

The Glasgow School of Art

Equal Pay Review

March 2017

Equal Pay Statement

The Glasgow School of Art (GSA) recognises the importance of equality, values diversity, and is committed to ensuring that all staff are treated equitably regardless of their age, race (including nationality, ethnic or national origin), disability, sexual orientation, gender (including gender re-assignment), marital, civil partnership or parental status, religion or belief, or lack of religion or belief. A fundamental part of these principles is that staff should receive equal pay for work of equal value.

GSA recognises that, in order to achieve equal pay for employees carrying out equal work, it should operate a pay system which is transparent, based on objective criteria and free from unfair bias on any grounds, including sex, race or disability. This principle is central to GSA's policy on equality, pay, and related matters including occupational segregation and career development.

1.0 ABOUT THIS REPORT

This is the fourth Equal Pay Review to be conducted. The first was carried out in 2010, with subsequent reviews undertaken in 2012 and 2015. Where possible comparisons will be made against previous reports.

Whilst Equal Pay Reviews were previously concerned with examining the differences in pay between females and males, the review now also examines pay differentials relative to each of the protected characteristics defined in the Equality Act 2010; namely:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (in relation to work and the need to eliminate discrimination)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

GSA's size, and the individual right to non-disclosure, impacts on the data available for some of the protected characteristics. Accordingly this report will cover all areas with the exception of gender reassignment, marriage/civil partnership and pregnancy/maternity. GSA will continue to improve the quality and analysis of data collected.

An Equal Pay Review is an analysis of an organisation's pay structure in order to identify and eliminate any gaps that cannot be explained on objective grounds other than gender or any other protected characteristic. The methodology used is detailed in Appendix 2. This report aims to achieve the following:

- identify the gender pay gap using both mean and median calculations across the GSA grade structure comparing the outcome with previous reviews.
- where possible, highlight any pay gaps related to protected characteristics including race and disability.
- establish the reasons for any significant differences in pay considering issues such as occupational segregation and ensure that these reasons are objectively justified.
- recommend actions to address any issues identified.

Since the previous Equal Pay Review in 2015, GSA has revised and updated its Staff Recruitment and Selection Policy and Procedure. This has improved consistency of practice at all stages of the recruitment process across GSA. However, work remains to be done in fully embedding best practice without the need for HR intervention.

2.0 THEMES

A number of themes have emerged from this review and these are outlined below:

Theme 1 – GSA Grade Structure

The current grade structure came into effect on 1 April 2007 as a result of the implementation of the National Framework Agreement. The grade structure was developed following an evaluation of all roles falling within the scope of the Agreement using the Higher Education Role Analysis (HERA) tool.

The grade structure is given below:

Point	Grade	From 1st August 2016	Staff Headcount		Staff FTE	
			Women	Men	Women	Men
51	Grade 9	£59,400	8	14	7.6	12.6
50		£57,674				
49		£55,998	21	30	18.5	26.7
48		£54,372				
47	Grade 8	£52,793				
46		£51,260				
45		£49,772				
44		£48,327				
43		£46,924				
42		£45,562	96	85	61.9	53.9
41		£44,240				
40		£42,955				
39	Grade 7	£41,709				
38		£40,523				
37		£39,324				
36		£38,183				
35		£37,075				
34		£36,001	27	18	22.9	17.4
33		£34,956				
32	Grade 6	£33,943				
31		£32,958				
30		£32,004				
29		£31,076				
28		£30,175				
27		£29,301	41	34	32.3	29.2
26	Grade 5	£28,452				
25		£27,629				
24		£26,829				
23		£26,052				
22		£25,298				
21		£24,565				
20	Grade 4	£23,879	11	11	10.6	10.5
19		£23,164				
18		£22,494				
17		£21,843	40	9	33.5	7.5
16		£21,220				
15	Grade 3	£20,624				
14		£20,046				
13		£19,485				
12		£18,940				
11		£18,412				
10		£17,898	10	2	7.9	1.4
9		£17,399				
8	Grade 2	£16,961				
7		£16,618				
6		£16,289				
5		£15,976				
4		£15,670				
3	Grade 1	£15,356	24	16	14.4	13.7
2		£15,052				
1		£14,767				

It is now apparent that the structure no longer meets the needs of GSA and, as will be demonstrated in this report, it contributes to the existence of gender pay gaps. The main reason for this is the high number of spinal column points within some grades, particularly grades 2 and 7 which contain seven and nine points

respectively. For example, this means that an employee starting on grade 7 point 35 on 1 April 2017 will reach the top point of the scale (point 43) on 1 April 2024. The effect of this is that if a group of employees who are predominately female or male start on point 35, this will impact on the overall average pay for that grade which is used to assess the gender pay gap.

The 51 point grade structure is operated across the HE sector but each institution has its own grade boundaries. From 1 April 2017, as a result of the 2016/17 pay settlement, point 1 will be removed from the scale. It is anticipated that further points will be removed owing to the impact of the voluntary living wage as determined by the Living Wage Foundation. GSA's pay policy currently aligns with the voluntary living wage.

The potential removal of points at the bottom of the scale, together with the underlying issues within the existing grade structure, make it necessary to revise the GSA grade structure to address equal pay issues.

Theme 2 – Salaries outwith the 51 point Grade Structure

The report categorises all those (with the exception of a single employee who remains on an FE64 academic contract) who are paid outwith the nationally agreed pay structure as "Other". This group consists of the senior staff within GSA who have their salary level set by the Remuneration Committee of the Board of Governors. The remit of the Remuneration Committee is attached at Appendix 1.

There remains an imbalance between males and females within the "Other" group at GSA and an overall pay gap exists within this group. However, further analysis of this group of staff has been undertaken to consider the nature of the roles and reporting lines. This will be considered in Section 4.1.

Addressing the gender pay gap will require GSA to consider the method of recruitment to senior roles, the nature of these roles and how they are delivered.

Theme 3 – Occupational Segregation

Occupational segregation occurs where females and/or males are concentrated in different types of role (horizontal) or within different grades (vertical).

The report highlights a number of examples of occupational segregation both horizontal and vertical across the grade structure and between part time/full time staff. It also demonstrates that the applications received for roles advertised are subject to occupational segregation.

GSA must recognise where occupational segregation exists within its own structures and define what further action can be taken to address the issue.

Theme 4 – Equality Outcomes 2017-21

Under the Equality Act 2010 and to support delivery of the Public Sector Equality Duty in Scotland, GSA is required to publish a set of Equality Outcomes.

Equality Outcome 4 2017-21 is: ***"A fair pay and career progression framework, which underpins equality of opportunity for all, and which actively works towards reducing the gender pay gap and addressing any occupational segregation."***

Action on Themes 1 to 3 above will further the delivery of this Equality Outcome. GSA will continue to define measures to improve the quality of data available including action to encourage staff engagement with equality monitoring.

4.0 PAY GAP ANALYSIS - Gender

Appendix 3 contains all the tables prepared for this report and these tables will be referenced throughout this section.

Table 1 gives a summary of the gender pay gap for GSA staff, full time and part time as at 1st January 2017 on a mean or average basis. It presents the gender pay gap within each pay grade and shows an overall gender pay gap of -15.5%, between the average earnings of a female against the average earnings of a male at GSA. In 2012 the gender pay gap was -14.8% which increased to -16.6% in 2015 so the figure for 2017 is consistent. However, although the overall figure remains at a level which raises concern, the underlying trend on a grade by grade basis is more positive and the headline figure is to an extent distorted by the significant variance in the overall gender pay gap in the "Other" group and by the Director's salary itself.

Table 2 gives information on the pay gap on a median basis. This method, as matters stand, is probably less meaningful because although it produces results which give a lower overall pay gap the gap by individual grade is more prone to greater swings depending on the size and nature of the data set.

4.1 Commentary on Gender Pay Gaps by Grade

Each grade will now be considered in relation to any objective justification and any other factor which can be identified.

Grade 1 - There is a 0.1% gender pay gap within grade 1 (0.2% in 2015 and 0.0% in 2012) and therefore no substantial equal pay issue within this grade. However, there is a clear example of occupational segregation between domestic assistants (predominately female) and janitors (predominately male) within this grade.

In line with guidance, the calculation of the pay gap does not include any shift allowance paid.

A shift allowance is paid to Janitors for participating in a three-shift rota pattern which is based on a 39 hour week and includes night shift. Over time is paid for hours worked over 35 per week.

With one exception, 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.

The majority of Domestic Assistants and Janitors are on the same point within the grade in relation to basic salary. The gender pay gap when using the median value (0.0%) reflects this.

Grade 2 - The gender pay gap in grade 2 is -7.6% compared to 3.9% in 2015 and -1.0% in 2012. This is a significant variation over a short period of time and there are two factors involved. Firstly, the total number of employees has increased from nine (six female and three male) to twelve (ten female and two male). The second factor is that grade 2 has 7 spine points and the four new female members of staff were appointed at the first point on the scale. This lowers the average salary for the female group whilst the male average, notwithstanding the reduction from three to two employees, remains higher as they are at the top of the grade.

This outcome highlights the potential variations which can occur when considering relatively small numbers of staff. The median pay gap (7.9% in 2015 to -11.5% in 2017) follows the same pattern.

Grade 3 - As in previous reviews, there is no significant gender pay gap in grade 3. The gender pay gap is now 2.9% in favour of females having previously been 0.8% in both 2012 and 2015. The number of staff has changed only slightly (forty female, nine male as opposed to forty female, eight male) and more females have progressed up the scale over the period. The median pay gap (0.0% in 2015 to 12.1% in 2017) follows the same pattern.

There are a broad range of roles within grade 3 and there is an element of occupational segregation within them.

Grade 4 - The gender pay gap, now stands at 1.3% having previously been -2.7% in 2015 and -7.1% in 2012. This improvement is explained by the balance between female and male employees and their position on the pay spine. However, as was the case in grade 2 the overall number of employees is low and small changes within the group can lead to significant changes to the overall outcome.

Within this grade, eight (seven males and one female) of the twenty two posts are specialist computing and modelling posts which attract a market supplement. This suggests a degree of occupational segregation.

The application of a market supplement is governed by the Market Pay Policy and Procedure and the posts which have a market supplement attached to them have been evaluated using HERA at grade 4. However, this particular 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 an additional payment in order to pay market value for these posts. Market supplement applications are reviewed every two years to ensure they remain justifiable and necessary.

The median gender pay gap is 0.0% as the mid-point value for females and males is the same. In 2015 the median gender pay gap was -8.4% and this improvement, whilst consistent with the mean pay gap, is more closely related to the relatively small number of employees in this grade.

Grade 5 - The gender pay gap in grade 5 has improved from -1.8% in 2015 to -0.7% in 2017. The previous review showed a significant increase in female members of staff and these staff has now progressed further up the pay scale. The overall numbers have changed marginally and the overall impact of this is that the gender pay gap has narrowed over the period. The median gender pay gap is -2.9% compared to 0.0% in 2015.

Grade 6 - A similar situation exists in grade 6 where the gender pay gap has narrowed from -1.9% in 2015 to -0.4% in 2017. Since the previous review, one additional male has been employed and the number of females has remained the same. The gender pay gap has narrowed as female staff continue to progress up the pay scale. The median gender pay gap is -2.9%, which has improved from -5.7% in 2015.

Overall, with regard to both grade 5 and grade 6, although the pay gap is still marginally in favour of men, the gender pay gap has narrowed.

Grade 7 – The gender pay gap in 2017 is -2.8% as opposed to 0.3% in favour of females in 2015. A similar position exists in grade 7 as in grade 2, where there has been an increase in females employed in the grade (96 in total as opposed to 83 previously) that started at the bottom of the scale. This change was not replicated in the number of males employed which decreased by one. Grade 7 is the longest in the GSA pay structure with nine spinal column points therefore the impact of additional members of female staff at the bottom of the scale inevitably has a detrimental impact on the gender pay gap. The increase in numbers is partly owing to staff, previously employed on variable hour's contracts, (often referred to as zero hour contracts) being transferred onto fractional contracts.

There has been an increase of both males and females in grade 7 since 2012. The number of females in the grade has risen from 61 in 2012, to 83 in 2015 and now 96 in 2017, and the number of males has risen from 64 in 2012, to 86 in 2015 before dropping to 85 in 2017.

The median pay gap is -8.5% (-2.9% in 2015) which is consistent with the increase in female employees who have not yet progressed up the scale resulting in a mid-point which is towards the lower end of the scale.

Grade 8 - In previous reviews there were more males than females employed in grade 8, although the gap was narrowing. This pattern has continued in 2017 where there are now twenty one females and thirty males. Consequently the gender pay gap has also narrowed. It now stands at -2.0% compared with - 2.4% in 2015 and -3.6% in 2012. As with grades 5 and grade 6, it is evident that the gender pay gap between men and women has narrowed. The median gender pay gap is -2.9% (-5.7% in 2015).

Grade 9 - There are only two spine points in grade 9. Therefore, employees with more than two years of service in this grade cannot progress any further in the grade. There has been a change in the numbers with eight female and fourteen male employees compared to eleven females and ten males in 2015. The gender pay gap is subject to fluctuations depending on the numbers of females and males employed. In 2017 the gender pay gap is 2.6% in favour of females whilst in 2015 and 2102 it was -0.5% in favour of males.

If there were no changes to those employed at grade 9, from August 2017 the gender pay gap would be 0.0% as all staff would be on the same point of the scale.

The median gender pay gap is 0.0%, which is unchanged from 2015.

Others - The "Other" category consists of those members of staff (including the Director of the School) whose salaries are determined by the Remuneration Committee of the Board of Governors. There are eleven males and seven females, compared to eleven males and four females in 2015, an additional three females since 2015.

The overall gender pay gap in 2017 for this group of senior staff is -22.8% compared to -18.5% in 2015. Taking the category as a whole, the majority of the females are employed in roles which are remunerated at a lower level and there is therefore a degree of vertical occupational segregation within this group. The median gender pay gap of -19.7% is consistent with the mean.

Whilst there is a clear gender pay gap within this group further analysis is required to obtain a clearer picture of the underlying issues. The Director is the highest paid individual within GSA and as such the impact of his or her salary can distort the overall picture. If the Director's salary is excluded from the current data, the gender pay gap drops to -18.6%.

If the group is then further broken down into those roles which report into the Director and those who do not, the following arises:

- Within the group, one female and five males currently report into the Director and the gender pay gap stands at -1.0%.
- Six females and five males currently report into other senior roles and the gender pay gap stands at -13.8%.

From this it is clear that there is an issue of occupational segregation within the group who do not report to the Director. Table 3 provides a summary although it is not possible to provide a full comparison to 2015 due to different reporting lines at that time.

Grade Structure Summary - In terms of the grade structure the following observation can be made:

- Relatively small changes in the numbers of people employed within a particular grade can have a disproportionate impact on the pay gap, for example, grade 2.
- The headline figure of -22.8% for the overall "Other" group masks the actual position within the group when reporting lines are taken into account. However, there remains a -13.8% pay gap for those who do not report into the Director.
- Since August 2012 the number of staff employed by GSA has increased with an additional 89 females and 44 males being employed.
- Most of this increase has occurred in grade 6 and above where the balance between males and females employed has changed significantly (see Table 4).
- Whilst it is possible to identify occupational segregation in some grades, the range of roles which exist within grades does not always allow for this to be demonstrated in a meaningful way.

4.2 Pay Gap – Part Time/Full Time Staff

Table 5 splits the workforce into part time and full time categories. The overall pay gap between part time and full time employees' stands at -12.0% in favour of full time employees, compared to -9.7% in 2015. Although this is not based on gender, the gender pay gap is influenced by this figure. As 52.6% of females work part time in comparison to 40.3% of males, this widens the pay gap amongst part time employees although there is a slight improvement since 2015 when 55.6% of females and 39% of males worked part time.

There are 243 part time posts and of these, 150 are females and 93 are males. The overall pay gap between part time males and part time females is -16.1%, compared to -18.3% in 2015. Although there are still more females than males in part time posts and more males than females in full time posts, the gap has narrowed significantly (141/118 in 2015 to 138/135 in 2017).

The overall pay gap of -16.1% in relation to part time employees is influenced by the fact that over half of the part time workers are females. There is evidence of occupational segregation when the split between grades 1 to 5 and grade 6 and above are considered. 45.3% of females compared to 24.7% of males occupy roles in grades 1 to 5, whilst 54.7% of females and 75.3% of males occupy roles in grade 6 and above.

There are now more females than males employed in grade 7. However, of the 96 females, 64.5% are part time. Typically within this grade, the majority of staff are lecturers (also often part time posts).

In other grades the numbers of staff are relatively low and it is not always possible to draw any firm conclusion from the figures given. For this reason no comparison of the median gender pay gap is given.

Overall the gender pay gap for part time staff favours males. This is because the majority of the part time males are in the higher grades and the majority of part time females are in the lower grades. This means that comparative salaries are higher for males therefore the overall gender pay gap is in their favour.

The overall gender pay gap for full time employees is in favour of males at -13.3%. This is influenced by the gender pay gap of -22.8% for the overall "Other" group and the figure when the Director's salary is excluded is -11.8%. The figure in 2015 was -12.3% so there has been a slight deterioration in the overall gender pay gap for full time staff.

4.3 Pay Gap – Age Profile and Length of Service

For the purposes of this review, the age groups will be broken down into four distinct age groups as defined by HESA. Table 6 gives the number of employees who fall within each age group and further breaks this down into the numbers within each grade, showing the split of the age groups by gender. Within GSA the majority of employees (45.7%) are within the 35 to 49 age group. This is broadly similar to 2015 when 48.2% of employees were within the 35 to 49 age group.

In 2015 31.9% of the workforce was over age 50, and in 2017 this figure stood at 35.1%. When length of service is taken into account, 21.7% of staff have service of 16 years or more and 33.7% eleven years or more. See table 7.

Table 8 gives an overall view of pay across the age bands and further breaks this down by gender. It demonstrates that overall, pay increases with age in GSA. The average pay of females is lower than the overall average pay in all of the age groups and the average pay of males is higher than the overall average pay in all age groups. There is a pay gap in favour of men within each of the age groups.

It can be observed in Table 6 that there are more females (71) than males (28) aged under 34. However, the pay gap is still in favour of males. This is because within this category, there are more females (27) than

males (5) in lower graded posts (grades 1 to 3). In 2015 the numbers were sixteen females and five males and the increase in females has resulted in the increase in the gender pay gap for this age group.

There are more females (136) than males (100) in the age 35 to 49 category. There are a total of forty people in grade 8 or above in this age category, made up of seventeen females and twenty three males. As a result, the gender pay gap favours males although the increase since 2015 is slight.

In age group of 50 to 65 the gender pay gap has fallen from -18.4% to -9.6%. There are a total of twenty five people in grade 8 (22 in 2015) who are in this category, fifteen of which are males (16 in 2015) and ten of which are females (6 in 2015). This variation contributes to the improvement although there remains a considerable the gender pay gap in favour of males in this category.

Whilst the age group 66+ gives the largest gender pay gap in favour of males, the number of individuals within this group is small (1 female and 8 males). The female is in grade 1 whilst the males are distributed across the grades and this accounts for the disparity.

4.4 Recruitment and Selection

In 2016, a total of 75 roles were advertised with 1463 applications received from females and 786 from males. The roles advertised were diverse but it is possible to pick out specific ones which clearly indicate a degree of occupational segregation and this is highlighted in Table 9.

Table 10 gives details of the point on the scale new starters were placed during 2016. The HR Department must approve any request to place someone on anything other than the starting point. In 2016 approximately 50% of females were placed on a higher point as opposed to 25% of males. The most common reason for a higher point being offered is to match the applicant's current salary. A further and connected factor in these figures is the transfer of a number of staff employed by GSA from variable hours contracts to fractional contracts in 2015/16.

4.5 Pay Gap – Disability

Table 11 details the number of employees who have disclosed a disability: 14 (2.7%) in 2017 as opposed to 17 (3.4%) in 2015. The pay gap has changed marginally -23.0% in 2017 against -22.8 % in 2015. The median pay gap is consistent with these figures at -23.2%.

The number of staff disclosing disability remains low and care must be taken in drawing any conclusions from these figures. GSA needs to take action to make staff aware of the policies that are in place to ensure that appropriate support is available where needed.

4.6 Pay Gap – Ethnicity

People from Black, Asian and Minority Ethnic (BAME) groups represent 4.8% of the workforce (4.2% in 2015). Table 12 provides details and shows a pay gap of -6.3% (2.2% in 2015).

Table 13 gives the distribution of BAME groups across the grade structure and the pay gap associated with each grade, both mean and median values. The highest mean pay gaps appear in grades 2 and 3 at -6.7% and -6.3% respectively. The median values are less reliable given the size of the respective data sets.

The representation of people from BAME groups at GSA is low and it is difficult to draw firm conclusions on the basis of these figures.

4.7 Pay Gap – Religion/Belief

The pay gap between those who have not specified their religion or belief, and those who have cited Christian, Other Major or None as a religion or belief is 1.1% (1.26% in 2015). The reason for this pay gap is there are more highly paid employees in the former category. A more detailed analysis of Religion and Belief can be found in the [Staff Equality Monitoring Report](#).

4.8 Pay Gap – Sexual Orientation

As with religion and belief, a large number staff decline or choose not to disclose their sexual orientation. Table 14 provides details of the current numbers and further analysis can be found in the Staff Equality Monitoring Report. From the current figure the pay gap is -1.6%. Comparative information from 2015 is not available.

5.0 RECOMMENDATIONS

This report has highlighted a number of significant themes and the following recommendations are made:

1. GSA must maintain its commitment to equal pay for work of equal value and to systematically address issues in that regard.
2. GSA should undertake a full review of the existing 51 point grade structure to determine whether it remains fit for purpose. Following the review, a report should be prepared by the Head of HR for consideration by the Registrar and Secretary and then the Executive Group, outlining the findings and recommending next steps. Appropriate Trade Union Forum discussions will follow.
3. Occupational segregation exists in certain grades within the existing 51 point grade structure and whilst this may be addressed as part of the review of the existing structure, GSA should continue to review current recruitment practices to address occupational segregation and develop a plan to do so.
4. Within the “Other” group of staff, future recruitment to roles within this group must ensure that the nature of the role is fully considered, defined and objectively assessed.
5. Throughout the entire recruitment and selection process, there needs to be a transparent link with the GSA’s Equality Outcomes in order to ensure that decision making is not subject to unconscious bias. Further training should be provided to staff in this regard.
6. The data available across some of the protected characteristics makes it difficult to conduct meaningful analysis. Greater effort must be made to encourage staff to engage with equality monitoring.
7. The Head of HR should prepare an action plan regarding the above matters, for consideration by the Registrar and Secretary and approval by the Executive Group.

6.0 APPENDIX 1

Remuneration Committee Governance and Remit

Remit

The Committee will be responsible for agreeing annually the remuneration of those senior staff not covered through national pay scales, and for considering the terms and conditions and severance payments for such staff (subject to Scottish Funding Council guidance).

Membership

- The Chair of the HR Committee (Chair)
- The Chair of the Board of Governors
- The Vice-Chair(s) of the Board of Governors

- The Director (In attendance)
- The Director of Finance and Resources (In attendance)
- The Registrar and Secretary (in attendance)

(The Director, Director of Finance and Resources, and Registrar and Secretary shall leave meetings when their own cases are being discussed)

The membership should have the required expertise to review and determine salaries, terms and conditions and, where appropriate, severance payments for the staff within its remit.

Quorum

Three full members

Meetings

The Committee will normally meet on an annual basis and have any further meetings as required.

A. Application of policy guidance issued by Committee of Scottish Chairs

Background

In August 2015 the Committee of Scottish Chairs issued guidance notes on the operation of remuneration committees in Scottish higher education.

By agreeing these arrangements the Board of Governors of the School undertakes to follow this guidance in principle. It is recognised that there may be variation from the guidance to meet specific School needs. If necessary these will be clearly stipulated and subject to Board approval and review.

Terms of Reference

The remit of the remuneration committee is subject to annual review and this shall take into account the published guidance.

Method of Operation and Reporting

The guidance states that:

“Each year, in advance of the committee’s annual review of senior salaries, the governing body should provide policy guidance to the committee.”

The issue to be determined here is what constitutes “policy guidance”? What boundaries do the Board set the remuneration committee in terms of their scope to make informed decisions without the Board itself by default becoming the remuneration committee?

For example, a recommendation from the Board to the remuneration committee that the nationally agreed pay increase should be applied to all staff including those staff whose salaries are set by the remuneration committee, would in effect mean that there was little point in the remuneration committee meeting to discuss this as the decision had already been taken by the Board.

However, where the remuneration committee does have a clear decision making role is in determining what the remuneration package may be for senior members of staff, considering, for example:

- What the starting salary should be, based on appropriate benchmark information
- Whether the increase should be greater/lesser than that agreed for other staff
- Any other aspect of a remuneration package which may be considered over and above the norm

It is in these areas that the Board should provide guidance to the remuneration committee in respect of the decision making process.

Procedure

1. At the final meeting of the Board in each academic year, the Board should consider the policy guidance it wishes to provide to the remuneration committee. A report will be prepared by the Head of HR outlining areas which the Board may wish the remuneration committee to consider, for example, an update on the national pay negotiations.
2. The remuneration committee will then meet in order to consider the remuneration of senior staff based on the policy guidance received from the Board and information received from the Director and the Head of HR.

3. The remuneration committee should then report back to the board, no later than the December meeting, on the outcome of its deliberations clearly stating the methodology used. The Board will consider the level of information that should be placed in the public domain but as a minimum the salaries of the group of staff considered by the remuneration committee shall be published in £10k salary bands and broken down by gender.

Review of Remuneration Committee Practices

The operation of the remuneration committee in relation to its remit and oversight of severance arrangements shall be subject to internal audit. Further to this the guidance also recommends that:

“There should be external review of the remuneration committee’s practices. This may take place through the appointment of an external expert to act as an observer on the panel and/or through a periodic effectiveness review, conducted by an external expert.”

The guidance does not specify what the role of the external expert is, or how or to whom, they would raise any concerns or observations regarding the operation of the remuneration committee.

Procedure

1. The remuneration committee should be subject to annual internal audit carried out by GSA’s Internal Auditors, currently BDO, and that this should be built into the audit plan. This shall be reported to the Audit Committee of the Board and then to the Board itself.
2. Additionally the Board may undertake periodic effectiveness reviews of the remuneration committee as it deems appropriate. This may include external input.

7.0 APPENDIX 2

METHODOLOGY

Data

The Equal Pay Review uses existing staff data to provide an overview of pay patterns across the institution. The information was collated from the payroll database on 1st January 2017. The protected characteristics extracted from the reports are gender, age, disability, ethnicity, religious belief and sexual orientation. Hours worked (part time/full time) has also been reviewed. Due to the limited data available at this time, analysis has not been done on gender reassignment, marriage/civil partnership and pregnancy/maternity.

The data collected is for GSA contracted staff and **does not** include visiting staff or staff on variable hour's contracts. GSA publishes an Equality Monitoring Report dealing with staff matters and this should be consulted where further information is required, bearing in mind that due to variations in timing and the nature of data sets used, there may be slight differences in numbers.

The "Other" category is members of staff, inclusive of the Director of the School, whose salaries are determined by the Remuneration Committee of the Board of Governors rather than by the HERA job evaluation scheme.

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 salary 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 referred to in this review, overall length of service is used rather than length of service within the grade.

Information is also given on the median pay gap (if all salaries were ordered in a list, the median salary would be the middle salary).

Grade Points

Employees are allocated to a grade on the pay scale. All employees with more than 6 months service in a particular grade, progress to the next spine point within the grade in April each year, irrespective of performance. The salaries attached to each grade increase in August each year 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 at the bottom of the grade although provision exists within the Staff Recruitment Policy and Procedure that where an individual's current salary is higher than the first point on the relevant grade, a higher point may be considered. Any salary offers made above the first point of the grade must be approved by a senior member of the HR Department.

8.0 APPENDIX 3

Table 1 – Gender Pay Gap based on Mean Salary

Grade	Aug-12			Mar-15			Jan-17		
	Women	Men	Pay Gap %	Women	Men	Pay Gap %	Women	Men	Pay Gap %
1	21	14	0.0	26	16	0.2	24	16	0.1
2	5	2	-1.0	6	3	3.9	10	2	-7.6
3	35	8	0.8	40	8	0.8	40	9	2.9
4	3	12	-7.1	11	14	-2.7	11	11	1.3
5	31	24	-0.6	45	33	-1.8	41	34	-0.7
6	17	13	-3.9	27	17	-1.9	27	18	-0.4
7	61	64	-0.7	83	86	0.3	96	85	-2.8
8	11	26	-3.6	17	29	-2.4	21	30	-2.0
9	7	10	-0.5	11	10	-0.5	8	14	2.6
FE64 Scale 1	2	3	0.0	0	1	N/A	0	1	N/A
FE64 EXT	0	1	N/A	0	0	0	0	0	0.0
Other	3	10	49.9	4	11	-18.5	7	11	-22.8
Total Pay Gap based on mean salary	196	187	-14.80%	270	228	-16.60%	285	231	-15.5%

Table 2 – Gender Pay Gap based on Median Salary

Grade	Mar-15			Jan-17		
	Women	Men	Pay Gap %	Women	Men	Pay Gap %
1	£14,959	£14,959	0.0	£15,670	£15,670	0.0
2	£16,577	£15,356	7.9	£16,289	£18,412	-11.5
3	£21,391	£21,391	0.0	£21,843	£19,485	12.1
4	£22,685	£24,775	-8.4	£25,298	£25,298	0.0
5	£29,552	£29,552	0.0	£29,301	£30,172	-2.9
6	£33,242	£35,256	-5.7	£34,956	£36,001	-2.9
7	£43,325	£44,620	-2.9	£42,955	£46,924	-8.5
8	£53,248	£54,841	-2.9	£54,372	£55,998	-2.9
9	£58,172	£58,172	0.0	£59,400	£59,400	0.0
FE64 Scale 1	N/A	N/A	N/A	N/A	N/A	N/A
FE64 EXT	N/A	N/A	N/A	N/A	N/A	N/A
Other	£67,633	£77,500	-12.7	£68,243	£85,000	-19.7
Total Pay Gap based on median salary	£32,277	£37,394	-13.7%	£36,001	£40,523	-11.2%

Table 3 – “Other” Group Gender Pay Gap

	2015	2107
Whole Group	-18.5%	-22.8%
Whole Group excluding Director	-13.9%	-18.6%
Direct reports to Director	N/A	-1.0%
Direct reports to others	N/A	-13.8%

Table 4 – Number of Employees Grade 6 and above by gender

Grade	Aug-12		Mar-15		Jan-17	
	Women	Men	Women	Men	Women	Men
6	17	13	27	17	27	18
7	61	64	83	86	96	85
8	11	26	17	29	21	30
9	7	10	11	10	8	14
Other	3	10	4	11	7	11
Total	99	123	142	153	159	158

Table 5 – Mean Gender Pay Gap between Part Time and Full Time employees

Grade	Part Time 2015			Full Time 2015			Part Time 2017			Full Time 2017			
	Women	Men	Pay Gap %	Women	Men	Pay Gap %	Women	Men	Pay Gap %	Women	Men	Pay Gap %	
1	24	3	4.4	2	13	-1.7	23	4	1.2	1	12	1.0	
2	2	2	6.5	4	1	7.1	5	2	-9.9	5	0	N/A	
3	21	3	0.5	19	5	0.0	19	4	4.2	21	5	1.6	
4	1	0	N/A	10	15	-10.2	1	1	9.2	10	10	0.6	
5	28	11	-1.8	19	22	-1.2	20	12	0.2	21	22	-1.6	
6	10	4	-2.7	16	14	-2.8	12	2	-4.2	15	16	-1.1	
7	56	57	1.6	25	29	1.3	62	58	-1.8	34	27	-4.8	
8	7	6	-4.8	9	23	-1.1	7	7	-2.1	14	23	-1.8	
9	1	2	0.0	10	8	-0.6	1	2	1.5	7	12	0.1	
FE64	0	1	N/A	0	0	N/A	0	1	N/A	0	0	N/A	
Other	0	0	N/A	4	11	-18.5	0	0	N/A	7	11	-22.8	
Total	150	89	-18.3%	118	141	-12.3%	150	93	-16.1%	135	138	-13.1%	
Overall Pay Gap between P/T and F/T employees						-9.7%							-12%

Table 6 – Age Analysis by gender

Grade	Under 34				35 - 49				50 - 65				66+				Total		Total	
	2015		2017		2015		2017		2015		2017		2015		2017		2015		2017	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M
1	4	2	4	3	9	7	9	3	13	7	10	10	0	0	1	0	26	16	24	16
2	2	2	6	0	2	1	1	1	2	0	3	1	0	0	0	0	6	3	10	2
3	10	1	17	2	19	5	15	4	11	1	8	2	0	1	0	1	40	8	40	9
4	7	10	6	4	4	3	5	6	0	2	0	1	0	0	0	0	11	15	11	11
5	20	7	14	8	18	14	19	12	6	11	8	13	1	1	0	1	45	33	41	34
6	7	2	8	2	15	11	14	10	4	5	5	6	0	0	0	0	26	18	27	18
7	15	10	16	9	45	46	56	41	23	30	24	34	0	0	0	1	83	86	96	85
8	0	0	0	0	10	11	11	13	6	16	10	15	0	2	0	2	16	29	21	30
9	0	0	0	0	8	3	4	3	3	5	4	9	0	2	0	2	11	10	8	14
FE64	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1
Other	0	0	0	0	1	8	2	7	3	3	5	3	0	0	0	1	4	11	7	11
Total	65	34	71	28	131	109	136	100	72	80	77	95	1	6	1	8	269	229	285	231

Table 7 – Length of Service by gender

Grade	< than 1 year		1 - 2 years		3 - 5 years		6 - 10 years		11 - 15 years		16 - 20 years		> than 20 years		Total	
	2017		2017		2017		2017		2017		2017		2017		2017	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M
1	0	2	8	2	0	1	5	3	0	1	7	7	4	0	24	16
2	3	0	5	1	0	1	0	0	1	0	1	0	0	0	10	2
3	10	4	6	1	9	1	5	1	5	0	2	1	3	1	40	9
4	2	1	4	5	2	1	1	3	1	1	1	0	0	0	11	11
5	2	3	10	6	7	6	8	9	2	5	6	2	6	3	41	34
6	2	0	11	3	3	4	4	3	4	1	2	2	1	5	27	18
7	15	4	18	11	16	19	13	25	19	6	9	9	6	11	96	85
8	2	2	5	1	4	6	2	5	5	6	2	4	1	6	21	30
9	0	1	0	2	3	1	1	3	2	1	1	2	1	4	8	14
FE64	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Other	1	1	1	0	3	3	1	5	1	1	0	1	0	0	7	11
Total	37	18	68	32	47	43	40	57	40	22	31	29	22	30	285	231

Table 8 – Gender Pay Gap According to Age Band

	Overall Average Pay		Women Average Pay		Men Average Pay		Pay Gap %	
	2015	2017	2015	2017	2015	2017	2015	2017
Under 34	£27,307	£27,760	£27,100	£27,056	£27,701	£29,546	-2.2	-8.4
35 - 49	£37,420	£38,947	£35,340	£36,778	£39,920	£41,847	-11.5	-12.1
50 - 65	£39,734	£41,644	£35,450	£39,178	£43,436	£43,330	-18.4	-9.6
66+	£40,185	£43,660	£22,256	£15,670	£46,162	£51,842	-51.8	-69.8

Table 9 – Selected Job Applications indicating Occupational Segregation by gender

Job Title	Applications - Female	Applications - Male
Administration Officer - UG Programme	39	22
Administrative Assistant (0.6FTE)	99	29
Administrative Assistant (1.0FTE)	54	12
Administrative Officer (1.0FTE)	26	6
Administrative Officer 0.5FTE (x2)	61	17
Administrative Officer DDS	82	18
Administrator - Open Studio	57	11
Admissions Coordinator (0.4FTE)	19	7
Archives & Collections Assistant	41	15
Archives and Collections Project Assistant	165	53
Estates Development Project Manager	7	18
IT Support Officer	9	116
Library Desk Assistant	140	49

Table 10 – Point on the Scale for New Starters by gender

Grade	Bottom Point		Higher Point		Total	
	Women	Men	Women	Men	Women	Men
1	1	2	0	0	1	2
2	4	0	2	0	6	0
3	6	4	2	0	8	4
4	0	0	5	1	5	1
5	1	3	1	0	2	3
6	1	1	0	1	1	2
7	6	4	9	2	15	6
8	1	0	2	1	3	1
9	0	1	0	0	0	1
Total	20	15	21	5	41	20

Table 11 – Employees Disclosing Disability by grade and gender

Grade	2015		2017		2015	2017
	Women	Men	Women	Men	Total	Total
1	3	1	2	0	4	2
2	0	0	0	0	0	0
3	1	1	0	1	2	1
4	1	0	0	1	1	1
5	2	3	2	1	5	3
6	0	0	1	1	0	2
7	2	2	3	2	4	5
8	1	0	0	0	1	0
9	0	0	0	0	0	0
FE64	0	0	0	0	0	0
OTHER	0	0	0	0	0	0
TOTAL	10	7	8	6	17	14

Table 12 – Pay Gap Ethnicity

	White	BAME	Not Stated	Total	Mean Pay Gap %	Median Pay Gap %
2015	463	21	14	498	2.2	N/K
2017	476	25	15	516	-6.3	-16.20%

Table 13 – Pay Gap Ethnicity by grade

Grade	White	BAME	2017 Mean Pay Gap %	2017 Median Pay Gap %
1	37	0	0.0	0.0
2	15	1	-6.7	-3.9
3	47	2	-6.3	-10.9
4	19	4	2.6	0.0
5	67	4	-2.5	-8.4
6	41	3	-1.0	-8.4
7	171	6	0.1	3.0
8	42	3	2.3	0.0
9	19	2	0.5	0.0

Table 14 – Sexual Orientation by number

Heterosexual	LGBT	Declined to Specify	Unknown
144	15	29	328