



# University of Plymouth

## Gender Pay Gap Report

2018



## 1. Background

At the University of Plymouth we are committed to an inclusive, collegial and diverse culture as part of our University Strategy.

Our Equality and Diversity Policy sets out our commitment, including the commitment of our Board of Governors, Vice-Chancellor and senior management team, to promote equal opportunities and work to prevent any unlawful or unfair discrimination and harassment in places of work or study for all of our staff and students.



## 2. Executive Summary

Our published gender pay and bonus pay gap is based on our data from 31 March 2018 as shown in Table 1, and graphically in Figures 1 and 2.

Comparison of our gender pay and bonus gap data across the last two published years shows that we have made some progress in reducing the median gender pay gap, although the mean gender pay gap has increased slightly.

The bonus gap increased because of changes in the proportion of men and women eligible for Clinical Excellence awards. These payments are based on NHS criteria outside our control and apply to a proportion of our employees in our Faculty of Medicine and Dentistry. When payments outside the University's control are excluded, there is no gap on bonus paid by the University of Plymouth alone.

Our gender pay gap reflects significant occupational segregation, with higher proportions of women in lower paid roles and a lower proportion of women in higher paid roles. We are actively seeking to address this and we have made progress to embed equality, diversity and inclusion within the University planning process, with regular progress and update reports to our executive team. We have invested in mentoring and other developmental initiatives to support career development, such as Springboard, reviewed our flexible working policies and continue to raise awareness of our commitment to addressing gender equality with the recent successes of Athena SWAN applications across the University.

Whilst there has been a slight increase in the proportion of males in academic roles from 52% to 53%, we are pleased to report that the proportion of women in the highest pay quartile has increased from 43% to 44%. This reflects the actions taken to encourage and support female applications through academic promotions. However, the proportion of females in the lowest pay quartiles has increased from 68% to 73%, and we will renew our focus on actions within this area.

An equal pay review (based on data at March 2018) showed that we are paying women the same rate of pay as men across all of our grades on the national scale, where roles are graded under the Higher Education Role Analysis (HERA) job evaluation scheme and professorial salaries.

It is recognised that addressing issues that contribute to our Gender Pay Gap are likely to take time before a significant improvement is identified, however, we are committed to continued progress against actions outlined in our action plan.



### 3. Gender and bonus gap

Table 1 shows the Gender Pay Gap, based on the average hourly rate of pay for men compared to the average hourly rate of pay for women. The Gender Bonus Gap is based on the average bonus payment made to men compared to the average bonus payment made to women. Variances are shown as a positive in favour of men.

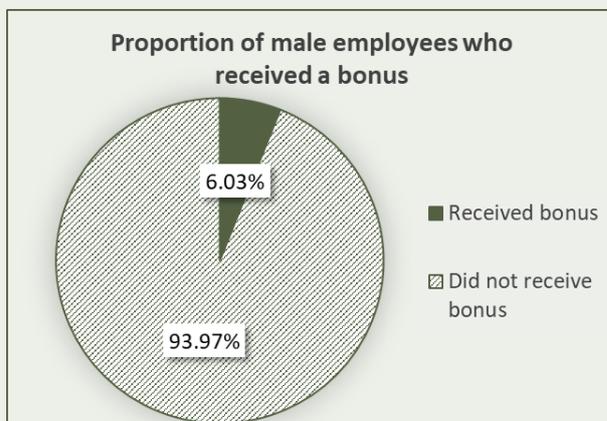
**Table 1 - Gender pay and bonus gaps**

Difference between men and women	Mean (average)	Median (middle)
Gender Pay Gap	22.10%	25.46
Gender Bonus Gap	73.0%	20.0%

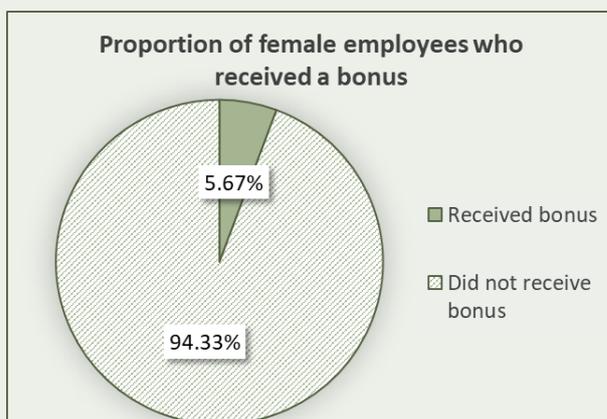
### 4. Data

#### Proportion of employees who received a bonus

**Figure 3 – Proportion of male employees who received a bonus**



**Figure 4 – Proportion of female employees who received a bonus**





## Pay quartiles

Figures 5 to 8 show the proportion of males and females in each pay quartile, where quartile one is the lowest pay band, and quartile four the highest pay band. A negative figure indicates a pay gap in favour of women, and a positive figure a gap in favour of men.

The graphs show that within these quartiles there are no significant pay gaps (eg exceeding 5%).

The data illustrate the high proportion of women in the lower two quartiles and higher proportion of men in the highest quartile.

**Figure 5 – Lower Quartile**

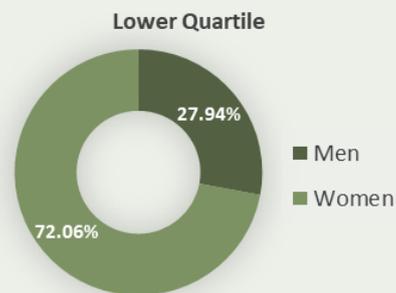
### Lower Quartile

**Average pay:** £8.43

**Mean pay gap:** -1.46%

**Numbers in quartile:** 704♀ 273♂

**Roles:** require limited experience, e.g. administrative assistant, library assistant, student ambassador.



**Figure 6 – Lower Middle Quartile**

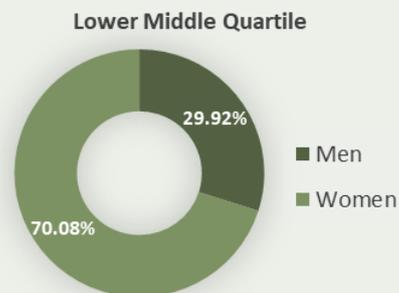
### Lower Middle Quartile

**Average pay:** £13.55

**Mean pay gap:** 2.08%

**Numbers in quartile:** 684♀ 292♂

**Roles:** semi-skilled and require experience and training, e.g. administrator, PA, research assistant, security shift worker.



**Figure 7 – Upper Middle Quartile**

### Upper Middle Quartile

**Average pay:** £20.95

**Mean pay gap:** -2.39%

**Numbers in quartile:** 503♀ 474♂

**Roles:** require specialist qualification and expertise, e.g. lecturer, research fellow, accountant, senior technician.

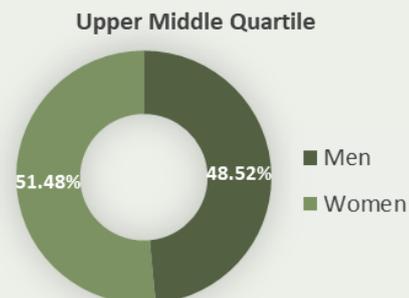




Figure 8 – Upper Quartile

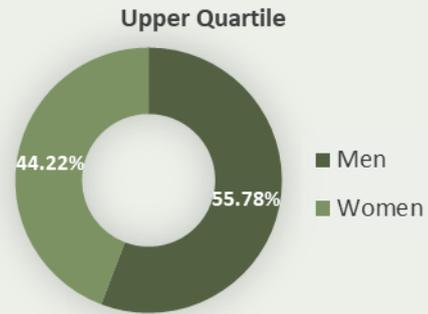
**Upper Quartile**

**Average pay:** £36.05

**Mean pay gap:** 2.97%

**Numbers in quartile:** 432♀ 545♂

**Roles:** these require senior / executive leadership experience, significant expertise, e.g. senior or executive leader and professor.





## Gender representation against the benchmark

Figure 9 - Benchmark data for the HEI sector (HESA 2017/18)

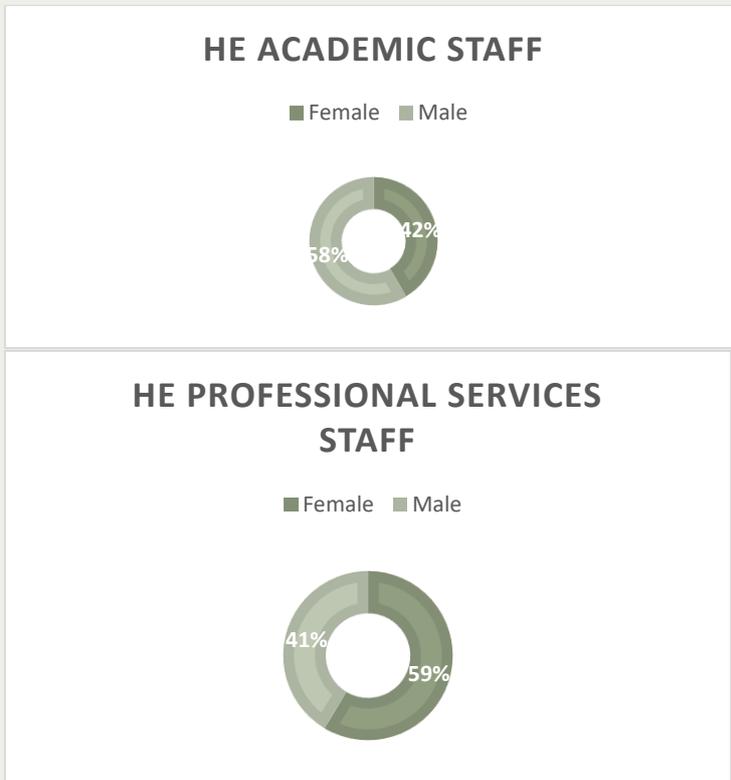
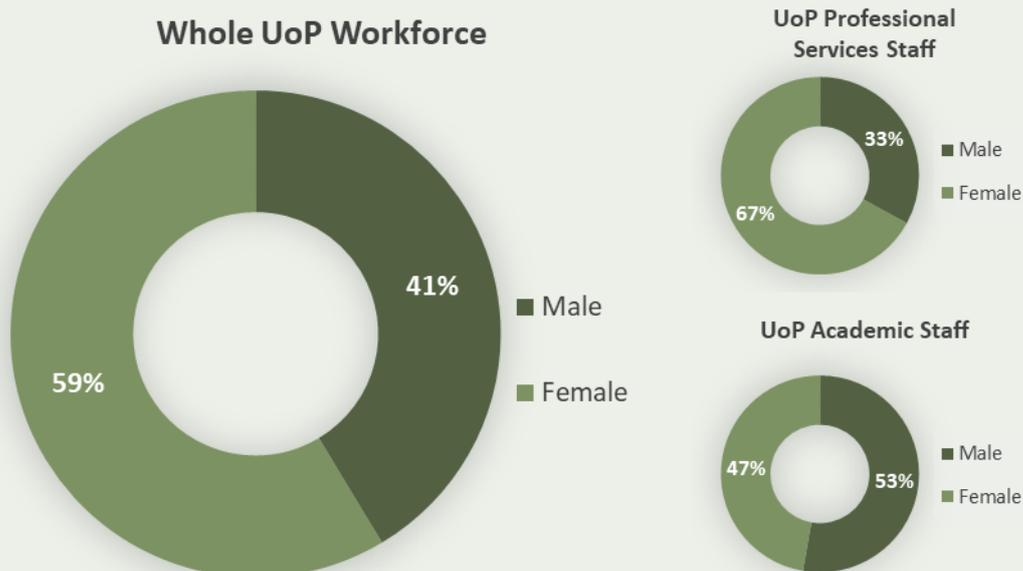


Figure 10 - Proportion of male and female employees at the University of Plymouth (UoP)





## 5. What we will do in 2019/20

### **Leadership**

The University's Equality, Diversity and Inclusion Committee and Athena SWAN Self-Assessment Team will, on behalf of the University Executive Group (UEG), monitor and review progress against our Equality Scheme and objectives and Athena SWAN action plans, reporting to UEG on a termly basis, ensuring progress continues to be made.

Progress actions and monitor and review the impact as outlined in our Athena SWAN submissions at a University and School level.

Monitor and review Faculty and Directorate equality, diversity and inclusion actions and impact as part of the business planning process.

### **Career development and promotion**

Invest in providing opportunities for targeted development through mentoring, coaching, Springboard and Aurora schemes.

Ensure all employees have an opportunity to discuss their career aspirations and development through the Performance Development Review (PDR) process.

Develop and support sustainable employee networks.

### **Recruitment**

Ensure our commitment to equality, diversity and inclusion is visible.

Promote family friendly policies and role models on our recruitment website.

Communicate the enhanced shared parental leave benefits.

### **Pay and benefits**

Assess the feasibility of developing a job evaluation scheme for senior manager roles.

Complete and embed the implementation of the professorial banding scheme.

Continue to carry out equal pay reviews every two years to identify and address trends in data.

Carry out equality analysis on pay proposals.

Review our guidance in relation to starting salaries.

### **Access to Higher Education**

Encourage girls into science, technology, engineering, maths and medicine (STEMM) subjects.

Encourage boys into nursing, midwifery and teaching and other professions underrepresented by men.