

## Equal Pay and Occupational Segregation Statement

This Institution supports the principle of equality of opportunity and promotes Equality and Diversity in employment. The University believes that staff should receive equal pay for work of equal value, for the same or broadly similar work and for work rated as equivalent irrespective of gender; part-time or fixed term status or protected characteristics specified in the Equality Act 2010.

We believe it is in our Institution's interest and in accordance with good practice that pay is awarded fairly and equitably.

We recognise that in order to achieve equal pay for employees doing equal work we should operate a pay system which is transparent, based on objective criteria, free from bias and which does not discriminate unfairly between those on different contractual arrangements.

The University has already taken steps to deliver this commitment by:

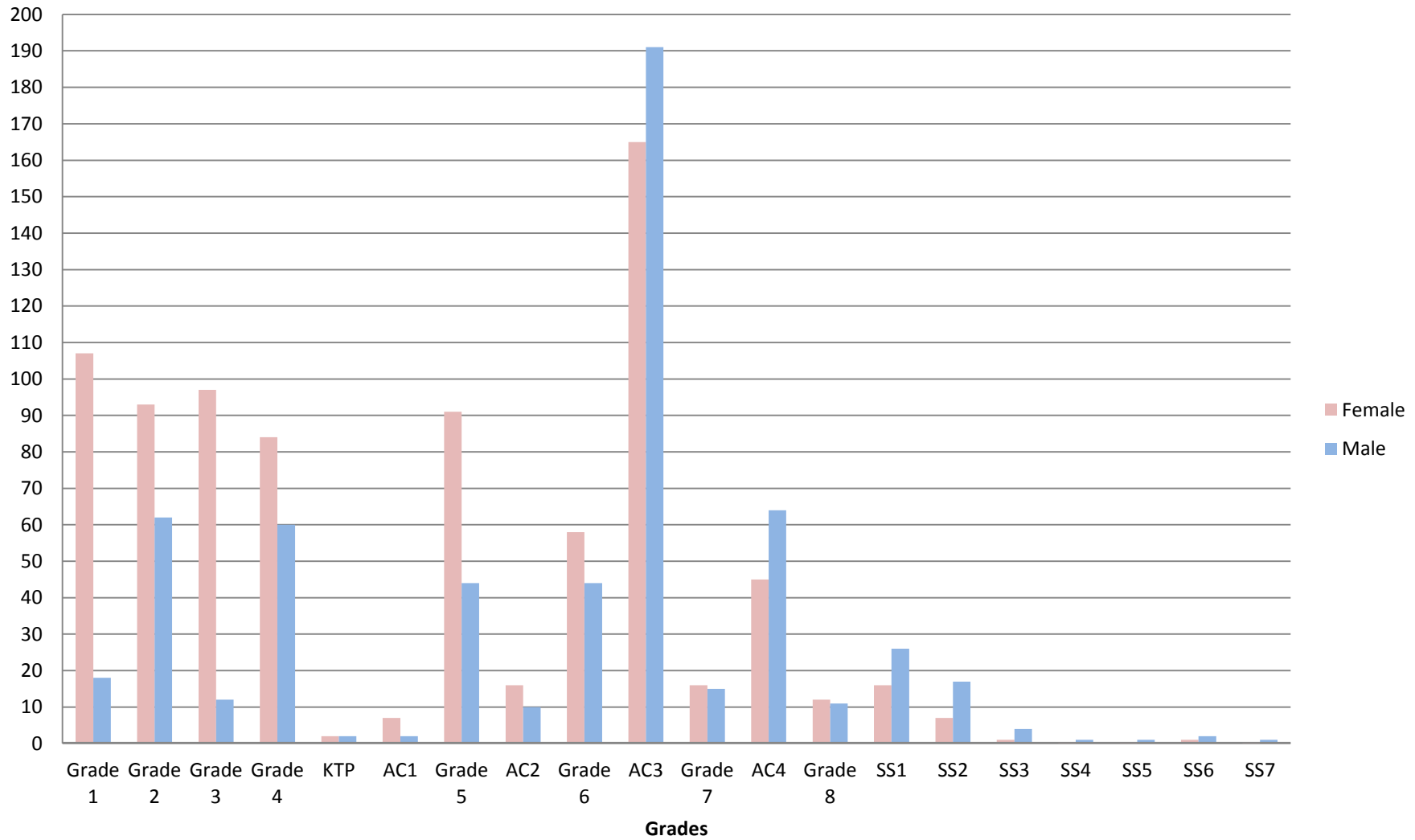
- The maintenance of a pay and grading system which provides a fair and non-discriminatory grading structure underpinned by the Hay job evaluation scheme.
- The application of an Equality Impact Assessment Process which enables relevant Policies, Procedures, practices and decisions to be assessed for any potential discriminatory impact and against the requirement to promote equality and good relations across all protected characteristics.
- Implementing starting salary guidance to ensure that there is consistency in the application of agreed criteria and fairness in the approach to starting salaries within the recruitment and promotion process.
- Undertaking a 2<sup>nd</sup> Equal Pay Review
- Raising occupational segregation issues with the University Executive Committee( UEC )
- Extending our Equality & Diversity report to include all categories of atypical staff

Over the next 4 years the University will:

- Undertake a 3<sup>rd</sup> Equal Pay Review which will encompass disability and ethnicity as well as gender;
- Gather data on the effect of maternity leave on retention;
- Review the Flexible Working Policy;
- Continue analysis of atypical staff including the Associate Lecturer (part-time) cohort by gender, disability and ethnicity;
- Take steps towards collating and reporting workforce occupational segregation data and identifying and implementing actions to discourage gender occupational segregation (a summary of grade and role segregation is shown in Appendices to this statement);
- Take steps towards gathering and analysing available data on development including staff views on accessibility of training
- Pilot a mentoring scheme with a view to developing a university wide programme which supports career progression
- Approve and implement our Equal Pay Policy.
- Review the impact of the guidance on starting salaries;

Employee Relations Team - Susan Paton, Sheila Ross  
September 2013

## Distribution by Grade and Gender November 2013



## Occupational Segregation by Job Role (2011/2012)

## Appendix 2

| Job Role*                                     | Female             | Male               | Total       |
|---|--------------------|--------------------|-------------|
| 1. Managers and Senior Officials              | 33 (37.5%)         | 55 (62.5%)         | 88          |
| 2. Professional Occupations                   | 301 (44.7%)        | 372 (55.3%)        | 673         |
| 3. Associate Professional and Technical       | 106 (58.6%)        | 75 (41.4%)         | 181         |
| 4. Administrative and Secretarial Occupations | 257 (90.2%)        | 28 (9.8%)          | 285         |
| 5. Skilled Trades                             | 1 (5.3%)           | 18 (94.7%)         | 19          |
| 6. Personal Service Occupations               | 3 (8.6%)           | 32 (91.4%)         | 35          |
| 7. Sales and Customer Service Occupations     | 3 (100%)           | 0                  | 3           |
| 8. Process, Plant and Machine Operatives      | 0                  | 0                  | 0           |
| 9. Entry Level Occupations                    | 145 (76.3%)        | 45 (23.7%)         | 190         |
| <b>TOTAL</b>                                  | <b>849 (57.6%)</b> | <b>625 (42.4%)</b> | <b>1474</b> |