Board of Governors

Meeting of 21 November 2017

Annual Report on Equality and Diversity

1 Summary

1.1 The University has a specific duty to have one or more specific and measurable objectives to meet any of the three aims of the equality duty:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

1.2 A report on Equality and Diversity is provided to the Board of Governors each year to provide assurance that the University is undertaking its duties under the Equality Act (2010). It has been agreed that this should first be considered by the Workforce Advisory Committee. This report provides an update on the University's action on equality and diversity for the 2016-2017 academic year.

1.3 The Workforce Advisory Committee considered the report and approved its submission to the Board of Governors. Subject to some changes in wording, it approved the objectives for 2017-18 for submission to the Board.

2 Recommendation

2.1 The Board of Governors is invited to:

a) **REVIEW** the report to ensure that the University is meeting the Equality Duty as appropriate.

3 Equality and Diversity Advisory Group

3.1 The Equality and Diversity Advisory Group (EDAG) is responsible for considering equality and diversity issues within the University. The University reviewed the terms of reference for the Equality and Diversity Advisory Group (EDAG) in 2016, with the intention to ensure that the work of the Group was evidence based and the membership included those who were responsible for undertaking actions as appropriate. The Group met on three occasions in 2016/17 and a summary of its work is set out below.

4   Monitoring of the Protected Characteristics

4.1   EDAG continues to monitor staff and student diversity data and had been working to improve data collection and establish data sets for year-on-year comparison. The data reviewed is set out in Appendix 1 for students and the Workforce Indicators paper for staff.

4.2   For staff, the University has been undertaking work to encourage staff to provide the data, particularly disability to ensure that it has accurate levels of reporting and thereby accurately monitor.

4.3   For students, it was agreed that a wider group of protected characteristics should be collected, including religion and sexuality. This information was collected for the first time from students at the September 2016 enrolment and was reviewed by EDAG at the December 2016 and March 2017 meetings.

5   Policies and initiatives

5.1   A key role of the EDAG is to ensure that there is an appropriate policy framework in place to facilitate an inclusive community.   To this end the Group reviewed the following policies, procedures and initiatives:

- Learning Analytics Policy
- The Office for Fair Access (OFFA) Agreement
- Staff Dignity at Work Policy and Procedure
- Transgender Policy and Procedure

5.2   The Group also reviewed the following initiatives:

- Civitas Learning Analytics Project
- Signage options for Gender neutral Toilets which raised a possible issues about changing rooms

5.3   In order to inform is considerations, the Group also received the HEFCE report *Sector-leading and Innovative Practice in Advancing Equality and Diversity*, which the Group will further review to consider if any of the initiatives could inform practice at UWL.

6   Implementation of the 2016-17 Equality and Diversity Objectives

6.1   EDAG in 2016-17 reviewed the implementation of a wider set of objectives to ensure that it was meeting its obligations and its Public Sector Equality Duty under the Equality Act (2010) and that it was taking a pro-active approach to equality and diversity at the University.

6.2   EDAG agreed Equality and Diversity Objectives related to both staff and students developed following consideration of the monitoring data. For staff these were in line with the People Strategy that was approved by the Board of Governors in February 2016. The student related objectives were also informed by current issues in the sector.

6.3   To ensure that progress was being made, EDAG monitored the progress of the objectives by receiving the action plan at each meeting. Good progress with the objectives set for 2016-17 has been made as outlined in the summary below.

7   Student related objectives

7.1 **To collect data on all protected characteristics where possible:** It was agreed that as well as the current collection of age, ethnicity, and gender, information on sexuality and students' religious affiliations would be requested. It was agreed that marital status would not be relevant nor would maternity. However, the University would collect information on dependents as this was relevant to their student experience. In terms of gender re-assignment, it was considered that this should not be collected but that the University would develop a policy in this area. Data on sexuality and religion was collected for the first time at the 2016 Enrolment. An analysis of this data was undertaken and also the data on religion fed into the review of chaplaincy support. The data was also used by the Students' Union as part of their own research on retention and engagement and fed into their work on differentiation.

7.2 **To review the chaplaincy provision for students:** Chaplaincy support for students has been reviewed, with the result that an Inter-faith Advisor position had been created to replace the University Chaplain. This new post, organised by the Diocese of London, will also promote and support faith-based activities, in addition to working with the different faith groups within the University. The Diocese of London is intending to recruit a full-time person to take over the role in Autumn 2017. It should also be noted that a Faith and Spirituality Management Group has been established which reports to the Equality and Diversity Group, with a remit to 'discuss the Contemplation Zones to ensure that spaces were being used according to the principles pf the Provision of Facilities to Support Faith, Spirituality and Well-Being Policy. The Group is also a requirement for the University's implementation of the Prevent Duty.

7.3 **To consider the attainment gap for BME students:** This was the main issue that arose out of consideration of the data that EDAG undertook in 2015-16. It was noted that this was a sector issue, but one which it was vital for the University to address given the high proportion of BME students at the University. Action has now been taken to include BME students as part of the pilot for the retention project in conjunction with Civitas. The University also joined the University of Derby and Southampton Solent HEFCE Catalyst funded project to improve BME attainment. The BME attainment gap has improved from 25% in 2015-16 to 21% in 2016-17 and EDAG will be considering the outcome of the Civitas pilot as well as monitoring the progress with the HEFCE funded project in order to maintain progress in this area.

8 Staff related objectives

8.1 **Equality and Diversity Training for Staff:** In order to improve staff knowledge, the online equality and diversity training has been made mandatory for completion by all staff, and for new joiners within 3 months of joining. Managers are provided with up to date information to follow up on non-completions. Additionally, mandatory training has been added to the appraisal forms so that discussions can take place to further ensure this training is completed.

8.2 Other training review identified in the Staff Diversity and Equality Action Plan has been progressed. This has included the Unconscious Bias training delivered by the Equality Charter Unit (ECU) to governors, the Vice Chancellor's Executive (VCE) and managers at the University including the Senior Management Group (SMG). The training has been well received on the whole, and has raised awareness at the University around promoting diversity and equality practices in the workplace.

8.3 **Review of staff recruitment:** A recruitment review is underway and good practice recruitment guidelines will be produced for managers in guiding recruitment decisions. Once this has been completed workshops will be arranged as required for managers to ensure that they consider equality and diversity in recruitment.

8.4 **Staff Promotion/Senior Level appointments:** A review of current promotion processes is underway to ensure that UWL maximises the opportunity for diversity and equality in talent management, promotion and appointments.

9   Kitemarking equality and diversity

9.1   The University is a subscriber to the Equality Challenge Unit which provides advice guidance to universities on equality and diversity issues. The University is also subscribed as a "disability confident" employer which has now replaced the 'two ticks' disability accreditation for staff recruitment.

9.2   The University has been considering whether to apply for kite marking related to Equality and Diversity and received presentations related to Stonewall accreditation (the University has also been a member of Stonewall since 2014). It also considered information relating to the Athena Swan award and the Racial Equality Charter. Athena Swan was started in 2005 to improve representation of women in STEM subjects. In May 2015 the Athena Swan kite mark has been extended to including arts, humanities, social sciences, business and law. The Racial Equality Charter is also a sector initiative which was started in 2016. The University will consider in 2017-18 as to whether to apply for at least one of the kite marks, but needs to be assured that the process of application and gaining the kite mark is of value in and of itself.

10   Analysis of student data

10.1   The University has a successful track record of addressing participation gaps between equality groups. Student participation broken down by equality groups is as follows:

- 56% of the University's students are from Black and Minority Ethnic backgrounds, compared to 23% in the sector.
- 62% of UWL's students are mature (aged over 21 on entry), compared to 41% in the sector.
- 11% of UWL students have a disability.

10.2   As outlined above, September 2016 was the first time that the information about religious beliefs and sexual orientation had been gathered and it provided useful insights about the diversity of students within the University. Only 7% of respondents refused to provide information about their religious beliefs, and 9% refused to divulge their sexual orientation. There was no benchmark data available on non-disclosure rates within the sector, but overall the level responses for both of the surveys was higher than expected.

10.3   An initial analysis of the data on religious affiliations was presented to the Group at the December 2016 meeting which showed that in percentage terms, Christianity was the dominant religion (45%), followed by No religion (25%) and Muslim (16%). At School level, Christianity was also the main religion with the exception of LCM and FMD, where No religion had the highest proportion.

10.4   The data was also considered by Student Services when reviewing the faith support for students. This work was initiated as a result of the work to implement the Prevent Duty but provided useful in terms of shaping the provision going forward. Instead of a Chaplain, the University now employs an Inter-faith Advisor in order to help support students of all faiths and none and to monitor the usage of the contemplation zones.

10.5   The data on sexual orientation showed that 83% of new entrants selected heterosexual, 9% refused to divulge this information, 3% selected other, 2.5% bisexual, 1.5% gay man and 0.5% selected gay woman/lesbian. This information was shared with the Students' Union which has an active LGBT Group.

10.6   The Group considered the student data and welcomed the overall diversity of the student body as outlined in Appendix 1. However, the Group also noted the difference in profile between each School and welcomed the initiative by the Students' Union in terms of identifying these different profiles and starting to differentiate its activities by School.

11 Staff Diversity Data

11.1 The profile of staff is attached at Appendix 2.

11.2 Overall the University has a diverse staff body. The University employs a higher number of women to men, at a ratio of 56:44 although there are variations in schools. 31% of its staff are from BME backgrounds with 28% of Academic Staff which is significantly better than the London Higher Education (HE) sector average of 12.6% (DLA Piper Workforce Performance Indicators 2016).

11.3 EDAG considered the diversity profile of staff both in terms of the headline data and also the data broken down by school. While the headline data is encouraging in terms of the diversity of staff, it was noted that there were differences by school. A comparison between staff and student data was considered in 2016/17. This comparison of data between staff and student at a school level has been undertaken and differences noted. The HR Partnering team is now working with the Head of Schools to identify any opportunities in enhancing diversity and equality at this level.

12 Senior Staff

12.1 The University's senior team (including the Vice Chancellor's Executive, Heads of School, and Heads of Central Services) has a good balance of male and female members. The age profile of the senior management team is diverse with a range between 37-71 years.

12.2 The University employs a higher proportion of women 45% in the top earning group (top 5% of earners) in comparison with the sector average at 32% (based on the DLA Piper Workforce Performance Indicators 2016).

13 Staff with disabilities

13.1 The University continues to ensure a fair and equitable recruitment process and ensure that staff with disabilities are supported in their day to day working life. The University's application form provides the opportunity for monitoring protected characteristics during the recruitment process and encourages candidates to inform the University of any disabilities and specific adjustments required. The University also operates a 'guaranteed interview scheme' for applicants with disabilities, in cases where the applicant meets the essential criteria of the role.

13.2 The University has guidance in place on appraisal training in respect of disability and on retention of disabled staff which is supported by various policies on equality and diversity and sickness management.

14 Diversity among the governing body

14.1 This is an area where HEFCE has commenced monitoring in 2016-17 and the University is now required to report on the diversity of its governing body in the Annual Provider Review. The University commenced action to address the imbalance of female and ethnic minority on the governing body in 2011-2012. It has had some success and has maintained the diversity of the Board which, following a recent round of recruitment now has four female members and three from ethnic minorities. Ways of increasing diversity are being explored including advertising through Women on Boards and also contacting appropriate alumni. For the last round of recruitment, the University also employed an Executive Search firm with an explicit brief to find women and those from ethnic minorities who might be interested in joining the Board or one of its committees.

15   Objectives for 2017-18

Student related objectives

15.1   The most important objective, to reduce the BME attainment gap is the main objective for the University in relation to Equality and Diversity. Consideration is currently being given to a meaningful target in this area. The rest of the work revolves around the review of data which commenced in 2016-17 to ensure that the University is identifying issues in relation to Equality and Diversity and then subsequently addressing them. It is proposed that the student related objectives for 2017-18 should be as follows:

i)   To continue to reduce the BME attainment gap
ii)   To review the work on the Learning Analytics programme in relation to the Protected Characteristics and review if there are any issues that need to be addressed in relation to Equality and Diversity
iii)   To continue to analyse the student data on protected characteristics to review whether there are any issues which need to be addressed in relation to Equality and Diversity.

16   Staff Objectives

16.1   The work undertaken in promoting equality and diversity for staff is in part ensuring that staff / management training; current and future policies, procedures and guidance as well as recruitment and selection processes and access to staff development promote equality of opportunity. These should be fairly and consistently applied and monitored regularly.

16.2   The UWL People Strategy: 2015 – 2018 has as its vision **"to create a culture and environment that enables excellent performance, attracts and retains high calibre staff".** Promoting equality and diversity contributes to the achievement of the UWL People Strategy.

16.3   In order to support the UWL People Strategy, the following UWL Staff Equality and Diversity Objectives will be progressed. The areas identified for consideration for the staff action planning are set out below. This work was started in 2016-17 and the same objectives will remain in 2017-18, modified as appropriate:

i)   **Equality and Diversity Training** – To maintain current staff training and source as relevant new staff training initiatives to increase awareness around diversity and equality with the view of promoting an inclusive and positive working environment. Continued focus on unconscious bias training, mental health awareness training as well as mandatory training will be maintained.
ii)   **Recruitment** – To continue to review current recruitment processes and implement new recruitment guidelines and management training as required to ensure that UWL continues to attract and retain a diverse high calibre team. This will include raising awareness around the promotion of UWL as a "disability confident" employer.
iii)   **Promotion / Senior Level appointments** – Review of 2017 promotion processes to ensure that UWL maximises the opportunity for diversity and equality in talent management, promotion and appointments and to identify best practice.
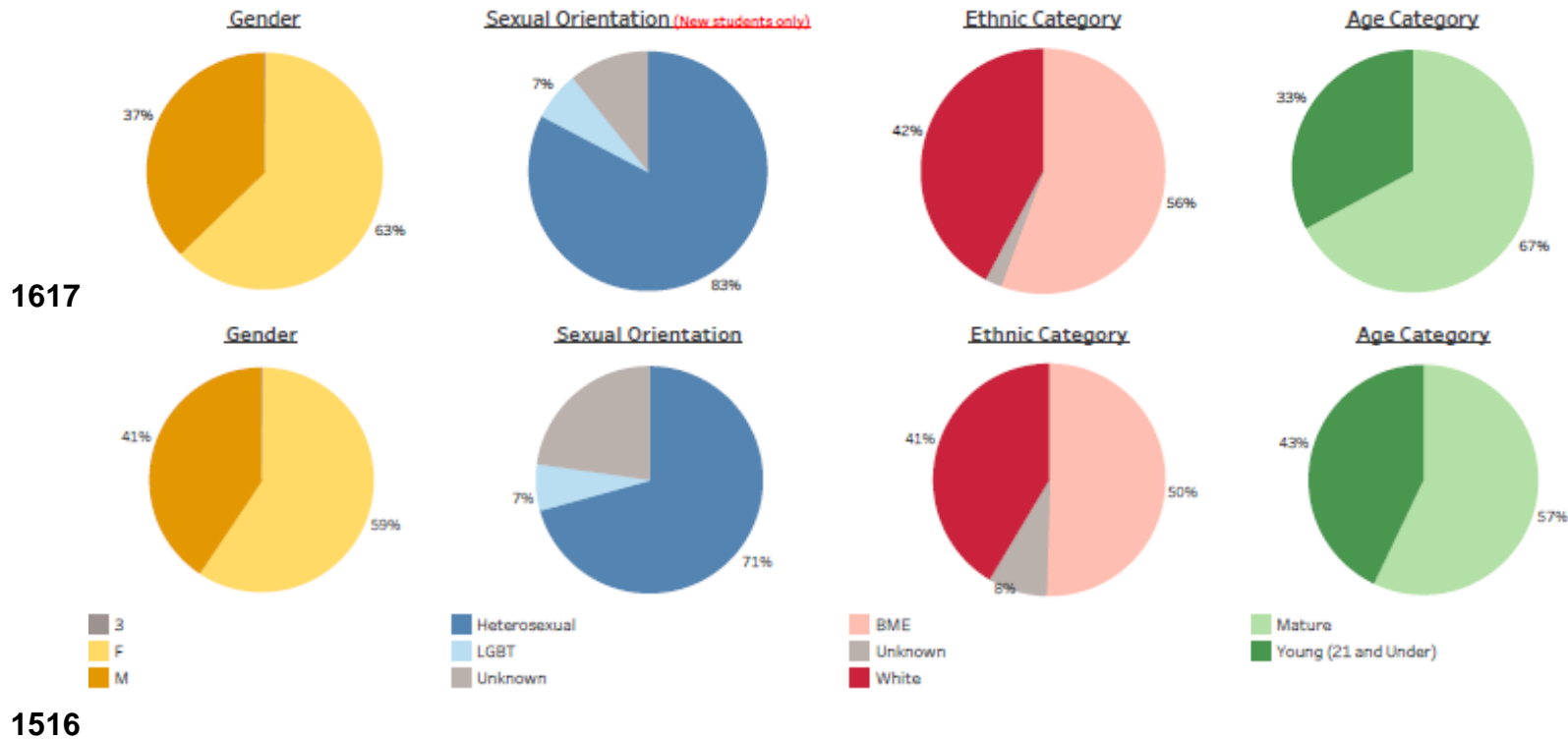iv)

17   Appendices

Appendix 1   Student profile
Appendix 2 – Staff profile

Marion Lowe, University Secretary and Chief Compliance Officer
**Zita Lourdes, HR Policy and Engagement Manager**
October 2017

1 Student profiles

The charts below show a comparison between the 15-16 student profile and the 16-17 profiles

1617

Gender	Sexual Orientation (New students only)	Ethnic Category	Age Category

- Gender: 37%, 63%
- Sexual Orientation: 7%, 83%
- Ethnic Category: 42%, 56%
- Age Category: 33%, 67%

1516

Gender	Sexual Orientation	Ethnic Category	Age Category

- Gender: 41%, 59%
- Sexual Orientation: 7%, 71%
- Ethnic Category: 41%, 50%, 8%
- Age Category: 43%, 57%

Legend:
- 3
- F
- M

- Heterosexual
- LGBT
- Unknown

- BME
- Unknown
- White

- Mature
- Young (21 and Under)

The largest shift in population was towards mature students; 57% of students in 1516 were mature, which has increased to 67% in 1617. This shift occurs across all schools but most notably in CNMH (82% to 91% mature). Females formed an increased share of the UWL population, by 4%, in 1617. However, the share of males increased from 13% to 17% in CNMH which was the largest gender shift in any School followed by 19% to 21% in SHSS. Females increased by 2% in FMD and 1% in SCE. The percentage of the student population

reporting themselves as BME has increased across the academic years from 50% to 56%, however this also accompanies a reduction in the percentage of unknown ethnicities as the percentage of White students has only changed upward by 1%. This increase in BME is seen in all Schools except for CNMH and SHSS.
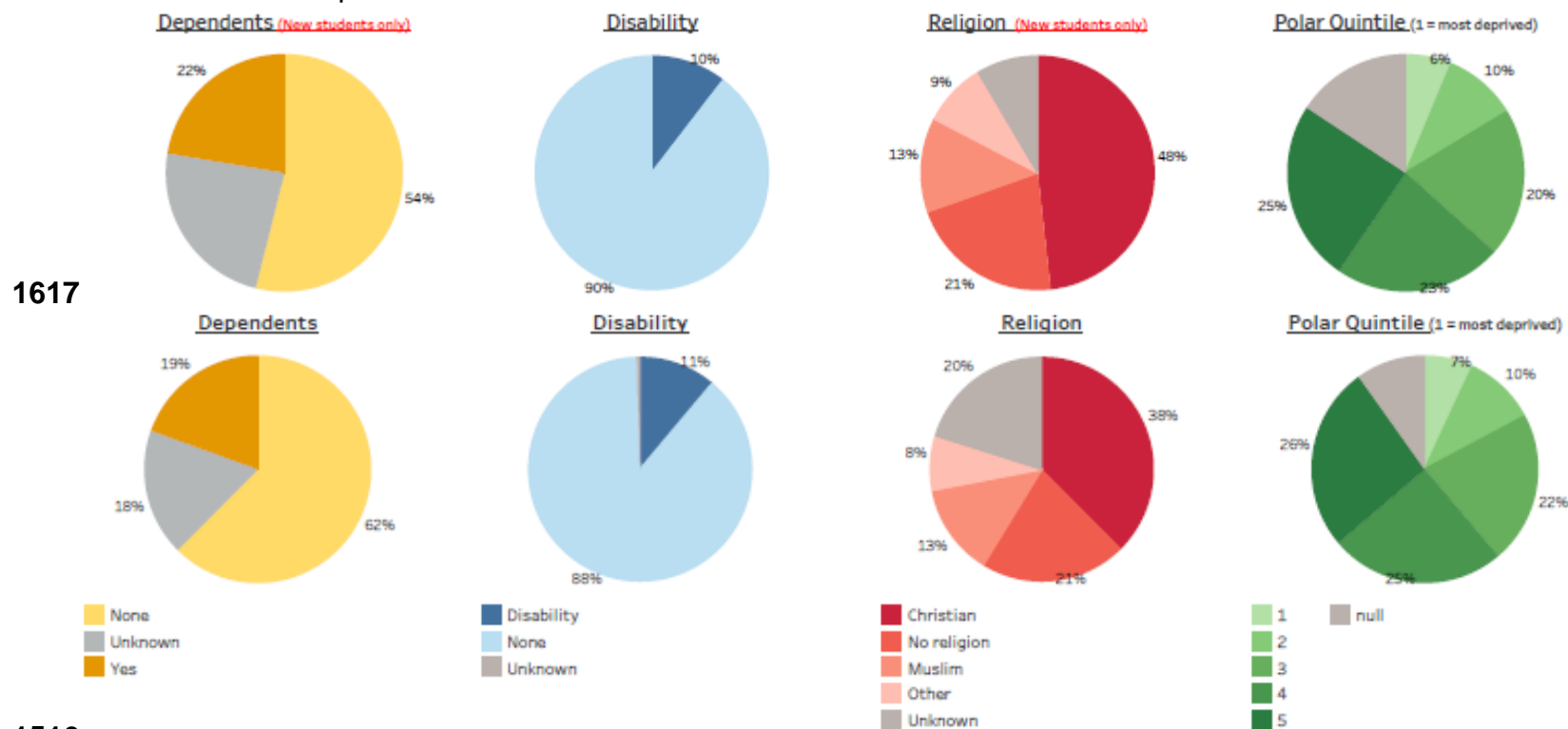
1617

1516

One shift is the share of students reporting themselves as having dependents; 22% of new students in 1617 have dependents against 19% of all students in 1516. Another key change is that Christians made up a larger share of the new student body in 1617 (48%) compared to 38% of all students in 1516. There appears to be no observable change in disability and the deprivation levels across 1516 and 1617.

The charts below show the different profiles by School

	Gender	Sexual Orientation (New students only)	Ethnic Category	Age Category
College of Nursing, Midwifery and Healthcare	Male 17%, Female 83%, 0%	Heterosexual 85%, Unknown 4%	White 41%, BME 58%, 1%	Young 9%, Mature 91%
London College of Music	Male 36%, Female 63%	Heterosexual 82%, Unknown 10%	White 73%, BME 26%, 1%	Young 40%, Mature 60%
London Geller College of Hospitality and Tourism	Male 34%, Female 66%	Heterosexual 82%, Unknown 7%	White 40%, BME 58%, 2%	Young 44%, Mature 56%
London School of Film Media and Design	Male 42%, Female 58%	Heterosexual 79%, Unknown 10%	White 51%, BME 47%, 2%	Young 43%, Mature 57%
School of Computing and Engineering	Male 81%, Female 19%	Heterosexual 82%, Unknown 8%	White 31%, BME 66%, 4%	Young 36%, Mature 64%
School of Human and Social Sciences	Male 21%, Female 79%	Heterosexual 84%, Unknown 7%	White 41%, BME 57%, 2%	Young 34%, Mature 66%
School of Law and Criminology	Male 30%, Female 69%	Heterosexual 82%, Unknown 9%	White 29%, BME 68%, 3%	Young 48%, Mature 52%
The Claude Littner Business School	Male 47%, Female 53%	Heterosexual 80%, Unknown 6%	White 30%, BME 68%, 3%	Young 32%, Mature 68%

Legend:
- 3
- Male
- Female
- Heterosexual
- LGBT
- Unknown
- BME
- Unknown
- White
- Mature
- Young (21 and Under)

Staff Equality and Diversity Data

1.1 The University employs a similar number of women to men, at a ratio of 56:44 [57:43], as shown in table 1 below.

Table 1
Percentage of women in the workforce

Category	University of West London	Higher education average	Higher education median
Academic staff	51%	46%	47%
Managerial and professional staff	53%	54%	55%
Support staff	64%	67%	67%
All staff	56%	56%	56%

Source: ResourceLink, 30September 2017
DLA Piper Workforce Performance Indicators 2016

1.2 There are significant variations at the University between schools, with women making up 28% of staff within the School of Computing & Engineering compared to 74% in the School of Human and Social Sciences and 73% in the College of Nursing & Midwifery, as shown in chart 2 below. The HE (London) average for academic staff for gender is 44.6% and 61.1% for operational / support staff at tracking close to sector benchmarks.

Chart 1
Proportion of women employed by school
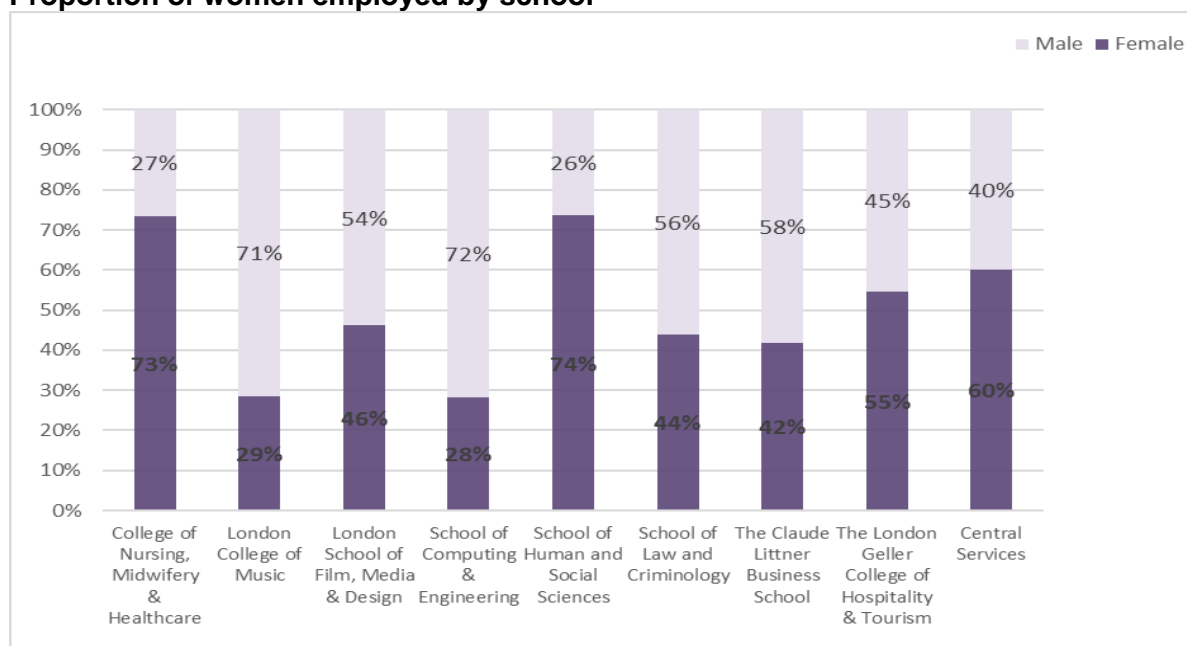
1.3 The University employs a significantly higher proportion of women in the top earning group[1] than that for the sector, as shown in chart 3 below.

Chart 2 Percentage of top 5% of earners who are female

Source: *ResourceLink, 30 September 2017*
                  DLA Piper Workforce Performance Indicators 2016

1.4 Staff from black and minority ethnic groups (BME) make up 31% of university staff, which compares favourably with the higher education sector nationally, where 12% of staff are from BME backgrounds, as shown in table 2 below. However, whilst the BME population in West London is between 35% and 45%, the percentage of UWL academic staff from BME backgrounds is 28% [21%], compared to the University's student population at 52%.

Table 2
Percentage of workforce who are black or minority ethnic

Category	University of West London	London Higher education average	Higher education average	Higher education median
Academic	28%	12.6%	13%	12%
Managerial & professional staff	29%	12.0%	9%	6%
Support staff	34%	15.8%	13%	8%
All staff	31%	19.8%	12%	10%

Source: *ResourceLink, 30 September 2017*
                  DLA Piper Workforce Performance Indicators 2016

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[1] *The top 5% of earners is comprised of 38 staff and includes members of the Vice Chancellor's Executive members of the senior management group, some heads of central service departments and some professors. The lowest salary included is £68,759.*

1.5 The proportion of staff with a disclosed disability has remained static at 4.2%, and is in line with the sector median, as shown in table 3 below.

Table 3
Percentage of workforce with a disability

Category	University of West London	London Higher education average	Higher education average	Higher education median
All staff	4.2%	4.8%	4.8%	4.4%

Source: ResourceLink, 30 September 2017
DLA Piper Workforce Performance Indicators 2016

1.6 The University has a marginally higher proportion of staff aged 55 to 64 when compared to the wider sector, as shown in chart 4 below. This is more pronounced for academic staff aged 55 to 64 as shown in chart 5. The University has proportionately fewer staff age 65 plus than the wider sector.
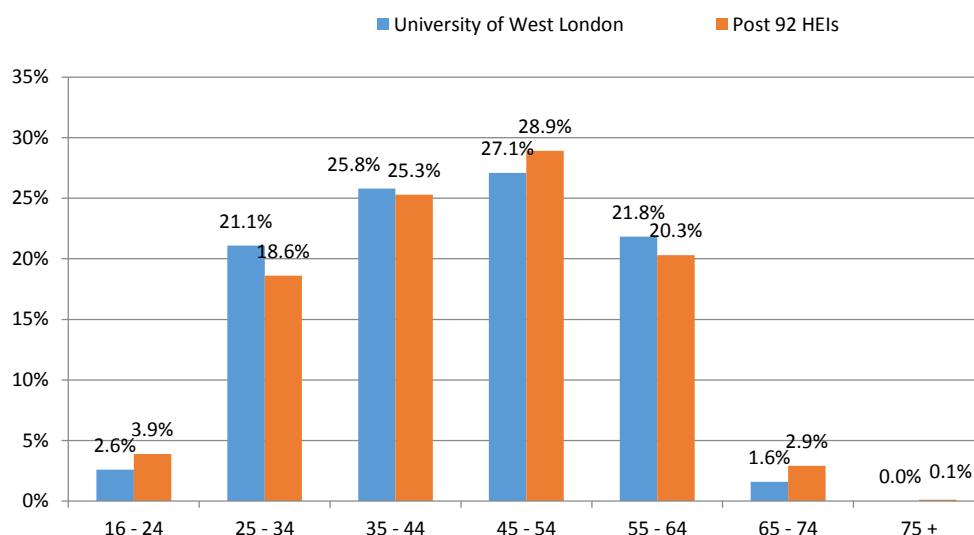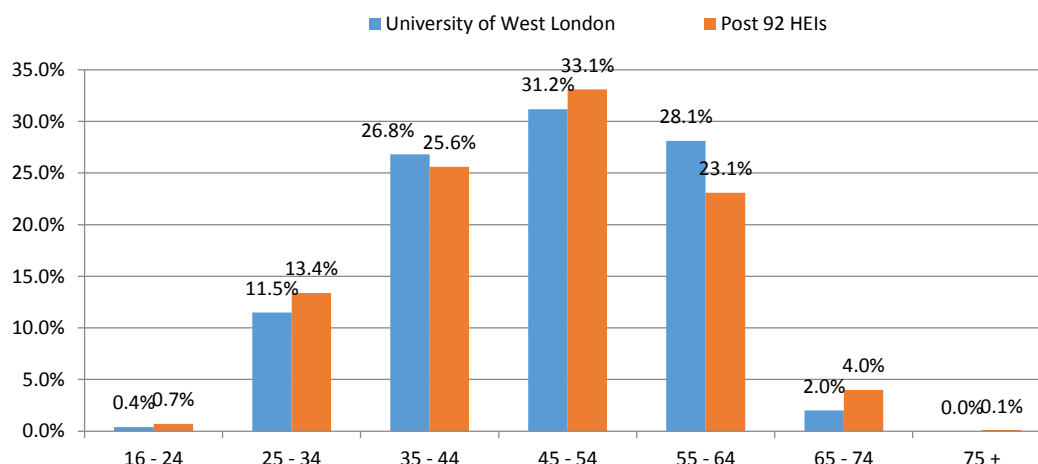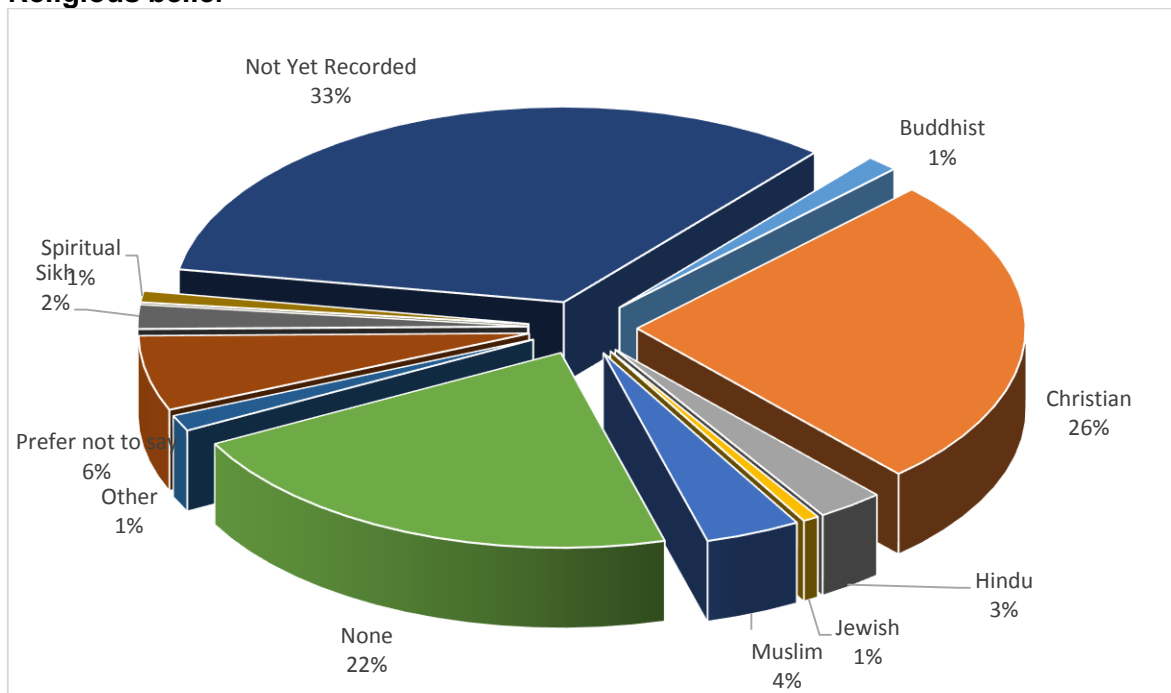
Chart 3
Age profile of workforce

Chart 5
Age profile of academic workforce

Source: ResourceLink, 30 September 2017
DLA Piper Workforce Performance Indicators 2016

1.7 Although the number of staff having declared their religious belief continues to increase, 254 of staff have not disclosed this information. A summary of the data is displayed in the following chart.

Chart 6
Religious belief

Source: ResourceLink, 30 September 2016