



Royal Conservatoire *of* Scotland

Equal Pay Policy & Review 2023

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EQUAL PAY STATEMENT

The Royal Conservatoire of Scotland is committed to the principle of equal pay for like work and for work of equal value, irrespective of gender, race, disability, or any other protected characteristic. We recognise that the issue of unequal pay goes further than the definitions contained within the equal pay legislation, and this necessitates looking beyond equal pay for equal work, to related matters including occupational segregation, career development and flexible working.

We recognise the importance of, and are committed to the provision of a fair, objective, and transparent pay system which is free from gender or any other bias. In the interests of equity and fairness, and as good business practice we are committed to taking action to ensure that we provide equal pay for like work and work of equal value.

To put this commitment to providing equal pay into practice, we have:

- Adopted best practice in the Higher Education sector to demonstrate equality and transparency.
- Implemented a range of policies to underpin equality in employment (for example, the Reward and Recognition Policy, Professional Updating Process and Family Friendly Leave Policy).
- Implemented the Hay method of job evaluation for the grading of every post within the Royal Conservatoire.
- Undertaken a biennial Equal Pay Review for the past seven years to compare the pay of men and women doing like work and work of equal value to ensure that our pay system is free from bias. We have always extended these reviews to include ethnicity and disability to ensure that all staff are covered by this protective legislation.

We will, as a priority, take positive steps to address the areas in which the review demonstrates that pay gaps exist.

The Director of Human Resources is committed to undertaking an Equal Pay Review every two years to ensure parity and reward fairly the skills, experience and potential of all our staff.

EQUAL PAY REVIEW 2023

1.0 BACKGROUND

It is unlawful for employers to pay men and women differently for the same jobs, jobs that have been rated the same under a job evaluation study, or jobs that are of equal value.

All public sector organisations, including Higher Education Institutions (HEIs), are required to undertake a pay review to assess whether there are any discrepancies between the pay for men and women. An equal pay review is an analysis of an organisation's pay structure to identify and eliminate any gaps that cannot be satisfactorily explained on objective grounds other than gender. It includes the following essential elements:

- Comparing the pay of men and women doing equal work and identifying any gender pay gaps, whether in basic pay or any additional payments.
- Carrying out similar analyses for other equality areas where the institution has sufficiently robust statistical data.
- Explaining any significant pay gaps.

This review presents our findings as of 31st January 2023 (as far as the data is available) together with a comparison of the results of previous reviews and recommendations of areas for further action or review.

2.0 PROCESS

The way in which the Conservatoire's pay review was structured followed the recommendations within the Equality and Human Rights Commission's (EHRC) equal pay review model, which has four steps:

1. Determining the scope of the review and collating the data required.
2. Identifying where men and women (and those from other equality groups) are doing equal work.
3. Comparing pay data to identify any significant pay gaps.
4. Establishing the causes of any significant pay gaps and deciding whether these are free from discrimination and objectively justified and reviewing all relevant pay policies.

An equal pay review will usually consider three areas: 'work rated as equivalent', 'work of equal value' and 'like work'. This third area is of more relevance when the organisation does not have a single job evaluation scheme and where value judgements are made based on the jobs being the same or broadly similar.

As the Conservatoire has implemented the HAY job evaluation scheme for all posts, all roles have been evaluated and assigned to a specific grade. On this basis, 'like work' is encompassed by 'work of equal value' and 'work rated as equivalent'. The review therefore concentrates on comparisons of work rated as equivalent and work of equal value.

3.0 SCOPE OF REVIEW:

3.1 Staffing

Within the Conservatoire we have two (2) distinct staffing groups. Our Full Time/Pro-rata staff are employed under contracts which stipulate their weekly/monthly or annual hours (except for a small number of staff in this area who are employed on zero hours contracts). Our Hourly Paid staff constitute a significant section of our workforce and are generally professionals currently in practice in their chosen field. For these members of our staff, a teaching role may represent a minor part of what they do, and they may work with our students (or indeed staff) for a small yet significant number of hours within a year. The first section of this report will therefore provide information for both staff groups combined, and the subsequent section will report on this separately to allow for a more meaningful understanding of the data and its implications.

It is important to note that due to the size of the institution, a very small change in our staff composition can have a significant impact on the results of a review such as this.

The Conservatoire Senior Management Team (CSMT) has again this year been included in the review, since we adopted a best practice method of calculation recommended by Close the Gap¹ in our 2017 review. Our pay review therefore conducts a biennial comparison of data in relation to the baseline generated in 2017.

All data is based on our staffing composition as of 31st January 2023.

3.2 Protected Characteristics

In 2013, the Conservatoire Senior Management Team (CSMT) took the decision to extend the review to cover a range of protected characteristics. In addition to the legal requirements to review equal pay and occupational segregation by gender, race and disability, this report therefore also covers age, ethnicity and employment status.

3.3 Data Collection and Analysis

The data relating to protected characteristics which has been used to conduct this review is based on self-reporting by employees. All employees are asked to provide us with the relevant data when they start employment and are able to review and update this data at any point using the employee self-service element of our HR/Payroll system. It is recognised that there are a significant number of employees for whom we do not hold this data and work is continuing to try to improve our response rates.

All pay gap information is reported on the basis of mean salary figures unless otherwise stated.

¹ Close the Gap works in Scotland on women's participation in the labour market and has been operating since 2001.

4.0 FINDINGS

4.1 All Staff

This section contains information on the pay gap by key protected characteristics for all staff within the conservatoire (full-time/pro-rata staff and hourly paid staff).

4.1.1 Gender Pay Gap

A **Gender pay gap** is the percentage difference between average hourly earnings for men and women, regardless of level of work. This is expressed as a percentage of men’s earnings. The gender pay gap information reported below is based on the earnings of both full-time/pro rata staff and hourly paid staff.

Gender	Headcount	Mean Hourly Rate (£)	Mean Pay Gap
Female	500	25.32	10%
Male	391	28.07	

The current gender pay gap is 10%, an increase from 8.6% in 2021. This downturn could be attributed to more women occupying administrative and professional services roles, which are traditionally lower paid. In addition, we have more women working part time. It is worth noting that the skew against women in the pay gap is far below the 16.2% gender pay gap recorded in the HE sector (Source: Examining the gender pay gap in Higher Education at <https://www.ucea.ac.uk/library/infographics/gender-pay/>).

Nonetheless, we recognise that actions taken so far including career progression support and mentoring to reach our ambition of narrowing the gender pay gap to below 5% are yet to be impactful. We will engage with all heads of directorates, schools and programmes and staff members to generate what additional measures will help us to significantly reduced the gender pay gap. Please see our recommendations for further action in *Section 5.0*.

4.1.2 ETHNICITY PAY GAP

An ethnicity pay gap is the percentage difference between average hourly earnings for ethnic minority groups. This is expressed as a percentage of the earnings of employees who self-identify as White. The ethnicity pay gap information reported below is based on the earnings of both full-time/pro-rata and hourly paid staff.

It should be noted that a significant number of staff (approximately 200) have not provided the Conservatoire with information on their ethnic origin, and they are therefore excluded from this calculation.

Ethnicity	Headcount	Mean Hourly Rate (£)	Mean Pay Gap
BPOC	110	27.29	-3%
White	600	26.44	

The current ethnicity pay gap is -3%, showing a significant shift from 2021 where it was 2.5%. This is a positive gap in favour of Black, Asian and Minority Ethnicity (henceforth referred to as Black and People of Colour (BPOC)² staff which though commendable we are treating with caution. We are mindful that the positive gap arises because there have been BPOC staff recruited into academic ranks and therefore on the upper end of the pay scale (Grades 7-11). We are also not losing sight of the fact that there may be cases of non-disclosure among BPOC colleagues due to unspecified reasons. We will therefore prioritise putting in place actions to increase our disclosure rates. Please see *Section 5.0* for further action.

4.1.3 DISABILITY PAY GAP

A disability pay gap is the percentage difference between average hourly earnings for disabled and non-disabled employees. This is expressed as a percentage of the earnings of employees who self-identify as non-disabled. The disability pay gap information reported below is based on the earnings of both full-time/pro-rata and hourly paid staff. It should be noted that a significant number of staff (approximately 450) have not provided us with information on their disability status and they are therefore excluded from this calculation.

Disability Status	Headcount	Mean Hourly Rate (£)	Mean Pay Gap
Disabled	59	21.75	14%
Not Disabled	365	25.32	

The current disability pay gap is 14% showing a significant shift from 2021 when it was -6.2%. The pay gap may be attributed to the increase in the numbers of staff members who failed to self-describe as whether or not they are disabled. However, the overall number of staff who identify as having a disability has continued to increase since the 2021 Equal Pay Review. It doubled from 2019 to 2021 and has increased to 59 in the current review. This increase in disclosure in the reporting cycle is because of the introduction of a range of confidence building measures to encourage better disclosure.

² The term BPOC (Black and People of Colour) have been used throughout this report, in place of terms such as Black and minority ethnic, following consultation with the Black Union, our students and staff.

However, the significant number of staff who have failed to disclose whether or not they have a disability, suggests we can do more to further enhance full employee disclosure. We will employ confidence building measures including communicating about the benefits and achievements of disability monitoring including removing barriers, and for advancing career progression, wellbeing and dignity of staff to encourage more disclosure. We will also continue to involve the active participation of senior staff and Union representatives to promote the benefits of disclosure. Please see *Section 5.0* for further action.

4.1.4 Average Pay by Age

Due to the number of different age bandings within the Conservatoire it is not possible to report on an age pay gap as such. Information is however provided in the table below to show the difference between average salaries in each of the different age bands. This progressive increase in earnings has been attributed to staff gain promotion and occupying higher positions culminating in earning higher pay.

Age	Headcount	Mean Hourly Rate (£)
Under 19	<5	9.90
19 – 29	159	12.19
30 – 39	223	24.84
40 – 49	198	27.01
50 – 59	186	32.25
60+	122	37.81

4.2 Full Time/Pro-Rata Staff

This section contains information on the pay gap by key protected characteristics for full-time/pro-rata staff only.

4.2.1 Gender Pay Gap

Gender	Headcount	Mean Hourly Rate (£)	Mean Pay Gap
Female	203	20.38	9%
Male	163	22.29	

The gender pay gap for this group of staff has increased from 5.7% in 2021 to 9%. This suggests that under-representation of women in more senior roles in addition to occupying more lower paid jobs could have accentuated the gender pay gap.

It should be noted that when we exclude the Principal’s wage, the mean difference reduces to 6%.

We will continue to monitor and review our policies and practices to ascertain whether they may have a disproportionately adverse effect on recruitment and job applications for senior roles and professional progression. Additionally, we continue to improve our interventions on training, professional development, performance management, and family friendly working including flexible arrangements to advance career progression of our female colleagues.

4.2.2 Ethnicity Pay Gap

Ethnicity	Headcount	Mean Hourly Rate (£)	Mean Pay Gap
BPOC	25	18.15	17%
White	302	21.81	

The ethnicity pay gap for this group of staff has increased marginally from 16.4% in 2021 to 17%. This is attributable to, proportionally, more BPOC staff members occupying lower grades than White staff members. It should also be noted that there were a small number of staff (approximately 40) who have chosen not to provide information on their ethnicity. This could have impacted the negative skew of the ethnicity pay gap.

We will review our policies and practices on recruitment for our senior roles to attract applicants from BPOC communities. We will also continue to develop interventions on training, professional development and career progression pathways for our BPOC staff.

4.2.3 Disability Pay Gap

Disability Status	Headcount	Mean Hourly Rate (£)	Mean Pay Gap
Disabled	27	20.62	0%
Not Disabled	175	20.63	

The disability pay gap for this group of staff is 0% in comparison to -5.4% in favour of staff with disability in 2021. Whilst achieving a neutral pay gap is the 'gold Standard' for equal pay review, we are mindful that non-disclosure could have impacted on this figure. For instance, it should be noted that there was a significant number of staff (approximately 160) who have chosen not to provide information on their disability status.

As already stated, we will therefore continue to monitor and develop strategies to encourage self-disclosure among staff and conduct an assessment of how self-disclosure impacts the pay gap figure.

4.3. Occupational Segregation

Occupational segregation refers to the inequality of the distribution of individuals with certain protected characteristics different occupational categories and job types. This review covers occupational segregation within the conservatoire on the basis of gender, ethnicity and disability.

All information provided in this section of the report is based on our full-time/pro-rata staff only.

4.3.1 Gender

At the Conservatoire, for those in full-time and part-time contracts, Grades 4-7 have more women than men. This range comprises administration, and support services including HR and IT services. While the factors behind the high representation of women in these roles needs investigation, women have traditionally occupied these roles because it suits their preference for part time and shift working patterns. Grade 5 has the greatest difference in the proportion of women and men in those roles (42:17).

Additionally, in the CSMT Grade, there is an equal split of men and women, which demonstrates the Conservatoire’s drive to recruit women in highly paid senior roles is on a positive trajectory.

	Headcount		Percentage		Grand Total
	Female	Male	Female	Male	
Grade 1	9	9	50.00%	50.00%	18
Grade 2	2	4	33.33%	66.67%	6
Grade 3	18	22	45.00%	55.00%	40
Grade 4	34	17	66.67%	33.33%	51
Grade 5	42	17	71.19%	28.81%	59
Grade 6	24	19	55.81%	44.19%	43
Grade 7	53	44	54.64%	45.36%	97
Grade 8	13	19	40.63%	59.38%	32
Grade 9	11	12	47.83%	52.17%	23
Grade 10	2	3	40.00%	60.00%	5
CSMT	5	5	50.00%	50.00%	10
Grand Total	213	171	55.47%	44.53%	384

4.3.2 Ethnicity

The table below shows occupational segregation by ethnicity across the Conservatoire. As previously noted not all employees have elected to provide us with this information (approximately 40 have not provided this) and the data below is therefore based only on the employees who have provided this information. We recognise that BPOC staff members are

under-represented in all Grades within the institution. We are particularly concerned that there is lack of recruitment of BPOC staff members in Grade 8, which is in the academic/teaching category.

We are also aware that since the last Equal Pay Review of 2021, there is an increase from 25 to 30 numbers of BPOC staff, now representing 8.65% of the Conservatoire’s full-time/pro-rata workforce (who disclosed their ethnicity). This figure is above the current 6% of the proportion of staff who identify as BPOC across all Scottish HEIs, and on an upward climb to the 16.3% of BPOC staff employed in all HEIs in the UK (<https://www.hesa.ac.uk/news/17-01-2023/sb264-higher-education-staff-statistics>). This suggests that actions we have taken to attract ethnic minorities into our workforce are yielding dividends.

It should be noted that the timeframe of this report does not match that of our [Mainstreaming Equality Report 2023](#) and therefore this statistic will not be evidenced within that report.

We will continue to employ appropriate means to redress this situation, to develop a more well balanced and diverse workforce. Examples of such means include participation in the [CEMVO](#) recruitment pilot and the adoption of the [Scottish Government Minority Ethnic Recruitment Toolkit](#).

	Headcount		Percentage		Grand Total
	BPOC	White	BPOC	White	
Grade 1	0	17	0.00%	100.00%	17
Grade 2	0	4	0.00%	100.00%	4
Grade 3	4	33	10.81%	89.19%	37
Grade 4	3	44	6.38%	93.62%	47
Grade 5	5	52	8.77%	91.23%	57
Grade 6	4	33	10.81%	89.19%	37
Grade 7	8	77	9.41%	90.59%	85
Grade 8	0	28	0.00%	100.00%	28
Grade 9	4	16	20.00%	80.00%	20
Grade 10	1	4	20.00%	80.00%	5
CSMT	1	9	10.00%	90.00%	10
Grand Total	30	317	8.65%	91.35%	347

4.3.3 Disability

The table below shows occupational segregation by self-declared disability status across the Conservatoire. As previously noted not all employees have elected to provide us with this information (approximately 170 have not provided this) and the data below is therefore based only on the employees who have provided this information.

However, the overall number of staff who identify as having a disability has continued to increase since the 2021 Equal Pay Review. It doubled from 2019 to 2021 and increased from 20 to 28 in the current review. This increase in reporting is as a result of the introduction of a range of confidence building measures to encourage better disclosure, but we believe that more can be done to further enhance full employee disclosure and will continue to work on this.

	Headcount		Percentage		Grand Total
	Disabled	Not disabled	Disabled	Not disabled	
Grade 1	0	7	0.00%	100.00%	7
Grade 2	0	3	0.00%	100.00%	3
Grade 3	3	16	15.79%	84.21%	19
Grade 4	2	30	6.25%	93.75%	32
Grade 5	5	38	11.63%	88.37%	43
Grade 6	9	17	34.62%	65.38%	26
Grade 7	5	41	10.87%	89.13%	46
Grade 8	2	18	10.00%	90.00%	20
Grade 9	0	7	0.00%	100.00%	7
Grade 10	2	2	50.00%	50.00%	4
CSMT	0	6	0.00%	100.00%	6
Grand Total	28	185	13.15%	86.85%	213

5.0 RECOMMENDATIONS FOR FURTHER ACTION

5.1 Occupational segregation: Our occupational segregation review did not investigate the types of roles including teaching, academic support, academic assistants, and professional services. We have focussed on Grades only. We will widen our data gathering to enable us capture and undertake a robust analysis of occupational segregation in the context of the pay gaps of roles.

5.2 Recruitment, Promotion and Retention of Staff: The Conservatoire regularly revises its recruitment and promotion procedures to attract applications from underrepresented groups and protected characteristics. We will continue to strengthen our data gathering to better understand what people’s experiences of applying and being recruited to the Conservatoire feels for them relating to their gender, ethnicity, disability and age. We will also constantly review our policies, practices and rules to identify and rectify any areas that may have a disproportionately adverse effect on job applicants and/or employees’ career development and promotion because of their protected characteristics.

We will make ‘unconscious bias’ training mandatory for all staff participating in the recruitment and promotion processes that will augment their current diversity and cultural competency training. Additionally, we will review and improve our ‘exit interviews’ to help understand and address any factors impinging on retention of our staff, particularly those from under-represented groups.

5.3 Engaging and Consulting: The Conservatoire will continue to consult with its staff, wider community, and protected characteristics interest groups to inform our transparency and best practice approach to addressing the pay gaps. We have participated in the [CEMVO](#) recruitment pilot and will be using the insights generated from this partnership to inform employment practices that will positively impact our BPOC colleagues. We are also utilising the [Scottish Government Minority Ethnic Recruitment Toolkit](#) in this regard. Additionally, we will continue to regularly consult with staff to understand their needs, concerns and aspirations to advance their career development and progression pathways, and to positively impact the pay gaps.

5.4 Positive Action: The Conservatoire uses positive action in the recruitment process to attract applicants with protected characteristics, which had yielded some dividends. The lessons learned from this recruitment strategy will be extended to the developing and mapping of career pathways and increasing our staff diversity, particularly within our professional and support services. We will therefore experiment with positive action measures to strengthen our current review processes, training and professional development and promotion, performance management, and flexible working and reasonable adjustments to support, develop and retain our staff.

5.5 Online Report and Support tool: The Conservatoire has just launched an online tool to enable staff and students to anonymously or directly report issues of bullying, discrimination, microaggression, abuse, assault or harassment of any sort so they can get support from designated members of staff. The Report and Support tool will be evaluated to learn lessons to inform policies, actions, and practices to improve staff dignity and wellbeing at work. The Conservatoire considers staff dignity and well being as having utility for attracting, retaining and career progression of staff from under-represented communities and protected characteristics that will have positive pay gap outcomes.

5.6 People and Culture Committee: This group has been recently put in place and is chaired by a member of the Conservatoire's Board of Governors. The group's remit is to address any issues relating to the structural barriers to recruitment, promotion, retention; anti-discrimination and racism, and dignity and wellbeing at work that have been associated with skewing the pay gap against protected characteristics.

Appendix 1:**Supporting Policies**

The Conservatoire has a comprehensive range of policies and practices to support equality and diversity within the workplace, which aim to reduce barriers to progression and seek to promote equal pay.

All of our policies are/ will be available on our website, including:

- Absence Management Policy
- Career Review Scheme
- Colleague Coaching Scheme
- Dignity at Work & Study Statement & Guidelines
- Disability in Employment Policy
- Equality, Diversity & Inclusion Statement
- Family Friendly Leave Policy
- Flexible Working Guidelines
- Job Evaluation Policy
- Professional Update Scheme
- Recruitment & Selection Policy
- Right to Request Pro Rata Contract Policy and Procedure
- Reward & Recognition Policy
- Staff Development Policy
- Support for Further and Higher Education Policy