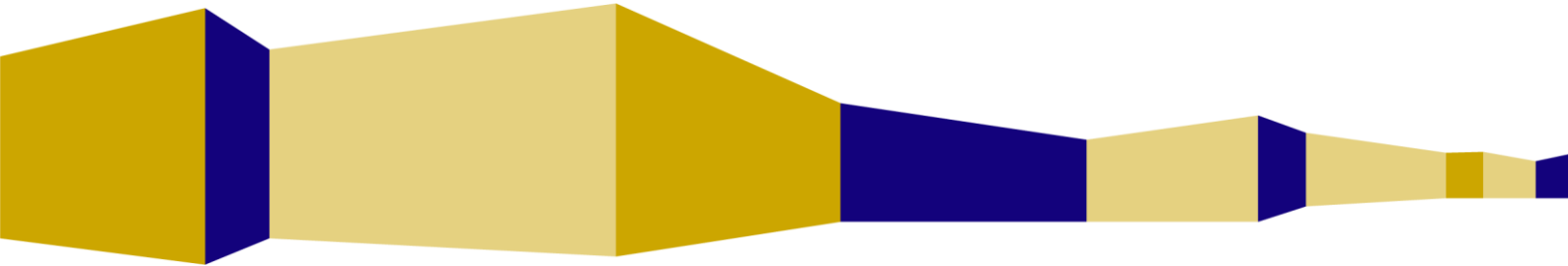


**THE GLASGOW
SCHOOL OF ART**



Equal Pay Review 2012

Equal Pay Review 2012

1 Introduction

The Glasgow School of Art (GSA) supports the principle of equal pay for work of equal value and recognises that the School should operate a pay system that is based on objective criteria. In August 2007, the GSA implemented a new pay framework in which posts were allocated a job grade in line with the HERA job evaluation tool. One of the main objectives of the project was to ensure that employees were paid for equal work of equal value.

The GSA is committed to avoiding pay discrimination and to rewarding staff fairly. Conducting this Equal Pay Review reflects this commitment and we will continue to carry out regular monitoring of the impact of our pay practices.

This is the second Equal Pay Review conducted by GSA. The first was carried out in 2010.

Aims of the Equal Pay Review

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 objective grounds other than gender or any other protected characteristic. This report aims to achieve the following:

- highlight any pay gaps between the protected characteristics of staff;
- assess any difference in the gender pay gap since the Equal Pay Audit 2010;
- establish the reasons for any significant differences in pay and ensure that these reasons are objectively justified, and;
- in conjunction with the Diversity and Equality Group, develop an action plan to address any equal pay issues.

2 Data Collection

The Equal Pay Review uses existing Human Resource data to provide an overview of pay patterns across the institution. The information was collated from the payroll database on 1st August 2012. The protected characteristics extracted for various reports are gender, disability, ethnicity, religious belief, sexual orientation and age. Hours worked (part time/full time) has also been reviewed.

The data collected is for GSA contracted staff and does not include visiting staff at this time due to limited information held on visiting staff.

The "Other" category are members of staff, inclusive of the Director of the School, whose salaries are determined by the GSA Remuneration Committee.

The report indicates the percentage value of any pay gaps. This is shown as -% if women are paid less than men and a +% if women are paid more than men. This principle is applied where one protected characteristic is compared to everyone else. The calculation used to determine the pay gap as recommended by the Equality Challenge Unit is as follows:

- a. the difference of the man's average is calculated against the woman's average salary
- b. the difference divided by average salary of men x 100 = + or - %

Where length of service is discussed in this review, *overall* length of service is used rather than length of service within the grade due to this level of detail not being readily available and would take some time to gather.

3 Current Practice

Employees are allocated to a grade on the pay scale. All employees with more than 6 months in a particular grade progress to the next spine point within the grade in April each year, irrespective of performance. The grades increase each August when nationally negotiated pay awards are agreed. All internal promotions are automatically appointed to the bottom of the new grade. External appointments are normally placed within the grade depending on skills, experience and current salary.

4 Grading Structure

The GSA grading structure, which consists of nine grades, is attached as Appendix 1. The number of spine points within each grade vary from grade to grade. Grade 2 has seven spine points and Grade 7 has nine spine points. Unlike Grade 2 and 7, it is possible to reach the top of the grade on the grading structure within 6 years. It could become difficult to justify pay progression that takes more than 6 years to reach the top of the grade. It may be argued that someone with 6 years service, in a particular grade with more than 6 spine points, is equally able to carry out the duties of the grade and should therefore be paid at the same rate of pay as the person at the top of the grade. This is particularly problematic if a complaint is made based on any particular characteristic.

5 Findings

Overall Salary Comparison of Women and Men – August 2012				
Job Grade	Women	Men	Total Posts	Pay Gap %
1	21	14	35	0
2	5	2	7	-1
3	35	8	43	0.8
4	3	12	15	-7.1
5	31	24	55	-0.6
6	17	13	30	-3.9
7	61	64	125	-0.7
8	11	26	37	-3.6
9	7	10	17	-0.5
FE64 Scale 1	2	3	5	0
FE64 EXT	0	1	1	N/A
Other	3	10	13	49.9
OVERALL TOTAL	196	187	383	Overall Pay Gap -14.8
Total Grade 6 +	101	127	Total no. of women and men in Grade 6 or above post	

Table 1

5. Findings

- 5.1 Table 1 gives a summary of all staff, full time and part time as at 1st August 2012. It represents the gap within each pay grade and the overall pay gap of -14.8%, of the average earnings of a woman against the average earnings of a man across the GSA. The total salary bill for men is £1,218,458.50 more than women. This has reduced by £977,451.25 since 2010.

Within the grades there are more men (54%) than women (46%) occupying Grade 6 posts and above which would account for the overall pay gap. The associated numbers are highlighted at the bottom of Table 1.

With more men in higher grades than women, this is an example of occupational segregation (OS). OS is where women and men tend to do different types of work and where either sex tends to be clustered within certain grades. There are examples of the former occurring in the GSA which will be discussed in due course.

Although the overall gap is -14.8, most pay differences within the grades can be objectively justified in the section 5.2 to 5.14 below.

- 5.2 The total posts included in the majority of calculations throughout this report is 383.
- 5.3 Table 1 does not indicate a pay gap within Grade 1 as, in line with guidance, the figures do not include the shift allowance paid to janitorial staff. Within the grade there are 19 Domestic Assistants, 12 Janitors and 4 other posts which are administrative roles. Occupational segregation exists within this grade as all of the Domestic Assistants are women and all of the Janitors are men.

When shift allowances are included, however, a pay gap can be seen. Janitorial staff are paid a shift allowance for participating in a 3-shift rota pattern (including night shift) and over time for hours worked over 35 per week due to the fact that the rota is based on a 39-hour week.

The majority of Domestic Assistants and Janitors are on the same point within the grade in relation to basic salary.

With the exception of one, the Domestic Assistants are part time and the Janitors are all full time. Where Domestic Assistants work over time they receive plain time up to 35 hours, thereafter they receive the same over time rate as the Janitors. Of the 4 Administrators, 1 is full time. Part time worker pay comparisons are discussed from section 5.19.

The figures recorded in 2010 were not greatly dissimilar to the figures in 2012. There was a slight increase in the number of women, and the number of men increased by one.

- 5.4 The slight Grade 2 pay gap is -1% as, on average, the men have more service than the women and have therefore progressed further within their grade. The figures reported for 2010 were virtually identical in this category.
- 5.5 There is no significant pay gap in Grade 3, this was also the case in 2010.

- 5.6 The Grade 4 posts are made up of 8 posts which attract a market supplement and 7 ordinary posts which do not attract a market supplement.

The pay gap in Grade 4 is partly due to the application of the market supplement for 8 (all men) Digital Design Studio posts. These posts have been evaluated using HERA at Grade 4. The Grade 4 salary scale is £21,383 - £24,049, however this type of post is paid at a higher rate within the local market. In order to attract and retain employees, these salaries have been supplemented with a lump sum payment in order to pay market value for these posts. Market supplement applications are reviewed every 2 years to ensure they remain justifiable and necessary.

The pay gap reduces slightly when the remaining 7 ordinary grade 4 posts are compared. Of the 3 women in these remaining posts, 2 are new into post and were placed at the bottom of the scale. The other has more length of service in the grade and, is therefore, placed higher up the scale.

Of the 4 men, one is new to the post, and placed at the bottom of the scale, two are placed at the second point and one is placed at the top of the scale, due to their respective length of service in the grade.

Overall within these remaining 7 ordinary grade 4 posts, the pay gap is in favour of men due to there being more men in the grade and also length of service.

The pay gap in the grade 4 posts inclusive of market supplement is unattainable due to their only being men in this category.

Previously, in 2010, there was a female included the market supplement category, which would have resulted in a lower pay gap.

- 5.7 The pay gap in Grade 5 exists for a number of reasons. 3 women's roles were re-evaluated, which resulted in them being regraded and moving from Grade 5 into Grade 6. Furthermore, there were 2 female new starts entering Grade 5 at the bottom of the scale. Thus, the pay gap is a result of women higher up the scale leaving the grade and women placed lower down the scale, entering the grade.

With regard to the males, their numbers have remained fairly consistent in comparison to 2010, with the exception of 2 new males entering at the bottom of the grade.

- 5.8 The Grade 6 pay gap of -3.9% is due to the length of service in favour of males. Of the 13 men, 5 have over 20 years service, with no females having reached 20 years service. On average, women in Grade 6 are earlier on in their career compared to males. This is evident by the aforementioned 3 females entering at the bottom of the scale and furthermore, by males on average having a longer length in service.

- 5.9 As in 2010, there is no significant pay gap within Grade 7.

- 5.10 In 2010, there were more males in Grade 8 in comparison to females. This trend is still evident in 2012 data, with more than double the amount of males than females in Grade 8.

This along with the length of service of females being less than the males accounts for the pay gap.

- 5.11 Grade 9 of the structure has only 2 spine points. Employees with more than 2 years service in this grade cannot progress any further. There is no significant pay gap in grade 9. Although there are more males than females in this grade, the majority of both males and females are placed at the top of Grade 9.

Further, those employees who reach the top of Grade 8 have a pay differential of just 5.7% to those employees who are at the top of Grade 9. Typically between the top of the adjacent grades the pay differential is more than 15%. There are employees in Grade 9 who manage Grade 8 employees. It therefore could be argued by Grade 9 employees that no real pay differential exists from those they manage despite the level and breadth of their responsibilities.

- 5.12 FE64 has been split into those who are lecturers (FE64 Scale 1) and those who are senior lecturers (FE64 extended). There is no pay gap. There are 2 females and 3 males on this structure, and they are all placed on the same spinal point. FE64 extended consists of only 1 male and therefore there is no gender pay gap.
- 5.13 The *Other* category consists of those members whose salaries are determined by the GSA Remuneration Committee, inclusive of the Director of the School. These are determined by taking into consideration a wide range of responsibilities which differs within this group and as the pay gap takes into consideration the Director of the School, this gives a significant gap in favour of women. The Executive Group Members consist of eight men and three women.
- 5.14 The overall pay gap is due to more men than women holding more senior posts.

Pay Gap – Aug 2010 versus Aug 2012

Job Grade	Aug-10			Aug-12		
	Women	Men	Pay Gap %	Women	Men	Pay Gap %
1	26	13	0	21	14	0
2	4	3	-1.7	5	2	-1
3	32	8	0.9	35	8	0.8
4	3	10	-2.9	3	12	-7.1
5	29	21	4.8	31	24	-0.6
6	16	18	2.4	17	13	-3.9
7	52	65	0.1	61	64	-0.7
8	7	24	-4.3	11	26	-3.6
9	3	10	0	7	10	-0.5
FE64 Scale 1	3	4	4.5	2	3	0
FE64 EXT	0	2	N/A	0	1	N/A
Other	2	9	30.5	3	10	49.9
Total Pay Gap summing up average salaries	177	187	-20.1	196	187	-14.8

Table 2

- 5.15 When comparing the data from 2010 to 2012, the overall pay gap appears to have narrowed, by 5.3%.
- 5.16 Within the grades in 2010, there were more men (70.6% of the total male employees) than women (46.8% of the total female employees) occupying Grade 6 posts and above. In 2012, there were 51.5% of women in Grade 6 roles and above and 67.9% of men. Therefore, the number of women in this category has increased, whereas, the number of males has decreased.
- Furthermore, the total number of women employed has increased by 19, whereas the number of men employed has remained consistent.
- 5.17 Grade 6 posts have seen an increase in the number of women by one (16 to 17) and a decrease in the number of men (18 to 13).
- 5.18 Grade 7 posts have seen a decrease of one in the number of men occupying these more senior posts (65 to 64) and the number of women have increased (52 to 62).

Pay Gap - Full Time Staff and Part Time Staff

5.19 The overall gender pay gap for full time staff is -5.5% with part time workers excluded. This figure has improved since 2010 by 5.5%. Table 3 below demonstrates the overall pay gap for the UK Workforce, as reported by the Equality Change Unit, as well as the comparison between the 2010 and 2012 figures. There is a significant difference of +7.8% between GSA and the National UK Workforce. Interestingly, the figure for the UK Workforce has remained fairly consistent, meanwhile the figure for GSA has vastly improved since 2010.

Pay Gap (All Employees)	UK Workforce	GSA Overall Pay Gap
2012	-22.6% (ECU April 2012)	-14.8%
2010	-22.5% (ECU April 2010)	-20.1%

Table 3

5.20 Table 4 below splits the workforce into Part Time and Full Time categories. Of the 383 employees, 176 are part time and 207 are full time. The overall pay gap between part time and full time employees is -12.2% in favour of full time employees. Although this is not based on gender, the gender pay gap is influenced by this figure. As 55.6% of women work part time in comparison to 35.8% of men, this widens the pay gap. In 2010, 59% of women and 31% of men worked part time. Thus, in 2012, the figure decreased for women, but increased for men.

Grade	Part Time (PT)			Full Time (FT)		
	Women	Men	Pay Gap (%)	Women	Men	Pay Gap (%)
1	20	1	6.5	1	13	0.7
2	2	1	-4	3	1	2.1
3	21	3	6	14	5	-2.7
4	1	0	N/A	2	12	-6.2
5	14	9	2.4	17	15	-2.6
6	7	2	-5.5	10	11	-3.9
7	39	40	-1.2	22	24	0.55
8	3	4	-4.8	8	22	-3.7
9	0	1	N/A	7	9	-0.05
FE64 Scale 1	2	3	0	0	0	N/A
FE64 EXT	0	1	N/A	0	0	N/A
Other	0	2	N/A	3	8	26
Total	109	67	-22.1	87	120	-5.5
Overall Pay Gap between PT and FT employees						-12.2

Table 4

Part time Staff

- 5.21 There are 176 part time posts . Of these 176 part time posts, 109 are women and 67 are men. The overall pay gap between part time men and women is -22.1%.
- 5.22 It is evident from Table 4 that there are more women than men in part time posts and more men than women in full time posts.
- 5.23 The overall pay gap of -22.1% in relation to part time employees is influenced by the fact that over half of the part time workers are women at 64.5% and of those women, 53.2% are attributed to the lower grades (1 to 5) where there are only 14 part time men. Of the 67 part time men, 79.1% are attributed to Grade 6 and above, whereas, of the 51 part time women, 53.2% are attributed to Grade 6. This therefore demonstrates that occupational segregation exists within part time posts as more men than women occupy higher grades.
- 5.24 There is a good representation of women within Grade 7. Of the 61 women (part time and full time) that occupy Grade 7, 63.9% are part time. Typically within this grade, the majority of staff are lecturers (also typically part time posts), which may be a reason why there are more women in this higher grade.
- 5.25 The significant pay gap in favour of part-time men in Grade 2 and Grade 6 is accounted for due to the males having a longer length of service on average, in the grade.
- 5.26 Similarly, the pay gap in Grade 8 is a result of there being more males than females in the grade, 4 males and 3 females, and 1 of the males has over 20 years service in the grade.
- 5.27 Grades 1, 3 and 5 favour women, whereas the overall pay gap favours men. This is because the majority of the part time men are in the higher grades and the majority of part time women are in the lower grades. This means that comparative salaries are higher for men therefore the overall pay gap is in their favour.

Full Time Staff

- 5.28 The overall pay gap for full time employees is in favour of men at -12.2%. Within each grade, with the exception of Grade 2, 7 and *Other*, the pay gap is in favour of men. It has been discussed in sections 5.1 to 5.14 about the various reasons as to why a pay gap exists and they are the same reasons as to why they exist with full time employees.
- 5.29 The pay gap in Grade 2 in favour of women, exists due to there being more women than men in each of those grades. The pay gap in grade 7 exists due to women having a longer length of service in the grade. The Director of School is included in the *other* category which explains the significant pay gap for this category.

Pay Gap – Age Profile

5.30 For the purposes of this review, the age groups will be broken down into 4 distinct age groups following the HESA age ranges. Table 5 demonstrates these age groups, highlights the number of employees who fall within each age group, further breaks this down into the numbers within each grade and shows the split of the age groups by gender. Within the School the majority of employees (47%) sit within the 35-49 age group category.

Grade	Under 34		35 - 49		50 -65		66+	
	F	M	F	M	F	M	F	M
1	3	0	5	9	13	5	0	0
2	1	2	2	0	2	0	0	0
3	15	2	9	3	12	3	0	0
4	2	9	1	2	0	1	0	0
5	11	7	12	9	8	8	0	0
6	2	1	12	8	3	4	0	0
7	5	9	43	32	12	23	0	0
8	1	0	7	10	3	15	0	1
9	0	0	5	3	2	5	0	2
FE64 Sc1	0	0	1	2	1	1	0	0
FE64 Ext	0	0	0	0	0	1	0	0
Other	0	0	0	5	3	4	0	1
Total	40	30	97	83	59	70	0	4

Table 5

5.31 Table 6 gives an overall view of pay within the age groups and further breaks this down by gender.

	Overall Average Pay	Women Average Pay	Men Average Pay	Pay Gap %
Under 34	£26,625.57	£25,132.44	£28,566.63	-12
35-49	£37,212.96	£36,261	£38,336.79	-5
50-65	£37,502.26	£36,261.14	£41,890.91	-13
66+	£60,254.50	N/A	£60,254.50	N/A

Table 6

5.32 Table 6 demonstrates that the overall pay increases with age in the GSA. The average pay of women is lower than the Overall Average Pay. The average pay of men is higher than the Overall Average Pay. Section 5.33 – 5.40 will look at the reasons for this.

5.33 There is a significant pay gap in favour of men within each of the age groups. As referred to in Table 1, more men (127) than women (101) occupy Grade 6 and above posts which is why there is an overall pay gap. Within each individual age group, this theme continues which explains the significant pay gap within each age group.

- 5.34 In regard to Table 5, there are more women (40) than men (30) aged Under 34, however the pay gap is still in favour of men due to there being more men than women in Grade 7 in this category.
- 5.35 There are more women (97) than men (83) in the 35 – 49 category. There are a total of 73 people in Grade 8 or above, made up of 23 women (31.5%) and 50 men (68.5%). As a result, the pay gap favours men.
- 5.36 Within the age group of 50 – 65, this represents the biggest pay gap in favour of men. There are a total of 18 people in Grade 8 who are in this category. 15 of which are men and 3 of which are women. This accounts for the pay gap in favour of men in this category.
- 5.37 The overall highest paid group are those aged 66+ despite this group representing the least number of employees, all of whom are all male.

Age and Length of Service

- 5.38 Table 7 below shows the average length of service for each represented age group in the GSA and this is split between the sexes. Across each age group, men appear to stay within the GSA longer than women, but not to a significant degree.
- 5.39 Pay progression is rewarded annually and is linked to length of service.
- 5.40 As men have more length of service, this may be a contributing factor to being paid more than women overall.

Average Length of Service (years)	Male	Female
Under 34	3.7	3.5
35-49	8.2	9
50-65	13.5	12.5
66+	11.3	N/A

Table 7

Recruitment Analysis

- 5.41 To establish what posts women and men are applying for at GSA, available recruitment analysis data has been obtained for posts advertised from January 2012 until July 2012. This data is obtained from the equal opportunity section of the application form submitted by applicants on GSA’s online recruitment system. The equal opportunity section is optional for applicants to complete; therefore, all equal opportunity forms for all posts have not necessarily been submitted.
- 5.42 From January 2012 until July 2012, 448 women and 284 men applied for 31 posts in GSA. Of the 448 women, 25% of women applied for Grade 6 to 9 posts. This is a significant increase from the figure in 2010, which was 11%. Interestingly, the largest number of male applicants for any post, was a Grade 3 role. However, this was closely followed by a Grade 9 post.
- 5.43 With regard to women, the largest amount of female applicants was for a Grade 3 role, followed by a Grade 6 role. Out of the two highest graded roles, significantly more males applied than females.

Pay Gap – Disability

Disclosed Disabled	Not Known or specified	Pay Gap %
19	364	-32

Table 8

- 5.44 5% of the workforce have disclosed their disability. The overall pay gap of -32% compares those who have declared themselves disabled against the rest of the workforce. It is unknown if any of the 364 employees are disabled or not. Those declared disabled are found within the following grades:

Employees Disclosed Disabled			
Grade	Women	Men	Total
1	3	2	5
3	3	1	4
4	1	1	2
5	2	1	3
7	2	1	3
8		1	1
OTHER		1	1
TOTAL	11	8	19

Table 9

- 5.45 58% of those declared disabled are represented in the lower grades (1 to 4) which would account for the significant overall pay gap.
- 5.46 The comparative numbers are small and may not be a true reflection of any pay issue.

The numbers haven't varied greatly since 2010 in this area. Although, the number of employees who have disclosed their disability, has decreased from 22 to 19.

Pay Gap - Ethnicity

White	BME	Refused	Pay Gap
364	14	5	+24%

Table 10

5.47 Black and Ethnic Minority (BME) Groups represent 3.7% of the workforce. The overall pay gap of +24% compares BMEs with the rest of the workforce. This pay gap is due to 86% of BMEs being represented in the higher grades (7 and above). BMEs are represented by those from Asian, Black African, Chinese, Other Asian Background, Other Ethnic Background and Other Mixed Background.

Since 2010, the number of white employees has increased by 20, while the number of employees in the BME category has remained fairly consistent.

5.48 Where BMEs are represented within a grade, the pay gap is as follows:

Grade	White	BME	Pay Gap %		Grade	White	BME	Pay Gap %
4	12	2	+3%		8	31	7	+0.4%
5	83	1	-4.6%		9	15	1	0%
7	119	3	-4.3%					

Table 11

5.49 The Pay Gap in Grade 4 is due to one of the individual's in the BME group having a significantly longer length of service in comparison to the others in this grade.

5.50 The Pay Gap in Grade 5 exists due to 9 out of the 83 members of staff in this grade with a white background who have more than 15 years service. The comparative number within this grade of 2 employees from a BME background is low and not a true reflection of any pay issue.

The pay gap within Grade 7 is such due to 2 of the 3 employees from a BME background having less than 1 years service and they therefore sit near the bottom of the grade.

There does not appear to be a pay issue for this protected characteristic. There is, however, low BME representation in the GSA.

Pay Gap – Religion/Belief

5.51 The breakdown of religious background within GSA is detailed below:

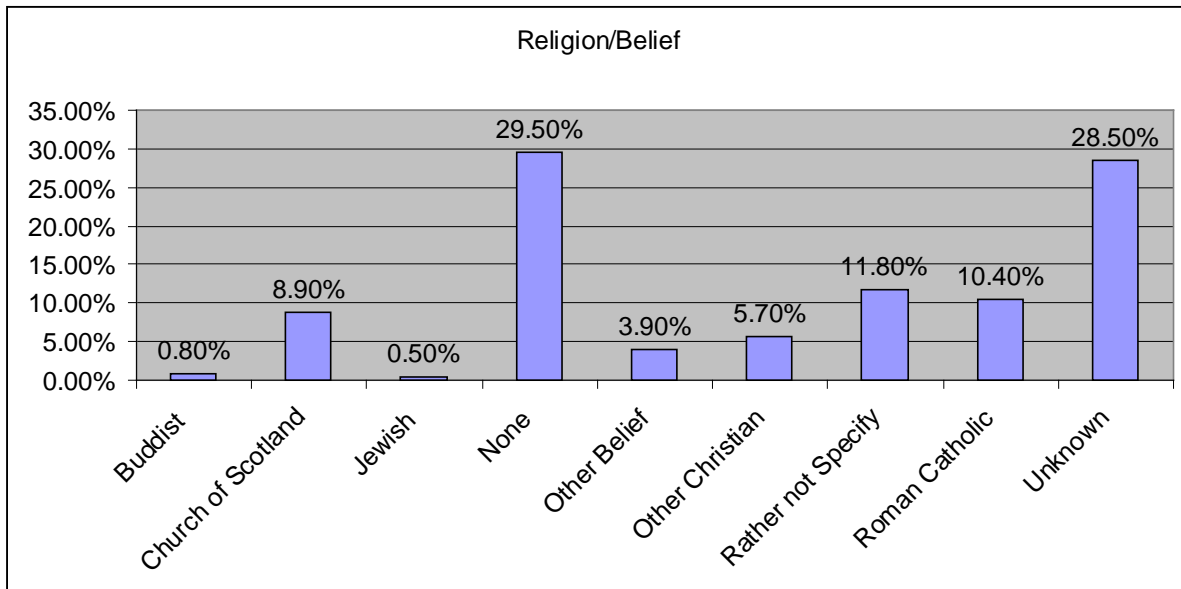


Chart 3

5.52 Those who have declared a religious background is made up of 30.3% of the GSA workforce and those with no religious background is 29.5% of the workforce. *Unknown (U)* and *Rather Not Specify (RnS)* equates to 158 employees (41.3% of the workforce). It is unclear whether or not this group of employees have a religion or belief and they will therefore be discounted in the pay calculations.

5.53 Salary comparison cannot be conducted in relation to this protected characteristic as confidentiality will be compromised for certain employees.

Pay Gap – Sexual Orientation

Heterosexual	Homosexual	Bi Sexual	Refused to Specify	Unknown
210	8	3	47	115

Table 11

5.54 57.7% of the workforce have disclosed their sexual orientation. This has increased by approximately 6% since 2010. Where a comparison is made between Heterosexual against Homosexual and Bi Sexual the pay gap is +30% in favour of those with Homosexual and Bi Sexual orientation. This is due to those with Homosexual and Bi Sexual orientation holding posts within higher grades.

Those with Heterosexual backgrounds are more evenly spread throughout the grades and therefore the average overall salary is lower.

- 5.55 The small comparative numbers and the 43.3% of those with unknown sexual orientation is not enough data in order to meaningfully analyse any possible pay issue.

6.0 Conclusions

There are two major factors that are contributing to the gender pay gap:

- Overall length of service is in favour of men. The longer men stay, the likelihood they will reach the top of their respective grade within GSA's grading structure.
- Men are concentrated in the higher grades,

Equal Pay for equal value within GSA is largely demonstrated **within** each grade of the structure. Where improvement can be made within the School is more representation of women in the higher grades and more representation of men in the lower grades. The barrier against achieving this is that external men and women tend to apply for those roles that are typically man/woman orientated roles i.e. men will apply for senior management roles which attract a higher rate of pay. Women are clustered into the '5 Cs' - catering, cleaning, caring, clerical and cashiering which attract a lower rate of pay and are underrepresented in senior management.

The Equality Act 2010 now allows for recruitment decisions to be made in favour of a group that is underrepresented. For example, following interview a man and a woman are both equally capable of carrying out the duties of the role. Where the role is predominately filled by men within GSA, the recruiting manager can appoint the woman to redress the balance. The same principal would apply where men and the other protected characteristics are underrepresented.

There is no pay issue in regard to Ethnicity, but the issue may lie with underrepresentation of this protected characteristic within the School. More data is required in respect to the other protected characteristics in order to present a clearer picture of whether there are any meaningful pay gaps.

Overall, since 2010, there has been a positive move in the right direction, which has been evident throughout this report.

6.0 Recommendations

- 6.1 The School should seek to ensure that there is scope to expand on existing practices in place could contribute to closing the gaps.

- 6.2 There are already a range of good practices within the School that will have a beneficial effect in this area. A wider understanding of the impact of some of our pay procedures can assist with these practices. Areas that we should monitor and work to strengthen include:

- Ensure that all those involved in making pay decisions have been appropriately trained in best employment practice based on equality and diversity.
- Monitor salaries on appointment to ensure that salaries are given at the same point unless there is a justifiable reason.

- Apply a consistent approach to determining the starting salary of internal and external appointments.
- Review the existing number of steps within each grade of the Pay Framework to protect the School from challenges on grounds of gender and age discrimination.
- Where there is a difference in pay, examine how external recruitment for the different professions is undertaken to ensure that there is no underlying bias that prevents women from taking up more senior posts. Research should be undertaken specifically in relation to:
 - selection criteria - minimum experience required, specifically for those roles currently dominated by males
 - gender profiling at each stage of the recruitment process (i.e application, interview and appointment)
- Encourage disclosure, particularly in relation to sexual orientation, disability and religion.
- Monitor the salaries of part time staff to ensure that they remain at the same level as full time staff.

6.3 Further investigation should be undertaken into the reasons why men appear to stay longer at GSA, compared to women.

