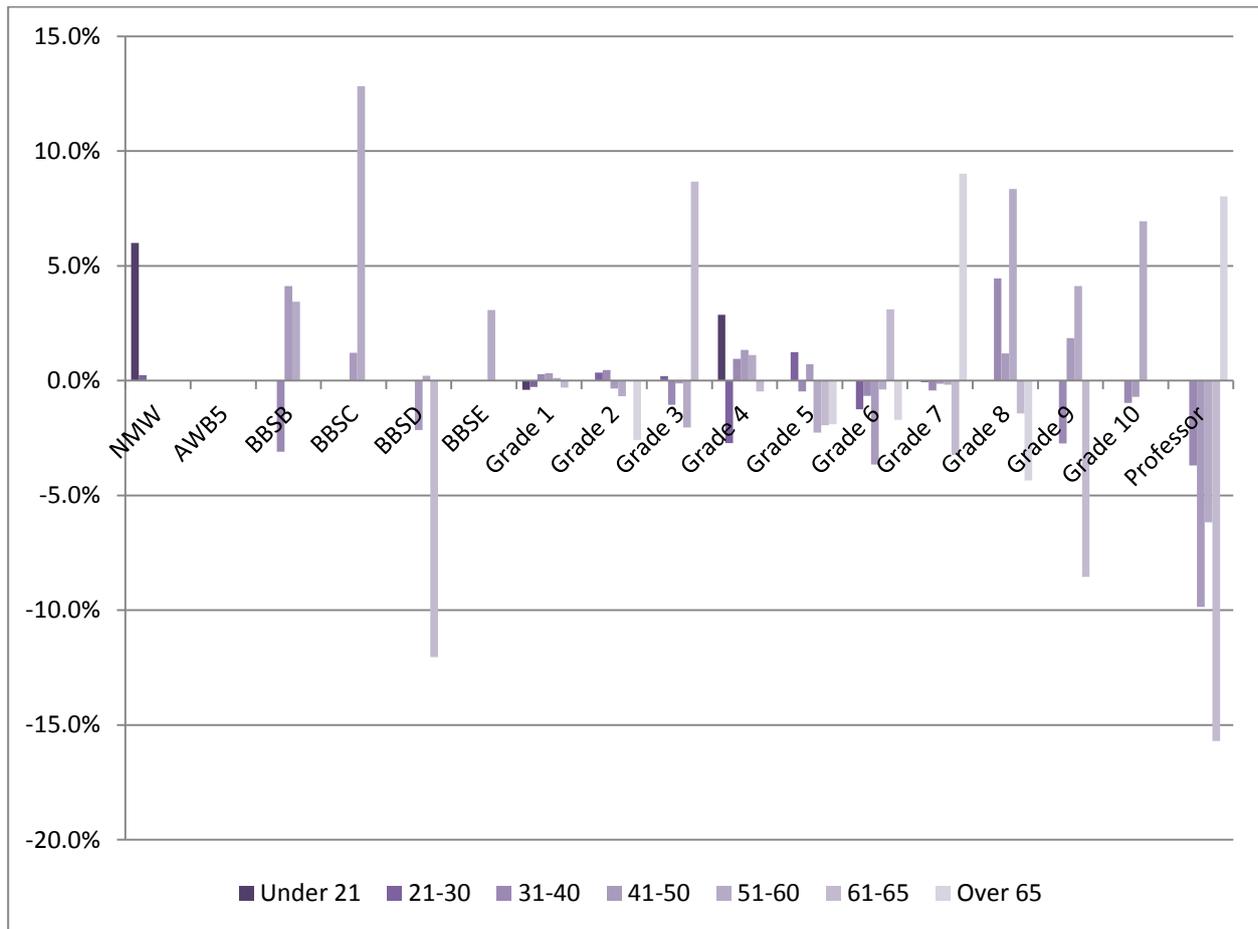


Table 12: Female (average pay) by age range as a percentage of Male (average pay) by age range:

Grade	Female by age range as a % of Male by age range						
	Under 21	21-30	31-40	41-50	51-60	61-65	Over 65
NMW	6.0%	0.2%	0.0%	0.0%			
NON1							
AWB1							
AWB2		0.0%					
AWB3							
AWB4							
AWB5		0.0%					
BBSA							
BBSB			-3.1%	4.1%	3.4%		
BBSC				1.2%	12.8%		
BBSD				-2.2%	0.2%	-12.0%	
BBSE					3.1%		
BBSF							
Grade 1	-0.4%	-0.3%	0.3%	0.3%	0.1%	-0.3%	0.0%
Grade 2	0.0%	0.3%	0.5%	-0.3%	-0.7%	0.0%	-2.6%
Grade 3		0.2%	-1.0%	-0.1%	-2.0%	8.7%	
Grade 4	2.9%	-2.7%	0.9%	1.3%	1.1%	-0.5%	
Grade 5		1.2%	-0.5%	0.7%	-2.3%	-1.9%	-1.9%
Grade 6		-1.3%	-0.7%	-3.7%	-0.4%	3.1%	-1.7%
Grade 7		-0.1%	-0.4%	-0.1%	-0.2%	-3.2%	9.0%
Grade 8			4.5%	1.2%	8.3%	-1.4%	-4.4%
Grade 9			-2.7%	1.8%	4.1%	-8.6%	
Grade 10			-1.0%	-0.7%	6.9%		
Professor			-3.7%	-9.9%	-6.2%	-15.7%	8.0%

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 -12% pay gap in the (61-65) age bracket within grade BBSD. Further analysis showed that this grade included a very small data set which was skewed by the length of service of one individual within the grade. Therefore no further analysis was undertaken. This group of staff TUPE transferred to Aberystwyth University in 2009 on their pre-existing terms and conditions and grade structure therefore the University is unable to influence the profile of this group of staff.
- 16.2 Grade 9 demonstrates that there is an -8.6% pay gap within the (61-65) age bracket. Further investigation showed that there were a number of newly appointed employees within this grade; therefore the average pay of female staff was lower due to the length of service in post.
- 16.3 The findings of this report show a pay gap of -6.2% pay gap within the (51-60) age bracket. The pay gap can be explained by a small number of females within this age bracket that were newly promoted through the academic promotions process. It is anticipated that this pay gap will erode with incremental progression through the AICP process.
- 16.4 The above audit also shows that there is a -15.7% pay gap within the (61-65) Professorial age bracket. This 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.

16.5 It is pleasing to note that following the gender pay gap at Grade 10 is negligible.

17. Recommendations:

- 17.1 The EqPA had provided assurance that the HERA pay modernisation project has continued to deliver greater pay equality and thus reduced risks of successful equal pay claims within those covered by that exercise.
- 17.2 The 2015 EqPA has 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.
- 17.3 It was positive to conclude that the 5% pay gap found within HG 1 in 2010, has narrowed, and is no longer an area of significant concern. However, to avoid future gender inequalities in pay, the report has highlighted that that further work should be carried out to break down perceived gender barriers across HERA grades 1 to 6 when seeking to recruit to posts in these grades.
- 17.4 Pay gaps of 5% or more were identified within the protected characteristics – gender, age, ethnicity, and disability. However, upon further investigation it was found that there was no evidence of systemic pay discrimination as pay gaps were due to recent appointees and length of service in grade.
- 17.5 Although the gender pay gap of full time Professors has decreased to -8.68%, this cohort of staff remains a strong area of concern and strategies must be formed to reduce these pay gaps. The report has highlighted that only a small number of professors have disclosed a disability, Welsh language standard and ethnic origin therefore work should be carried out to engage with staff to encourage them to disclose such information so that realistic results may be produced when analysing inequalities in pay.
- 17.6 The report has highlighted a fundamental flaw in any assessment of those management posts remunerated with honoraria. The level of the honoraria is the same for each member of staff in their respective groups. However, the substantive salary – which does not relate to the management post will differ, hence a meaningful comparison is not possible. It is recommended that a report is submitted to Remuneration Committee to highlight the issues arising from the equal pay audit and to request that consideration is given to a review of the method of remuneration for management roles.
- 17.7 The report has highlighted a pay gap within the Professorial group; it is however encouraging to see that this pay gap can be accounted for by newly promoted or recently appointed female staff. 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.

18. Action plan

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	Time scale	Lead
To encourage all staff to record their ethnic and disability status as well as Welsh language Standard via Pobl Aber People and attend training events on the system (see section 5).	Ongoing- Review in January 2016	HR Project Team via Pobl Aber People Training sessions.
To evaluate categories excluded from the HERA Framework Agreement. To assimilate these categories in line with new or existing HERA role profiles and pay grades and to undertake EqPAs once this process has concluded (See Section 10).	31 January 2016	Deputy Director of HR & HR Project Team.
Further work should be carried out to encourage BBRSC legacy staff to join AU T&Cs i.e. greater emphasis should be placed on positive promotion to HERA T&Cs through AUs academic promotions process (See Section 12).	20 December 2015	Director of HR, the Executive, PDSEC, HR Business Partner IBERS.
The Athena Swann group with the Director of HR to consider strategies to address the gap within professorial and Senior grades (see section, 11, 13, 14, 15)	2015	Director of HR.
To monitor any pay anomalies identified in this report through conducting an Equal Pay review in 3 years' time (see sections 12, 13 & 16).	Annual review of progress in January 2016 and 2017	Deputy Director of HR, HR Project Team, the Executive, PDSEC.
HERA analysis should continue for all new posts at Aberystwyth University to avoid the potential for future pay inequalities amongst staff to arise.	Ongoing	HR Teams.
To review categories of reporting for future EqPA's as structures evolve (see section 3).	January 2017	EqPA steering group

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 tasks arising from this EqPA which could positively impact on gender equality include the following:

Action	Timescale	Lead
To review re-grading and promotion processes in order to identify and eliminate any gender bias that may exist and ensure transparent and fair processes via unconscious bias training.	2015	HR Director.
To restate the principles of access to training and career development across the University.	2015	CDSAP.
To continue the monitoring of mandatory e-learning diversity training for those involved in recruitment/selection appointment processes and develop further recruitment and selection training for all staff.	Ongoing	HR Project Team/ HR Teams.
To consider new ways to promote and support family friendly policies to all staff considering the outcomes of the staff health and wellbeing survey 2015 and HR Enablers Group. In particular to review the scope of flexible working practices.	2015	Deputy Director of HR, HR Project Team in conjunction with TU's.
To ensure those staff with a protected characteristic continue to receive support to develop their careers, e.g. mentoring schemes, women's roundtable activities, training, Athena Swan (women in science, engineering and technology) and LGBT group.	Ongoing	HR Department and PDSEC.

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:-

Time Off In Lieu (Payment)

Pay in Lieu of Notice

Unpaid Leave Adjustment

Regular pay adjustment

Maternity Pay

Sick Pay

Plant & Animal Care

Travel Expenses

Acting Up/ Responsibility Allowance

Examiners Fees

Pensionable Uplift

Non- Pensionable Uplift

Friends and Family allowance

Part-Time Teaching Instalments

Arrears of pay

Back Pay

Dog Allowance

Miscellaneous Payments

CWPSI Payments

Industrial strike Action

Residential Support Co-ordinators

P1's

Generic One off Payments

Student Exam invigilators

Meeting Fees

Holiday pay

Lecturer fees