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**University of Leeds**

Equal Pay Review

September 2013

Project Number 6118



## Organisational Contact Information

### Lead Contact:

#### David Evans

Research Consultant

Tel: 01423 818706

Mob: 07771 960943

Email: [david.evans@capita.co.uk](mailto:david.evans@capita.co.uk)

### Address:

Capita Surveys and Research

Spa House

Hookstone Park

Harrogate

North Yorkshire

HG2 7DB

Tel: 01423 818700

Fax: 01423 818777

Web: [www.capitasurveys.co.uk](http://www.capitasurveys.co.uk)

## University Foreword

The University supports the principle of equal pay for work of equal value and recognises that we should operate a pay system that is transparent, based on objective criteria, free from bias and delivers in line with the University's commitment to equality and diversity and in line with the Equality and Inclusion Strategy.

### What is an Equal Pay Review?

An Equal Pay Review involves the comparison of the pay of men and women doing equal work, investigating the causes of any pay gaps by gender, ethnicity, disability or working pattern and planning to close any gaps that cannot be justified on grounds other than one of those characteristics. It uses existing Human Resource data to provide an overview of pay patterns across the institution.

An equal pay review is concerned with an important, but narrow, aspect of potential discrimination in employment - unequal pay for equal work. It does not directly address other aspects of inequality, but such aspects may be highlighted by the pay review.

The University is committed to achieving equal pay because it is the fair way to reward people for the work they do. To support this, the University appointed an independent specialist to undertake a comprehensive and independent review. They undertook an analysis of basic pay levels between equality groups and an analysis of the staffing profile to identify possible causes of any pay differences. The review was carried out using data correct at July 2012.

The review examined potential differences in pay between the following equality groups to test whether they are significant and to determine their cause:

- Gender
- Contract Status
  - Fixed Term and Permanent
  - Full-Time and Part-Time
- Age
- Service
- Disability
- Ethnicity

The review also included an analysis of starting pay by looking at the pay of staff with less than one year's service.

This document includes a summary of the key findings and recommendations from this review, as well as a full report of the results.

The University is committed to working with the trade unions to:

- Discuss any differences in levels of pay between men and women;
- Review the reasons for, and possible causes of, differences in pay
- Identify how to close gaps in pay that cannot be attributed to reasons/causes other than discrimination.

## Key Findings & Recommendations

### Pay Gap Analysis

The key analysis is by pay grade since staff in the same pay grade are in jobs that have been subjected to an analytical job evaluation scheme (Higher Education Role Analysis or HERA) and rated as being equivalent.

Overall gaps in pay between different equality groups are often the result of the uneven distribution of staff in different equality groups by pay grade within an organisation.

### Gender Pay Gap

We found no significant pay gaps<sup>1</sup> when we analysed the average basic pay of male and female staff in the same pay grade for grades 2 to 9 and the incremental grade 10.

The average basic pay of female staff was slightly higher in grades 2, 4 and 5, while male staff earned slightly more in grades 3, 6, 7, 8, 9 and 10 (incremental scale).

The average basic pay of male staff on the incremental scale of grade 10 is very similar to that for female staff (£67,133 and £66,003 respectively). However, there is a significant pay gap for staff on above grade 10 maximum pay arrangements because female staff earn average basic pay of £85,657, which is 8.1% less than male staff (£93,176).

It should be noted that above grade 10 maximum pay arrangements are not a single pay grade in the sense of the other pay grades because they cover a collection of senior roles at different management levels, including professors, heads of services and VCEG members.

A key feature of the workforce is the uneven distribution of male and female staff by pay grade. There is a higher proportion of female staff in the lower grades and a lower proportion of female staff in the higher grades in the University. This is common within organisations in higher education and elsewhere. For example, HESA data for 2011-12 shows that only 20.5% of professors are female in UK HEIs<sup>2</sup>.

We recommend the University reviews its recruitment and promotion procedures to ensure there is no bias in appointing to senior posts and reviews its arrangements for succession planning and leadership development to help it to achieve a more even gender distribution of staff in its higher grades.

### Staff Group Analysis

Our analysis of the average basic pay of male and female staff in the same grade for each staff group found the gender pay gap is generally negligible. This is the key analysis since staff in these jobs have been rated as equivalent using an analytical job evaluation system.

The distribution of male and female staff by pay grade within each staff group is skewed in that there are generally more male staff in the higher pay grades and more female staff in the lower pay grades. This skewed distribution causes some significant differences in the

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<sup>1</sup> The EHRC definition of a significant pay gap is a gap of 5% or more or a consistent pattern of lesser differences (3% or more) in favour of a particular group.

<sup>2</sup> HESA Statistical First Release 185, 17 January 2013.

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average basic pay earned by all male and all female staff within some staff groups, particularly within Academic, Ancillary, Professional & Managerial, and Technical staff groups.

## **Ethnic Group Pay Gaps**

The lack of data on ethnicity for a large number of staff continues to hinder the analysis of pay by ethnic group and makes it difficult to draw definitive conclusions as to the size of any pay gap. We recommend that the University continues to explore ways of encouraging staff to disclose this information so that records are as complete as possible in order to allow the University to meet its obligations in promoting and monitoring equality for ethnic groups under the Equality Act 2010.

Our analysis of the average basic pay of white and BME staff in the same grade found no significant pay gaps for staff except for staff on above grade 10 maximum pay arrangements (where BME staff earn 5% less than white staff)..

The available data suggests that, overall, BME staff earn significantly less than 'white staff' but this is largely because there is a lower proportion of BME staff in higher grades and a higher proportion in lower grades, compared to white staff. Some 25% of BME staff are in the lowest pay grade, 2, compared to 17% of white staff. The proportion of white staff working in higher pay grades (grade 8 and above) is also higher at 35% than the proportion of BME staff at 25%.

BME staff are also more likely to work part-time (35%) than white staff (24%).

## **Contractual Analysis**

### **Full and Part Time Staff**

When hours of work are standardised, we found no significant pay gaps<sup>3</sup> when we analysed the average basic pay of part time and full time staff in the same pay grade. Part-time staff had higher average basic pay in grades 2, 3, 4, 5, 7 and 10 (incremental), while full-time staff earned more in grades 6 and 9.

Overall, the average basic pay for all part-time staff is significantly lower (17.5%) than the corresponding figures for all full-time staff, even when hours are standardised. This overall pay gap is the result of the uneven distribution of part-time and full-time staff by pay grade. Some 22% of part-time staff are in the lowest pay grade, 2, while only 5% of full-time staff are in this grade. The proportion of full-time staff is higher in pay grades 5 and above.

We recommend the University reviews its recruitment and promotion procedures and flexible working arrangements to ensure there are no barriers to part-time staff working in senior roles or similarly, senior staff in full time roles wishing to work flexibly or part time to facilitate a more even distribution of part-time staff in its higher grades.

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<sup>3</sup> The EHRC definition of a significant pay gap is a gap of 5% or more or a consistent pattern of lesser differences (3% or more) in favour of a particular group.

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## **Permanent and Fixed Term Contract Staff**

We found significant pay gaps, and a consistent pattern of pay gaps, when we analysed the average basic pay of fixed term and permanent staff in the same pay grade. Fixed term staff in grade 10 roles earned more than permanent staff of the same grade although the sample of fixed term staff is small. Fixed term staff earned significantly less than permanent staff in the same grade in grades 2, 4, 5, 6 and 7. We recommend further investigation of the reasons for this gap. The key reason may be that fixed term contract staff generally have significantly less service than permanent contract staff – only 17% of fixed term staff have more than five years service, compared with 72% of staff on a permanent contract. This is subsequently likely to have an impact on pay because the University has an incremental pay structure.

Overall, the average basic pay for fixed term contract staff is significantly lower (16.5%) than that for permanent staff. This overall pay gap is also the result of the uneven distribution of fixed term and permanent staff by pay grade. There are significantly higher proportions of permanent staff in the highest grades, grades 8, 9, 10 and above grade 10 maximum.

We recommend the University monitors its use of fixed term contracts to ensure they are used appropriately and also considers the length of its incremental scales.

## **Disability**

The lack of data on the disability status group of large numbers of staff continues to hinder the analysis of pay by disability and makes it difficult to draw definitive conclusions as to the size of any pay gap.

We found no significant disability pay gaps when we analysed the average basic pay of disabled and non-disabled staff in the same pay grade, apart from for staff on above grade 10 maximum pay arrangements. Disabled staff had higher average basic pay in grades 2 to 10 but they earn 12.6% less on above grade 10 maximum pay arrangements.

We recommend that the University explores ways of encouraging staff to disclose this information so that records are as complete as possible in order to allow the University to meet its obligations in promoting and monitoring equality for disabled staff under the Equality Act 2010.

## **Length of Service**

Average basic pay generally increases with length of service but there are some important differences by gender. While the average basic pay earned by male staff continues to rise steadily with service, female average basic pay rises more slowly.

## **Age Analysis**

Average basic pay for all staff increases by age but there are some important differences by gender. Female average basic pay is only very slightly behind male average basic pay until age 20 to 29 but it increases more slowly so the gap is wider at age 30 to 39, and then starts to fall away after age 40 to 49.

This finding for the University is similar to national trends.

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## Analysis of Starting Pay

We carried out an analysis of the basic pay of “new starters” by looking at the pay of the 973 staff with less than 12 months’ service at July 2012 in order to see if there were any significant differences in pay by equality group. We assumed that the pay of these staff was unlikely to have increased since they started their employment with the University and that their pay at July 2012 would effectively be their starting pay. It was not always possible to undertake a robust analysis for staff in some grades because of the small number of staff in some equality groups.

Our analysis by gender and ethnicity shows there are no significant “starting pay” pay gaps for staff in the same grade; there are, however, a small number of pay gaps identified in the analyses by fixed term/permanent contract status and part time/full time contract status, as detailed below :

- Gender – no significant pay gaps; the “starting pay” of women is slightly higher in grades 3, 4, 5, 6 and 8 while it is slightly higher for men in grades 2 and 7.
- Ethnicity - there is not a significant “starting pay” ethnicity gap for grades 2 to 9 but the number of known BME staff in grades 3, 4, 5, 8 and 9 is less than 10 and this may affect the reliability of the analysis.
- Fixed Term/Permanent Contract Status - there is not a significant “starting pay” fixed term/permanent contract status gap for grades 2 to 5 and grade 8 (but there is a significant pay gap for grades 6 and 7 because fixed term staff have a starting salary of 5.1% and 6.3% less than permanent staff respectively).
- Part and Full Time Contract Status – there is no significant “starting pay” part/full time contract status gap for grades 2 to 4 and 6 to 8 (although there is a significant pay gap in grade 5 because full-time staff have a starting salary of 5% less than part-time staff).

Please note the sample of staff with less than 12 months service who are disabled is too small to undertake a robust analysis of the gap in starting salaries between those who are known to be disabled and not disabled.

The size of the samples of new staff are also small when analysed by pay grade and age band and this makes it difficult to undertake a robust analysis.

## Equal Pay Policy

We understand the University has a formal Equal Pay Policy.

The University should ensure it has someone with sufficient authority to be responsible for implementing the policy and monitoring its effectiveness.

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## Summary of Recommendations:

- There is an uneven distribution of male and female staff by grade and this is the cause of the overall gender pay gap of 19.3% within the University (this gap has reduced from 21.6% in the previous equal pay audit). This reflects national patterns and it should not be assumed that the University pay scales are unfair. However it does nevertheless provide a stimulus to press ahead with equality impact assessments and the University's Equality and Inclusion Strategy.
- We recommend the University continues to review its recruitment and promotion procedures to ensure there is no bias in appointing to senior posts and reviews its arrangements for succession planning and leadership development to help it to achieve a more even gender distribution of staff in its higher grades.

We recommend that the University continues to explore ways of encouraging disclosure so that records are as complete as possible in order to allow the University to meet its obligations in promoting and monitoring equality for ethnic groups and disabled staff under the Equality Act 2010.

- We recommend the University monitors its use of fixed term contracts to ensure these are used appropriately and also considers the length of its incremental pay scales to ensure they are appropriate.
- We recommend further investigation of the available data where there are significant pay gaps between staff in different equality groupings in the same grade, in order to establish the causes of these gaps.



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## 1. Introduction

This report presents the results of the equal pay review carried out by Capita for the University of Leeds using data correct at July 2012.

The report contains

- A description of the methodology used to undertake the audit
- The results of the review, particularly
  - An analysis of basic pay levels between equality groups
  - An analysis of the staffing profile to identify the possible causes of any pay differences.
- An appendix containing more details of the data used and our validation and analysis methodologies.

The JNCHES pay agreement includes a recommendation that HEIs conduct an equal pay review following the implementation of their new pay structures, and periodically thereafter, and take action to deal with any unjustified inequities identified. The JNCHES Guidance on Equal Pay Reviews was published to assist HEIs.

The Gender Equality Duty, introduced from 6 April 2007, requires all public sector organisations to develop and publish a policy on developing and maintaining equal pay between men and women employees (as well as other equality groups such as ethnic minorities, full and part time staff and those with disabilities), including measures to address equality in terms of promotion, development and occupational segregation.

The Equality Act 2010 also emphasises the need for pay equality, and the accompanying guidance recommends that employers conduct equal pay reviews.

An equal pay review is the most effective way of establishing precisely what measures organisations need to take and of assessing whether they are paying employees equitably. It also provides an effective demonstration of action to promote equal pay under the terms of the gender equality duty.

### Disclaimer

This Equal Pay Review has been produced by Capita based on information provided by the University. The data provided was subjected to a number of verification and testing processes which resulted in changes being made but Capita does not accept any liability whatsoever for any inaccuracies in the data provided. The analysis, conclusions and recommendations set out in the report represent Capita's best view of the information but Capita does not accept any liability that may arise as a result of any party other than Capita reaching different conclusions concerning the matters dealt with in this report.

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According to the Equality and Human Rights Commission (EHRC), reviews should seek to establish whether there are significant differences in pay between equality groups and, if so, the extent to which these can be objectively justified and due to factors other than membership of a particular equality group. Such a gap (defined as more than 5%) may be regarded as significant enough to warrant further investigation, as may a pattern of lesser differences (i.e. 3% or more) in favour of any particular group.

According to the EHRC, such inequalities in pay can be caused by one or more of the following:

- Lack of a systematic link between responsibilities and pay – i.e. the lack of a factor based job evaluation scheme
- Discrimination against a particular equality group (e.g. gender, race, age etc.)
- The employee's contractual arrangements (e.g. part-time or fixed-term contracts)
- Grading structures (e.g. length of grades and a high number of service-related increments within a grade) which tend to favour men
- Appointment processes (e.g. a higher initial starting salary for longer experience) which favour men
- Pay protection arrangements (red-circling and safeguarded progression)
- Recruitment supplements
- The use of payments for exceptional performance for some groups of staff and not others.

In undertaking this equal pay review we have focused on basic pay. We examined other pay elements and the numbers of staff receiving other payments in addition to basic salary is small.

The equal pay review undertaken has been comprehensive and this report highlights the key analysis and findings. The review examined potential differences in pay between the following equality groups to test whether they are significant and to determine their cause:

- Gender
- Contract Status
  - Fixed Term and Permanent
  - Full-Time and Part-Time
- Age
- Service
- Disability
- Ethnicity

We have also carried out an analysis of starting pay by looking at the pay of staff with less than one year's service.

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## 2. Gender Pay Gap Analysis

The University provided Capita with anonymised pay data covering 6,999 individuals, of whom 54% are female (3,757) and 46% are male (3,242).

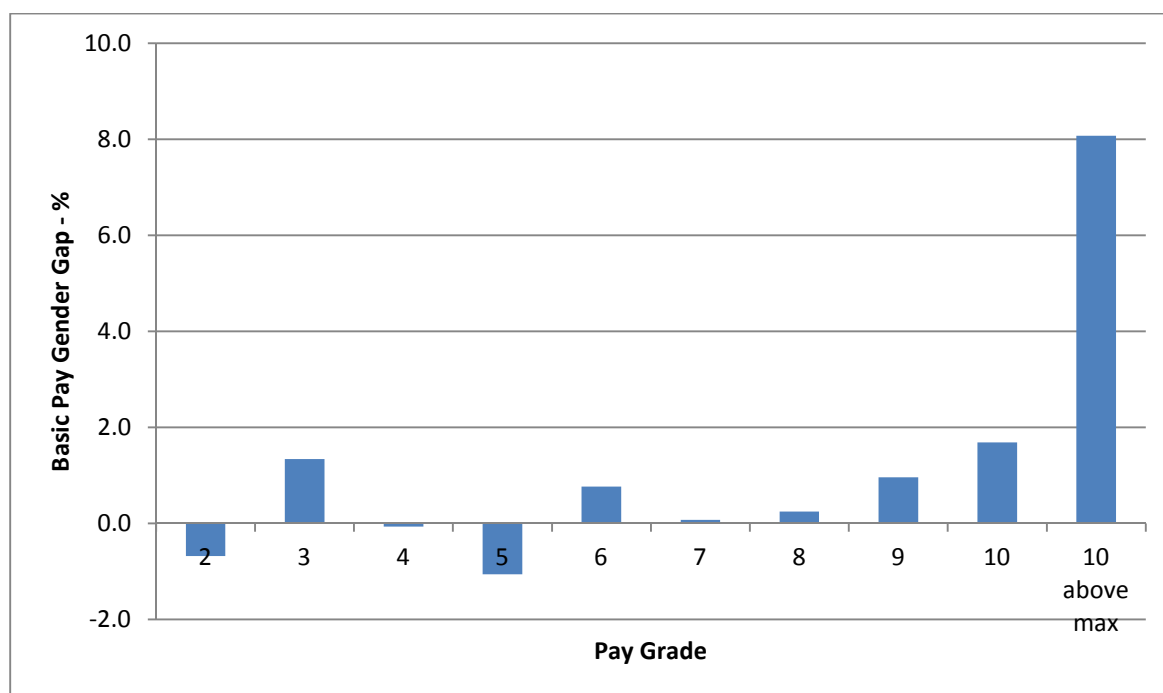
The key analysis is by pay grade since staff in the same pay grade are in jobs that have been subjected to an analytical role analysis scheme (Higher Education Role Analysis or HERA) and rated as equivalent.

Our analysis found that, except for staff employed on pay arrangements beyond the maximum of grade 10, there is no significant difference in the average basic pay earned by male and female staff in the same pay grade.

For those staff earning more than the grade 10 maximum, female staff earn 8.1% less average basic pay than male staff, and this is a significant basic pay gender gap.

Grade 10 is not technically a single grade in the same way as the other pay grades because it contains a collection of senior posts at different levels including professors, Heads of Service and Vice-Chancellor and Executive Group members.

**% Basic Pay Gender Gap by Pay Grade**



The chart above shows the basic pay gap between male and female staff by pay grade. There are three grades (grades 2, 4 and 5) where the average basic pay of female staff is slightly higher than the average basic pay of male staff. The average basic pay of male staff is slightly higher in grades 3, 6, 7, 8, 9 and 10 (incremental scale).

It can be seen that the basic pay gap is not significant for staff in pay grades 2 to 9 or on the incremental scale for grade 10.

*[Figure 1 in the appendix shows the average basic pay for all staff and for male and female staff by grade, and the basic gender pay gap for each pay grade.]*

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## 2.1 Gender Distribution by Grade

Analysis of the distribution of male and female staff by pay grade shows there is an uneven distribution within the University, with a significantly higher proportion of female staff (39%) than male staff (24%) in the lowest pay grades (2, 3, 4 and 5) and a significantly lower proportion of female staff (23%) than male staff (41%) in the highest grades (8, 9, 10 and 10 above maximum).

It is this uneven distribution of male and female staff by grade that is the cause of the overall gender pay gap of 19.3% within the University. This reflects national patterns<sup>4</sup> and it should not be assumed that the University pay scales are unfair.

*[Figure 2 in the appendix shows the distribution of male and female staff by pay grade in chart and table formats.]*

## 2.2 Analysis of the Gender Pay Gap by Age of Staff

Analysis of the difference in the average basic pay earned by male and female staff shows that the difference increases with age.

Male and female staff earn similar levels of average basic pay until the age of 20 to 29 and the gap then widens until it is nearly 30% by the age of 60 and over.

*[Figure 3 in the appendix shows the average basic pay for all staff and male and female staff, as well as the average basic pay gender gap, for each age band ranging from under age 20 up to age 60 and over.]*

The difference in male and female staff average basic pay increases with age because male average basic pay continues to rise steadily with age. However, female average basic pay increases more slowly after age 20 to 29, and starts to fall away after age 40 to 49.

*[Figure 4 in the appendix shows, in chart form, the profile of the average basic pay earned by male and female staff for each of the six age bands ranging from under age 20 up to age 60 and over.]*

This reflects the consistent trend identified by ASHE data collated by the Office for National Statistics (ONS), which shows the lowest gender pay gaps are in the age 16 to 21 and 22 to 29 groups, and thereafter the gender pay gap rises with age. The largest gender pay gap applies to the 40 to 49 and 50 to 59 age categories before reducing after age 60. This trend is generally explained by the fact that women typically begin to leave the labour market temporarily in their late twenties in order to have children, with their subsequent earnings suffering as a result. After this temporary break, women struggle to catch up with their male counterparts in earnings terms. Many women also work part-time after having children, and this can result in lower earnings.

Analysis of the distribution of male and female staff by these age bands shows there is an uneven distribution within the University. The number of staff under age 20 is small. The

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<sup>4</sup> The ONS' measure for the gender pay gap is based on median hourly earnings (excluding overtime), and this shows a gap of 19.7% for all employees for April 2012. The average gender pay gap for full-time employees (excluding overtime) is 9.6% at April 2012. Source: Annual Survey of Hours and Earnings (ASHE). Figures are as quoted in ONS Press Release 22 November 2012.

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majority of staff aged 20 to 29 are female (62%) while the majority of staff aged 60 and over are male (62%).

*[Figure 5 in the appendix shows the breakdown of male and female staff by each age band.]*

Analysis of the distribution of all staff by their age band for each pay grade also shows an uneven distribution. This shows, for example, that 28% of all staff aged 20 to 29 are in grades 2 and 3 and only 1% are in pay grades higher than grade 7. While 22% of all staff aged 60 or over are in grades 2 and 3, 44% are in a grade higher than pay grade 7.

## 2.3 Analysis of the Gender Pay Gap by Length of Staff Service

Analysis of the difference in the average basic pay earned by male and female staff shows that the difference generally increases with length of service.

Overall, female staff with less than two years' service earn 11.8% less average basic pay than male staff with this length of service. Female staff with 20 years or more of service earn 28.5% less average basic pay than male staff with this amount of service.

*[Figure 6 in the appendix shows the average basic pay for all staff and male and female staff, as well as the average basic pay gender gap, for each service band ranging from less than two years' service up to 20 years or more of service.]*

*[Figure 7 in the appendix shows, in chart form, the average basic pay earned by male and female staff for each of the five length of service bands ranging from less than two years' service up to 20 or more years' service.]*

*[Figure 8 in the appendix shows, in chart form, the distribution of male and female staff by service bands ranging from less than two years' service up to 20 or more years' service.]*

The difference in pay by length of service may be due to the higher levels of female staff in lower grade roles. This trend is evident across the labour market with more female staff applying for, and being recruited into, lower grade roles and the University needs to consider how it can mitigate against the impact of this.

## 2.4 Analysis by Staff Group

This analysis showed there are some significant gender pay gaps within staff groups, as a result of the uneven distribution of male and female staff by grade within each staff group – i.e. there are generally more men in the higher grades and more women in lower grades<sup>5</sup>.

*[Figure 9 in the appendix shows, in a table, the size of the overall difference in the average basic pay earned by all male and female staff within each staff group.]*

Our analysis of the average basic pay earned by male and female in the same grade for each staff group found the pay gap is generally negligible.

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<sup>5</sup> Data on employment by occupation. EMP08, from the Labour Force Survey, produced by ONS, for the period January to March 2013 shows nearly 20% of men work as managers and senior officials, compared to 12.6% of women. The proportion of men working in professional occupations was also slightly higher at 14.3%, compared to around 13.3% for women. Male employees are least likely to be working in administrative and secretarial (4.6%), sales and customer services (4.6%) and personal services (3.1%) occupations. Female employees are most likely to be working in administrative and secretarial (17.2%) associate professional and technical (16.9%) and personal service (15.6%) occupations.

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## 2.4.1. Academic Staff by Grade

When we looked at the average basic pay for male and female academic staff in the same grade, we found no significant pay gaps except for staff on above grade 10 maximum pay arrangements but this is not technically a pay grade in the sense of the other pay grades but rather a collection of senior staff at different levels.

The average pay for female staff in grade 7 is 0.5% more than male staff but male staff earn slightly more in the other grades.

Academic Staff by Grade	All Staff Ave Basic Pay	Male Ave Basic Pay	Female Ave Basic Pay	Gender Basic Pay Gap %
7	34,803	34,725	34,902	-0.5
8	42,213	42,310	42,056	0.6
9	52,338	52,417	52,161	0.5
10	66,815	67,084	65,719	2.0
10 above max	86,787	88,465	76,719	13.3

The majority of academic staff are male (70%) and there is an uneven distribution of male and female staff by pay grade.

*[Figure 10 in the appendix shows the distribution of male and female academic staff by pay grade in chart and table form.]*

## 2.4.2 Professional & Managerial Staff by Grade

Analysis of the average basic pay for male and female professional and managerial staff in the same grade shows no significant pay gaps except for staff on the above grade 10 maximum pay arrangements.

The average basic pay of female professional and managerial staff is more at grade 6 while male professional and managerial staff earn more in the other grades.

A significant gender pay gap was found for staff on above grade 10 maximum pay arrangements. However, this group includes staff at different management levels.

Professional & Managerial Staff by Grade	All Staff Ave Basic Pay	Male Ave Basic Pay	Female Ave Basic Pay	Gender Basic Pay Gap %
6	27,507	27,128	27,652	-1.9
7	34,909	34,958	34,883	0.2
8	43,934	44,220	43,688	1.2
9	52,361	53,043	51,793	2.4
10	67,402	67,647	66,985	1.0
10 above max	112,633	125,624	97,786	22.2

The majority of professional and managerial staff are female (60%).

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[Figure 11 in the appendix shows the distribution of male and female professional and managerial staff by pay grade in chart and table form.]

## 2.4.3 Ancillary Staff

Our analysis of the average basic pay for male and female ancillary staff in the same grade suggests there are no significant pay gaps in any pay grade. Female staff earn slightly more average basic pay in grades 2 and 5, and male staff earn slightly more in the other grades.

Ancillary Staff by Grade	All Staff Ave Basic Pay	Male Ave Basic Pay	Female Basic Pay	Ave	Gender Basic Pay Gap %
2	15,426	15,369	15,463		-0.6
3	17,666	17,721	17,500		1.2
4	20,788	21,061	20,354		3.4
5	24,905	24,816	25,512		-2.8
6	30,896	31,127	30,263		2.8

There are similar numbers of male and female ancillary staff but there is a significantly higher proportion of female staff (82%) than male staff (52%) in the lowest pay grade, grade 2.

[Figure 12 in the appendix shows the distribution of male and female ancillary staff by pay grade in chart and table form.]

## 2.4.4 Clerical Staff

Analysis of the average basic pay for male and female clerical staff in the same grade shows no significant pay gaps, although the pay gap for grade 7 is close to being significant (because female staff earn 4.5% less average basic pay than male staff). Male staff earn slightly more in grade 3 but female staff earn more in grades 2, 4, 5 and 6.

Clerical Staff by Grade	All Staff Ave Basic Pay	Male Ave Basic Pay	Female Ave Basic Pay	Ave	Gender Basic Pay Gap %
2	14,782	14,698	14,845		-1.0
3	17,255	17,313	17,229		0.5
4	20,462	20,189	20,532		-1.7
5	24,473	24,141	24,533		-1.6
6	29,912	29,518	30,009		-1.7
7	36,879	37,664	35,963		4.5

[Figure 13 in the appendix shows the distribution of male and female clerical staff by pay grade in chart and table form.]

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## 2.4.5 Research Staff

Analysis of the average basic pay for male and female research staff in the same grade shows no significant pay gaps.

Research Grade	Staff by All Staff Ave Basic	Male Ave Basic Pay	Female Ave Basic Pay	Gender Basic Pay Gap %
6	27,345	27,348	27,342	0.0
7	33,105	33,141	33,063	0.2
8	42,739	42,797	42,662	0.3
9	50,809	51,674	50,041	3.2

*[Figure 14 in the appendix shows the distribution of male and female research staff by grade.]*

## 2.4.6 Teaching Staff

Analysis of the average basic pay for male and female teaching staff in the same grade shows no significant pay gaps. Male teaching staff earn slightly more in grades 6, 7 and 8 but female teaching staff earn slightly more in grade 9.

Teaching Staff by Grade	All Staff Ave Basic Pay	Male Ave Basic Pay	Female Ave Basic Pay	Basic Pay Gender Gap %
6	26,723	26,747	26,693	0.2
7	34,360	34,436	34,317	0.3
8	43,854	43,987	43,759	0.5
9	51,921	51,370	52,668	-2.5

*[Figure 15 in the appendix shows the distribution of male and female teaching staff by grade.]*

## 2.4.7 Technical Staff

The analysis of the average basic pay of male and female technical staff in the same pay grade shows no significant gender basic pay gap by grade. Male technical staff have higher average basic pay in grades 2, 4 and 6, while female technical staff earn more average basic pay in grades 3, 5 and 7.



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Technical Staff by Grade	All Staff Basic Pay	Ave	Male Ave Basic Pay	Female Ave Basic Pay	Basic Pay Gender Gap %
2	14,913		15,150	14,677	3.1
3	17,686		17,538	17,916	-2.2
4	20,304		20,579	19,827	3.7
5	24,166		24,088	24,256	-0.7
6	30,844		31,109	30,210	2.9
7	38,480		38,263	39,130	-2.3

*[Figure 16 in the appendix shows the distribution of male and female technical staff by grade.]*

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## 3. Contract Status Pay Analysis

### 3.1 Fixed Terms and Permanent

We found significant pay gaps when we analysed the average basic pay of fixed term and permanent staff in the same pay grade. Fixed term contract staff earned significantly less than permanent staff in the same grade in grades 2, 4, 5, 6, and 7 – the gap ranges from 1.5% less in grade 9 up to 8.6% less in grade 6. Fixed term staff earned more than permanent staff in grade 10 but the sample of fixed term staff is small.

New Contract Type	Total	2	3	4	5	6	7	8	9	10	10 above max
Fixed term	30,680	14,577	16,926	19,698	23,448	27,536	33,225	41,812	51,491	68,256	88,238
Permanent	36,744	15,417	17,674	20,775	24,733	30,130	35,678	43,524	52,296	66,799	92,060
Gap %	<b>16.5</b>	<b>5.4</b>	4.2	<b>5.2</b>	<b>5.2</b>	<b>8.6</b>	<b>6.9</b>	3.9	1.5	-2.2	4.2

The reasons for this gap need further investigation. Our analysis suggests the key reason may be that fixed term contract staff generally have significantly less service than permanent contract staff.

Over 83% of fixed term contract staff have less than 5 years' service, compared to around 29% of permanent staff. More significantly, 54% of fixed term contract staff have less than two years' service, compared to only 11% of permanent staff.

This is likely to have an impact on pay because the University has an incremental pay structure.

Our analysis of the average basic pay earned by all fixed term contract and all permanent contract staff shows that overall, fixed term contract staff earn 16.5% less than permanent staff.

This pay gap is caused by the uneven distribution of fixed term and permanent staff by pay grade in the University. The proportion of fixed term staff in grades 8, 9, 10 and above maximum grade 10 is considerably lower than the proportion of permanent staff.

*[Figure 17 in the appendix shows the distribution of fixed term and permanent contract staff by grade.]*

Our analysis shows male fixed term contract staff earn 21.3% less than male permanent staff and female fixed term contract staff earn 10.6% less than female permanent staff.

A slightly higher proportion of female staff are on fixed term contracts while slightly fewer are on permanent contracts.

*[Figure 18 in the appendix shows the proportion of male and female staff on fixed term and permanent contracts.]*

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## 3.2 Full and Part Time Staff

We found no significant pay gaps when we analysed the average basic pay of part and full time staff in the same pay grade. Part-time staff had higher average basic pay in grades 2, 3, 4, 5, 7, 8, and 10, while full-time staff earned more in grades 6 and 9.

### Average full-time/part-time basic pay gap by grade:

All Staff	All Staff Ave Basic Pay	Full-Time Ave Basic Pay	Part-Time Ave Basic Pay	Basic Pay Full/Part Time Gap %
2	15,299	14,952	15,500	-3.7
3	17,415	17,402	17,457	-0.3
4	20,487	20,409	20,697	-1.4
5	24,437	24,280	24,944	-2.7
6	29,007	29,128	28,624	1.7
7	34,251	33,995	34,937	-2.8
8	43,261	43,155	43,767	-1.4
9	52,242	52,257	52,149	0.2
10 (incremental)	66,884	66,767	68,177	-2.1

Our analysis of the average basic full-time equivalent pay<sup>6</sup> earned by full time and part staff shows that overall, part time staff earn 17.5% less than full time staff

*[Figure 19 in the appendix shows the part-time/full-time contract status average basic pay gap.]*

This pay gap is caused by the uneven distribution of full and part time staff by pay grade in the University. For example, nearly a quarter (22%) of part-time staff are in the lowest grade, grade 2, while only 5% of full-time staff are in this grade. The proportion of full-time staff is also higher in grades 5 and above.

*[Figure 20 in the appendix shows the distribution of full and part time staff by grade.]*

Our analysis shows that overall male part-time staff earn 14.8% less average basic pay than their full-time counterparts and female part-time staff some 13% less than their full-time colleagues.

A significantly higher proportion of female staff (34%) work part-time when compared to male staff (16%).

*[Figure 21 in the appendix shows the proportion of male and female staff working full and part time staff.]*

<sup>6</sup> The definition of part-time used was an employee not working the contracted hours for their occupational staff group. Term time only staff were classified as part-time staff for the purpose of this analysis.

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This is in line with labour market statistics showing nearly 42% of women employees work part-time, compared to only 12% of men. Over three-quarters of all part-time employees are women<sup>7</sup>.

The average basic pay earned by full-time disabled staff (£34,757) is 7.5% lower than for full-time non-disabled staff (£37,575). However, part-time disabled staff earn slightly more (2.8%) average basic pay at £30,814 than those with no known disability, £29,970.

The proportion of known BME staff working part-time is higher at 35% than the proportion of white staff working part-time (24%).

The average basic pay earned by full-time BME staff (£35,138) is 6.3% lower than for full-time white staff (£37,519) while part-time BME staff (£22,686) earn 28.1% less than part-time white staff (£31,535). Nearly a quarter (23.5%) of BME staff are also in the bottom grade, grade 2, compared to 6.6% of white staff.

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<sup>7</sup> Number of full-time and part-time employees by sex, January to March 2013, Labour Force Survey, EMP01, 15 May 2013, ONS

## 4. Disability Analysis

There are a significant number of staff (1,054 individuals or 15% of all staff) who have not declared their disability status or for whom this status is not known, and this makes it difficult to undertake a robust analysis of pay by disability status. Disability codes were used to classify staff as disabled, not disabled or not known.

Capita recommends that the University continues to explore ways of encouraging disclosure so that staff records are as complete as possible in order to allow the University to meet its obligations in promoting and monitoring equality for disabled staff under the Equality Act 2010.

### 4.1 Analysis by grade

We found no significant disability pay gaps when we analysed the average basic pay of staff known to be disabled and staff known as not being disabled in the same pay grade, apart from staff on the above maximum grade 10 pay arrangements.

Disabled staff had slightly higher average basic pay in grades 2 to 10 but they earned 12.6% less on the above maximum grade 10 pay arrangements.

Our analysis of the average basic pay earned by disabled and non-disabled staff shows that overall, disabled staff earn 7.5% less average basic pay than non-disabled staff.

The distribution of disabled and not disabled staff appears to be broadly similar, although there is a slightly higher proportion of disabled staff in the lowest grades (2, 3, 4 and 5) and a lower proportion of disabled staff in grades of 7, 8, 9 and 10.

Male disabled staff earn 8.0% less average basic pay than male staff who are not disabled, while female disabled staff earn 2.5% less average basic pay than female staff who are not disabled.

The proportion of female staff (4.6%) and male staff (4.8%) recorded as being disabled are similar.

Full-time disabled staff earn 7.5% less average basic pay than full-time non-disabled staff but part-time disabled staff earn 2.8% more than part-time non-disabled staff.

### 4.2 Analysis by Staff Group

The sample of staff who are known to be disabled within the University, at 331 staff, is too small to allow a robust detailed analysis of average basic pay of disabled and non-disabled staff in the same pay grade within each staff group. However, the pay gaps do not appear to be significant for those grades where there is a minimum of 10 staff recorded as being disabled

## 5. Ethnicity Analysis

There are a significant number of staff (1,106 individuals or nearly 16% of all staff) who have chosen not to disclose their ethnicity or who have not provided any information on their ethnic origin, and this makes it difficult to undertake a robust analysis of pay by ethnicity.

Capita recommends that the University explores ways of encouraging disclosure so that staff records are as complete as possible in order to allow the University to meet its obligations in promoting and monitoring equality for ethnic groups under the Equality Act 2010.

### 5.1 Analysis by grade

Analysis of the average basic pay earned by white and BME staff in the same grade shows there are no significant pay gaps apart from staff on above maximum grade 10 pay arrangements, where BME staff earn 5% less than white staff.

#### Average white/BME basic pay gap by grade:

All Staff	All Staff Ave Basic Pay	White Ave Basic Pay	BME Ave Basic Pay	Prefer not to say/ unknown Basic Pay	Basic Pay White/BME Gap %
2	15,299	15,367	15,395	14,992	-0.2
3	17,415	17,526	17,528	17,024	0.0
4	20,487	20,577	20,517	19,983	0.3
5	24,437	24,542	24,288	23,940	1.0
6	29,007	29,259	28,762	28,067	1.7
7	34,251	34,546	33,812	33,414	2.1
8	43,261	43,386	42,793	42,627	1.4
9	52,242	52,327	52,255	51,515	0.1
10 (incremental)	66,884	66,778	66,768	67,619	0.0
10 above max	91,663	91,467	86,862	94,815	5.0

Our analysis of the average basic pay earned by white and BME staff shows that overall, BME staff earn 14.5% less average basic pay than white staff employed by the University.

Ethnic group	All Staff Average Basic Pay
BME	£30,832
White	£36,071
Ethnicity Gap %	14.5%

The gap in the average basic pay earned by white and BME staff can be explained by the uneven distribution of white and BME staff across the pay grades. Some 23.5% of BME staff are in the lowest pay grade, 2 (compared to 16.6% of white staff), and the proportion of white

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staff in the highest pay grades (grade 8 and above) is higher at 35% than the proportion of BME staff at 25%.

The proportion of known BME staff working part-time is higher at 35% than the proportion of white staff working part-time at 24%.

## 5.2 Analysis by Staff Group

Our analysis of the average basic pay earned by staff known to be BME or white in the same grade for each staff group found the pay gap is generally negligible.

### 5.2.1. Academic Staff by Grade

When we looked at the average basic pay for white and BME academic staff in the same grade, we found no significant pay gaps. There are a large number (nearly 13%) of academic staff for whom ethnicity is not known.

Academic Staff by Grade	All Staff Ave Basic Pay	White Ave Basic Pay	BME Ave Basic Pay	Ethnicity Gender Basic Pay Gap %
7	34,803	35,008	34,823	0.5
8	42,213	42,312	42,182	0.3
9	52,338	52,406	52,158	0.5
10	66,815	66,721	66,481	0.4
10 above max	86,787	87,473	86,862	0.7

The majority of academic staff for whom ethnicity is known are white (78%) and there is a slightly uneven distribution of white and BME academic staff by pay grade.

### 5.2.2 Professional & Managerial Staff by Grade

Analysis of the average basic pay for white and BME professional and managerial staff in the same grade shows no significant pay gaps.

It was not possible to compare pay for grades 9 and 10 because of the small sample sizes. There are also a large number of professional and managerial staff for whom ethnicity is not known (nearly 9%).

Professional & Managerial Staff by Grade	All Staff Ave Basic Pay	White Ave Basic Pay	BME Ave Basic Pay	Ethnicity Basic Pay Gap %
6	27,507	27,597	28,353	-2.7
7	34,909	34,989	34,989	0.0
8	43,934	44,080	42,969	2.5

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## 5.2.3 Clerical Staff

Analysis of the average basic pay for white and BME clerical staff in the same grade shows no significant pay gaps. BME staff earn slightly more in grades 2, 3 and 5 but white staff earn slightly more in grades 4 and 6.

It was not possible to compare pay for grade 7 because of the small sample size of staff. There are a large number of clerical staff (15%) for whom ethnicity is not known.

Clerical Staff by Grade	All Staff Basic Pay	Ave	White Ave Basic Pay	BME Ave Basic Pay	Ethnicity Gap %	Basic Pay
2	14,782		14,801	14,969	-1.1	
3	17,255		17,393	17,599	-1.2	
4	20,462		20,569	20,506	0.3	
5	24,473		24,560	24,886	-1.3	
6	29,912		30,031	29,213	2.7	

## 5.2.4 Research Staff

Analysis of the average basic pay for white and BME research staff in the same grade shows no significant pay gaps. BME staff earn slightly more in grades 6 and 8 but white staff earn slightly more in grade 7.

It was not possible to compare pay for other grades because of the small sample size of BME staff. There are a large number of research staff (23%) for whom ethnicity is not known.

Research Staff by Grade	All Staff Basic Pay	Ave	White Ave Basic Pay	BME Ave Basic Pay	Ethnicity Gap %	Basic Pay
6	27,345		27,479	27,676	-0.7	
7	33,105		33,314	33,180	0.4	
8	42,739		42,506	43,968	-3.4	

## 5.2.5 Teaching Staff

Analysis of the average basic pay for white and BME teaching staff in the same grade shows no significant pay gaps. BME staff earn less in grades 7 and 8 but the gap is not significant.

It was not possible to compare pay for other grades because of the small sample size of BME staff but there was no evidence of significant pay gaps. There are a large number of teaching staff (25%) for whom ethnicity is not known.



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Teaching Staff by Grade	All Staff Basic Pay	Ave	White Ave Basic Pay	BME Ave Basic Pay	Ethnicity Basic Pay Gap %
7	34,360		34,741	33,543	3.4
8	43,854		43,814	42,914	2.1

## 5.2.6 Technical Staff

Analysis of the average basic pay for white and BME technical staff in the same grade shows no significant pay gaps. BME staff earn less in grades 5 and 6 but the gap is not significant.

It was not possible to compare pay for other grades because of the small sample size of BME staff. There are a large number of technical staff (19%) for whom ethnicity is not known.

Technical Staff by Grade	All Staff Basic Pay	Ave	White Ave Basic Pay	BME Ave Basic Pay	Ethnicity Basic Pay Gap %
5	24,166		24,323	23,575	3.1
6	30,844		30,873	30,185	2.2

## 5.2.7 Ancillary Staff

The small numbers of BME staff in some grades for ancillary staff group means that it is only possible to undertake a comprehensive analysis of the ethnicity pay gap for one grade of ancillary staff.

Ancillary Staff by Grade	All Staff Basic Pay	Ave	White Ave Basic Pay	BME Ave Basic Pay	Ethnicity Basic Pay Gap %
2	15,426		15,503	15,446	0.4

The sample of BME ancillary staff in other grades is small but there was no evidence of significant pay gaps in these grades.

## 6. Analysis of Starting Pay

We carried out an analysis of the basic pay of “new starters” by looking at the pay of the 973 staff with less than 12 months’ service at July 2012 in order to see if there were any significant differences in pay by equality group.

We assumed that the pay of these staff was unlikely to have increased since they started their employment with the University and that their pay at July 2012 would effectively be their starting pay.

### 6.1 Analysis by Grade

#### Gender

Our analysis shows there is not a significant difference in the average basic “starting pay” of male and female staff for grades 2 to 8. The “starting pay” of female staff is slightly higher in grades 3, 4, 5, 6, and 8, while it is higher for male staff in grades 2 and 7.

The sample of new post holders in grades 9, 10 and above grade 10 maximum is too small to calculate a pay gap with any reliability.

*[Figure 22 in the appendix shows the average starting basic pay for all staff, male and female staff and the basic starting pay gender gap by grade].*

#### Ethnicity

Our analysis shows there is not a significant difference in the average basic “starting pay” of BME and white staff for grades 2 to 9 but the number of known new BME staff in grades 3,4,5,8 and 9 is less than 10 and this may affect the reliability of the analysis.

The sample of new post holders in grade 10 is too small to calculate a pay gap with any reliability.

The existence of a significant number of staff for whom their ethnicity was not known also complicates this analysis.

*[Figure 23 in the appendix shows the average starting basic pay for white and BME staff (and for staff of unknown ethnicity or who did not wish to give information on their ethnicity) and the basic starting pay ethnicity gap by grade where the sample size of staff permits].*

#### Disability

The sample of staff with less than 12 months’ service who are known to be disabled is too small to undertake a robust analysis of the gap in starting salaries between those who are disabled and not disabled.

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## 6.2 Analysis by Contract Status

### Fixed Term and Permanent Staff

Our analysis shows there is a significant difference in the average basic “starting pay” of fixed term and permanent staff for grades 6 and 7. Fixed term staff earn 5.1% less average “starting pay” in grade 6 and 6.3% less in grade 7.

These gaps require further investigation.

Permanent staff also have slightly higher average starting pay than fixed term staff in grades 2, 3, 4 and 5 but fixed term staff have slightly higher average starting pay in grade 8.

The sample of new post holders in grades 9 and 10 is too small to calculate a pay gap with any reliability.

*[Figure 24 in the appendix shows the average starting basic pay for all staff, fixed term and permanent staff and the basic starting pay contract status gap by grade where the sample size permits this].*

### Part and Full Time Staff

Our analysis shows there is not a significant difference in the average basic “starting pay” of part time and full time staff for grades 2 to 4 and grades 6 to 8.

However, there is a significant pay gap for grade 5, with new part-time staff earning 5% more average starting pay than full-time staff.

The starting pay of full time staff was slightly higher in grades 6 and 8 but part-time staff have higher starting pay in grades 2, 3, 4 and 7.

The sample of new post holders in grades 9 and 10 is too small to calculate a pay gap with any reliability.

*[Figure 25 in the appendix shows the average starting basic pay for all staff, full and part time staff and the basic starting pay contract status gap by grade where the sample size permits this].*

### Age Band

The sizes of the samples of new staff are small when analysed by pay grade and age band and this makes it difficult to undertake a robust analysis.

## Appendix: Charts and Tables

**Figure 1: Average basic pay and gender basic pay gap by grade:**

All Staff	All Staff Ave Basic Pay	Male Ave Basic Pay	Female Ave Basic Pay	Basic Pay Gender Gap %
2	15,299	15,237	15,340	-0.7
3	17,415	17,539	17,305	1.3
4	20,487	20,477	20,491	-0.1
5	24,437	24,252	24,510	-1.1
6	29,007	29,139	28,916	0.8
7	34,251	34,265	34,240	0.1
8	43,261	43,312	43,207	0.2
9	52,242	52,430	51,927	1.0
10 (incremental)	66,884	67,133	66,003	1.7
10 above max	91,663	93,176	85,657	<b>8.1</b>

Note: The EHRC equal pay review model states that, as a general guide, any differences of 5% or more, or patterns of 3% or more, require exploration and explanation. Pay gaps of 5% or more are highlighted in red.

Figure 1 shows the basic pay gender gap is not significant for staff in pay grades 2 to 9 or on the incremental scale for grade 10. There are three grades (grades 2, 4 and 5) where the average basic pay of female staff is slightly higher than the average basic pay of male staff. The average basic pay of male staff is slightly higher in grades 3, 6, 7, 8, 9 and 10 (incremental scale).

The above grade 10 maximum pay arrangements are not technically a single grade in the same way as the other pay grades because they cover a collection of senior posts at different levels including professors, Heads of Service and Vice-Chancellor and Executive Group members.

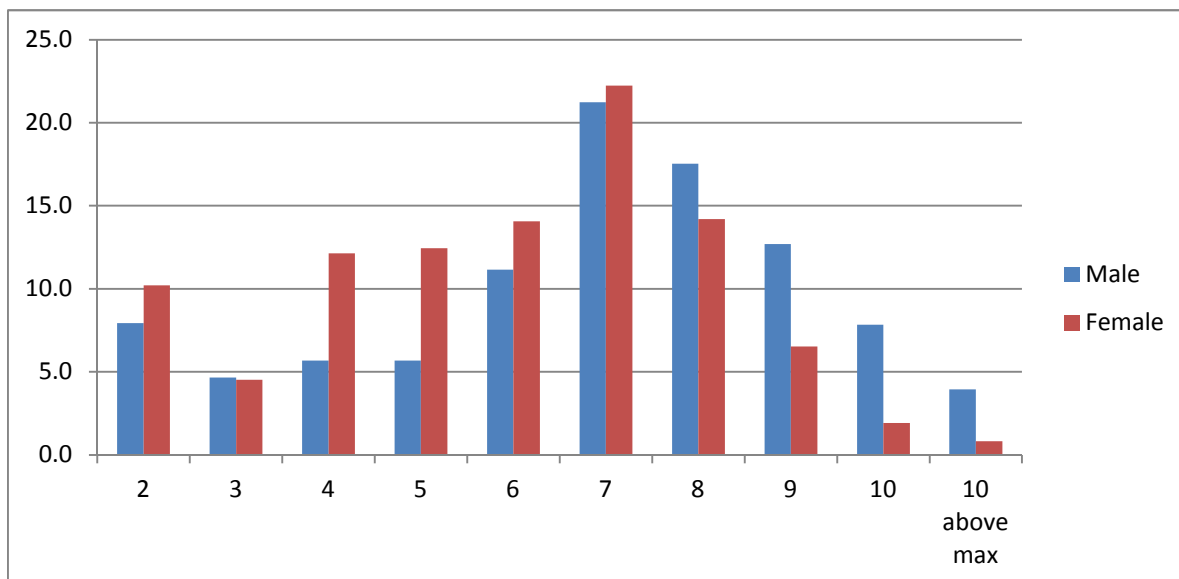
When we look at the pay of staff on pay arrangements beyond the maximum of grade 10, the basic pay gender gap is significant because female staff earn 8.1% less average basic pay than male staff.

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**Figure 2: Distribution of Male and Female Staff by Grade**

The chart below shows the gender distribution of staff by grade, and shows, for example, some 14% of female staff are in grade 2 compared to nearly 9% of male staff.

There is a higher proportion of female staff in grades 2, 4 and 5 and slightly higher proportion of female staff in grades 6 and 7. However, there is a higher proportion of male staff in grades 8, 9, 10 (incremental) and the above grade 10 maximum pay arrangements.



It is this uneven distribution of male and female staff by grade that is the cause of the overall pay gap.

The table below shows the number (and proportion) of male and female staff in each grade.

Gender	Grade										Total Staff
	2	3	4	5	6	7	8	9	10 (inc)	10 above max	
Male	257 (7.9%)	151 (4.7%)	184 (5.7%)	184 (5.7%)	361 (11.1%)	688 (21.2%)	568 (17.5%)	411 (12.7%)	254 (7.8%)	128 (4.0%)	3293
Female	383 (10.2%)	170 (4.5%)	456 (12.1%)	467 (12.4%)	528 (14.1%)	835 (22.2%)	533 (14.2%)	245 (6.5%)	72 (1.9%)	31 (0.8%)	3755

Non standard staff numbers are excluded from the above table

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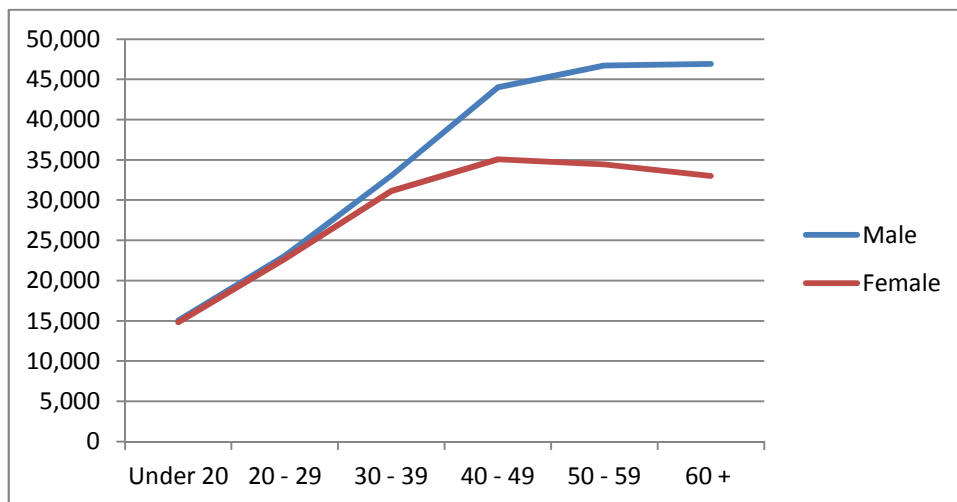
**Figure 3: Average Basic Pay and Gender Basic Pay Gap by Age Band**

The table below shows how the gender pay gap increases with age:

Age Band	All Staff Ave Basic Pay	Male Ave Basic Pay	Female Ave Basic Pay	Basic Pay Gender Gap %
Under 20	14,899	15,045	14,811	1.6
20 – 29	22,843	23,061	22,709	1.5
30 – 39	32,013	33,057	31,139	5.8
40 – 49	39,310	44,008	35,083	20.3
50 – 59	40,213	46,703	34,424	26.3
60 +	41,629	46,931	33,018	29.6

**Figure 4: Average Basic Pay for Male and Female Staff by Age Band**

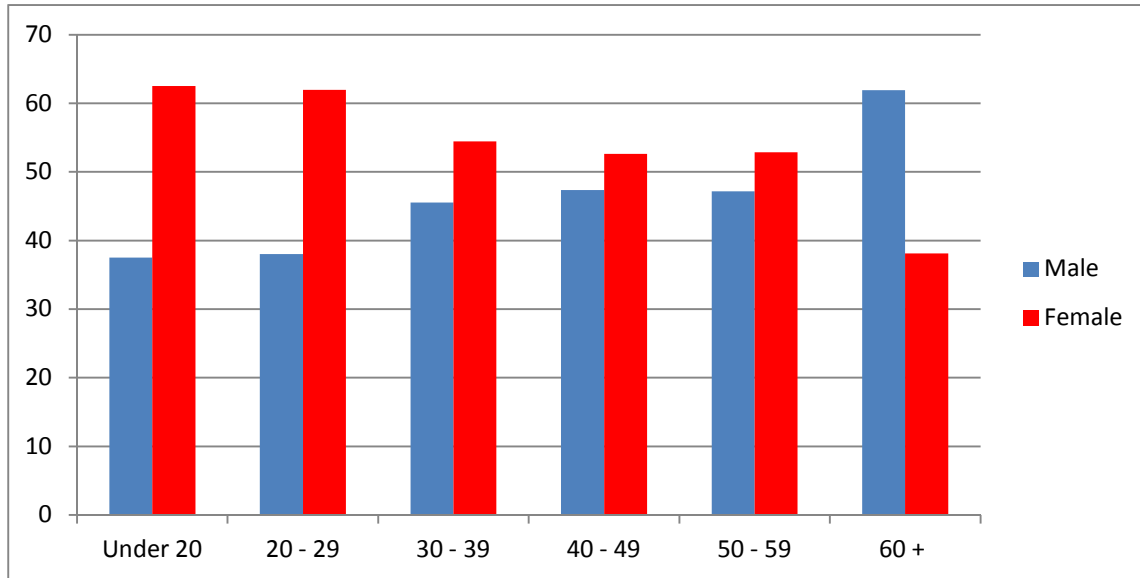
The chart below shows that male average basic pay continues to rise steadily with age. Female average basic pay is only very slightly behind male average basic pay until age 20 to 29 but it increases more slowly so the gap is wider at age 30 to 39, and then starts to fall away after age 40 to 49.



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**Figure 5: Breakdown of Male and Female Staff by Age Band**

The chart below shows the gender mix of the workforce by age band. This shows the proportion of staff aged under 20 and 20 to 29 who are female is significantly higher than those who are male, while the majority of age 60 and over staff are male.



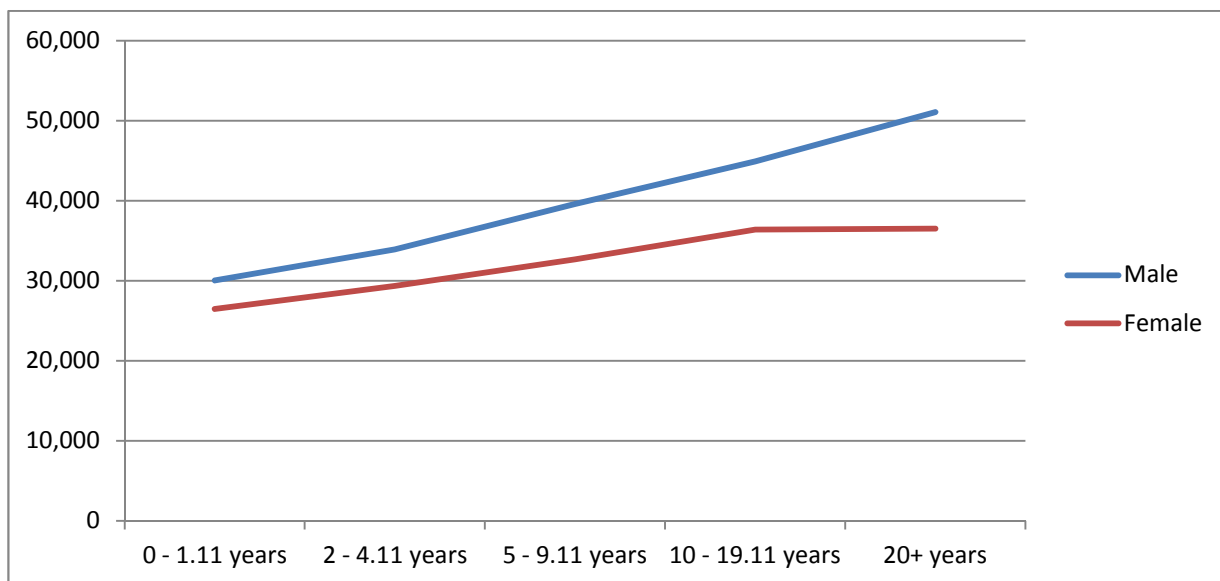
**Figure 6: Average Basic Pay and Basic Pay Gender Gap by Staff Service**

The table below shows the gender pay gap generally increases with length of service.

Service	All Staff Ave Basic Pay	Male Ave Basic Pay	Female Ave Basic Pay	Basic Pay Gender Gap %
0 – up to 2 years	28,032	30,041	26,488	11.8
2 – up to 5 years	31,278	33,914	29,332	13.5
5 – up to 10 years	35,800	39,569	32,661	17.5
10 – up to 20 years	40,582	44,902	36,407	18.9
20 and more years	44,912	51,056	36,511	28.5

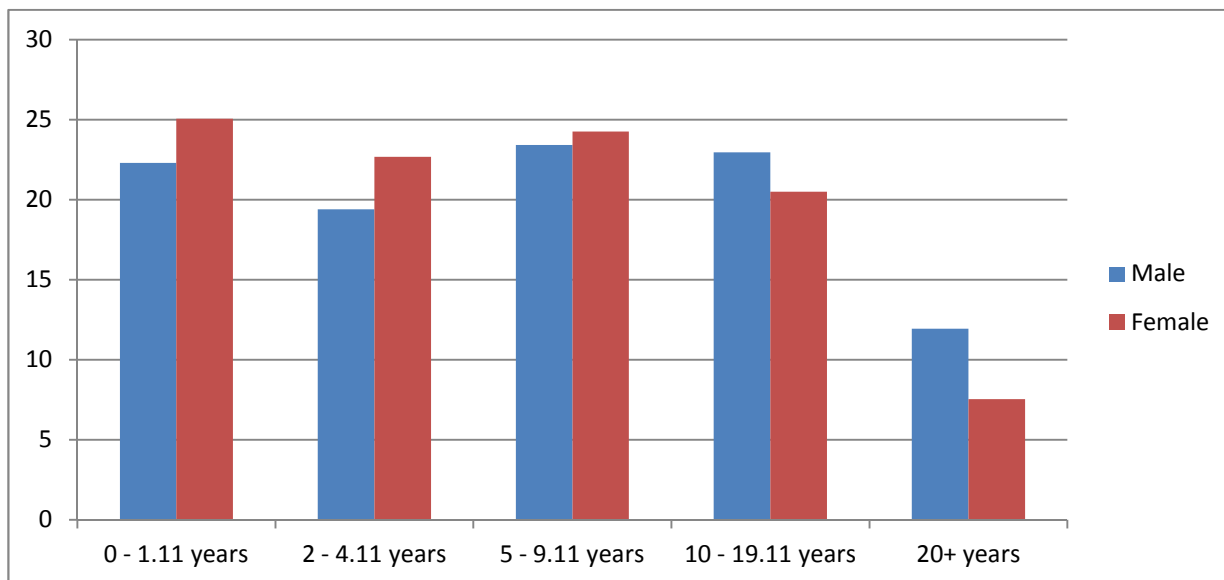
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**Figure 7: Average Basic Pay for Male and Female Staff by Staff Service**



The chart above shows how male average basic pay continues to rise steadily with length of service. Female average basic pay is lower for service of up to 2 years, and then rises more slowly before levelling off after 20 years' service. The majority of staff with up to 2 years, 2 to 5 years and 5 to 10 years' service are female, while the majority of staff with 10 years and more of service are male.

**Figure 8: Distribution of Male and Female Staff by Staff Service Band**



The chart above shows the gender distribution of the workforce by length of service. Some 25% of female staff have less than 2 years' service (compared to 22% of male staff) and only 8% have more than 20 years' service (compared to 12% of male staff).



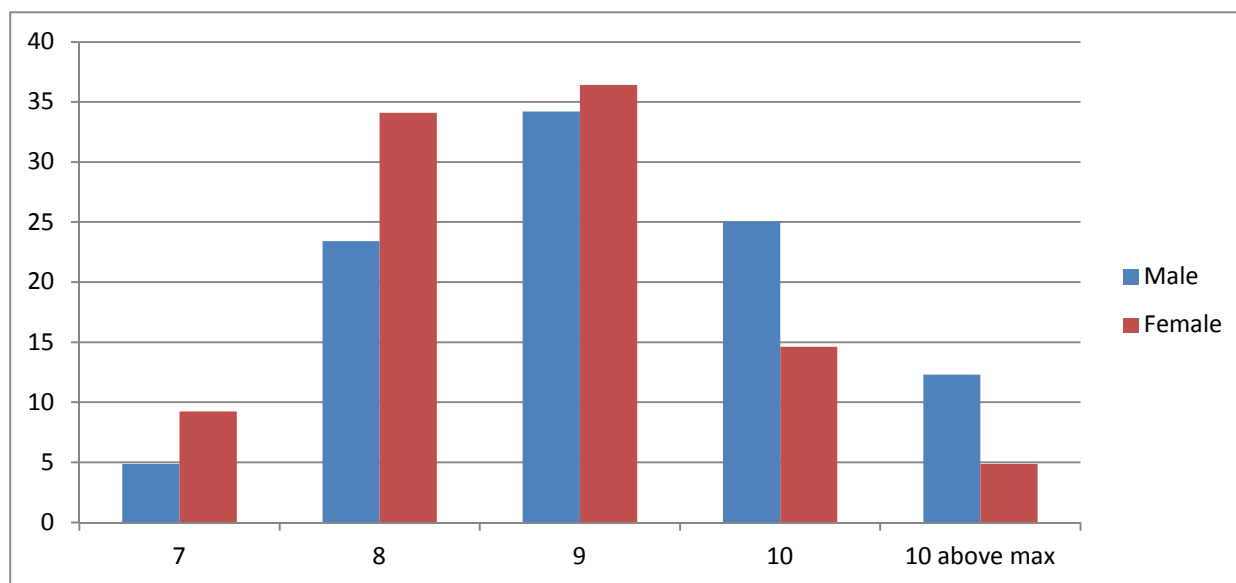
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**Figure 9: Basic Pay Gender Gap by Staff Group**

Figure 9 shows, in a table, the size of the overall difference in the average basic pay earned by all male and female staff within each staff group.

Sub Group	Basic Pay Gender Gap %
Academic Staff	12.4%
Professional and Managerial Staff	9.9%
Ancillary Support Staff	11.4%
Clerical Support Staff	-3.9%
Research Staff	2.0%
Teaching Staff	0.4%
Technical Support Staff	7.6%

**Figure 10: Distribution of Male and Female Academic Staff by Grade**



The table below shows the number (and proportion) of male and female academic staff in each grade.

Gender	Grade 7	Grade 8	Grade 9	Grade 10 (inc)	Grade 10 (above max)	Total Academic Staff
Male	45 (4.9%)	217 (23.4%)	317 (34.2%)	232 (25.0%)	114 (12.3%)	927
Female	36 (9.2%)	133 (34.1%)	142 (36.4%)	57 (14.6%)	19 (4.9%)	390

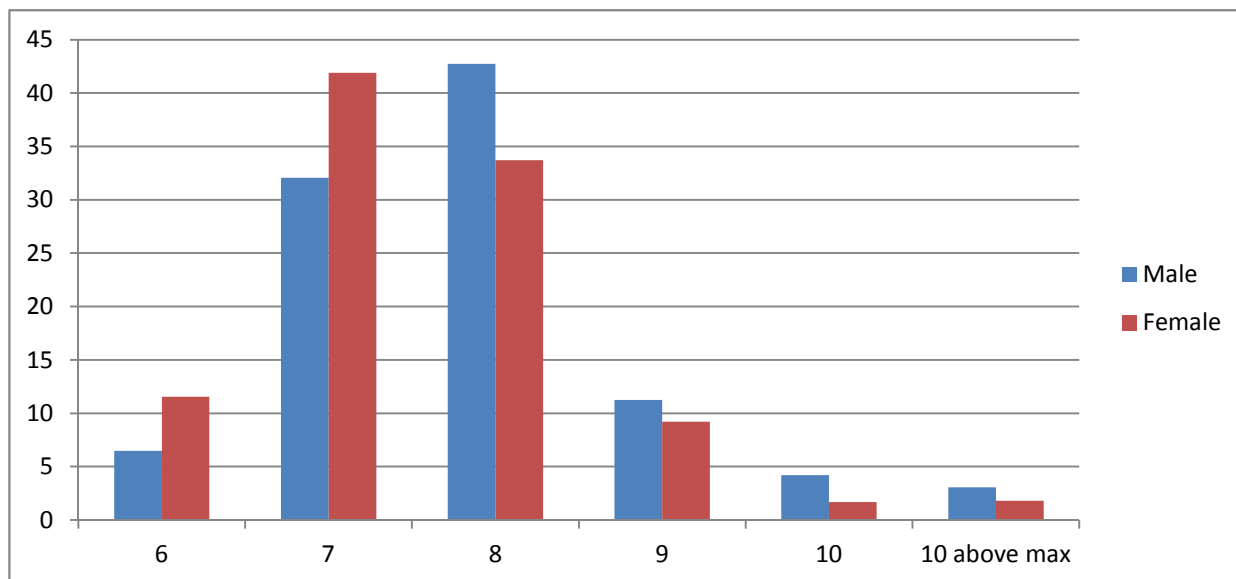
The significant gender basic pay gap of 12.4% for academics is the result of the uneven gender distribution of staff by grade.

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Some 70% of academic staff are male.

At the lower end, the proportion of female staff in grade 7 is nearly twice that of male staff, while at the opposite end only around half the proportion of female staff are in the top grades of 10 and 10 (above maximum).

**Figure 11: Distribution of Male and Female Professional and Managerial Staff by Grade**



The table below shows the number (and proportion) of male and female professional and managerial staff in each grade.

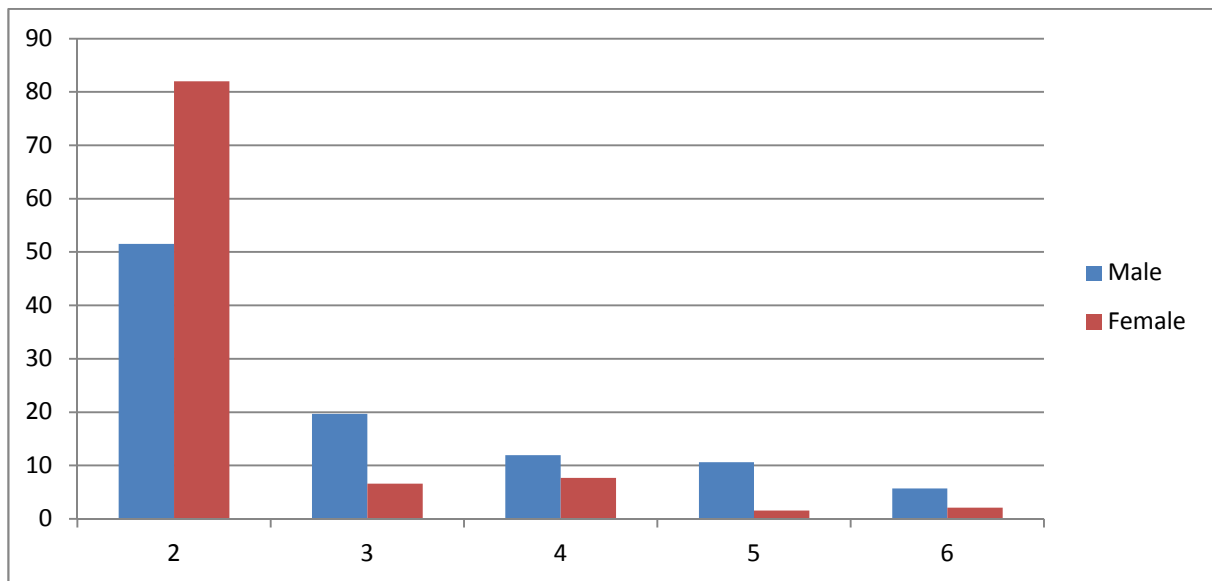
Gender	Grade 6	Grade 7	Grade 8	Grade 9	10 (inc)	10 (above maximum)	Total Professional & Managerial Staff
Male	34 (6.5%)	168 (32.1%)	224 (42.7%)	59 (11.3%)	22 (4.2%)	16 (3.1%)	524
Female	89 (11.5%)	332 (41.9%)	260 (33.7%)	71 (9.2%)	13 (1.7%)	14 (1.8%)	771

Some 60% of professional and managerial staff are female. At the lower end, over half (53%) of female staff are in grades 6 and 7, compared to nearly 39% of male staff. At the opposite end, there more male staff than female staff in the top 2 grades: 7.3% of male staff are in grade 10 and on above grade 10 maximum pay arrangements, compared to only 3.5% of female staff.

The uneven gender distribution of staff by grade explains the significant gender basic pay gap of 9.9% for all professional and managerial staff.

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**Figure 12: Distribution of Male and Female Ancillary Staff by Grade**



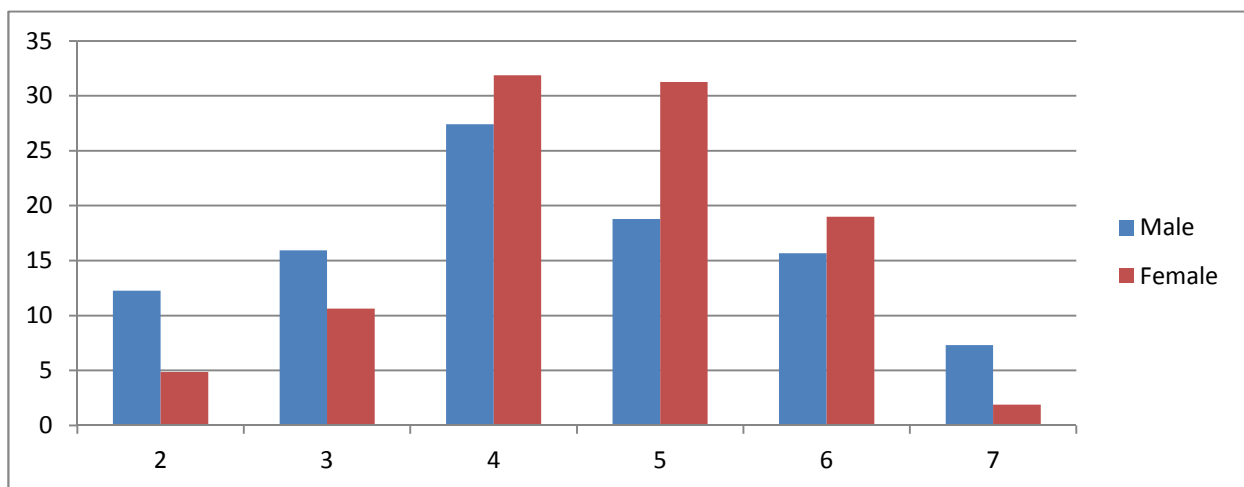
The table below shows the number of male and female ancillary staff in each grade.

Gender	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Ancillary Support Staff
Male	199 (51.6%)	76 (19.7%)	46 (11.9%)	41 (10.6%)	22 (5.7%)	386
Female	310 (82.0%)	25 (6.6%)	29 (7.7%)	6 (1.6%)	8 (2.1%)	378

The chart and table above shows there is a higher proportion of female staff in grade 2 and a lower proportion of female staff in other grades.

The uneven gender distribution of staff by grade explains the significant gender basic pay gap of 11.4% for ancillary staff.

**Figure 13: Distribution of male and female clerical staff by pay grade**



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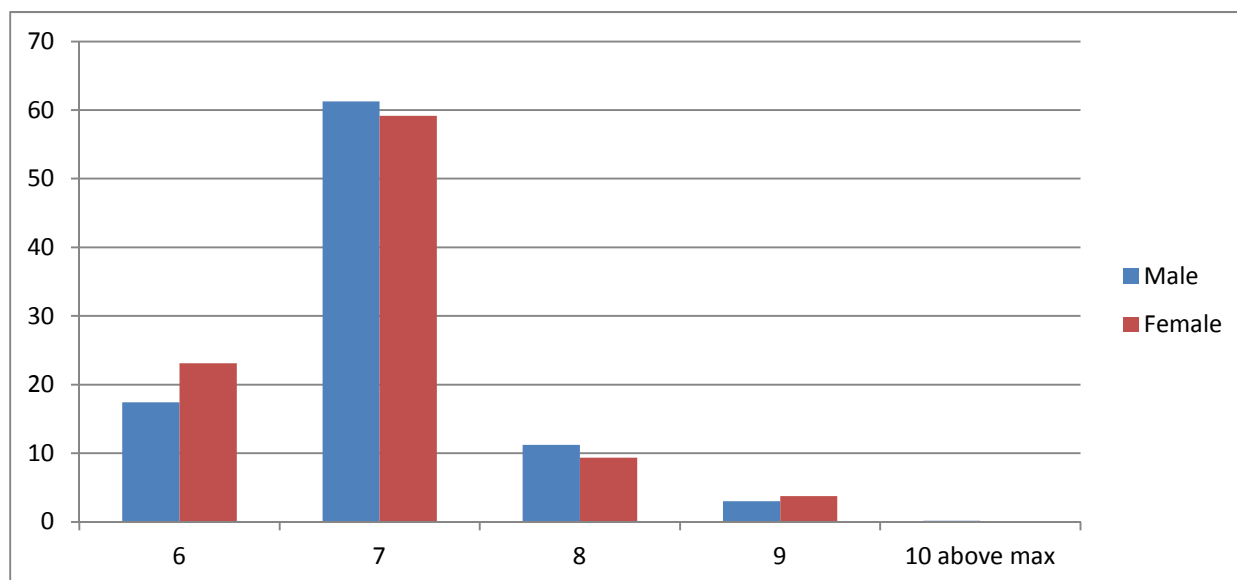
The table below shows the number of male and female clerical staff in each grade.

Gender	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total Clerical & Staff
Male	47 (12.3%)	61 (15.9%)	105 (27.4%)	72 (18.8%)	60 (15.7%)	28 (7.3%)	393
Female	62 (4.8%)	136 (10.6%)	408 (31.9%)	400 (31.3%)	243 (19.0%)	24 (1.9%)	1280

The chart and table above show there is a higher proportion of male staff in the lowest two grades, grades 2 and 3, and in the highest grade, 7.

The overall analysis of the average basic pay for all male and female clerical staff did not show a significant gender basic pay gap, with female staff earning 3.9% more average basic pay than male staff.

**Figure 14 Distribution of male and female research staff by grade:**



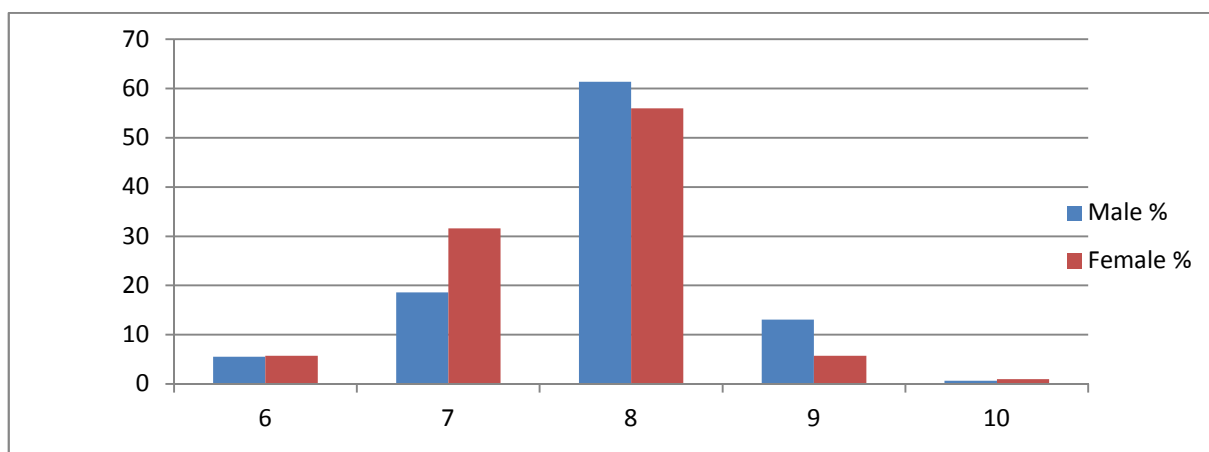
The table below shows the number (and proportion) of male and female research staff in each grade.

Gender	Grade 6	Grade 7	Grade 8	Grade 9	Total Research Staff
Male	93 (17.4%)	327 (61.2%)	60 (11.2%)	16 (3.0%)	534
Female	111 (23.1%)	284 (59.2%)	45 (9.4%)	18 (3.8%)	460

The chart and table above shows there is a higher proportion of female staff in grade 6 and a slightly higher proportion in grade 9. The gender distribution is generally more even than for other staff groups, the overall gender pay gap is 2.0% in favour of male research staff.

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**Figure 15: Distribution of male and female teaching staff by grade.**

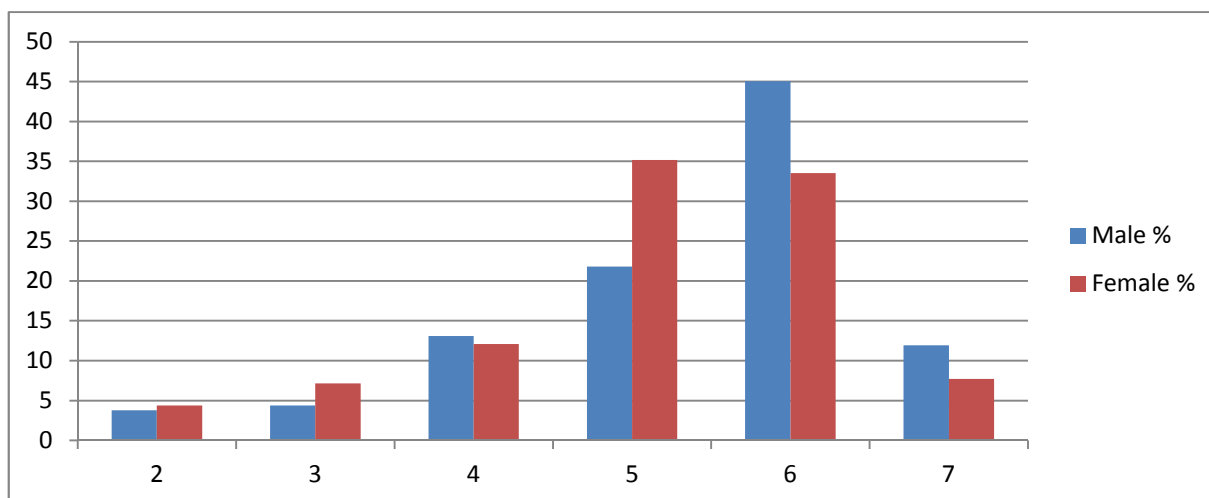


The table below shows the number of male and female teaching staff in each grade.

Gender	Grade 6	Grade 7	Grade 8	Grade 9	Total Teaching Staff
Male	30 (14.4%)	90 (43.3%)	67 (32.2%)	19 (9.1%)	208
Female	25 (8.4%)	158 (53.4%)	95 (32.1%)	14 (4.7%)	296

The chart and table above show there is a higher proportion of female teaching staff in grade 7 and a lower proportion of these staff in grade 9. The overall gender basic pay gap is 0.4% in favour of male teaching staff.

**Figure 16 Distribution of male and female technical staff by grade.**



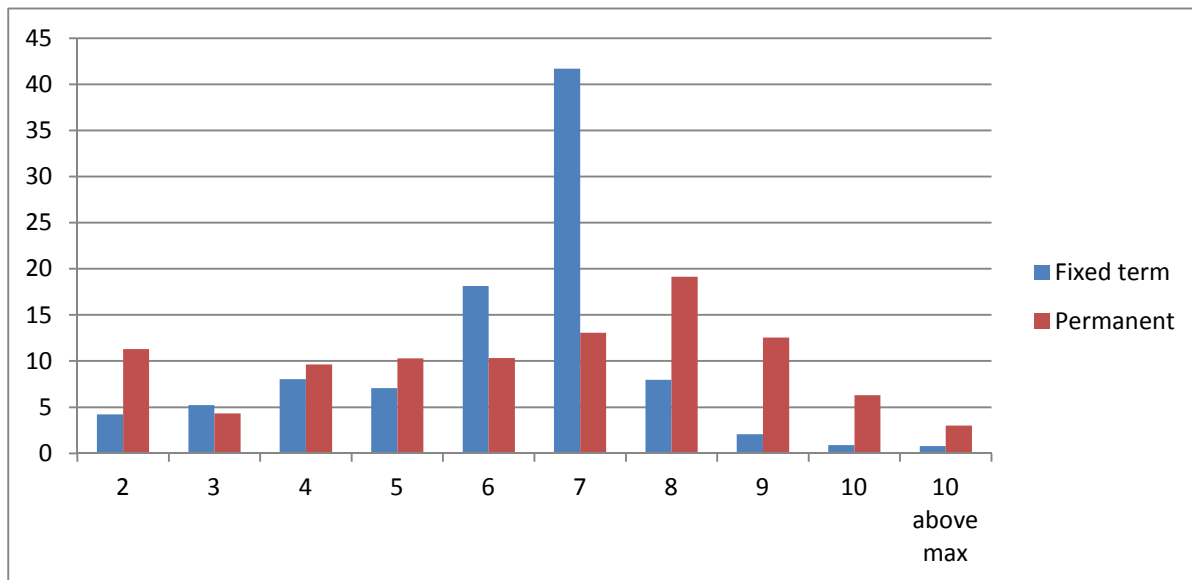
The table below shows the number of male and female technical staff in each grade.

Gender	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total Technical Staff
Male	11 (3.9%)	14 (5.0%)	33 (11.8%)	70 (25.0%)	122 (43.6%)	30 (10.7%)	280
Female	11 (6.8%)	9 (5.6%)	19 (11.7%)	61 (37.7%)	51 (31.5%)	10 (6.2%)	162

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The chart and table above show a higher proportion of female technical staff in grade 2, 3 and 5 but a lower proportion of female staff are in the highest grades, grade 6 and 7, and this is likely to account for the overall pay gap whereby male technical staff earn 7.6% more than female technical staff.

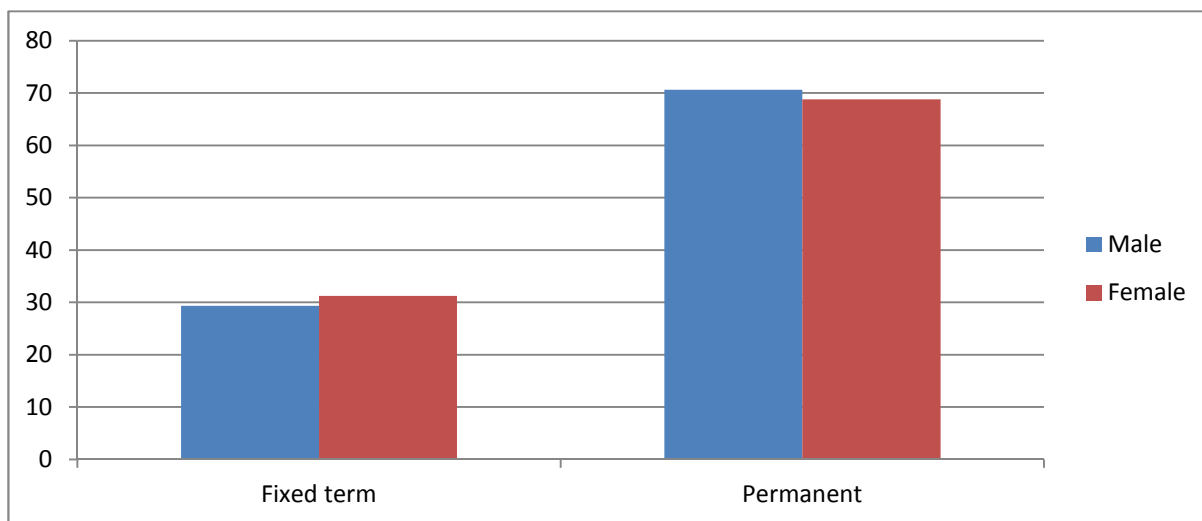
**Figure 17: Distribution of fixed term and permanent contract staff by grade.**



The proportion of fixed term staff in grades 6 and 7 is significantly higher, while there are significantly more permanent staff in the higher grades of 8, 9, 10 and the above maximum grade 10 pay arrangements.

It is this uneven distribution of fixed term and permanent staff by pay grade that explains the overall pay gap between fixed term and permanent staff.

**Figure 18: Proportion of male and female staff on fixed term and permanent contracts**



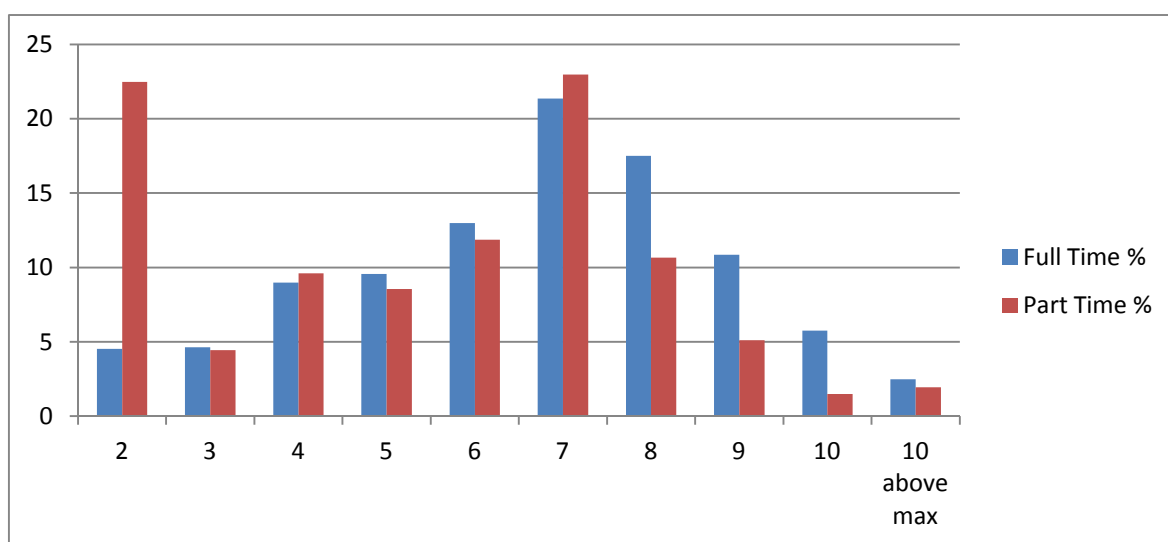
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The chart above shows that, when compared to male staff, a slightly higher proportion of female staff are on fixed term contracts while slightly fewer are on permanent contracts.

**Figure 19: Basic Pay Part-time and Full-time Contract Status Gap**

Part Time/Full Time	All Staff Average Basic Pay
Full Time	£36,555
Part Time (FTE salary)	£30,144
Contract Status Gap %	17.5%

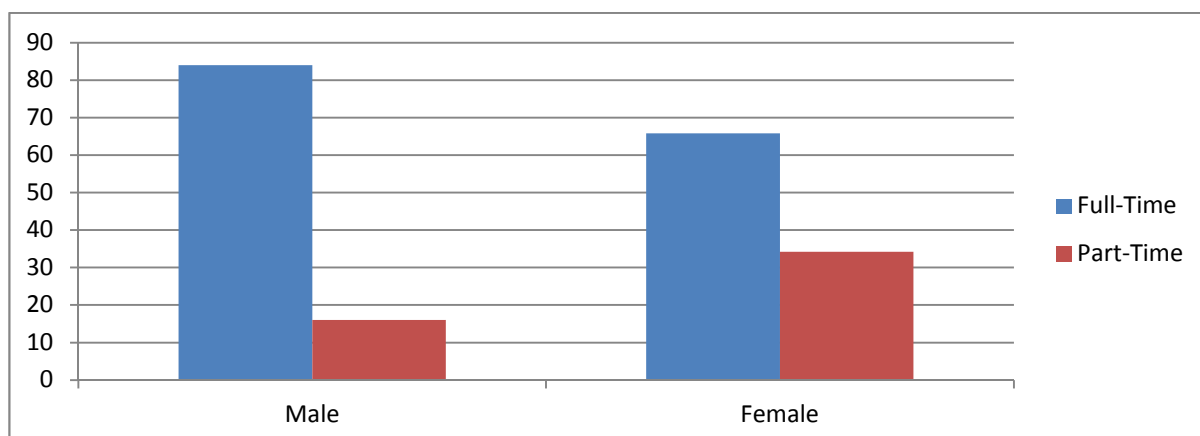
**Figure 20: Distribution of full and part time staff by grade**



The chart above shows the distribution of full and part time staff by grade. Slightly over 22% of part-time staff are in the lowest grade, grade 2, and there is a higher proportion of part-time staff in grade 7. The proportion of full-time staff is higher in grade 8 and above.

The uneven distribution of part-time and full-time staff by pay grade helps to explain the pay gap between part-time and full-time staff.

**Figure 21: Proportion of male and female staff working full and part time staff**



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The chart above shows that the proportion of female staff (34%) working part-time is significantly higher than the proportion of male staff (16%).

**Figure 22: Average starting basic pay for all staff, male and female staff and the basic starting pay gender gap by grade.**

Pay Scale Grade	All Staff Ave Starting Basic Pay	Male Ave Starting Basic Pay	Female Ave Starting Basic Pay	Basic Starting Pay Gender Gap %
2	14,411	14,452	14,374	0.5
3	16,492	16,451	16,512	-0.4
4	19,329	19,226	19,353	-0.7
5	22,677	22,271	22,826	-2.5
6	26,699	26,476	26,866	-1.5
7	32,283	32,276	32,289	0.0
8	40,922	40,812	41,049	-0.6

Note: The sample size of new staff in grades 9, 10 and above grade 10 maximum are too small to conduct a robust analysis.

**Figure 23: Average starting basic pay for all staff, white and BME staff and the basic starting pay ethnicity gap by grade.**

Pay Scale Grade	Do not wish to give info/ not known Ave Starting Pay	White Ave Starting Pay	BME Ave Starting Pay	Basic Starting Pay Ethnicity* Gap %
2	14,320	14,490	14,437	0.4
3	N/a	N/a	N/a	N/a
4	N/a	N/a	N/a	N/a
5	N/a	N/a	N/a	N/a
6	26,237	27,071	26,598	1.7
7	32,705	32,057	31,352	2.2
8	N/a	N/a	N/a	N/a
9	N/a	N/a	N/a	N/a

\* Gap expressed as % BME staff earn less than white staff. N/a is shown for grades where sample for some groups is less than 10 individuals. Note: The sample size of new staff in grade 10 and above grade 10 maximum are too small to conduct a robust analysis.



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**Figure 24: Average starting basic pay for all staff, fixed term and permanent staff and the basic starting pay contract status gap by grade.**

Pay Scale Grade	All Staff Ave Starting Basic Pay	Fixed Term Ave Starting Basic Pay	Permanent Ave Starting Basic Pay	Basic Starting Pay Contract Status (FT v Permanent) Gap* %
2	14,411	14,371	14,435	0.4
3	16,492	16,487	16,506	0.1
4	19,329	19,242	19,493	1.3
5	22,677	22,645	22,729	0.4
6	26,699	26,555	27,973	5.1
7	32,283	32,082	34,240	6.3
8	40,922	41,225	40,499	-1.8

\* Gap expressed as % fixed term staff earn less than permanent staff. Negative value indicates where fixed term staff earn more than permanent staff. Note: The sample size of new staff in grades 9, 10 and above grade 10 maximum are too small to conduct a robust analysis.

**Figure 25: Average starting basic pay for all staff, full and part time staff and the basic starting pay contract status gap by grade**

Pay Grade	All Staff Ave Starting Basic Pay	Full Time Ave Basic Starting Pay	Part Time Ave Starting Basic Pay	Basic Starting Pay Contract Status (Part/Full Time) Gap %
2	14,411	14,356	14,496	-1.0
3	16,492	16,449	16,699	-1.5
4	19,329	19,311	19,410	-0.5
5	22,677	22,459	23,579	-5.0
6	26,699	26,909	26,082	3.1
7	32,283	31,995	33,125	-3.5
8	40,922	40,954	40,739	0.5

Gap expressed as % part time staff earn less than full-time staff. Negative value indicates where part-time staff earn more than full-time staff. Note: The sample size of new staff in grades 9, 10 and above grade 10 maximum are too small to conduct a robust analysis.

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## Notes

### Methodology

The methodology used for the audit followed JNCHES and EHRC recommendations and was designed to assess the areas of greatest risk and enable the University to identify the actions it needs to take to ensure it does not discriminate and to identify areas where further work may be required. This involved:

- An analysis of the University's pay structure and its staffing establishment.
  - We were provided with documentation in respect of the current pay grades for staff employed by the University.
- Using payroll data and data on the staffing establishment we then carried out an analysis of average pay to identify differences between equality groups and where these exceeded the EHRC guidelines.

To enable pay to be compared for staff working different numbers of hours, earnings data was standardised to the basis of 162.50 hours a month.

The data was then analysed to show where there are significant differences in pay. For simplicity, the formula used for gender analysis was  $(M \text{ less } F) / \text{divided by } M \times 100$ ; where M = average male salaries or earnings and F = average female salaries or earnings, e.g. if men earn £125 and women earn £100, women earn 20% less than men – this can also be stated as men earning 25% more than women.

Other formulae used were

FT - PT/FT x100 where FT = average full time pay and PT=average part time pay

Permanent - Fixed Term/Permanent x100

White - BME/White x100

- To identify possible causes of differences in pay, an analysis of the University's workforce profile was undertaken. This included a profile of each equality group, i.e. gender, ethnicity and age in terms of:
  - The staff group they are employed in
  - The grades the groups are employed in
  - Working patterns (full-time/part-time and fixed term/permanent contract)

These analyses are shown in the report as charts, which make patterns and differences easy to identify. In general where a pay difference is significant as defined by the EOC they are shown in red (> 5%) and blue (> 3%). Detailed data for the charts is provided in the Appendix.

Sub analysis has not been published where there are only 10 or fewer individuals in a particular group because the results are not likely to be robust. Difference in pay levels for

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other small groups may also need to be treated with caution because they may not be typical.

## **Job Evaluation**

We have not conducted an audit of the HERA job evaluation scheme used by the University and the process of using it to implement the pay and grading structure set out below.

We are aware that HERA was developed after a significant period of trials and testing.

## **Definitions and Assumptions**

The numbers of staff receiving additional payments to basic pay is small and, although some of the payments can be significant, the receipt or non-receipt of these payments is unlikely to have any significant impact on the pay gap analysis for different equality groups. This does not mean that the arrangements for making these payments should not be checked to ensure that there are demonstrably fair and there is no inequality treatment of staff in different equality groups.

The most common recurring payment is the honoraria for Heads of School/Pro deans made to 52 staff.

Some 26 staff received a security weighting payment and 4 staff received a dog handler's allowance.

Some 27 staff received a recruitment or retention supplement.

The analysis of the basic pay of "new starters" looks at the pay of the 973 staff with less than 12 months' service at July 2012 in order to see if there were any significant differences in pay by equality group. We assumed that the pay of these staff was unlikely to have increased since they started their employment with the University and that their pay at July 2012 would effectively be their starting pay.

We have assumed that the pay data provided for July 2012 is representative of the pay of the individuals employed by the University of Leeds.