

**University of
Northampton**

Gender Pay & Equal Pay Report 2020

UoN

Introduction.

Deborah Mattock, Executive Director of HR, Marketing and International Relations

Gender pay reporting requires employers with more than 250 staff to publish statutory calculations every year showing the pay gap between male and female employees. This is the fourth year this has been a legal requirement.

Gender Pay Data is reported in the following four categories:

- Proportion of males and females in each quartile of the organisation's pay structure
- Gender pay gap (mean and median hourly pay for each gender across the organisation)
- Proportion of men and women receiving bonuses
- Gender bonus gap (mean and median)

The Gender Pay Gap is distinct from Equal Pay. The Gender Pay Gap is the difference between the average pay between men and women whereas Equal Pay deals with the pay difference between men and women who carry out the same job, similar jobs or work of equal value.

Data in relation to Equal Pay is reported every 3 years. The latest data as at 31 March 2020, is included in this report. The table shows the pay gap at each grade and demonstrates that the University of Northampton pays male and female colleagues equally to do work of equal value.

Universities are at the forefront of ensuring equality and this data provides a real focus for action. As an employer we remain committed to providing our staff equal treatment in the terms of their contract if they are employed to do similar work and to taking action to remove any gender pay gap.

Whilst year on year we have seen a slight reduction in the gender pay gap, there is still work to do. The data as presented shows that we still employ more female staff employed in lower grades. This is the main contributing factor for our gender pay gap. This is a situation that we continue to investigate to ensure that we are providing equality of opportunity for all our employees and to identify

measures to mitigate the gap.

While this appears to be a challenge across society in general, our focus is on determining the causes as to why specific occupations within the University attract one gender over another, thereby contributing to the gap, and where possible to enact measures to address this. This report contains a number of new and ongoing actions which will enable us to close the gap.

A handwritten signature in black ink, appearing to read 'D Mattock'.

Deborah Mattock

Executive Director of HR, Marketing and International Relations

Glossary.

Equal pay

Where people are paid the same for work of equal value, i.e. all staff on the same grade on the University single pay spine.

Full-pay relevant

To be included as a full-pay relevant employee, the employee must have been paid their full usual pay on 31 March 2018. This includes basic pay and holiday pay, but excludes reduced pay, overtime pay and pay in lieu of leave.

Gender pay gap

The average difference between hourly pay for the two genders across the University workforce.

Mean value (average)

The sum divided by the count.

Median value

The value in the middle of the list of numbers.

Gender Pay Gap.

At the time this data was collected the University had 2048 “Full-Pay Relevant” (FPR) members of staff.

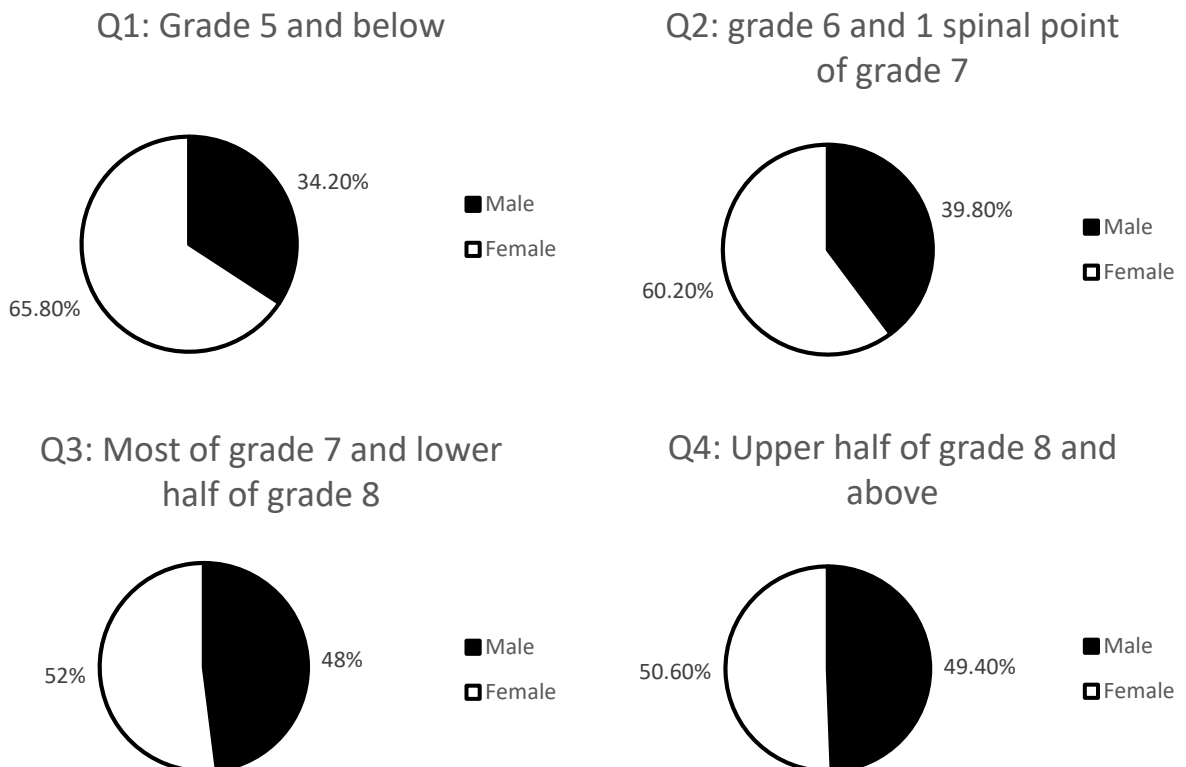
The workforce of the University of Northampton at this time was made up of:

- Total FPR males: 878
- Total FPR females: 1170

Proportion of Males and Females in each Quartile

We have ranked these FPR employees from highest to lowest paid, then divided this into four equal parts called quartiles.

These quartiles show the following:



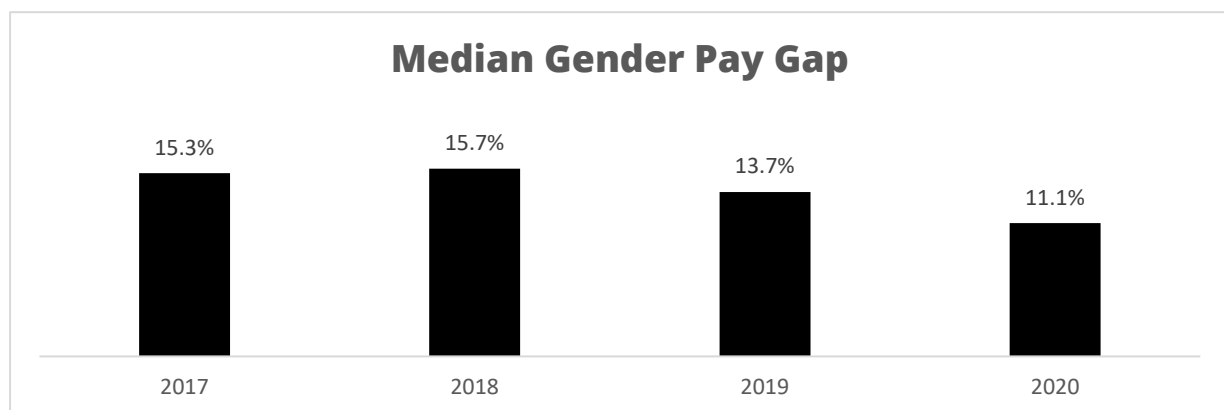
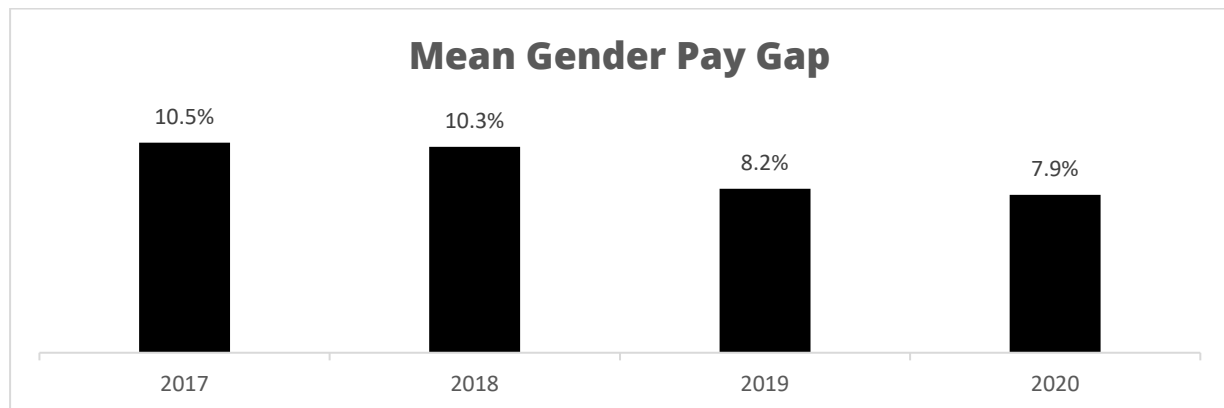
While the gender split in the upper two quartiles is roughly equal, the lowest quartile shows a disproportionate number of females at the University employed in lower grades although this has closed in the last 3 years

The majority of applicants for roles at grades 5 and below continue to be female, and therefore the number of women appointed to those roles was higher.

The higher percentage of females applying for, and subsequently being employed in, lower grades must therefore be considered in any reporting of average pay gaps.

Gaps

Mean and Median gender pay based on hourly rate



We have seen another small reduction in the gender pay gap showing a steady decline. The drop can be mostly attributed to a larger decrease in the gap for senior staff.

There are slightly fewer women in the lowest quartile of hourly rate of pay which looks to have increased the overall female median hourly rate of pay this year. The male median hourly rate of pay also went up but only increased by 7 pence an hour, whereas the female median hourly rate of pay went up 57 pence.

Bonuses

No Bonus of PRP was paid in 2019, so this section does not apply.

Equal Pay

Equal Pay evaluates pay for work of equal value. The following table shows the mean salary at each grade for data as at 31 March 2020. It should be noted that those at grade 1 include all zero hours staff, non-staff claims and external examiners.

| Grade | Female Mean salary | Count of female staff | Male Mean Salary | Count of male staff | Pay Gap |
|--------------|---------------------------|------------------------------|-------------------------|----------------------------|----------------|
| 1 | £32,752.62 | 262 | £32,853.90 | 300 | 0.3% |
| 2 | £17,941.98 | 6 | £17,942.36 | 1 | 0.0% |
| 3 | £18,617.83 | 20 | £18,254.48 | 4 | -2.0% |
| 4 | £21,248.62 | 98 | £21,189.57 | 22 | -0.3% |
| 5 | £24,627.48 | 106 | £24,926.85 | 28 | 1.2% |
| 6 | £31,179.89 | 255 | £31,592.06 | 175 | 1.3% |
| 7 | £37,512.85 | 143 | £38,506.73 | 97 | 2.6% |
| 8 | £46,384.68 | 245 | £46,566.57 | 201 | 0.4% |
| 9 | £57,660.36 | 24 | £56,431.81 | 25 | -2.2% |
| 10 | £65,123.40 | 4 | £65,112.50 | 15 | 0.0% |
| Senior Staff | £97,911.57 | 7 | £107,781.30 | 10 | 9.2% |

Two of the three most senior and highest paid roles in the institution are currently men – this accounts for the disparity in the pay of senior staff. Even though there is a gap across the senior team, where work of equal value is being performed by males and females the pay is the same.

A variance of less than 3% would not be considered an inequality however significant changes year on year will be investigated.

Working to close the gap

The commitment below articulates some of the actions that we have already taken or are planning to take to support our employees and to ensure that any possible form of bias is eliminated from our recruitment and pay processes.

- We have launched our Equality Charter and regularly assess its relevance with current issues
- We recruited an Equality and Inclusion Lead to undertake priority work in all areas of inclusion resulting in new initiative to tackle all aspects of equality
- We continue to promote the Understanding Unconscious Bias training for all staff making it mandatory for our managers. In addition, we have threaded unconscious bias training into all relevant training programmes
- We have made the e-learning Understanding Unconscious Bias a prerequisite requirement for certain training sessions and have revised our Equality and Inclusion e-learning to make it a more engaging and relevant course.
- We have continued with Mental Health First Aid training and increased awareness raising to support our colleagues suffering with mental ill health.
- We have trained our HR staff in menopause awareness and launched a network for those going through or supporting others through perimenopause and menopause.
- We have continued to promote and deliver Springboard – the award-winning work and personal development programme for women currently offered to University staff. Since 2015 we have had 137 women complete Springboard.
- We provide leadership and management training that is inclusive
Since 2013, 64 women and 45 men have participated in our leadership development programme, and since 2015, 137 women and 65 men have participated in our management development training for aspiring or new managers
- We will continue to match our minimum level of pay to the Living Wage Foundation's recommended rate
- We participated in International Women's day by running our first conference in 2020. This is being organised again for 2021

Next steps

- We are continually reviewing our internal recruitment process to ensure no barriers are in place because of gender and ensure our job adverts and job descriptions use only gender-neutral language. We are exploring the use of anonymous application forms for recruitment
- We analyse our recruitment data to identify trends of underrepresented groups and will make use of specialist recruitment media to attract more female applicants to senior specialist roles
- We will undertake a review of the Equality and Inclusion Policy and Procedure
- We will establish a women's network to support female staff career development
- Identify contributing factors the increase in pay gap at grade 7.

2021 actions

- Explore why posts at grade 6 and below attract a greater number of female applicants and how we can make them more appealing to different groups of people.
- Explore the use of language and terminology in our recruitment processes and progression opportunities, and identify ways to ensure neutrality
- Analyse our recruitment data to identify trends of underrepresented groups. Use the information alongside other data sets to gain a broader understanding of the current narrative.
- Evaluate recruitment for grade 10 and progression for grade 9 posts and identify barriers to progression.
- Explore how staff with a wide range of external responsibilities view their approach to career progression, and if there is a difference between full time and part time workers and opportunities.
- Explore how women view research and a research career
- Evaluate the uptake of shared parental leave amongst male staff and explore the barriers to increased uptake.
- Explore the impact education level has on progression both internally and in broader society. Identify barriers to ongoing study in the workplace and make

recommendations to increase uptake.

- Explore cost effective solutions to non-formal development that contributes towards skills building and confidence.