

## Board of Governors

20 November 2018

# Annual Report on Equality and Diversity

## 1 Summary

- 1.1 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). This report provides an update on the University's action on equality and diversity for the 2017-2018 academic year.
- 1.2 The University is required to meet the public sector equality duty as follows:
- 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.
- 1.3 The University has a specific duty to have one or more specific and measurable objectives to enable it to meet the Equality Duty and these are outlined in the report.
- 1.4 This report has been considered in depth by the Workforce Advisory Committee which approved the submission of the report to the Board of Governors and also the staff and student objectives for 2018-19.

## 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; and
  - b) **APPROVE** the equality and diversity objectives for 2018-19.

## 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 now receives quantitative reports as well as qualitative and it has been steadily reviewing issues brought out by the data it receives. The Group met on three occasions in 2017-18 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. The data reviewed is set out in Appendix 1 for students and Appendix 2 for the Workforce Indicators 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 in addition to the information received, it should also receive information on social background of students to give a wider picture and in line with the University's Equality and Diversity statement.

## **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 Gender Pay Gap Report.
- 5.2 The Group also received updates and presentations on:
- Civitas Learning Analytics Project
  - Mental Health Awareness Training
  - Unconscious Bias Training for Managers
  - Student Attainment Project 2 and the interventions used
  - Student's Union Engagement and Retention Study
  - Framework for Developing an Inclusive Curriculum.
- 5.3 The discussion of the Civitas learning analytics project, the student attainment project and the SU's engagement and retention study were the catalyst for the emerging Student Experience Strategy. A presentation on the emerging strategy was made to the Group and the Group will be consulted on a version prior to its approval will keep under review to ensure that equality and diversity issues are embedded within it.
- 5.4 At its September 2018 meeting, EDAG considered the work that the University was doing to provide support for those students with mental health difficulties. It was noted that a mental health strategy was being developed and it was agreed that this should be considered by EDAG as part of the consultation.

## **6 Faith and Spirituality Management Group**

- 6.1 Following the establishment of the Faith and Spirituality Management Group in 2017, EDAG received reports and minutes of the meetings that the Group held in October 2017, June 2018 and October 2018. The Group was established to review the use of the University's Contemplation Zones to ensure that spaces were being used according to the principles of the 'Provision of Facilities to Support Faith, Spirituality and Well-Being Policy'. Although the Group was initially established because it is a requirement for the University's implementation of the Prevent Duty, it has proved a very useful vehicle to discuss provision of support for students, particularly facilities for the Islamic Society and relationships with this group have much improved. Two other faith groups have also been encouraged to attend and the Head of Student Services is working with them to ensure that the Contemplation Zones are a multi-purpose space for all groups.

- 6.2 In 2016-17, the Chaplaincy support for students was reviewed, with the result that an Inter-faith Advisor position had been created to replace the University Chaplain and a permanent member of staff was installed in June 2018. The aim of this new post, organised by the Diocese of London, is to promote and support faith-based activities, in addition to working with the different faith groups within the University. This role will be key in taking forward the issues arising from the Faith and Spirituality Management Group. Although she has only been in post a few months, she has been working closely with the SU to provide faith-based activities and also provides a drop in two days a week. It was agreed that this provision should be advertised more widely to staff as well as students.

## **7 Implementation of the 2017-18 Equality and Diversity Objectives**

- 7.1 In 2016, it was agreed that there should be a wider set of objectives to ensure that the University 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 across the institution.
- 7.2 The first step to establishing these objectives was the development of improved data sets which the Group continues to receive. EDAG then agreed Equality and Diversity Objectives relating to both staff and students, developed following consideration of the monitoring data. For staff these were in line with the People Strategy that was first approved by the Board of Governors in February 2016. The student related objectives were also informed by current issues in the sector.
- 7.3 To ensure that progress is being made, EDAG monitors the progress of the objectives by receiving the action plan at each meeting. Good progress with the objectives set for 2017-18 has been made as outlined in the summary below.

## **8 Student related objectives**

**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:**

- 8.1 As outlined above, following approval of the data sets including a wider set of protected characteristics, the Group has continued to monitor this data. More importantly, this data is now being considered as part of the Civitas project and learning analytics more generally. 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 and is used to monitor student engagement.

**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:**

- 8.2 EDAG received a presentation on the Learning Analytics project at its January 2018 meeting, and reviewed the Civitas data on impact of students' protected on the likelihood of persistence. The initial conclusion from reviewing the data is that ethnicity does have a negative impact on the likelihood of persistence. This is still true when paired to other factors. For example using UCAS points to control for prior attainment, the gap between White and Black persists. A similar pattern exists when pairing ethnicity with attendance although to a lesser extent between age and ethnicity.
- 8.3 These insights have been fed into the work of the Engagement Team which has assisted them in highlighting students who may require further academic support. The individual students are tracked using the Planning Dashboard so that any signs of non or low attendance or engagement are acted upon with individual communications. Students are offered individual appointments,

workshops or drop-in one-to-one sessions throughout the year and all contacts are noted on Civitas so that a full engagement picture can be collated.

- 8.4 Further work will be undertaken in 2018 on issues arising from the University's learning analytics work. Records for the 2017-18 academic year show that 943 individual students have attended both drop-in sessions and academic workshops. 68% were of a BAME background, 30% were 30 years old or above and 22% of these students have a known disability. Of those who have attended the academic workshops, no student has withdrawn.

**To consider the attainment gap for BAME students:**

- 8.5 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 BAME students at the University. In addition to the work on learning analytics which focussed on BAME retention, the University joined the University of Derby and Southampton Solent in an HEFCE Catalyst funded project to improve BAME attainment. This project has introduced some positive interventions around assessment as well as surveys on students' perceptions in relation to their assessment and achievement. Other related work is ongoing, such as work by ExPERT on introducing an inclusive curriculum.
- 8.6 As a result of this work, the BAME attainment gap at UWL has improved from 25% in 2015-16 to 19% in 2017-18. The sector data is not available for 17-18, but in 16-17 the gap for all universities was 14%; in London it was 17% and the University is now nearer this figure. The performance for Black students has improved from 28% in 2016-17 to 23% in 2017-18 which is a 5% increase. The 16-17 sector data was 24% nationally and 28% in London.
- 8.5 Notably, the proportion of BAME students receiving a good degree (which is defined as a First or Upper Second) has increased since 2016-17 by 3.6%. There has been an increase of approximately 6% for Black students over this period.
- 8.6 Although these results are positive, there is still much work to be done and EDAG agreed to review other initiatives that could help improve the gap. It also requested work on social deprivation and some inter-sectional work to review other causal factors such as social background. Differences between schools and colleges across the University were also considered and it was agreed to review those with the greatest gaps and also the School of Computing and Engineering where BAME students actually performed better than White students to see what further interventions might be used.

## **9 Staff related objectives**

### **Equality and Diversity Training for Staff:**

- 9.1 The current online equality and diversity training is mandatory for completion by all staff, and for new joiners within 3 months of joining. An improved platform for the delivery of on-line training has been purchased and the utilisation of this for future delivery of equality and diversity training, including unconscious bias, will be rolled out to all staff during the 2018/19 session.
- 9.2 Unconscious Bias training was 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 was well received and raised awareness at the University around promoting diversity and equality practices in the workplace. The timeframe for refresher training will be considered in 2018/19.

## **Review of staff recruitment:**

- 9.3 A recruitment review is on-going and good practice recruitment guidelines will be trialled with recruiting managers. Once this has been completed workshops will be arranged as required for managers to ensure that they consider equality and diversity in recruitment. The review of recruitment and hiring processes will also include where UWL advertises, the wording of vacancy advertisements, the shortlisting process as well as the structure and content of the interview process.

## **Staff Promotion/Senior Level appointments:**

- 9.4 Current promotion processes will be fully reviewed in 2018/19 to ensure that UWL maximises the opportunity for diversity and equality in talent management, promotion and appointments. Internal data on progression trends is important, as well as the link to gender pay and whether we are doing all we can in accordance with the Government Equalities Office guidance.

## **10 Kitemarking equality and diversity**

- 10.1 The University is a subscriber to the Equality Challenge Unit which provides advice and guidance to universities on equality and diversity issues. The University is also subscribed as a “disability confident” employer which replaced the ‘two ticks’ disability accreditation for staff recruitment. UWL will also be working with Stonewall (LGBT equalities rights charity) this year to support some internal initiatives and awareness raising.
- 10.2 Following consideration of the Gender Pay Gap report, the Workforce Advisory Group considered that the University should pursue the Athena Swan charter mark. HR has now looked into the experiences of other HEIs to assess the process. These organisations indicated there have been benefits of going through the process seeing an increase in cultural awareness and, when surveyed, particularly women have felt their profile and internal attitudes to career progression have shifted. In the first instance the University will focus on the on-going process of change and cultural enhancement through the establishing of initiatives internally to achieve alignment to the requirements of Athena SWAN such as:
- Identifying some individuals internally that would like to be involved and be ambassadors in this area;
  - Guest speaker events – for example senior women in education sharing career experiences and learnings (role models);
  - Flexible working review and Return to Work programmes;
  - Review of promotion process and criteria.

## **11 Analysis of student data**

- 11.1 Appendix 1 displays the demographics of the University population. 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 BAME backgrounds, compared to 23% in the sector.
  - 50% of BAME students are from a Black background, 30% are Asian, 10% from a Mixed background and 10% Other. This contrasts with the sector, where 46% of BAME students are Asian, 31% are Black, 16% from a Mixed background and 7% Other.
  - Most students in UK higher education are female. 62% of UWL’s students are female, 5% higher than the sector average of 57% female.
  - 62% of UWL’s students are mature (aged over 21 on entry), 20% more than the sector average of 42%.

- 12% of UWL students have a disability, equalling the sector average.

- 11.2 Schools with the highest proportion of BAME students are CLBS (68%), SCE (65%) and SLC (65%). Schools with the lowest proportion of BAME students are LCM (22%) and FMD (48%).
- 11.3 There are significantly more females (62%) than males (38%) at the University. The most female dominant Schools are CNMH (84% female), SHSS (83% female) and SLC (70% female). Three Schools in which males form the majority gender: SCE (81% male), LCM (61% male) and CLBS (52% male).
- 11.4 Most students enter the University as a mature student (64%) as opposed to under 21 years of age (38%). Schools with highest rates of mature students are CNMH (89%), CLBS (68%) and SCE (63%). Schools with the highest rates of young students on entry are LCM (64%) and FMD (57%).
- 11.5 12% of students have recorded that they have a disability. The Schools with the highest levels are SHSS (17%), SLC (16%), LCM (16%) and FMD (14%).
- 11.6 The data on Religious Belief shows that the largest religious group is Christianity (45%), this is followed by No Religion (23%), Islam (14%), Other (9%) and Not Known (9%). Christianity is the largest religious group in all Schools except LCM and FMD, where No Religion is most prominent.

## **12 Staff Diversity Data**

- 12.1 The profile of staff is attached at Appendix 2.
- 12.2 Overall the University has a diverse staff body. The University employs a higher number of women to men, at a ratio of 58:42 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 16.9% (DLA Piper Workforce Performance Indicators 2017).
- 12.4 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 also considered in 2016/17. Any issues arising from this analysis will form part of the HR organisational development plans.

## **13 Senior Staff**

- 13.1 The University's senior team (including the Vice Chancellor's Executive, Heads of School, and Heads of Professional Services) has a good balance of male and female members. The age profile of the senior management team is diverse with a range between 38-64 years.
- 13.2 The University employs a higher proportion of women 48% in the top earning group (top 5% of earners) in comparison with the sector average at 34% (based on the DLA Piper Workforce Performance Indicators 2017).

## **14 Staff with disabilities**

- 14.1 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.

- 14.2 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.

## **15 Diversity among the governing body**

- 15.1 This is an area HEFCE commenced monitoring in 2016-17 and the University is 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 six female members and four members from ethnic minorities. Ways of increasing diversity have been 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. This has improved the number of female governors and the numbers of BAME co-opted members of Board committees.

## **16 Objectives for 2018-19**

### **Student related objectives**

- 16.1 The most important objective, to reduce the BAME attainment gap is the main objective for the University in relation to Equality and Diversity. The work on reviewing outcomes of the Learning Analytics work to inform equality and diversity related interventions is also ongoing. The emerging student experience and mental health strategies are also an opportunity to further equality and diversity and these will be included in the University's work. It is proposed that the student related objectives for 2018-19 are:

- i) To continue to reduce the BME attainment gap to at least below the London average;
- ii) To use the work on Learning Analytics in relation to the Protected Characteristics and review to inform Equality and Diversity related interventions
- iii) To review the development of the Student Experience Strategy and the Mental Health Strategy to ensure that equality and diversity is embedded within them.

### **Staff related objectives**

- 16.2 Much of the work towards the objectives is ongoing. Current promotion processes will be fully reviewed in 2018/19 to ensure that UWL maximises the opportunity for diversity and equality in talent management, promotion and appointment. The HR Partnering team and newly appointed Recruitment Partner will continue to work with the Heads of Schools to identify any opportunities for enhancing diversity and equality within UWL staff.

- i) To continue the review of Staff Promotion/Senior Level appointments;
- ii) To review the recruitment practices to enhance equality and diversity
- iii) To embed equality and diversity training on the new online training platform and roll out online and face to face unconscious bias training
- iv) To undertake the agreed actions arising out of the Gender Pay Gap report including starting to align practice with Athena Swan.

## **17 Appendices**

Appendix 1 Student profile

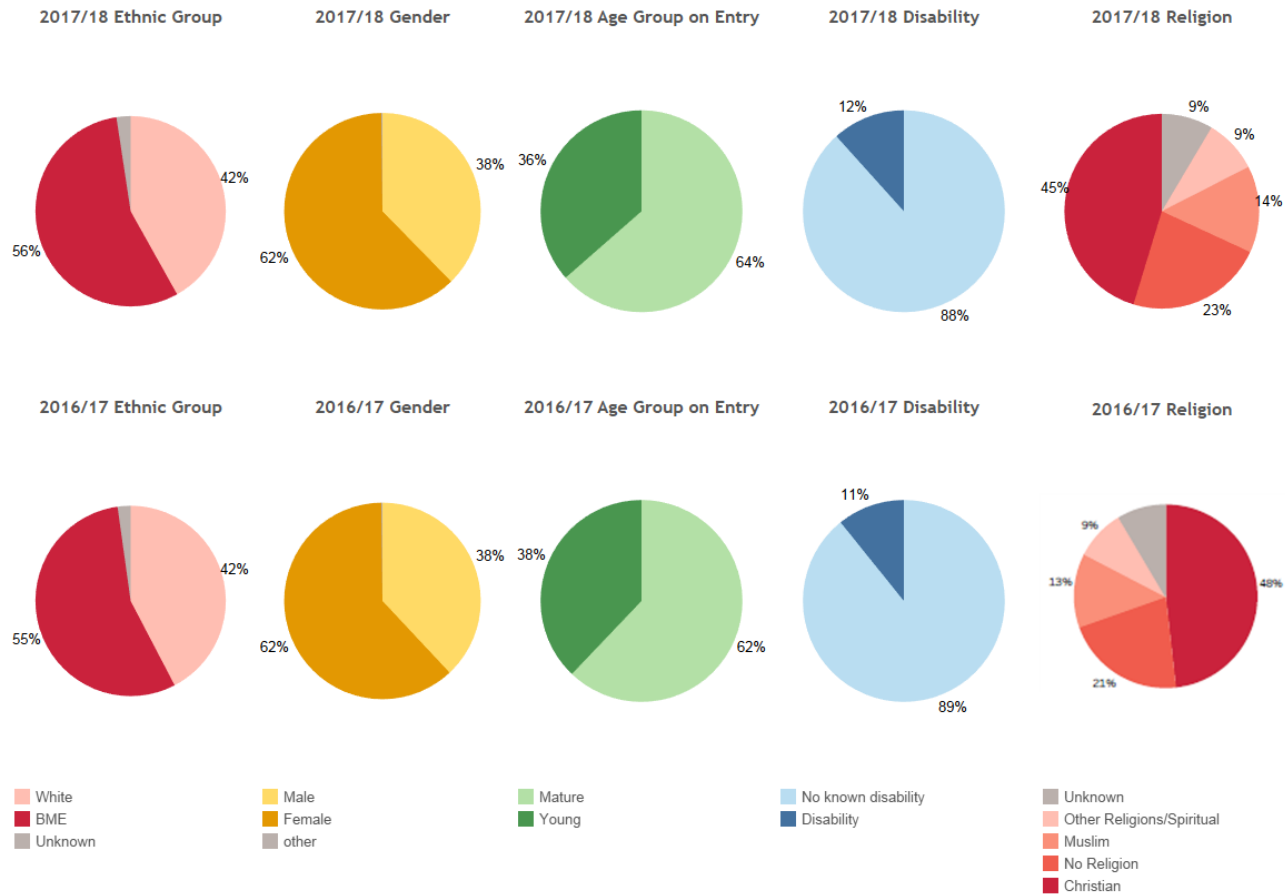
Appendix 2 Staff profile

**Marion Lowe, University Secretary and Chief Compliance Officer**  
**Bryony Innes, Director of HR and Organisational Development**  
**November 2018**



## 1 Student profiles

The charts below show a comparison between the 2016/17 student profile and the latest 2017/18 profile



There have been few population demographic shifts across the 2017/18 academic year with the previous.

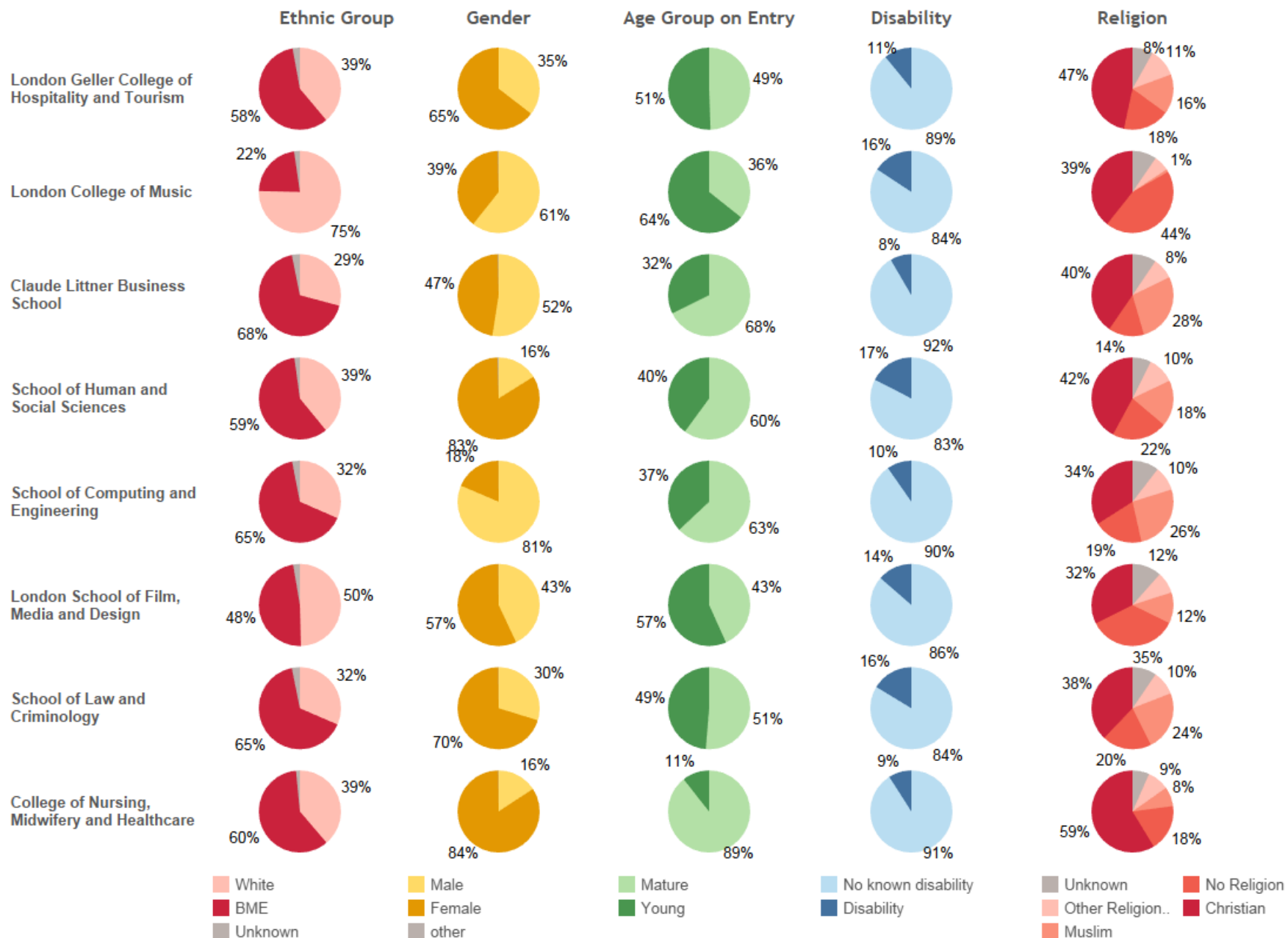
Mature students formed a slightly larger share of the population in 2017/18 compared to 2016/17, with a share increase of about 1.5%. The proportion of mature students has increased by 3% in SLC and in SHSS and by 2% in LGCHT and in CLBS.

The proportion of students recording a disability had increased by about 1 percentage point to 12%. The increase is more marked in SLC (disability proportion up by 3%) and in LCM and SCE, where the proportion of disabled students has gone up by 2%.

Religious belief has shifted slightly, with the share of Christian students down by 3%, No Religion up by 2% and Muslim students up by 1%.

There are no substantial shifts in ethnic and gender makeup in UWL overall over the two academic years but some shifts can be observed in Schools; BAME share decreased by 3% in LCM and SLC but increased by 2% in FMD. Proportion of females increased by 3% in SHSS and by 2% in LCM.

The charts below show the different profiles by School.





## Staff Equality and Diversity Indicators

### 1 Summary

- 1.1 This paper describes the key equality and diversity characteristics of the University's workforce. The report shows data as at 30 September 2018.

#### ***Equality and Diversity***

- 1.2 The University employs a higher number of women to men, at a ratio of 58:42, as shown in table 1 below. The proportion of women has increased slightly over the last year. The ratio of women to men in the student population is 60:40 (for data collated for 2016/17).

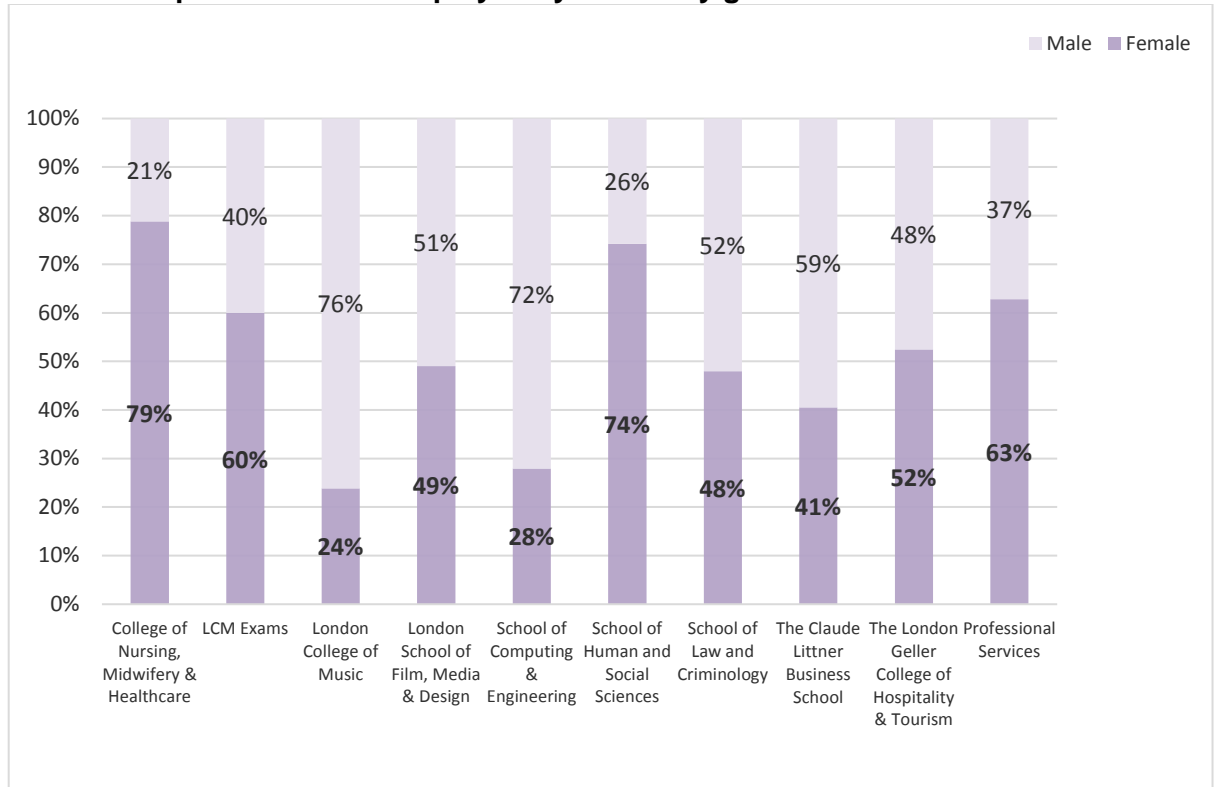
**Table 1**  
**Percentage of women in the workforce**

<b>Category</b>	<b>University of West London</b>	<b>Higher education average</b>	<b>Higher education median</b>
Academic staff	51%	51%	47%
Managerial and professional staff	56%	53%	55%
Professional services staff	67%	65%	67%
All staff	58%	56%	56%

Source: *ResourceLink, 30 September 2018*  
*DLA Piper Workforce Performance Indicators 2017*

- 1.3 There are significant variations between schools, with women making up 28% of staff within the School of Computing and Engineering compared to 74% in the School of Human and Social Sciences and 79% in the College of Nursing, Midwifery & Healthcare, as shown in chart 1 below.

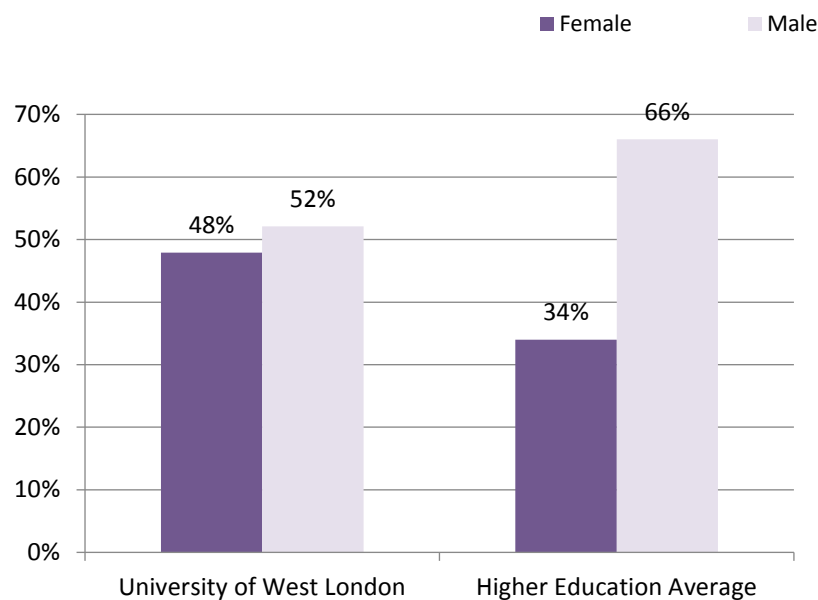
**Chart 1 Proportion of staff employed by school by gender**



Source: ResourceLink, 30 September 2018

1.4 The University employs a significantly higher proportion of women in the top earning group<sup>1</sup> than the sector average.

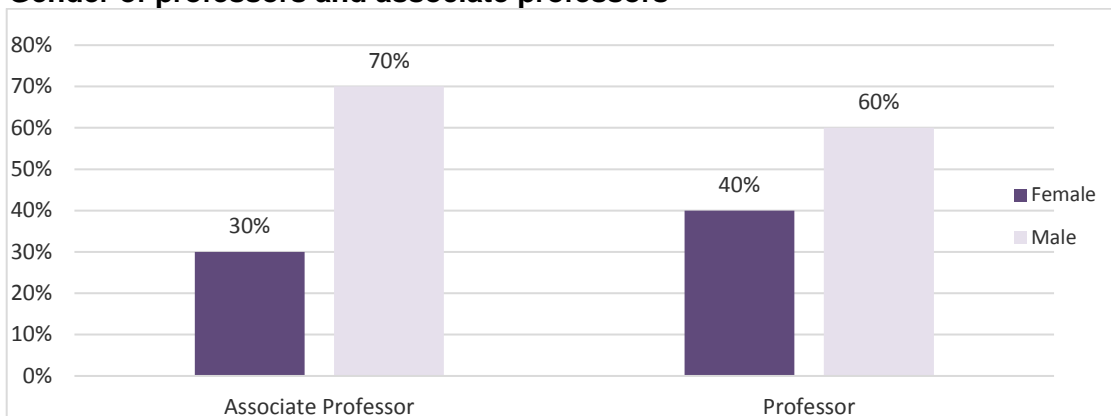
**Chart 2 Percentage of top 5% of earners by gender**



Source: ResourceLink, 30 September 2018  
DLA Piper Workforce Performance Indicators 2017

<sup>1</sup> The top 5% of earners is comprised of 48 staff and includes members of the Vice Chancellor's Executive members of the senior management group, some heads of professional service departments and some professors. The lowest salary included is £70,134.

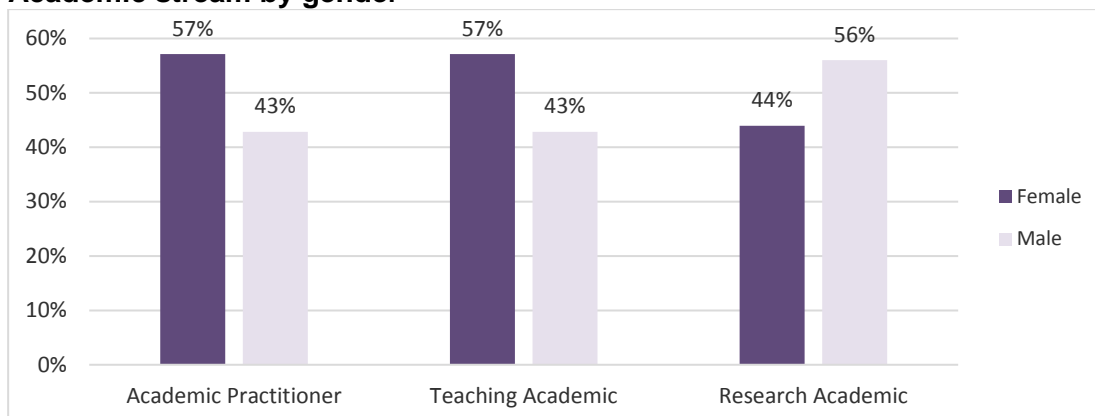
**Chart 3**  
**Gender of professors and associate professors**



Category	Female	Male	Total
Associate Professor	6	14	20
Professor	12	18	30

Source: ResourceLink, 30 September 2018

**Chart 4**  
**Academic stream by gender**



Source: ResourceLink, 30 September 2018

1.5 The focus of staff, and the allocation of time will vary within the different streams. For non-clinical academic staff the proportion of time spent in each of the three key areas is as follows:

Key area	Career family		
	Research academic (%)	Teaching academic (%)	Academic practitioner (%)
Teaching ( <b>up to</b> )	33	60	90
Research, scholarship and enterprise ( <b>at least</b> )	33	10	5
Academic leadership and administration (remainder)	33	30	5
Total	100	100	100

- 1.6 The proportion of staff from black, Asian and minority ethnic groups (BAME) has remained at 31%, which compares favourably with the London higher education average, where 22.4% of staff are from BAME backgrounds, as shown in table 2 below. The BAME population in West London is between 34% and 47% and the percentage of academic staff from BAME backgrounds is 28%, compared to the university's student population at 57% (from data collated in 2017/18). 42% of hourly paid professional services staff and 20% of hourly paid lecturers are from BAME backgrounds (from data collated in July 2018).

**Table 2**  
**Percentage of workforce who are from black Asian and minority ethnic groups**

Category	University of West London	London Higher education average	Higher education average	Higher education median
Academic	28%	16.9%	13%	13%
Managerial & professional staff	28%	19.3%	9%	6%
Professional services staff	36%	27.7%	12%	8%
All staff	31%	22.4%	12%	10%

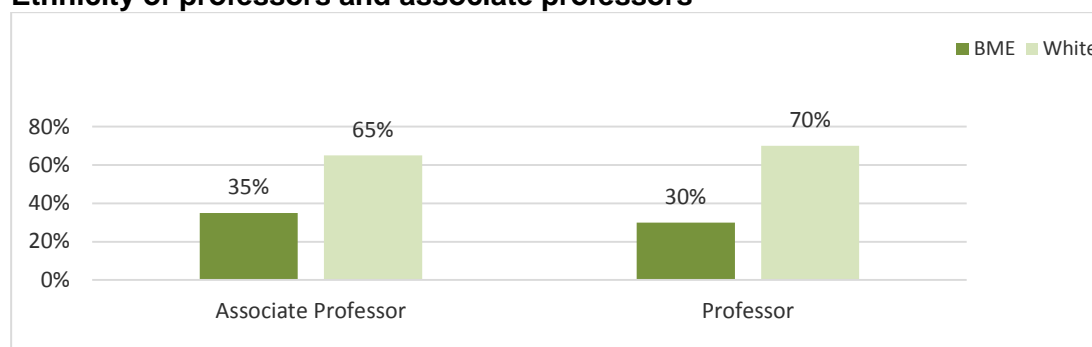
Source: ResourceLink, 30 September 2018  
DLA Piper Workforce Performance Indicators 2017

**Table 3**  
**Percentage of academic workforce who are from black Asian and minority ethnic groups by school**

School	Permanent staff	Hourly paid lecturers
College of Nursing, Midwifery & Healthcare	27%	21%
London College of Music	7%	6%
London School of Film, Media & Design	21%	15%
School of Computing & Engineering	51%	56%
School of Human and Social Sciences	26%	31%
School of Law and Criminology	28%	47%
The Claude Littner Business School	49%	49%
The London Geller College of Hospitality & Tourism	20%	21%
All Schools	26%	20%

ResourceLink, 30 September 2018  
HPLs data collated from July 2018

**Chart 5**  
**Ethnicity of professors and associate professors**



Category	BME	White	Total
Associate Professor	7	13	20
Professor	9	21	30

Source: ResourceLink, 30 September 2018



- 1.7 The proportion of staff with a disclosed disability is 4.8% versus a London HE average of 5.5%. Based upon the 2011 Census 14.2% of the London Borough of Ealing population state that they had a limiting long-term health problem or disability. 11.7% of the University's student population have a declared disability.

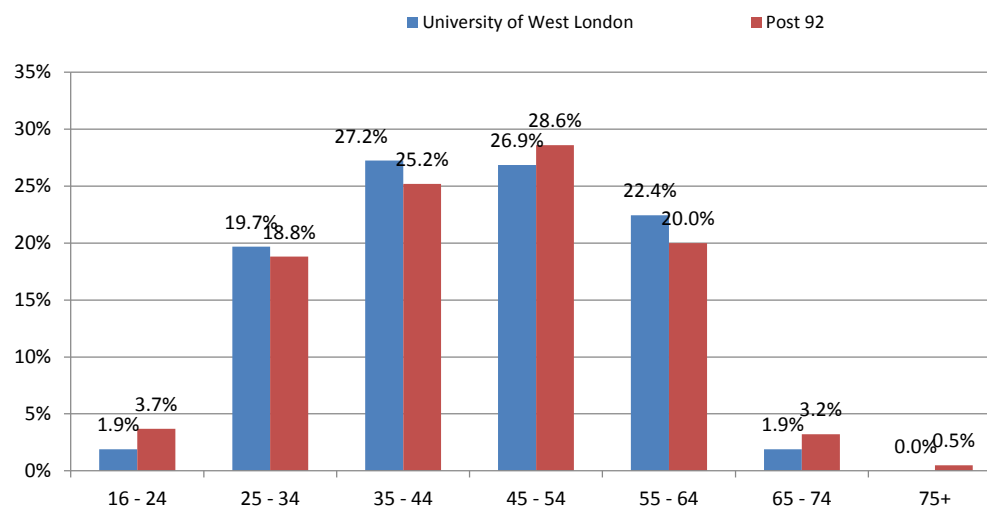
**Table 4**  
**Percentage of workforce with a disability**

Category	University of West London	London Higher education average	Higher education average	Higher education median
All staff	4.8%	5.5%	5.2%	4.8%

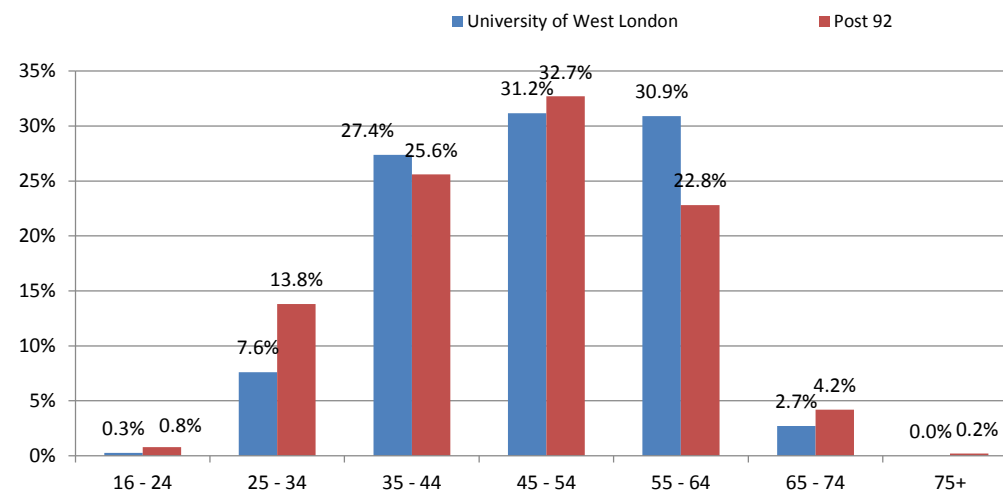
Source: ResourceLink, 30 September 2018  
DLA Piper Workforce Performance Indicators 2017

- 1.8 The proportion of staff aged 55 and over has increased during the past 12 months. Overall, the percentage of staff in the age groups 25 to 34 has decreased during the past 12 months.

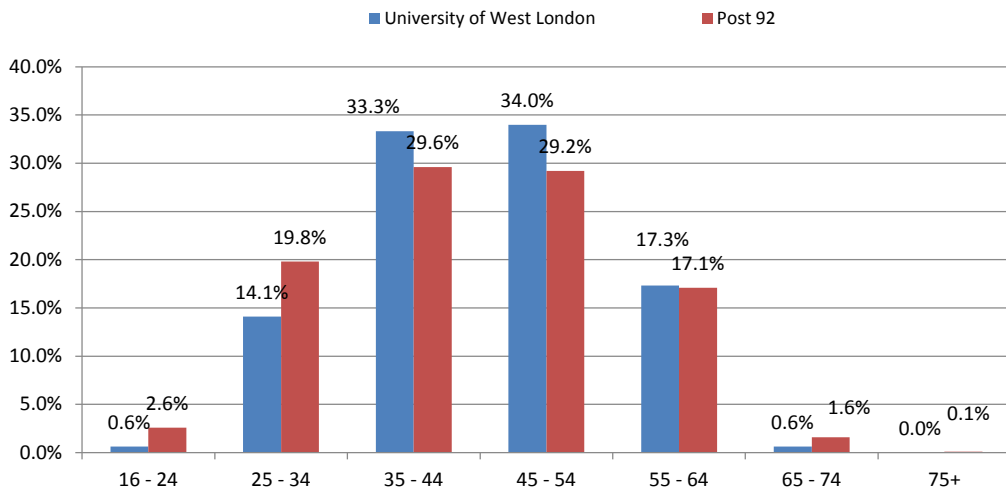
**Chart 6**  
**Age profile of workforce**



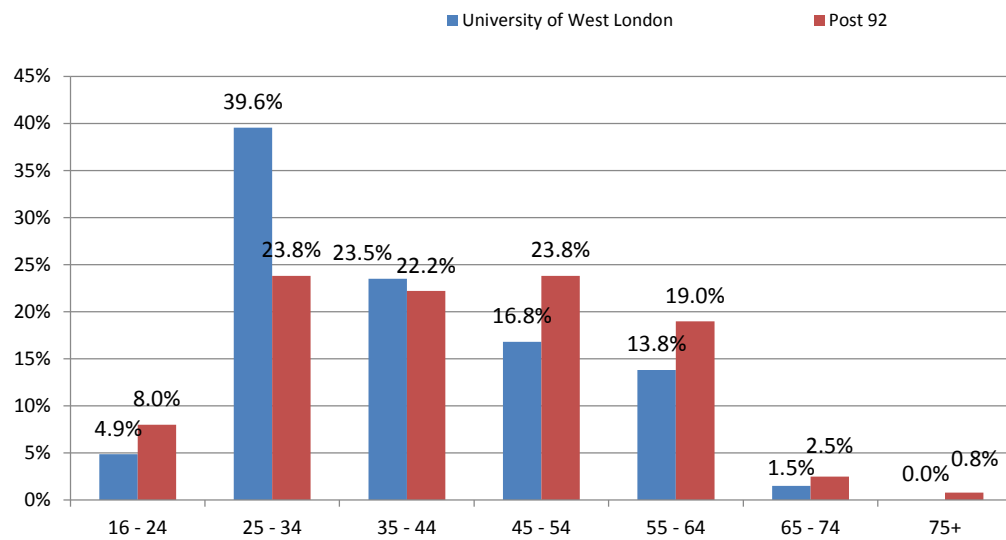
**Chart 7**  
**Age profile of academic workforce**



**Chart 8**  
**Age profile of managerial and professional staff**



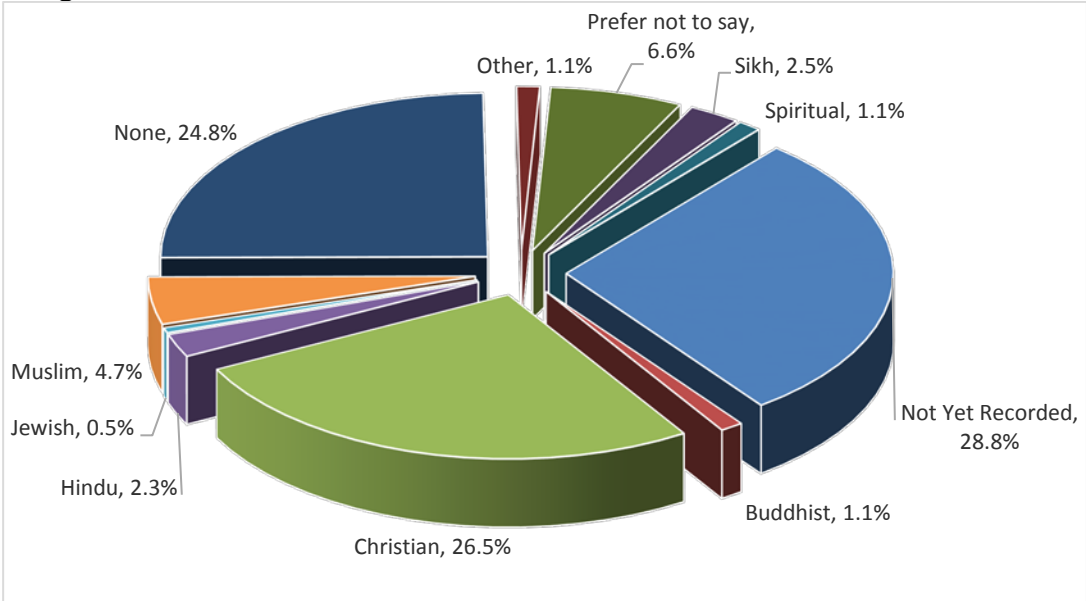
**Chart 9**  
**Age profile of Professional services staff**



*ResourceLink, 30 September 2018*  
*DLA Piper Workforce Performance Indicators 2017*

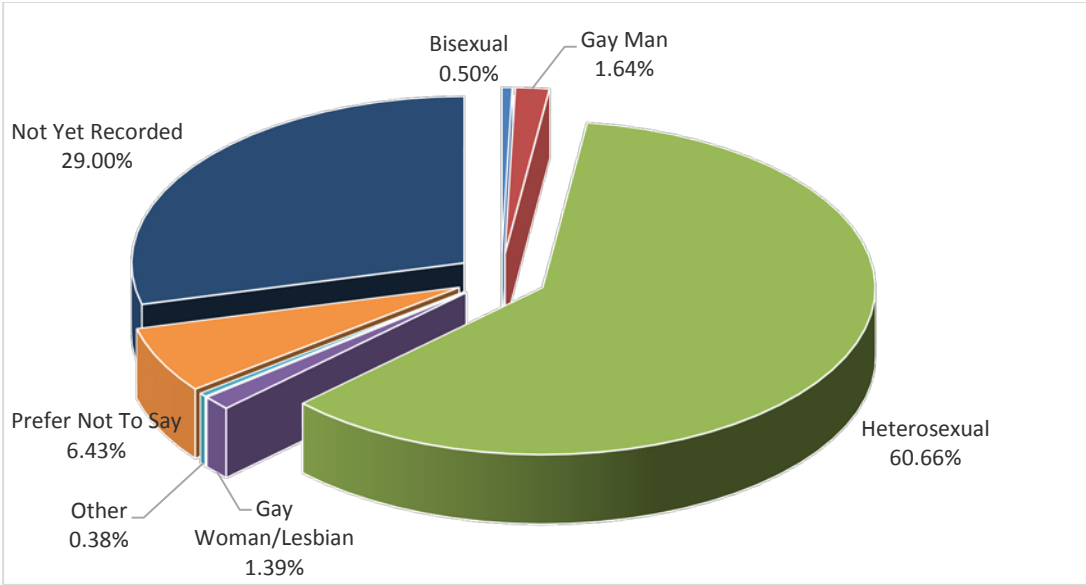
1.9 The number of staff having declared their religious belief and sexual orientation is now over 71% and the number of respondents continues to improve.

**Chart 10**  
**Religious belief**



Source: ResourceLink, 30 September 2018

**Chart 11**  
**Sexual Orientation**



Source: ResourceLink, 30 September 2018

**2 Promoting equality and diversity in staff areas**

2.1 The University continues to identify areas that may require focus in promoting diversity and equality in staff areas. This is progressed through the Staff Equality & Diversity Objectives and Action Plan.

**Kevin West,**  
Head of HR Systems and Reward  
**October 2018**