



Royal Conservatoire *of* Scotland

Equal Pay Review 2025

Contents

Equal Pay Statement

- 1.0 Background**
- 2.0 Process**
- 3.0 Scope of Review**
 - 3.1 Staffing
 - 3.2 Protected Characteristics
 - 3.3 Data Collection & Analysis
- 4.0 Findings**
 - 4.1 All Staff
 - 4.1.1 *Gender Pay Gap*
 - 4.1.2 *Ethnicity Pay Gap*
 - 4.1.3 *Disability Pay Gap*
 - 4.1.4 *Average Pay by Age*
 - 4.2 Full Time/Pro Rata
 - 4.2.1 *Gender Pay Gap*
 - 4.2.2 *Ethnicity Pay Gap*
 - 4.2.3 *Disability Pay Gap*
 - 4.3 Occupational Segregation
 - 4.3.1 *Gender*
 - 4.3.2 *Ethnicity*
 - 4.3.3 *Disability*
- 5.0 Recommendations for Further Action**
 - 5.1 Occupational Segregation
 - 5.2 Recruitment, Promotion & Retention of Staff
 - 5.3 Engagement and Consultations
 - 5.4 Positive Action
 - 5.5 Online Report and Support Tool
 - 5.6 People and Culture Committee

Appendix

Appendix 1: Supporting Policies

EQUAL PAY STATEMENT

The Royal Conservatoire of Scotland (henceforth referred to as the Conservatoire) 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.
- Taken and will continue to take, as a priority, 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.

It is noted that the HE Sector, aligned to the National Framework Agreement, has experienced challenges with pay compression as a result of both implementation of the Real Living Wage and consecutive Pay Awards with differentiated percentages applied to individual spine points. These have been weighted towards the lower end of the national pay scale, resulting in the erosion of spine points and the compression of grades.

The HE Sector is reviewing its approach to addressing the compression and erosion of spine points nationally, therefore this Equal Pay Review and the actions arising from the findings will focus on measures that can be taken out-with the national review of the pay scale and framework agreement.

It should also be noted that due to different reporting periods for the Equal Pay Review, our Equality Outcomes and our Mainstreaming Equality Report, data will show differences due to the points at which data is 'collected' for the purpose of each report.

EQUAL PAY REVIEW 2025

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 process, 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 1st January 2025 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 PT Teaching staff constitute a significant section of our workforce and are generally professionals currently in practice in their chosen field, who work peripatetically across a number of education organisations, or have a portfolio career, one aspect of which is teaching. 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 2017, we continue to adopt a best practice method of calculation recommended by Close the Gap¹. Our pay review therefore conducts a biennial comparison of data in relation to the baseline generated in 2017, and our progression towards achieving equal pay.

All data is based on our staffing composition as of 1st January 2025.

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.

The Conservatoire introduced a new HR/Payroll system in November 2024 and as part of this process we undertook a full review of all staffing data, making improvements where required. Some differences between the data in this and previous reports are as a result of this data cleansing exercise.

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	644	27.93	5.22%
Male	509	29.47	

The current gender pay gap is 5.2%, a drastic reduction from 10% in 2023. This positive development of nearly five percentage points in favour of women arises because there has been an increase in female staff recruited into roles at grade 8. Specifically, since 2023, the percentage of female staff employed in roles at grade 8 has increased from 40.63% to 57.14%. Institutionally (and across the HE sector) groups of roles are often referred to as 'academic' or 'professional services'. In the Conservatoire context, we use the term 'professional services' to refer to roles within academic administration and support, finance, human resources, marketing and communications, development and fundraising, estates and information services. Historically, women have generally occupied most of these roles, with some particular exceptions such as Estates and IT. Although it continues to be true that more women occupy professional services roles than men within the Conservatoire, the Conservatoire's hourly pay increase for these grades has also helped to narrow the pay gap. Furthermore, of the male employees, particularly those in academic roles, have been in post for more than 5 years and so they have reached the top of their grade for their role, meaning they no longer access annual increments. However, many female employees are still progressing through the increments for their grade, which slowly reduces to pay gap year on year.

The Conservatoire is committed to aligning itself with the Real Living Wage Foundation rate for its Grade 1 roles. It is also committed to maintaining a baseline minimum differentiation between Grades 1, 2 and 3. This approach has positively impacted our gender pay gap. In addition, the pay awards for 2024 and 2025 were weighted in favour of those staff at the lower end of the salary scale. Staff on grades 2-5 received higher percentage increases than those on grades 6 and upwards, again having a positive impact on the overall gender pay gap.

According to the Office for National Statistics, the UK national gender pay gap has been reducing slowly over time and in April 2024, it stood at 7%, down from 7.5% in 2023² (data is currently unavailable for 2025). Our current pay gap therefore is reasonably below the national average for 2024.

As of March 2023, the mean gender pay gap in higher education was 14.2%, and 13% for the wider economy³. The Conservatoire’s current 5.2% pay gap suggests that, in addition to the pay awards, other measures taken by the Conservatoire to reduce the gender pay gap in the past two years are yielding dividend.

These so far include providing career progression support and mentoring for women across the whole institution to help create a more equal distribution of men and women across all grade levels, job types and work patterns to reach our ambition of narrowing the gender pay gap to below 5%.

We will continue to engage with all heads of directorates, schools and programmes and staff members to generate what additional measures will help us to significantly reduce 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 between white employees and those from a Black and People of Colour (BPOC)⁴ background. 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 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	120	28.98	-1.86%
White	868	28.45	

The current ethnicity pay gap is -1.86%, showing a further reduction of the gap from 2023 where it was -3%. It is also significantly below the mean ethnicity pay gap of 6.4% in the HEI sector⁵. We recognise that due to the small number of staff self-identifying as our Black, Asian and Minority Ethnicity (henceforth referred to as Black and People of Colour (BPOC), any small fluctuations in our employee profile at any level can have a significant impact on the pay gap.

² See - <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/genderpaygapintheuk/2024#>:

³ The Intersectional Pay Gaps 2022-2023, January 2025, the Universities and Colleges Employers Association (UCEA): also at Show-me-the-money-an-exploration-of-the-gender-pay-gap-in-higher-education at <https://www.hepi.ac.uk/wp-content/uploads/2024/03/>

⁴ 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.

⁵ The Intersectional Pay Gaps 2022-2023, January 2025, the Universities and Colleges Employers Association (UCEA)

We are also mindful that there has been non-disclosure of ethnic identity among BPOC colleagues, which may affect our pay gap analysis. We will therefore continue to implement actions to address the potential lower disclosure rates among BPOC staff. 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 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	92	24.38	13.55%
Not Disabled	650	28.20	

Our current disability pay gap is 13.55% showing a slight reduction from 2023 when it was 14%. However, this is above the 2023 published data of 7.9% disability pay gap within the HEI sector⁶. 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 significantly increased again by a third since 2023 to the current reporting cycle. This suggests that the introduction of a range of confidence building measures to encourage better disclosure are achieving some progress.

We will continue to employ confidence building measures including communicating about the benefits and achievements of disability monitoring, in 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 gaining promotion and occupying higher positions culminating in earning higher pay. As detailed previously, the commitment to align to the Real Living Wage and differentiation between Grades 1,2 and 3 has resulted in an increase in the mean hourly rate for employees in the 19-29 age band.

⁶ The Intersectional Pay Gaps 2022-2023, January 2025, the Universities and Colleges Employers Association (UCEA)

Age	Headcount	Mean Hourly Rate (£)
19 – 29	137	18.61
30 – 39	223	26.19
40 – 49	264	30.32
50 – 59	232	31.49
60+	237	32.53

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	264	20.06	5.10%
Male	209	21.14	

The gender pay gap for this group of staff has reduced from 9% in 2023 to 5.10%. It is also below 5.7% pay gap in the 2021 reporting cycle. Whilst this is a positive development and suggests a major move towards parity between genders, it is a reminder that we continue to have over-representation of women in lower paid jobs.

It should be noted that when we exclude the Principal's wage, the mean difference reduces to 3.7%.

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	42	18.52	12.48
White	385	21.16	

The ethnicity pay gap for this group of staff has reduced from 17% in 2023 to 12.48%. The narrowing of the pay gap is attributable to, proportionally, more BPOC staff members occupying upper grade roles (Grades 5 – 9). It should also be noted that there were a significant number of staff who have chosen not to provide information on their ethnicity.

Nonetheless, more needs to be done to further narrow the ethnicity pay gap as our BPOC colleagues continue to be over-represented in lower grades than White staff members. We will review our policies and practices on recruitment to help create a more equal distribution of ethnicities across all grade levels, job types and work patterns to reach our ambition of narrowing the ethnicity pay gap to below 5%. 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	48	20.71	-3.86%
Not Disabled	275	19.94	

The disability pay gap continues on a positive trajectory – a further reduction from 14% in 2023 to -3.86%. As the table below suggests, there is a proportionally higher representation of disabled staff in our older age workforce. Staff in this age category are more likely to occupy higher positions culminating in earning higher pay. For instance, there have been a rise in Disabled staff recruited into academic roles and therefore on the upper end of the pay scale (Grades 7-11).

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 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 increased 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, we continue to experience occupational segregation in our Grade 4 and Grade 5 roles. These roles are predominantly either administrative or front-line managerial roles across the full range of our Professional and Academic Services teams, including Recruitment and Admissions, Programme Support, Juniors and Short Courses departments, and HR, Finance and Estates, and Information Services. These roles tend to offer the greatest flexibility and range for both hybrid and flexible working, as well as part time work.

In 2023, the proportion of staff who were female across grades 8 to CSMT was 44.8%, with 55.72% being male.

In 2025, the proportion of staff who are female across grades 8 to CSMT is 51.62%, with 48.38% being male.

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	10	8	55.56%	44.44%	18
Grade 2	5	6	45.45%	54.54%	11
Grade 3	14	18	43.75%	56.25%	32
Grade 4	39	15	72.22%	27.78%	54
Grade 5	43	23	65.15%	34.85%	66
Grade 6	27	19	58.70%	41.30%	46
Grade 7	52	56	48.15%	51.85%	108
Grade 8	16	12	57.14%	42.86%	28
Grade 9	11	13	45.83%	54.17%	24
Grade 10 (part of CSMT)	<5	<5	100%	100%	<5
CSMT	<5	<5	44.44%	55.56%	9
Grand Total	262	209	55.63%	44.37%	471

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 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.

For a specialist HEI with fewer senior academic posts, we have made gains in the recruitment of BPOC staff members in Grade 8, which is in the academic/teaching category. We are also aware that we have continued to report an increase in the recruitment of BPOC staff in our Equal Pay Review. There has been an increase from 25 to 30 in 2021 and 2023 respectively, and up to 42 in this reporting cycle. BPOC staff, now representing 9.84% of the Conservatoire’s full-time/pro-rata workforce (who disclosed their ethnicity). This figure is above the 6% of the proportion of staff who identify as BPOC across all Scottish HEIs reported in 2023 and continues to progress towards the 16.3% of BPOC staff employed in all HEIs in the UK reported in 2023 (see - <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.

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	<5	13	18.75%	81.25%	16
Grade 2	10	39	20.41%	79.59%	49
Grade 3	5	43	10.42%	89.58%	48
Grade 4	<5	47	4.08%	95.92%	49
Grade 5	6	55	9.84%	90.16%	61
Grade 6	5	38	11.63%	88.37%	43
Grade 7	7	95	6.86%	93.14%	102
Grade 8	<5	24	11.11%	88.89%	27
Grade 9	<5	21	4.55%	95.45%	22
Grade 10	0	<5	0.00%	100%	<5
CSMT	0	9	0.00%	100%	9
Grand Total	42	385	9.84%	90.16%	427

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 and the data below is therefore based only on the employees who have provided this information.

Across 59 HEIs, 8% of the HE workforce declared a disability, 73% declared being nondisabled and 19% did not disclose this information (see - <https://www.hesa.ac.uk/news/17-01-2023/sb264-higher-education-staff-statistics>).

However, the overall number of staff who identify as having a disability has continued to increase. It doubled from 2019 to 2021 and increased from 20 to 28 in 2023 and now up to 48 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	<5	<5	16.67%	83.33%	6
Grade 2	12	29	29.27%	70.73%	41
Grade 3	<5	29	12.12%	87.88%	33
Grade 4	<5	37	5.13%	94.87%	39
Grade 5	6	46	11.54%	88.46%	52
Grade 6	7	25	21.88%	78.13%	32
Grade 7	12	60	16.67%	83.33%	72
Grade 8	<5	25	7.41%	92.59%	27
Grade 9	<5	13	7.14%	92.86%	14
Grade 10	<5	-	100%	0.00%	<5

CSMT	-	6	0.00%	100.00%	6
Grand Total	48	275	14.86%	85.14%	323

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: As already noted, the slight gain made in the recruitment of BPOC in the higher role of Grade 8 (from zero to three in the past reporting cycle) has been negatively impacted by the lower levels of retention and recruitment in other senior roles (Grades 9 – 11). It should be noted that there has been a similar problem with the retention of White staff in these higher grades, and that BPOC have historically been benchmarked as low since 2017. We are also mindful that in a specialist HE institution like ours with a small senior management cadre any minor changes in demographics in relation to levels and pay grades have a significant impact on our figures.

The Conservatoire will therefore continue to regularly revise its recruitment, development and promotion procedures to attract applications and retain staff from underrepresented groups and protected characteristics. The Conservatoire currently uses anonymised application forms at the shortlisting stage. Due to a change in system, we will temporarily be unable to do anonymised applications, however this will change again following a system update in the next six months.

We ensure the language in job adverts does not suggest a preference for male or female applicants and ableism to reduce bias in recruitment and increase the diversity of our workforce. Other measures including using skill-based recruitment tasks and structured interviews are under consideration. We have also undertaken trials of making interview questions (or some of the interview questions) available to candidates prior to interviews taking place. Anecdotal evidence shows that candidates are often able to present more confidently and fully and has supported neurodivergent candidates to plan and prepare for interviews and feel more able to engage with the process.

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.

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.

We are undertaking a review of both our Recruitment and Selection Training for managers involved in recruitment processes, and our Institutional Induction Programme.

We have put in place mandatory training for staff participating in the recruitment and promotion processes that will augment their diversity and cultural competency training. This includes embedding unconscious bias in an employment context, supporting a neurodivergent workforce and understanding

the benefits of reasonable adjustments to encourage disabled individuals to consider the Conservatoire as a potential employer.

The review of our Institutional Induction Programme will centre on the Conservatoire's values and will encourage staff from their first day to understand, value and embody the values through their behaviours at work. Our values are creative courage; compassion; constructive challenge; curiosity; craft, rigour and talent; and community. These underpin our people centred vision and mission:

- **Our vision** is a community that nurtures, supports and celebrates inclusive art making from grass roots to world-leading performance and production.
- **Our mission** is for our education, engagement, and research in the arts to be the catalyst to shape the future of art forms, artists and society.

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 will continue to use insights generated from our participation in the [CEMVO](#) recruitment pilot 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.

Our recently constituted People and Culture Committee provides the leadership commitment to facilitate our engagement and consultations with the workforce. This group also provides a forum 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.

We will continue to engage with Union Representatives and management teams to implement an awareness raising drive to explain the need for and benefits of self-disclosure of protected characteristics among staff and new hires.

We maintain a range of support and benefits as well as activities, groups and networks to help our staff connect across our organisation and to positively impact on their physical, mental and financial health, and professional development. Our trained and designated disability, wellbeing, mental health and counselling services offer support, signpost information, and share the guides and resources we create for our workforce including senior management.

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: In the past year, the Conservatoire 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 wellbeing 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.

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
- 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