

Equal Pay Statement and Action Plan and Review of Progress 2007-2010 Equal Pay Statement and Action Plan 2010-2013 and 2011 Update

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Review of Progress: Equal Pay Statement and Action Plan 2007-2010 and Equal Pay Statement and Action Plan 2010-2013

1 Introduction

Perth College UHI is committed to the principles of Equal Pay. The College aims to ensure that procedures are in place to determine pay and conditions of employment which do not discriminate unlawfully and are free from gender bias.

The College understands the benefits of operating a fair pay system which is transparent and is based on objective criteria. We are committed to taking action to ensure that equal pay is in place for like work, work rated as equivalent and work of equal value. We believe that in eliminating bias from pay systems we are promoting positive relations amongst staff, students and the wider community.

The College also believes that practices such as flexible working and access to training and job opportunities contribute to the creation of a culture which values its staff and eliminates unlawful discrimination.

2 Definitions

For the purposes of this document and in line with relevant legislation, pay is defined as:

"The ordinary basic or minimum wage or salary and any other consideration, whether in cash or kind, which the worker receives directly or indirectly, in respect of his/her employment from his/her employer."

Pay, therefore includes pensions, discretionary bonuses and sick pay as well as other benefits of monetary value.

"Like work" is defined as work which is the same or broadly similar. This can be determined by a general consideration of the types of work involved and the skill and knowledge required to do them. Different job titles, job descriptions or contractual obligations do not necessarily rule out a like work claim.

"Work of equal value" is defined as work which is of broadly equal value when compared under headings such as effort, skill and decision making.

"Work rated as equivalent" is defined as work which has achieved the same or a similar number of points under a job evaluation scheme.

"Line Manager" is defined as the Senior Manager or College Manager for employees working in that department or curriculum area. The Line Manager will be the Manager to whom the employee directly reports.

An "Equality Impact Assessment" of a policy, procedure or practice is a thorough and systematic analysis to determine whether it has a differential impact on a particular group.

3 **Equal Pay Policy Statement and Objectives 2007-2010**

The College published its Equal Pay Statement in September 2007 and this set out our commitment to equal pay and stated our objectives and the actions we would take to meet our objectives.

We set 2 objectives:

- Eliminate any unfair, unjust or unlawful practices that impact on pay.
- Take appropriate remedial action.

We stated that we would do this through the following actions:

- Implement an equal pay review in line with Equal Opportunities Commission guidance for all current staff and starting pay for all new staff.
- Plan and implement actions in partnership with trade union/employee representatives.
- Provide training and guidance for those involved in determining pay.
- Inform employees of how these practices work and how their own pay is determined.
- Respond to grievances on equal pay as a priority.
- In conjunction with trade union/employee representatives, monitor pay statistics annually.

We have made good progress in meeting our objectives and information on the work we have done is given below. Our work is very much work in progress and our Equal Pay Statement 2010–2013 (given in Appendix 1 to this document) sets out how we will continue this work.

Equal Pay Review

In 2008, we explored options which would meet our needs in assessing equal pay for like work, work rated as equivalent and work of equal value. With 3 of our UHI partners (Inverness College, Moray College and Scottish Association for Marine Science (SAMS)) we sought tenders for a Job Evaluation and Salary Modelling project. In 2009 we began work with Northgate Arinso and undertook an Equal Pay Risk Assessment in line with EOC guidance. No significant concerns were identified.

Under the Job Evaluation and Salary Modelling Project, information on the skill level, knowledge, physical and mental effort and responsibility of all posts across the College is gathered and assessed using an analytical job evaluation tool. This stage of the project will conclude in November 2010 and will inform work on the subsequent salary modelling project phase which will begin in January 2011. Fundamental to salary modelling (ie determining salaries for each post based on the outcomes of the job evaluation) is equal pay and comparative analysis and an equal pay review will again be undertaken. It is anticipated that this salary modelling and equal pay review phase will be concluded in spring 2011, with outcomes implemented for College staff in August 2011.

The involvement of trade union and staff representatives in the job evaluation project is important and representatives were involved in the selection of and have been trained in the use of the analytical job evaluation tool.

The College has prioritised job evaluation and salary modelling for Perth College UHI staff. During 2011/12, we will undertake this project for our staff within our subsidiary company, Air Service Training (Engineering) Limited (AST) to ensure that our commitment to equal pay is embedded across the College group.

Salary Placing of New Staff

The lecturer salary scales were reviewed in line with equalities legislation and a new 5-point scale was implemented for the 09/10 academic year. Transitional arrangements were put in place for existing members of staff who would move from the previous 8-point scale to the new 5-point scale. All new staff would be paid under the terms of the new scale as per the criteria agreed with the trade unions. A large number of hourly paid lecturers (part-time/fixed term) who had been paid on a set hourly rate moved to the new 5-point scale and will progress up the scale as per the agreed criteria.

The new 5-point scale introduced clear criteria for salary placement and progression, depending upon industry experience, academic qualifications, and teaching qualifications. New starts would be placed on either point one or point 2, depending upon their academic qualifications. A Workforce Plan was agreed with Curriculum Managers to support individuals attain the necessary academic and teaching qualifications to enable progression through the grade.

The impact of the new scale and salary placing was assessed to ensure that there was no detrimental impact to males or females.

The lecturing salary scale extends from £25,313 to £33,544 per annum, calculated on a pro rata basis for part-time staff.

A high-level review of the salary placing of new academic staff indicates that the criteria for placement are being consistently applied and that there was no evidence of gender bias in salary placement. Since the implementation of the new 5-point scale, there have been 6 appointments (all male) to full-time and part-time/permanent academic staffing. Four of these new full-time and part-time/permanent academic staff have been placed on point 2 of the scale. Two other new starts had previous service with the College on a part-time/fixed term contract and were placed on point 3, in recognition of their qualifications and experience.

For part-time/fixed term staff placed in accordance with the new academic 5-point scale, there were 30 appointments, 13 males and 17 females. The chart on the next page shows the salary placing of these 30 new starts.

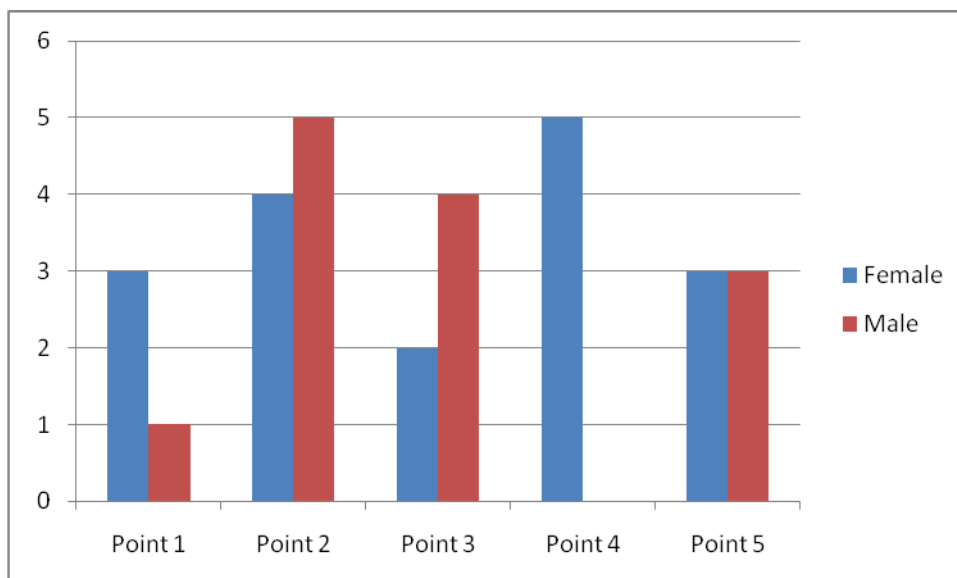


Chart 1: Salary Placing of Part-time/Fixed Term Staff by Gender

New support staff are normally placed at the bottom of the grade (a grouping of salary points within the overall support staff salary scale), enabling progression through the grade on an incremental basis. This was applied in all but a few cases where an individual's track record merited a placement higher in the grade. 91% of new starts were placed on the bottom point for their salary grade. The reasons for a different placement in the salary grade for the remaining 9% were: Salary maintained upon TUPE transfer and an individual's track record in a specialist area.

Salaries of managers are negotiated in a different way, as grades and salary scales do not apply. The salary of a new manager is determined by track record, qualifications and market rates and determinations are made by the relevant Senior Manager based on the objective criteria in the person specification.

Working with Trade Union/Employee Representatives

The relevant trade union representatives (EIS-FELA) were heavily involved in the move from the previous 8-point lecturing salary scale to the 5-point salary scale. All trade union and employee representatives are involved in pay negotiations through the JNC (Joint Negotiating Committee) forums, with a focus on the equalities legislation. The role of the trade union and employee representatives in equal pay and equalities issues, including monitoring of pay and other statistics, will be strengthened by changes we have made to the composition and remit of EDIT, the College's Equality, Diversity and Inclusion Team. Trade union and employee representatives will now attend EDIT meetings and contribute to discussions on equal opportunities monitoring, including the gender balance of staff by length of service, starting pay, pay protection, progression, performance related pay and bonuses, working hours, flexible working requests, and uptake of training and CPD activities.

The College is committed to and acknowledges the value of achieving patterns of work which balance our service delivery with an individual's personal life and commitments. We have engaged with the trade union and employee representatives through consultation forums and harmonised and enhanced our occupational

maternity pay entitlements to provide all staff with a favourable maternity leave policy and we have extended the same provisions to those requesting adoption leave. We have introduced Childcare Vouchers to bring incentives and benefits to working parents (open to both males and females) with childcare costs.

We give serious consideration to all requests for flexible working and have a focus on how the request can be met. As a result the vast majority of requests for flexible working are agreed, sometimes after negotiation and compromise from both parties.

Training and Guidance

Training in equality and diversity is mandatory for all our managers and staff, including our trade union and employee representatives. Separate training and guidance is provided to those involved in the recruitment and selection of staff and in the operation of the probationary period procedures. A useful Guidance Booklet has been produced to supplement the training session.

Managers involved in determining pay received a training and information session on equal pay and job evaluation from Northgate Arinso and the HR Department.

Informing Staff

Managers and staff are informed of changes to their salary or to salary scales, for example, the implementation of the new salary scale for lecturers, through detailed correspondence and guidance, as appropriate. The approved minutes of JNC meetings on pay discussions are published on the College's Intranet site, PerthNet Staff, for the information of all staff. Information on the criteria for the lecturer pay scale, the support staff pay scale and terms and conditions of employment governing pay is published on PerthNet Staff.

Responding to Grievances on Equal Pay

In the period 2007–2010, the College received one grievance related to equal pay and this was appropriately responded to and addressed in-house. The College recognised the importance of this grievance, as with other grievances, and successfully resolved the matter as promptly as possible.

Monitoring Pay Statistics

Pay statistics, both College statistics and sector-wide information, is considered by management and trade union representatives through the JNC forums for pay negotiations. Through EDIT, trade union and employee representatives will contribute to discussions on equal opportunities monitoring, including the gender balance of staff by length of service, starting pay, pay protection, progression, performance related pay and bonuses, working hours, flexible working requests, and uptake of training and CPD activities.

4 **Our Staff Profile**

At the end of August 2007 the College had 510 staff, 55.3% of whom were female and 44.7% male. Of these 510 staff, 260 worked on a part-time basis, accounting for 51% of our total workforce. 58.4% of these part-time staff were female and 41.6% were male.

At the end of August 2010 the College had 511 staff, 57.1% of whom were female and 42.9% were male. Of these 511 staff, 253 worked on a part-time basis, accounting for 49.5% of our total workforce. Of these part-time staff, 56.5% were female and 43.5% were male.

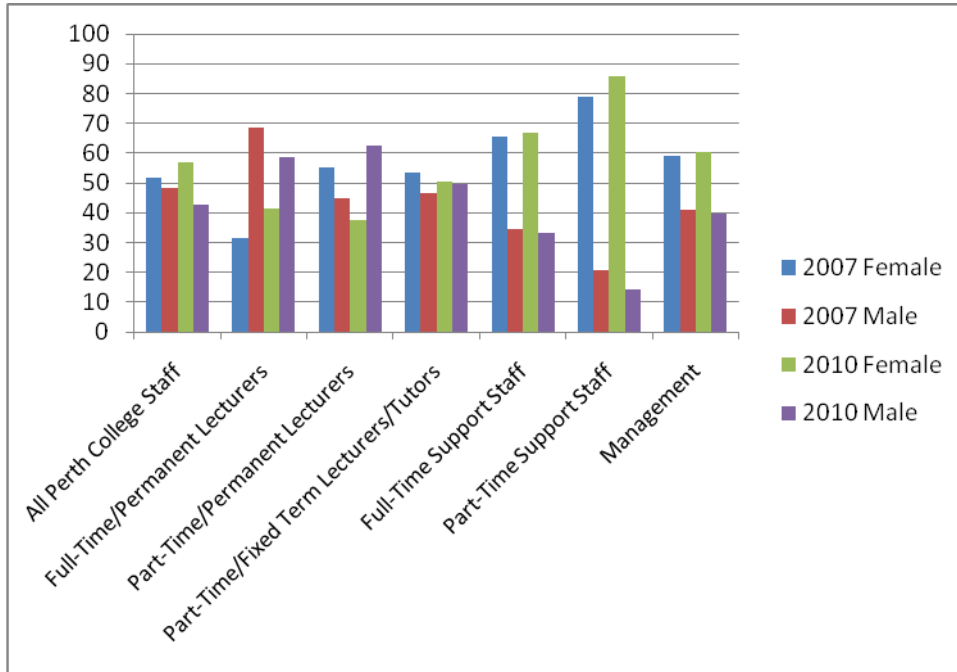


Chart 2: Percentage Gender Comparison of Perth College UHI Staff by Category – 2007 and 2010

Despite open recruitment practices, there is evidence of occupational preferences conforming to traditional norms with the majority of our Cleaners being female, all our Nursery staff being female, all our ICT technical staff being male and all our Caretakers being male. The majority of our administrative staff were female.

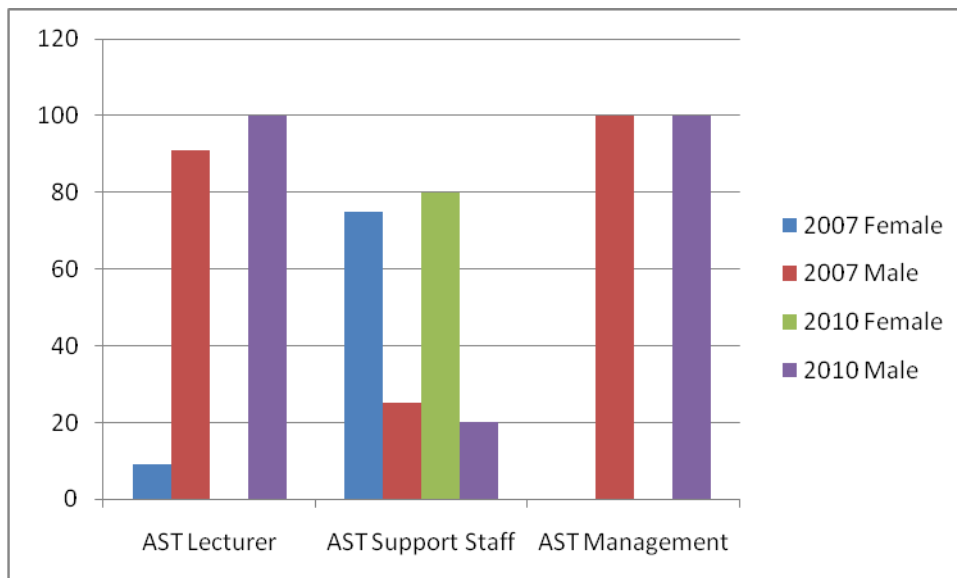


Chart 3: Percentage Gender Comparison of AST Staff by Category – 2007 and 2010

All AST staff work on a full-time basis, although opportunities for flexible working and part-time working were available.

5 Main Findings from Our Work So Far

The main findings from our work so far are:

- In a slight departure from traditional norms where more females than males work part-time, we have seen an increase in the number of males working part-time (College part-time/permanent lecturers) and an increase in the number of females working full-time (College full-time/permanent lecturers).
- For support staff, the ratio of male to female staff is not representative of the wider community but reflects traditional norms.
- Conforming to traditional norms, there is evidence of gender preference or segregation with more females than males in childcare, clerical and administrative roles, and more males than females in technical and trades positions.
- An equal pay review identified no significant concerns.
- There is no gender bias in the salary placement of new staff.
- Analysis of the gender balance in posts in AST demonstrated a conformance to traditional roles, with the majority of administrative staff being female, and the lecturers (Aircraft Engineering) and management being male.

6 Equal Pay Statement and Action Plan 2010–2013

We have created an Equal Pay Statement and Action Plan 2010–2013 and this is given in Appendix 1.

7 **Gender Equality Scheme 2010–2013**

Our Gender Equality Scheme and Action Plan June 2010–June 2013 is published on our website and sets out our plans for gender equality for the next 3 years.

In this scheme we reinforce our commitment to equal pay and have set a specific objective, Objective 3, about equal pay.

- Work towards equal pay for equal work across the College by identifying and where necessary reducing the gender pay gap and develop, implement and review an equal pay policy.

This Review of Progress: Equal Pay Statement and Actions 2007–2010 and the publication of our Equal Pay Policy Statement 2010–2013 meet the actions stated in 3.3 of our Gender Equality Scheme Action Plan.

The Equality Act 2010, which comes into force in October 2011, harmonises the existing equalities legislation and creates a requirement of a Single Equality Duty to replace the existing Gender, Race and Disability Equality Duties. It is anticipated that the Scottish Specific Duties will commence in 2011. This means that we may require to review our Equal Pay Statement 2010–2013 and to incorporate this into our Single Equality Scheme for publication in 2011.

Our Gender Equality Scheme and Action Plan 2010–2013 can be found on our website at:

<http://www.perth.ac.uk/aboutus/equalityanddiversity/Documents/GenderEqualityScheme2010-2013Final.pdf>

8 **More Information**

If you would like further information or wish to provide comments and suggestions on our equality and diversity work, or wish to receive this information in an alternative format, please contact us using any of the methods listed below.

Contact: Susan Bald, Director of Human Resources and Organisational Development
Telephone: 01738 877000
E-mail: Susan.Bald@perth.uhi.ac.uk
Post: Susan Bald, Director of Human Resources and Organisational Development, Perth College UHI, Crieff Road, Perth, PH1 2NX

Appendix 1

Equal Pay Statement and Action Plan 2010–2013

1 Purpose

- 1.1 Perth College UHI is committed to the principles of Equal Pay. The College aims to ensure that procedures are in place to determine pay and conditions of employment which do not discriminate unlawfully and are free from gender bias.
- 1.2 The College understands the benefits of operating a fair pay system which is transparent and is based on objective criteria. We are committed to taking action to ensure that equal pay is in place for like work, work rated as equivalent and work of equal value. We believe that in eliminating bias from pay systems we are promoting positive relations amongst staff, students and the wider community.
- 1.3 The College also believes that practices such as flexible working and access to training and job opportunities contribute to the creation of a culture which values its staff and eliminates unlawful discrimination.

2 Scope

The principle of equal pay applies to all employees of Perth College UHI and of its subsidiary, Air Service Training (Engineering) Limited.

3 Definitions

- 3.1 For the purposes of this document and in line with relevant legislation, pay is defined as:

"The ordinary basic or minimum wage or salary and any other consideration, whether in cash or kind, which the worker receives directly or indirectly, in respect of his/her employment from his/her employer."

Pay, therefore includes pensions, discretionary bonuses and sick pay as well as other benefits of monetary value.
- 3.2 "Like work" is defined as work which is the same or broadly similar. This can be determined by a general consideration of the types of work involved and the skill and knowledge required to do them. Different job titles, job descriptions or contractual obligations do not necessarily rule out a like work claim.
- 3.3 "Work of equal value" is defined as work which is of broadly equal value when compared under headings such as effort, skill and decision making.
- 3.4 "Work rated as equivalent" is defined as work which has achieved the same or a similar number of points under a job evaluation scheme.
- 3.5 "Line Manager" is defined as the Senior Manager or College Manager for employees working in that department or curriculum area. The Line Manager will be the Manager to whom the employee directly reports.

- 3.6 An "Equality Impact Assessment" of a policy, procedure or practice is a thorough and systematic analysis to determine whether it has a differential impact on a particular group.

4 Key Principles

- 4.1 We believe that in eliminating sex bias in our pay systems we are sending a positive message to our staff and customers. It makes good business sense to have a fair, transparent reward system and it helps us to control costs. We recognise that avoiding unfair discrimination will improve morale and enhance efficiency.

4.2 Equal Pay Objectives

Our objectives are to:

- Eliminate any unfair, unjust or unlawful practices that impact on pay and
- Take appropriate remedial action.

4.3 Equal Pay Action Plan 2010–2013

We will achieve our objectives by taking the following actions:

Ref	Action	Responsibility	Timescale	2011 Update
1	Conclude the job evaluation exercise using an analytical job evaluation scheme for all College posts and establish a methodology for collating and analysing pay data that will determine if there are any gender pay gaps.	Director of HR/OD	By end March 2011.	Project extended to Dec 11/Jan 12 as a result of voluntary redundancy scheme.
2	In conjunction with trade unions/ staff representatives, produce an Equal Pay Action Plan to address any gender pay gaps arising from the job evaluation exercise at (1).	Director of HR/OD	By end June 2011.	To begin work in Jan/Feb 12 as a result of above delays. Equal Pay Assessment following salary modelling to be produced in Feb 12 to inform any action plan.

3	In conjunction with trade unions/staff representatives, implement action plan and review progress and revise plan on an annual basis.	Director of HR/OD	Implement June 2011. Review June 2012. Review June 2013.	Timelines to be revised and first plan in place June 2012.
4	Undertake an Equal Pay Risk Assessment for Air Service Training (Engineering) Limited (AST).	Director of HR/OD	TBC.	To be arranged in Feb 12.
5	Undertake a job evaluation exercise using an analytical job evaluation scheme for all AST posts and establish a methodology for collating and analysing pay data that will determine if there are any gender pay gaps arising from the job evaluation exercise at (4).	Director of HR/OD	TBC.	This has been discussed with AST management and EIS and staff reps and to be progressed in early 2012.
6	In conjunction with AST trade unions/staff representatives, implement action plan and review progress and revise plan on an annual basis.	Director of HR/OD	TBC.	Timelines to be determined by above.
7	Provide additional equalities training to those involved in determining pay (managers and trade union/staff representatives).	Director of HR/OD	By end March 2012.	Revised timeline to June 2012.
8	Review pay determining procedures for both the College and AST and ensure Equality Impact Assessments are carried out on both procedures and any pay settlements reached.	Director of HR/OD	Ongoing.	Develop and implement procedure for June 12 and on-going.
9	Monitor gender balance of staff by length of service, starting pay, pay protection, progression, performance related pay and bonuses, working hours, flexible working requests, and uptake of training and CPD activities, and through EDIT (Equality Diversity and Inclusion Team) publish statistical data for the information of all staff.	Director of HR/OD	On-going.	To be incorporated into SES outcomes and reviews.
10	Respond to grievances on equal pay as a priority.	Director of HR/OD	Ongoing.	On-going.

11	In conjunction with the trade union/staff representatives, implement a post-Job Evaluation Project strategy for future job evaluation activity for both the College and AST staff.	Director of HR/OD	Implementation by end of March 2012; ongoing thereafter.	Timeline revised to June 2012 and on-going.
12	Unless superseded by the requirements of the Equalities Act 2010, review our progress against these actions, publish our findings, and develop a further Equal Pay Statement and 3-year action plan.	HR Manager	By end of September 2013.	

4.4 More Information

If you would like further information or wish to provide comments and suggestions on our equality and diversity work, or wish to receive this information in an alternative format, please contact us using any of the methods listed below.

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5 Responsibilities

- 5.1 The Director of Human Resources and Organisational Development is responsible for the implementation, operation and revision of this Policy.
- 5.2 It is the responsibility of all managers within Perth College UHI and its subsidiary to ensure that employees are treated equitably.
- 5.3 All managers have a responsibility to ensure that they apply procedures appropriately in line with training and guidance.
- 5.4 Quality approval check of the policy is the responsibility of the Quality Manager who will arrange for the policy to be posted on the intranet.
- 5.5 The HR Manager will arrange for the policy to be published on the College website.

6 Linked Policies/Related Documents

Gender Equality Scheme and Action Plan 2010–2013
Equal Opportunities Strategy
Job Evaluation Project Information

7 Relevant Legislation

Equality Act 2010