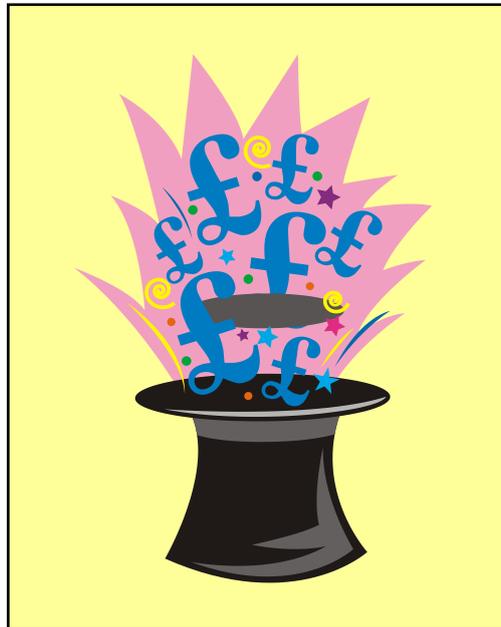




EQUAL PAY AUDIT – FULL REPORT 2012



Note: all absolute numbers below 10 in this report have been masked "<10"

**HUMAN RESOURCES DIRECTORATE
UNIVERSITY OF LONDON
SCHOOL OF ORIENTAL AND AFRICAN STUDIES**

Equal Pay Audit 2012

1. Introduction

- 1.1 The School of Oriental and African Studies (the School, SOAS) is committed to the principle of equal opportunities in employment and believes as part of that principle that we should operate a pay system that is based on objective criteria and that staff should receive equal pay for the same or broadly similar work, for work rated as equivalent and for work of equal value.
- 1.2 The Framework Agreement, implemented in July 2008, outlines the School's commitment to avoiding pay discrimination and to rewarding staff fairly. As part of this continuing commitment to putting equal pay principles into practice, this is the third annual report on the impact of our pay practices on equal pay.

2. Legal Background and Context

- 2.1 Equal Pay is firmly part of the social and legal agenda. The law relating to equal pay is governed by the Equality Act 2010 which consolidated the previous equal pay legislation - the Equal Pay Act 1970, as amended in 1983, the Sex Discrimination Act 1975 and the equality provisions in the Pensions Act 1995.
- 2.2 To claim equal pay under the "equality of terms" provisions of the Equality Act 2010, a claimant must generally prove that there is a person of the opposite sex (the comparator) who is employed by their employer or an associated employer, at the same establishment or at another establishment where common terms apply, and who is doing equal work, but with better contractual pay and/or other contractual benefits. Section 65 of the Equality Act 2010 defines 'equal work' as:-
 - 2.2.1 "Like" work to that of the comparator, i.e. work that is the same or broadly similar; or
 - 2.2.2 Work that has been rated as equivalent under a job evaluation study to the comparator's work; or
 - 2.2.3 Work of equal value with that of the comparator, with reference to factors such as effort, skill and decision-making.

- 2.3 Under s.13 of the Equality Act 2010, employees have the option of bringing a direct sex discrimination claim in relation to contractual pay, rather than a claim under the "equality of terms" provisions. In such cases, the employee can compare her pay to that of a hypothetical male comparator.
- 2.4 Although pay reviews are not currently required by law, the Equality Act's Public Sector Equality Duty (which came into force on 5 April 2011), includes a specific duty requiring public sector bodies to publish information to demonstrate compliance with the general equality duty. The Equality and Human Rights Commission recommends that regular equal pay audits are undertaken to comply with the general equality duty by helping to demonstrate due regard for the need to eliminate gender pay discrimination.
- 2.5 As noted in previous reports, tackling the gender pay gap reduces the risk of litigation. It can also increase efficiency by attracting the best employees, reducing staff turnover, increasing commitment and reducing absenteeism. Pay is one of the key factors affecting motivation and relationships at work. It is therefore important to eliminate any unfair, unjust or unlawful practices that impact on pay and to have pay arrangements that are right for the organisation and reward employees fairly. Providing equal pay for equal work is central to the concept of rewarding people fairly for what they do.
- 2.6 SOAS implemented the Joint Negotiating Committee for Higher Education Staff (JNCHES) National Framework Agreement for the Modernisation of Pay Structures in July 2008, following negotiations with its' recognised trade unions, UNISON and UCU, and local ballots and regional union ratification of the agreement. The move onto a new, single pay spine, stretching from Grade 2 to Grade 10/Ac5 and supplemented by the Professorial Pay Bands, was underpinned by the use of the Higher Education Role Analysis (HERA) job evaluation scheme.
- 2.7 The SOAS Framework Agreement includes a number of policies and practices that contribute towards a fair reward system and encourage pay equality in the workplace, such as the Recognition and Reward Procedure, the Market Pay Policy and the Grading Review and Appeals Procedure.
- 2.8 This third Equal Pay Audit forms part of the Human Resources Strategy.

3. What is an Equal Pay Audit?

3.1 An Equal Pay Audit involves:

- i) the comparison of pay of men and women doing equal work;
- ii) the identification of any significant equal pay gaps (i.e. differences greater than 5%)*;
- iii) the explanation and justification of gaps using objective criteria;
- iv) the addressing of any gaps that cannot satisfactorily be explained on the grounds of work content;
- v) ongoing monitoring.

* The EOC's Introduction to the Equal Pay Review Kit states that there is no legal guidance on what constitutes a significant difference but that techniques of statistical analysis suggest that a 5% or greater difference can be regarded as significant

3.2 SOAS implemented the HERA Scheme for all categories of employee, establishing grades for roles evaluated within Grade 3 to G9/Ac4 and establishing minimum points boundaries for professorial and senior management staff, with effect from 1 July 2008. Therefore, the School is currently in a position to make comparisons between staff on the basis of *work that has been rated as equivalent under a job evaluation study to the work of a fellow employee of the opposite sex and on like work*, which involves comparing women and men who carry out the same professorial and broadly similar senior management roles.

3.3 As in the two previous reports, it was also appropriate to look more widely, by contract type, in order to identify any trends that currently exist across occupational groupings and to gain a fuller picture of the staff profile.

4. Data Collection

4.1 A *pay gap report* gives details of pay comparisons between women and men by grade and by overall staff grouping. These statistical reports inform this Equal Pay Audit and are summarised in this document. The information is accurate as at 22nd December 2011.

4.2 The categories that were extracted for the various reports are Grade / Gender / Pay / Ethnicity / Disability / and Hours worked, i.e. full-time or part-time. Detailed comparisons by grade are not shown as this might enable individuals to be identified and no personal data was investigated during the compilation of the information.

- 4.3 The reports indicate the percentage value of any pay gaps. This is shown as a -% if female employees are paid less than male employees and a +% if female employees are paid more than male employees.
- 4.4 Five initial pay gap reports were conducted on the basis of annual salary, not including London Weighting: All staff by contract type / Part-time staff / Full-time Staff / Ethnicity / Disability.
- 4.5 Data was also collected and analysed on the following additional pay elements: Acting up Allowance / Responsibility Allowance / Honorarium / Special Allowance.
- 4.6 The data is drawn from the HR and Payroll software database (ResourceLink) and the groupings below reflect staff categories in this system.
- 4.7 Data relating to the Director and to the Registrar & Secretary have been excluded from the Equal Pay Audit as these are stand-alone senior posts with no internal comparators, and inclusion would distort the pay gap statistics. All other posts, including other senior roles with salaries determined by the Senior Staff Remuneration Committee, have been included in this audit.

5. Pay Gap Reports

5.1 *Pay Gap for All Staff by contract type:-*

5.1.1 The Pay Gap comparison of average basic pay and average total earnings for all staff, by staff grouping is as follows:

<i>All Staff</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Pay Gap (%)</i>
Teaching & Research	103	167	270	- 6.9
Teaching & Scholarship	268	238	506	- 4.4
Research	13	25	38	- 13.3
Support	224	164	388	-8.2
Total	608	594	1202	- 12%

5.1.2 The gender profile shows that 50.5% of the School's employees are women and 49.5% are men. According to our records, there are no transgender employees currently employed by the School.

5.1.3 There are 24% more men than women in academic (teaching & research) posts, but there are 16% more women than men in support roles.

5.1.4 As in the first two Equal Pay Audits, there are three significant pay gaps (i.e. differences greater than 5%) which merit further investigation, that between men and women in Teaching & Research, Research and Support roles.

5.1.4 The pay gap of -6.9% between male and female Teaching & Research staff compares favourably with the -13.4% mean pay gap between male and female academic staff across all HEIs, reported in the Equality Challenge Unit's Equality in Higher Education Statistical Report 2011 (ECU Report, 2011).

5.1.5 The overall pay gap of -12% for all School employees compares very favourably with the -20.3% mean pay gap between all male and female staff across all HEIs, reported in the ECU Report, 2011.

5.1.6 The overall pay gap of -12% for all School employees compares favourably with the -18.6% national gap between women's mean pay and men's as reported in the Office for National Statistics' 2011 Annual Survey of Hours and Earnings (ONS Report, 2011).

5.2 Pay Gap for Part-time Staff:-

5.2.1 The Pay Gap comparison of average basic pay, based on an FTE figure including any plain time hours and multiplier as appropriate for fractional teachers, for part-time staff across the School is as follows:

<i>Part-time Staff</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Pay Gap (%)</i>
Total	324	273	597	-6.4

5.2.2 Part-time staff are defined as those working fewer hours than a full working year of 35 hours x 52 weeks. It includes formerly hourly-paid teachers who have been transferred to fractional contracts, following implementation of the Framework Agreement.

5.2.3 The pay gap of -6.4% between part-time male and female School employees compares favourably with the -9.1% national mean pay gap for part-time employees reported in the ONS Report, 2011.

5.3 Pay Gap for Full-time Staff:-

5.3.1 The Pay Gap comparison of average basic pay and average total earnings for full-time staff across the School is as follows:

<i>Full-time Staff</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Pay Gap (%)</i>
Total	284	321	605	-11.5

5.3.2 The statistics show that female employees earn less than male employees on average both on a full time and part time basis, and that the gender pay gap is significantly higher between full time male and female employees.

5.3.3 The pay gap of -11.5% between full-time male and female School employees compares favourably with the -14.9% national mean pay gap for full-time employees reported in the ONS Report, 2011.

5.4 Pay Gap by Ethnicity:-

5.4.1 The table below compares pay by ethnicity.

<i>All Staff</i>	<i>White</i>	<i>Other Ethnic Origin</i>	<i>Total</i>	<i>Pay Gap (%)</i>
Total	708	447	1155	-11.3

5.4.2 Ethnicity data is not held on 47 employees; this includes 26 employees who have refused to provide such data.

5.4.3 The statistics show that known BME employees are earning on average 11.3% less than staff known to be from a White background.

5.4.4 The pay gap of -11.3% between white and BME employees compares unfavourably with the -2.1% mean pay gap between white and BME staff across all HEIs, reported in the ECU Report, 2011.

5.5 Pay Gap by Disability:-

5.5.1 The table below compares pay between disabled and non-disabled employees.

<i>All Staff</i>	<i>Not known to be disabled</i>	<i>Disabled</i>	<i>Total</i>	<i>Pay Gap (%)</i>
Total	1175	27	1202	- 3.1

5.5.2 The proportion of the School population who have declared that they have a disability is 2.24%.

5.5.3 The School's Disability Policy includes a Code of Practice on Employment which sets out the School's commitment to providing a supportive framework for recruiting, retaining and developing disabled employees.

5.5.4 The statistics show that staff who have declared a disability are earning on average 3.1% less than staff who have not declared a disability.

5.4.5 The pay gap of –3.1% between Disabled and Non-Disabled employees compares favourably with the –5.4% mean pay gap between Disabled and Non-Disabled staff across all HEIs, reported in the ECU Report, 2011, but the figures are not statistically significant.

6. Pay Gap Analysis

6.1 The pay gap for all School staff is –12%, i.e. a significant difference between the average pay of male and female employees across the School, but in order to consider whether this overall pay gap can be justified using objective criteria, the statistics need to be broken down and the significant pay gaps that have been identified in the following categories need to be examined:

- Teaching & Research
- Research
- Support
- Part-time staff
- Full-time staff
- By ethnicity

6.2 Teaching & Research / Research / Support

6.2.1 It is difficult to conduct a meaningful analysis of these broad categories of employees due to the number of types of job contained within each grade in the structure and the number of grades, from Grade 2 to Grade 10/Ac5 for Support Staff and Grade 7/Ac2 to Professorial Pay Bands for Teaching & Research staff.

6.2.2 A further pay gap analysis by grade was conducted to look at any gender pay gap at each grade:-

Grade	Female	Male	Total Headcount	Pay Gap (%)
Grade 2	<10	0	<10	n/a
Grade 3	<10	<10	12	- 4.2
Grade 4	<10	10	15	+ 6.4
Grade 5	36	28	64	- 2.2
Grade 6/Ac1	234	142	376	+ 0.6
Grade 7/Ac2	152	168	320	- 0.7
Grade 8/Ac3	98	83	181	+ 0.2
Grade 9/Ac4	53	87	140	- 0.3
Grade 10/Ac5 (Senior Mgmt)	<10	12	16	- 3.9
Professorial Career Band A	<10	22	29	+ 0.2
Professorial Merit Band A	<10	<10	<10	- 1.9
Professorial Career Band B	<10	13	22	+ 0.7
Professorial Merit Band B	<10	13	15	+ 7.2
Professorial Deans' & Spot Salaries	0	<10	<10	n/a
Total	608	594	1202	- 12%

6.2.3 The statistics show that there are two significant pay gaps by grade – at Grade 4 and at Professorial Merit Band B, which are both in favour of women – but that the overall pay gap of – 12% is attributable to the greater incidence of men towards the top of the pay grades (26% of men and 12% of women in Grades 9/Ac4 - Professorial Pay Bands) and women towards the lower grades (31% of men and 46% of women in Grades 3 - 6/Ac1).

6.2.4 All of the posts up to and including Grade 9/Ac4 have been subject to HERA and therefore these gradings have been objectively justified, as has the minimum points boundary for Grade 10/Ac5 and the Professorial Pay Bands.

- 6.2.5 The significant pay gap at Grade 4 is attributable to the fact that the female postholders have longer service and are therefore on higher salary points due to automatic annual incremental progression than the male postholders (all of the female Grade 4 postholders started before 2007, whereas 3 out of the 10 male postholders started in 2011).
- 6.2.6 The significant pay gap at Professorial Merit Band B is also in favour of women and cannot be attributed to length of service. However, this is the most extensive salary scale, comprising 21 points, which accounts for the significant pay gap within the grade.
- 6.2.7 Ongoing consideration should be given to increasing the number of women in senior management and academic roles in order to reduce the current gender imbalance causing the overall pay gap and to reviewing the number of scale points within the professorial salary scales.

6.3 Part-time Staff

- 6.3.1 Of the School's 597 part-time employees, 54% are female, 46% are male.
- 6.3.2 Of the 273 part-time male employees, 5% are in Teaching & Research roles, 79 % are in Teaching and Scholarship roles, 3% are in Research roles and 13% are in Support roles, whereas of the 324 part-time female employees, 2% are in Teaching & Research roles, 75 % are in Teaching and Scholarship roles, 1% are in Research roles and 22 % are in Support roles.
- 6.3.3 Within this category, the -6.4% pay gap is influenced by the fact that 67% of the part-time female employees are in the lower Grades 2 – Grade 6/Ac1, compared to 52% of the male part-time employees.
- 6.3.4 It is commonly accepted that part-time work is particularly attractive to women who have domestic responsibilities that prevent them from working full-time and that part-time roles tend to be more plentiful in lower-paid sectors such as care and service industries. However, continuing consideration should be given to making higher graded posts available for part-time working and job-share.

6.4 Full-time staff

- 6.4.1 Statistics for full-time figures are considered to be more significant as a benchmark. They are more commonly quoted by the National Statistics Office within the UK employment sector, as these figures are more reliable.
- 6.4.2 Of the School's 605 full-time employees, 47% are female and 53% are male.
- 6.4.3 Within this category of employees, the –11.5% pay gap is influenced by the fact that 23 % of the full-time female employees are in the lower Grades 3 – Grade 6/Ac1, compared to 14% of the male full-time employees.
- 6.4.4 Continuing consideration should be given to increasing the number of women in full-time senior management and academic roles in order to reduce the current gender imbalance causing the overall pay gap.

6.5 By ethnicity

- 6.5.1 Of the School's 447 Black and Minority Ethnic employees, 17% are in Teaching & Research roles, 53% are in Teaching and Scholarship roles, 3% are in Research roles and 27% are in Support roles.
- 6.5.2 It is difficult to conduct a meaningful analysis of these broad categories due to the number of types of job contained within each grade in the structure and the number of grades, from Grade 2 to Grade 10/Ac5 for Support Staff and Grade 7/Ac2 to Professorial Pay Bands for Teaching & Research staff.
- 6.5.3 A further pay gap analysis by grade and ethnicity was conducted to look at any ethnicity pay gap at each grade:-

Grade	BME	White	Total Headcount	Pay Gap (%)
Grade 2	0	<10	<10	n/a
Grade 3	<10	<10	11	+ 9.8
Grade 4	<10	<10	15	- 6.7
Grade 5	25	38	63	+ 8.2
Grade 6/Ac1	203	166	369	+ 2.1
Grade 7/Ac2	91	212	303	- 0.4
Grade 8/Ac3	50	125	175	+ 0.1
Grade 9/Ac4	38	91	129	- 1.6
Grade 10/Ac5 (Senior Mgmt)	<10	12	15	- 18.2
Professorial Career Band A	<10	20	27	+ 0.7
Professorial Merit Band A	<10	<10	<10	- 1.9
Professorial Career Band B	<10	13	22	- 3.7
Professorial Merit Band B	<10	11	14	+ 1.4
Professorial Deans' & Spot Salaries	<10	<10	<10	- 24.7
Total	447	708	1155	- 11.3

6.5.4 The statistics show that there are five significant pay gaps by ethnicity and grade – at Grade 3, Grade 4, Grade 5, Grade 10/Ac5 and Professorial Deans & Spot Salaries. Two of these pay gaps are in favour of BME employees, and three are in favour of White employees.

6.5.5 The statistics show that the overall ethnicity pay gap of – 11.3% is attributable to the greater incidence of White employees towards the top of the pay grades (22% of White employees and 14% of BME employees in Grades 9/Ac4 - Professorial Pay Bands) and to the greater incidence of BME employees in the lower grades (54% of BME employees, compared to 31% of White employees in Grades 3 – Grade 6/Ac1).

- 6.5.5 The significant pay gaps at Grades 3 and 5, which are in favour of BME employees, are attributable to the fact that the BME postholders in those grades have longer service and are therefore on higher salary points due to automatic annual incremental progression than the White postholders (5 out of 31 BME postholders compared to 16 out of 43 White postholders started after January 2010).
- 6.5.6 The significant pay gap at Grade 4, which is in favour of White employees, is attributable to the fact that the White postholders in that grade have longer service and are therefore on higher salary points due to automatic annual incremental progression than the BME postholders (all of the White postholders started before August 2007, whereas 3 BME postholders started during 2011).
- 6.5.7 The significant pay gap at Grade 10/Ac5 (Senior Management) is in favour of White employees and is attributable to the fact that post holders at this grade are on spot salary points within a wide range, which encompasses different levels of management from G10 Professional Services managers to Directors and Executive Board members. Only a small number of BME managers are within this wide banding.
- 6.5.8 The significant pay gap at Professorial Deans' & Spot Salaries is also in favour of White employees and is also attributable to the fact that post holders at this grade are on spot salary points within a large range.
- 6.5.9 Continuing consideration should be given to measures increasing the number of BME employees in senior management and academic roles in order to reduce the current imbalance.
- 6.5.10 Continuing consideration should be also be given reviewing the grading structure beyond Grade 9/Ac4 and to reviewing the number of scale points within the professorial salary scales.

7. Analysis of Additional Pay Elements

7.1 Acting Up Allowance

7.1.1 The table below shows employees who received an Acting Up Allowance during 2011 by gender and full-time / part-time status:

Category	Total Head Count	No. receiving Acting Up Allowance	%age of category receiving Allowance
P/T Female	324	0	0%
F/T Female	284	<10	0.7%
P/T Male	273	0	0%
F/T Male	321	<10	0.3%
Totals	1202	<10	0.25%

7.1.2 The statistics show only a small percentage of School staff received an Acting-up Allowance during 2011 and that these only went to full-time staff.

7.1.3 Guidelines for the awarding of this allowance are provided in the School's Overtime Payments, Responsibility Allowances & Acting Up Allowances Policy Statement.

7.2 Responsibility Allowance

7.2.1 The table below shows employees who received a Responsibility Allowance during 2011 by gender and full-time / part-time status:

Category	Total Head Count	No. receiving Responsibility Allowance	%age of category receiving Allowance
P/T Female	324	0	0%
F/T Female	284	0	0%
P/T Male	273	0	0%
F/T Male	321	<10	0.6%
Totals	1202	<10	0.17%

7.2.2 The statistics show that only a very small percentage of School staff received a Responsibility Allowance during 2011 and that these only went to full-time staff.

7.2.3 The rational explanation would be that the restricted hours worked preclude part-time employees from taking on any additional responsibilities.

7.2.4 Guidelines for the awarding of this allowance are provided in the School's Overtime Payments, Responsibility Allowances & Acting Up Allowances Policy Statement.

7.3 Honorarium

7.3.1 The table below shows employees who received Honoraria Payments during 2011 by gender and full-time / part-time status:

Category	Total Head Count	No. receiving Honoraria payments	%age of category receiving payment
P/T Female	324	<10	0.3%
F/T Female	284	14	5%
P/T Male	273	0	0%
F/T Male	321	<10	1.6%
Totals	1202	20	1.7%

7.3.2 The statistics show that a greater proportion of full time female employees received honoraria than any other category of staff in 2011.

7.3.3 Guidelines for the awarding of this allowance are provided in the School's Recognition and Reward Procedures.

7.4 Special / Miscellaneous Allowance

7.4.1 The table below shows employees who received Special or Miscellaneous Allowances during 2011 by gender and full-time / part-time status:

Category	Total Head Count	No. receiving Special Allowance	%age of category receiving Allowance
P/T Female	324	<10	2.2%
F/T Female	284	<10	1.4%
P/T Male	273	<10	0.7%
F/T Male	321	10	3.1%
Totals	1202	23	1.9%

7.4.2 The statistics show that Special / Miscellaneous Allowance payments are nearly evenly distributed between full time men and women and between part time men and women.

7.4.3 Guidelines for the awarding of this allowance are provided in the School's Overtime Payments, Responsibility Allowances & Acting Up Allowances Policy Statement.

8. Recommendations to Address Significant Pay Gaps that cannot be explained or justified using objective criteria

8.1 In order to address the issues relating to the significant pay gaps that cannot be explained or justified using objective criteria, as listed below, the following recommendations are being proposed:

- 8.1.1 Continue to consider making higher graded posts available as part-time or job share.
- 8.1.2 Continue to address the under-representation of female employees in senior managerial and professorial roles.
- 8.1.3 Continue to address the under-representation of BME employees in senior managerial and professorial roles.
- 8.1.4 Develop a grading structure, using HERA, for roles scoring above Grades 9/Ac4.
- 8.1.5 Review the number of scale points within the professorial salary scales.

9. Good practice to help Address Equal Pay Issues

- 9.1 As the School is now tracking the size of the Equal Pay Gap and the issues giving rise to it, we will seek to ensure that we have Human Resource practices in place that will help to close the gap.
- 9.2 Areas that the School will monitor and work to strengthen include:
 - 9.2.1 Ensuring that those involved in making salary assessments are trained in best employment practice.
 - 9.2.2 Ensuring that the Recruitment & Selection training continues to be mandatory for interview panel members and emphasises that a non-discriminatory approach to appointments is essential.
 - 9.2.3 Ensuring that any market supplements are objectively justified.
 - 9.2.4 Monitoring the impact of the national pay agreement on pay.
 - 9.2.5 Continuing to inform employees of how equality practices work and how their pay is determined.
 - 9.2.6 Ensuring that there are work-life balance policies in place that can actively support our equality work. These include the Flexible Working Policy / Maternity, Paternity, Adoption and Paternity Parental Leave Policy and various leave of absence policies.
 - 9.2.7 Continue to use HERA to check the validity of the current rank order of jobs within the existing grading structure and to evaluate posts objectively.
 - 9.2.8 Strive to continue to improve our monitoring and data collection systems, particularly in regard to race and disability.

10. Conclusion

- 10.1 The School is committed to delivering equal treatment for all staff regardless of gender, race, disability or contractual status. Our pay gap reflects the greater incidence of men at the higher ends of our pay scales and of women at the lower. This mirrors existing patterns in the wider UK workforce. It does not mean that our pay practices are flawed, but we will examine them regularly to check their justification, eliminate bias and maximise fairness.
- 10.2 The Equal Pay Audit underlines our commitment to monitoring our pay practices in order to reward fairly the skills, experience and potential of all staff and thereby to increase efficiency and enhance the School's reputation.
- 10.3 We will continue to monitor pay data every year and seek ongoing improvement as our equal pay recommendations are adopted and put into practice.

Appendix 1

Recommendations to Address Significant Pay Gaps that cannot be explained or justified using objective criteria

Issue	Actions	Person Responsible	By When
Continue to consider making higher graded posts available as part-time or job share	Add statement to recruitment adverts for senior posts welcoming applications from job-share candidates	HR Strategy	Ongoing
Continue to address the under-representation of female employees in senior managerial and professorial roles	Encourage personal development (including mentoring & coaching) into senior roles via the SDR process Continue to add statement to recruitment adverts for senior posts welcoming applications from female candidates	HR Strategy	Ongoing
Continue to address the under-representation of BME employees in senior managerial and professorial roles	Encourage personal development (including mentoring & coaching) into senior roles via the SDR process Continue to add statement to recruitment adverts for senior posts welcoming applications from BME candidates	HR Strategy	Ongoing
Develop a grading structure, using HERA, for roles scoring above Grades 9/Ac4		HR Strategy	In development 2011/12, for implementation in 2012/13