Workforce Advisory Committee

17 October 2019

Annual Report on Equality and Diversity

1   Summary

1.1   A report on Equality and Diversity is provided to the Academic Board and 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 2018-2019 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

1.2   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.

2   Recommendation

2.1   The Workforce Advisory Group is invited to:

a) **REVIEW** the report to ensure that the University is meeting the Equality Duty as appropriate; and
b) **AGREE** the equality and diversity objectives for 2018-19 for recommendation to the Academic Board and the Board of Governors.

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. Its work is evidence-based and the membership includes those who were responsible for undertaking actions as appropriate as well as those with an interest in promoting equality and diversity. The Group receives quantitative reports as well as qualitative and reviews issues brought out by the data it receives. The Group met on three occasions in 2018-19 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 staff.

4.2   For students, it was agreed that in addition to the information received, it should also receive information on students' social background to give a wider picture of which is in line with the University's Equality and Diversity statement.

4.3   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.

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. The Group also received a draft of the REF 2021 Code of Practice for consideration and comment.

5.2   Members reviewed and discussed the Student Appeals review reports which followed up issues identified in the Annual Report on Complaints and Appeals. It had been noted by the Student Liaison Committee in November 2018, that a high proportion of appeals were from Black students and further analysis was carried out to identify if there were any underlying factors behind this.

5.3   Further analysis indicated that students from a low IMD were also more likely to appeal, although this varied across the Schools. The data identified a significant association between ethnicity and disability as well as ethnicity and age. In light of the data, as most of the appeals were in relation to mitigation, work was undertaken to improve the process. It was also observed that students who were diagnosed with a specific learning difficulty part way through their course were currently pointed towards the mitigation process and it was agree that such students' profiles should be automatically considered rather than requiring them to apply for the mitigation.

5.4   The UWL Access and Participation Plan (APP), which the University is required to produce, was presented to the Group. The APP is a five-year plan containing strategic aims and objectives which will enable the University to focus on what it has identified as its biggest gaps, and implement its plan to address these, in order to ensure improved access, progression, continuation and attainment for its students. The Group endorsed the objectives outlined in the plan.

The Group also received updates and presentations on:

- •   The Role of the Inter-Faith Advisor
- •   Student Attainment Project 2 and the interventions used
- •   UUK and NUS BAME Report: Student Attainment at UK Universities
- •   Student Experience Strategy
- •   Addressing Equality and Diversity Disparities: The School of Computing and Engineering
- •   Health and Wellbeing Strategy
- •   The inclusive curriculum
- •   The REF Code of Practice.

5.5   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. The EDAG received a presentation on the Student Experience Strategy, which is being designed to align with the UWL Access and Participation Plan. The strategy will follow the student journey, and its missions and values are in line with the UWL Strategic Plan: *Achievement 2023.* It was noted that this work would be taken forward as part of a wider Education Strategy.

5.6   EDAG considered the work that the University was doing to provide support for those students with mental health difficulties, and noted that a mental Health strategy was being developed. This has since evolved into the Health and Wellbeing Strategy for staff as well as students, and aims to raise awareness for all. The strategy will be considered by EDAG once it is finalised, and there will be a formal launch event after it has been approved.

5.7   The Group noted that the work on the inclusive curriculum. Following the presentation, it received on this initiative, it was informed that a requirement for course teams to consider inclusiveness as part of the curriculum design process was now embedded in the Quality Assurance procedures. It was agreed that the Group should receive further information about this development and also moves by the library to improve the inclusivity of reading lists in 2019/20.

5.8   The Group also reviewed the REF Code of Practice which is designed to ensure that staff are treated equally with regards to REF entry and that the University has appropriate measures in place to take account of any extenuating circumstances.

6   Faith and Spirituality Management Group

6.1   EDAG received reports and minutes of the meetings that the Faith and Spirituality Group which continues to provide a vehicle to discuss provision of support for students, particularly facilities for the Islamic Society and relationships with this group have much improved and the Head of Student Services is working with students to ensure that the Contemplation Zones continue to be a multi-purpose space for all groups. The Catholic Society and the Christian Society have attended from 2018 and another faith group is being encouraged to attend.

6.2   In June 2019, the Group received a report from the Inter-Faith Advisor whose role, organised by the Diocese of London, is to promote and support faith-based activities, and work with the different faith groups within the University. This role has been key in taking forward the issues arising from the Faith and Spirituality Management Group. The Inter-Faith Advisor has been working closely with the SU and provides a drop in two days a week. This provision is being advertised more widely to staff and students.

7   Analysis of student data

7.1   Appendix 1 sets out the demographics of the University's student population[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:
   - 62.8% of the University's students are from BAME backgrounds, compared to 31.1% in the sector.
       - 32.4% of students are from a Black background, compared to 10.5% in the sector;

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[1] 2018/19 academic year; all undergraduates; FT; UK domiciled students

- o 18.2% are Asian, compared to 13.7% in the sector;
- o 6.4% from a Mixed background, compared to 4.8% in the sector; and
- o 5.7% are students from Other ethnic background, compared to 2.2% in the sector.
- 60.2% of UWL's students are female, 4.3% higher than the sector average (55.9% female students accessing HE); and 39.6% of UWL's students are male.
- 57.1% of UWL's students are mature (aged 21 and over on entry), 29.3% more than the sector average of 27.8%.
- 14.1% of UWL students have a disability, compared to 14.6% in the sector.
- 56% of UWL students are from Index of Multiple Deprivation (IMD) 1-2 quintiles (IMD1: 24.5%; IMD2: 31.4%) compared to 41.6% (IMD1: 21.6%; IMD2: 20%) in the sector.

7.2 There have been some changes in the student population in 2018/19 academic year as compared with 2017/18. Specifically:

- **Ethnicity:** In 2018/19, the number of BAME students increased by about 1%. There is an increase of BAME students in the majority of the Schools, except LCM. SLC increased the proportion of BAME students by 10.91%.
- **Age of entry:** Mature students formed a slightly larger proportion of the population in 2018/19 compared to 2017/18, with an increase of 2.8%. With an exception of LCM, all Schools have majority of mature students. The proportion of mature students has increased by 8.9% in LGCHT, 7.1% in CNMH, 6.8% in CLBS and 5.63% in SLC. However, there is a decrease in the proportion of mature students in LCM, LSFMD, SCE and SHSS by 5.54%, 4.12%, 5.01% and 0.19% respectively.
- **Gender:** There are no major differences in the gender profile for the University although LCM has narrowed the gap between males (52.96%) and females (46.71%).
- **Disability:** At a School level, our data demonstrates an increase of 3.45% in LSFMD, 3.15% in SCE and 1.84% in LGCHT of disabled students.

7.3 At a School level:

- Schools with the highest proportion of BAME students are CLBS (80%), SCE (74%), LGCHT (70%), SHSS (68%), CNMH (67%), SLC (64%), LSFMD (56%) and LCM (25%).

- The most female dominant Schools are CNMH (88%), SHSS (86%), SLC (72%), LGCH (60%) and LSFMD (54%). Three Schools in which males form the majority gender: SCE (83%), LCM (63%) and CLBS (56%).

- Schools with highest rates of mature students are CNMH (77%), CLBS (63%), SHSS (59%), SCE (58%) and LGCHT (56%). Schools with the highest rates of young students on entry are LCM (68%), LSFMD (56%) and SLC (52%).

- The Schools with the highest proportion of disabled students are: LCM (22%), followed by SHSS (18%), SLC (15.23%), LSFMD (14.73%), LGCHT (13%), CNMH (12%), CLBS (11.31%) and SCE (10.8%).

- The Schools with the highest proportion of students from IMD1-2 quintiles are: SCE (61%), followed by CLBS (60%), LGCHT (59%), SHSS (56.93%), SLC (56.85%), LSFMD (50%), CNMH (48%) and LCM (31%).

8   Staff Diversity Data

8.1   The profile of staff is attached at Appendix 2.

8.2   As previously recognised, the University has a very diverse staff body which is very unusual in the sector. The University employs a higher number of women to men, at a ratio of 58:42. 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).

8.3   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. This was reviewed in 2016/17 and will be considered again in 2019/20.

Senior Staff

8.4   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.

8.5   The University employs a higher proportion of women 44% 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).

Staff with disabilities

8.6   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.

8.7   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.

Diversity among the governing body

8.8   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 during a recent round of recruitment and now has seven 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. The University has also used an Executive Search Firm which yielded positive results, particularly in the recruitment of female governors.

9 Implementation of the 2018-19 Equality and Diversity Objectives

9.1   Since 2016 the University has been working towards evidence based objectives to ensure that it is meeting its Public Sector Equality Duty obligations under the Equality Act (2010) and that it is taking a pro-active approach to equality and diversity across the institution.

9.2   The University has now established a data set and from these Equality and Diversity Objectives relating to both staff and students have been developed. For staff these are in line with the People Strategy that was first approved by the Board of Governors in February 2016. The student related objectives are also informed by current issues in the sector, particularly the BAME attainment gap.

9.3   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 2018-19 has been made as outlined in the summary below.

10   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

10.1   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, the Strategic Planning Dashboard 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 of 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

10.2   The initial conclusion from reviewing the data was 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.

10.3   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.

To continue to reduce the BAME attainment gap

10.4   The gap in attainment of good honours degrees (firsts and upper seconds) 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. The University joined the University of Derby and Solent University in an OfS Catalyst funded project, which aimed to address barriers to student success, including attainment issues between BAME and

White students. Student Attainment Project 2 (SAP2) was completed in February 2019. This project has introduced some positive interventions around assessment as well as surveys on students' perceptions in relation to their assessment and achievement. The Group also noted that seven institutions had now paid for UWL students to present the performance on their experiences that had come out of the project.

10.5   As a result of this work, the degree attainment gap between BAME and White students has narrowed by 4.1% in 2018-19. degree attainment differed widely by ethnic group. Over the past years, the gap in proportions receiving a good degree compared with White graduates particularly pronounced for graduates from a Black background, followed by Asian qualifiers and students from Other ethnic background; where the gap is much narrower for mixed graduates. The performance for Black students has also improved in 2017-18 by 3.7%. The improvements are set out below

Year	16-17	17-18	18-19
BAME attainment gap	22.4%	19.6%	15.5%
Black attainment gap	26.9%	23.2%	19.5%

10.6   Although these results are positive, there is still much work to be done. It was noted that as part of the Access and Participation Plan work on social deprivation and some inter-sectional work to review other causal factors such as social background had been undertaken.

10.7   The Group received a copy of the UUK and NUS report on BAME student attainment at UK universities, which is focused on closing the attainment gap. Variances between schools and colleges across the University have been considered and a task group for the London School of Film, Media and Design has been convened in order look at ways to try to narrow the attainment gap, as major differences in attainment were identified within the School.

To review the development of the Student Experience Strategy and the Mental Health Strategy to ensure that equality and diversity is embedded within them.

10.8   The Group has received reports on the development of both the Student Experience Strategy and the Mental Health Strategy (now the Wellbeing Strategy) during the year and has been kept up-to-date with progress on these issues. Both of them have equality and diversity issues at the heart of the interventions proposed. It was noted that the Wellbeing Strategy had widened to become University Wide.

11   Staff related objectives

Equality and Diversity Training for Staff:

11.1   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 2019/20 session.

11.2   Unconscious Bias training was initially delivered in 2018 by Advance HE 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

training has been further rolled in 2019 to over 40 managers and a bespoke session looking at unconscious bias in respect of dealing with students, rather than the management / recruitment approach is being developed.

Review of staff recruitment

11.3   A recruitment review is on-going and good practice recruitment guidelines as part of a workshop session has been delivered to groups of recruiting managers. This has covered the key areas of where and how roles are advertised, the wording of vacancy advertisements, and guidance on shortlisting as well as the structure and content of the interview process. Further work will be undertaken in 2019/20.

Staff Promotion/Senior Level appointments

11.4   The promotion process was reviewed in 2018/19 and further review of the actual criteria will be undertaken in 2019/20 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.

Kitemarking equality and diversity

11.5   The University is a subscriber to the Advance HE 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

11.6   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.

12   Objectives for 2018-19

Student related objectives

12.1   The University is required to have an Access and Participation Plan that sets out stretching objectives many of which relate to equality and diversity, particularly the attainment gap. A decision therefore has been made to link these two as far as possible. The Group will also keep under review the issues raised in relation to Appeals. The objectives for 2019-20 are

- To maintain, or improve, access rates to HE for the most underrepresented groups whilst ensuring diversity of the student population

- To improve continuation rates of students from underrepresented backgrounds

- to narrow the degree attainment gap (structural & unexplained) for students from underrepresented background.

- To keep under review the changes to the mitigation process from an equality and diversity perspective.

Staff related objectives

12.2   Much of the work towards the objectives is ongoing. Current promotion processes will be fully reviewed in 2019/20 to ensure that UWL maximises the opportunity for diversity and equality in talent management, promotion and appointment. The HR Partnering team will continue to work with the Heads of Schools to identify any opportunities for enhancing diversity and equality within UWL staff. Work will be undertaken in relation to the following objectives:

- To continue the review of Staff Promotion/Senior Level appointments;

- To continue to review the recruitment practices to enhance equality and diversity;

- To embed equality and diversity training on the new online training platform and roll out online and continue provision of face to face unconscious bias training;

- To investigate the proportion of BAME Academic staff in schools and the make up of both permanent and HPL groups to ensure an appropriate level of diversity in each school;

- To continue to work with the REF Task Group to ensure equality and diversity requirements of the REF submission are adhered to;

- To undertake the agreed actions arising out of the Gender Pay Gap report including starting to align practice with Athena Swan.

13   Appendices

Appendix 1   Student profile
Appendix 2   Staff profile

Marion Lowe, University Secretary and Chief Compliance Officer
Neil Henderson, Director of HR and Organisational Development
October 2019

Appendix 1: Student profiles

The charts below show a comparison between the 2017/18 student profile and the latest 2018/19 profile.

Ethnicity

Ethnic group (group)
- BAME
- White

Year

2017/18 — 37.03% White, 62.97% BAME

2018/19 — 35.87% White, 64.13% BAME

Age of entry

Age on entry (group)
- Mature
- Young

Year

2017/18 — 42.36% Young, 57.64% Mature

2018/19 — 39.56% Young, 60.44% Mature

Gender

Gender1
- Female
- Male
- Other

Year

2017/18 — 0.16% Other, 39.47% Male, 60.37% Female

2018/19 — 0.40% Other, 39.40% Male, 60.20% Female
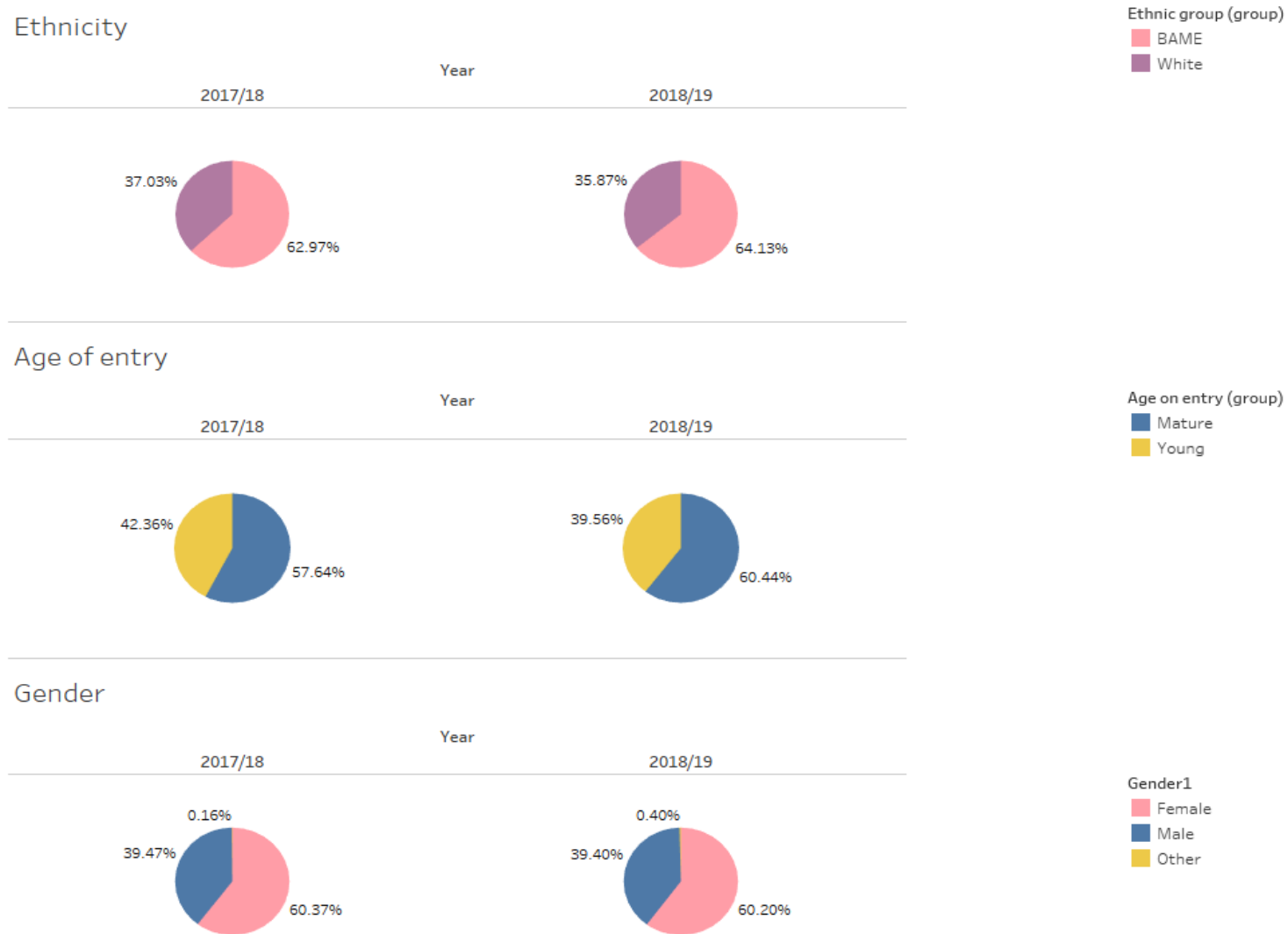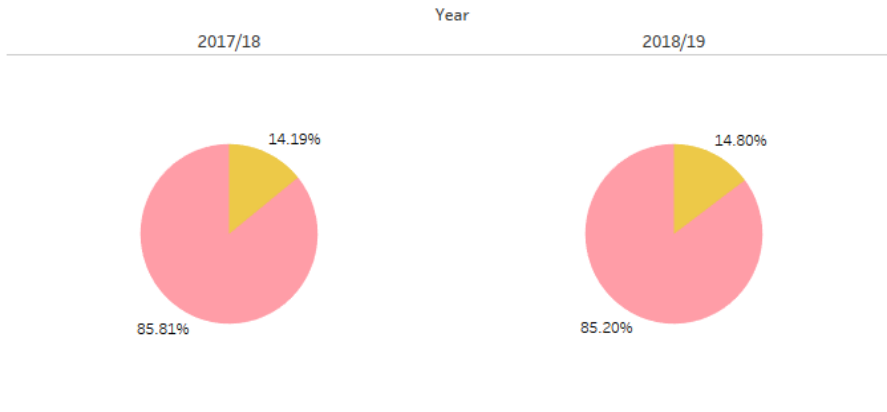
Disability

Disability information (g..
Disability
No known disability

Year

| 2017/18 | 2018/19 |

14.19%

85.81%

14.80%

85.20%
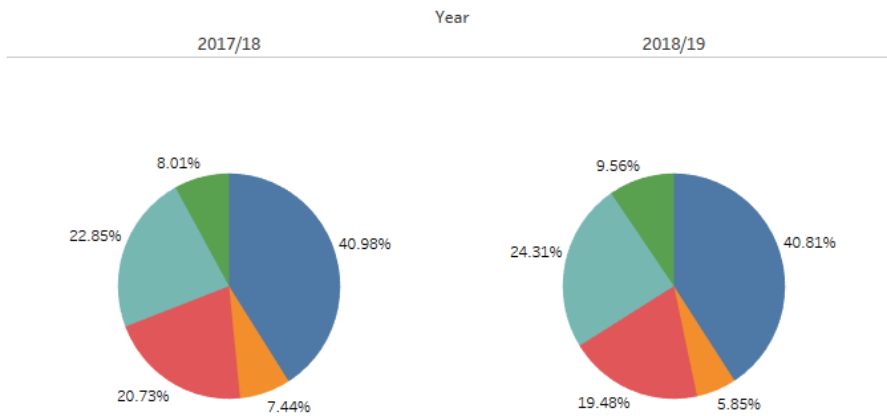
Religion

Relblf (group)
Christian
Information refused
Muslim
No religion
Other religion

Year

| 2017/18 | 2018/19 |

8.01%

22.85%

40.98%

20.73%

7.44%

9.56%

24.31%

40.81%

19.48%

5.85%

11

IMD

Year

2017/18	2018/19

2017/18: 44.08% (3, 4, 5), 55.92% (1 & 2)

2018/19: 43.81% (3, 4, 5), 56.19% (1 & 2)

IMD

IMD Quintile (group)
■ 1 & 2
■ 3, 4, 5

School

Year	Claude Littner Business School	College of Nursing, Midwifery and Healthcare	London College of Music	London Geller College of Hospitality and Tourism	London School of Film, Media and Design	School of Computing and Engineering	School of Human and Social Sciences	School of Law and Criminology

2018/19:
- Claude Littner Business School: 41.08% / 58.92%
- College of Nursing, Midwifery and Healthcare: 43.00% / 57.00%
- London College of Music: 63.57% / 36.43%
- London Geller College of Hospitality and Tourism: 39.79% / 60.21%
- London School of Film, Media and Design: 49.55% / 50.45%
- School of Computing and Engineering: 42.28% / 57.72%
- School of Human and Social Sciences: 37.12% / 62.88%
- School of Law and Criminology: 28.57% / 71.43%

12

The charts below show student profiles by School

Ethnicity

Ethnic group (group)
- BAME
- White

School	Year 2018/19
Claude Littner Business School	25.66% / 74.34%
College of Nursing, Midwifery and Healthcare	31.09% / 68.91%
London College of Music	20.86% / 79.14%
London Geller College of Hospitality and Tourism	28.66% / 71.34%
London School of Film, Media and Design	41.49% / 58.51%
School of Computing and Engineering	22.99% / 77.01%
School of Human and Social Sciences	31.43% / 68.57%
School of Law and Criminology	25.17% / 74.83%

Age of entry

Age on entry (group)
- Mature
- Young

School	Year 2018/19
Claude Littner Business School	30.65% / 69.35%
College of Nursing, Midwifery and Healthcare	16.24% / 83.76%
London College of Music	26.64% / 73.36%
London Geller College of Hospitality and Tourism	35.71% / 64.29%
London School of Film, Media and Design	40.08% / 59.92%
School of Computing and Engineering	47.17% / 52.83%
School of Human and Social Sciences	41.07% / 58.93%
School of Law and Criminology	46.15% / 53.85%

Gender

Gender1
- Female
- Male
- Other

School	Year 2018/19
Claude Littner Business School	0.65% / 46.45% / 52.90%
College of Nursing, Midwifery and Healthcare	15.92% / 83.76%
London College of Music	0.33% / 46.71% / 52.96%
London Geller College of Hospitality and Tourism	0.97% / 38.96% / 60.06%
London School of Film, Media and Design	0.41% / 45.04% / 54.55%
School of Computing and Engineering	12.83% / 87.17%
School of Human and Social Sciences	17.86% / 81.79%
School of Law and Criminology	29.37% / 70.63%

Disability

School	Year 2018/19

Claude Littner Business School
- 12.26%
- 87.74%

College of Nursing, Midwifery and Healthcare
- 11.94%
- 88.06%

London College of Music
- 18.42%
- 81.58%

London Geller College of Hospitality and Tourism
- 14.61%
- 85.39%

London School of Film, Media and Design
- 18.18%
- 81.82%

School of Computing and Engineering
- 13.96%
- 86.04%

School of Human and Social Sciences
- 17.50%
- 82.50%

School of Law and Criminology
- 16.08%
- 83.92%

Religion

School	Year 2018/19

Claude Littner Business School
- 10.00%
- 40.65%
- 27.42%
- 6.13%

College of Nursing, Midwifery and Healthcare
- 15.61%
- 52.87%
- 13.38%

London College of Music
- 5.26%
- 34.21%
- 53.95%
- 0.33%

London Geller College of Hospitality and Tourism
- 12.66%
- 18.18%
- 43.83%
- 21.43%
- 3.90%

London School of Film, Media and Design
- 13.22%
- 30.58%
- 39.26%
- 13.22%

School of Computing and Engineering
- 11.32%
- 31.70%
- 34.72%
- 7.55%

School of Human and Social Sciences
- 7.50%
- 25.36%
- 36.79%
- 28.93%
- 1.43%

School of Law and Criminology
- 9.09%
- 21.68%
- 37.76%
- 29.37%
- 2.10%

Staff Equality and Diversity Profile

2018/2019

Author: Kevin West, Head of HR Systems and Reward

Summary

This paper describes the key equality and diversity characteristics of the University's workforce.

Equality and Diversity

1. Gender

1.1 The University employs a higher number of female to male, at a ratio of 58:42, as shown in table 1 below. This proportion has increased this year in favour of females and now places UWL above the sector average.
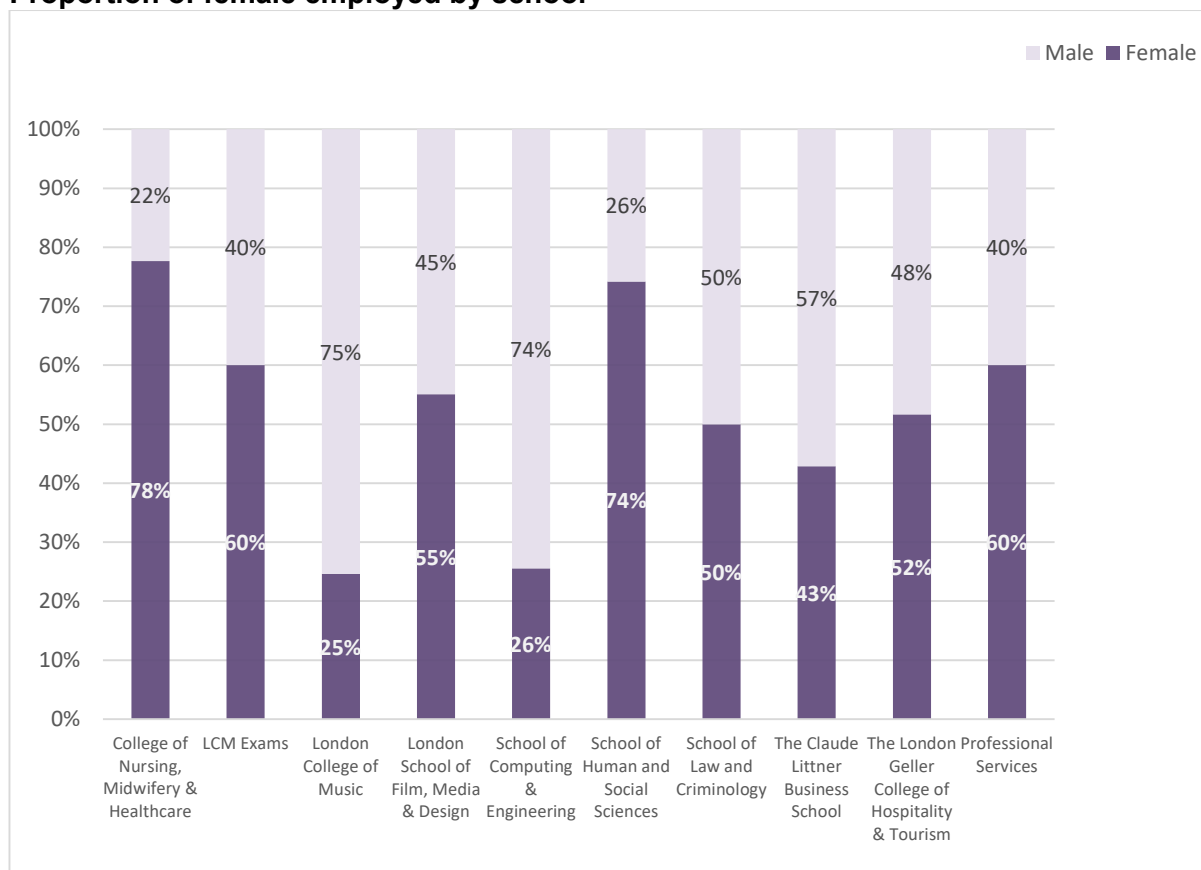**Table 1**
Percentage of female in the workforce

Category	University of West London	Higher education average	Higher education median
Academic staff	50%	49%	50%
Managerial and professional staff	53%	52%	54%
Support staff	68%	68%	70%
All staff	58%	56%	55%

Source: ResourceLink,
            DLA Piper Workforce Performance Indicators 2018

1.2 There are significant variations between schools, with female making up 25% of staff within the London College of Music compared to 74% in the School of Human and Social Sciences and 78% in the College of Nursing, Midwifery & Healthcare, as shown in chart 1 below.
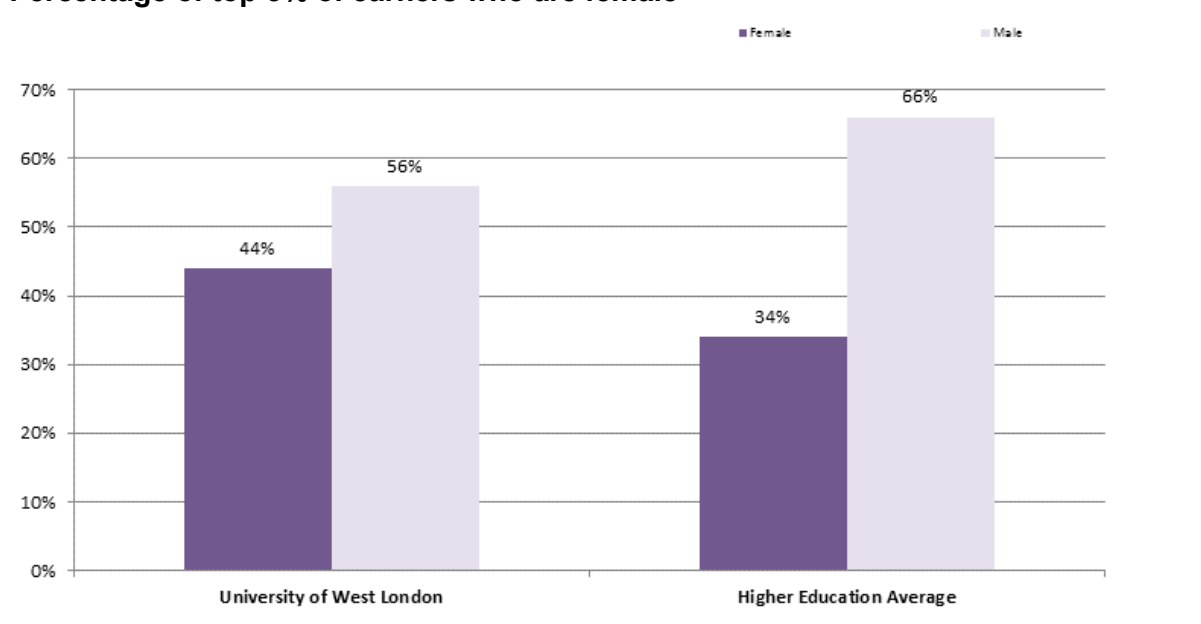
Chart 1
Proportion of female employed by school

Chart showing proportion of male and female employed by school (stacked bar chart, Male and Female):

- College of Nursing, Midwifery & Healthcare: Female 78%, Male 22%
- LCM Exams: Female 60%, Male 40%
- London College of Music: Female 25%, Male 75%
- London School of Film, Media & Design: Female 55%, Male 45%
- School of Computing & Engineering: Female 26%, Male 74%
- School of Human and Social Sciences: Female 74%, Male 26%
- School of Law and Criminology: Female 50%, Male 50%
- The Claude Littner Business School: Female 43%, Male 57%
- The London Geller College of Hospitality & Tourism: Female 52%, Male 48%
- Professional Services: Female 60%, Male 40%

Source: ResourceLink,

1.3   The University employs a significantly higher proportion (44%) of females in the top earning group[1] than the sector average.

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

Bar chart (Female, Male):

- University of West London: Female 44%, Male 56%
- Higher Education Average: Female 34%, Male 66%

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[1] *The top 5% of earners is comprised of 44 staff and includes members of the Vice Chancellor's Executive members of the senior management group and some heads of central service departments. The lowest salary included is £70,134.*

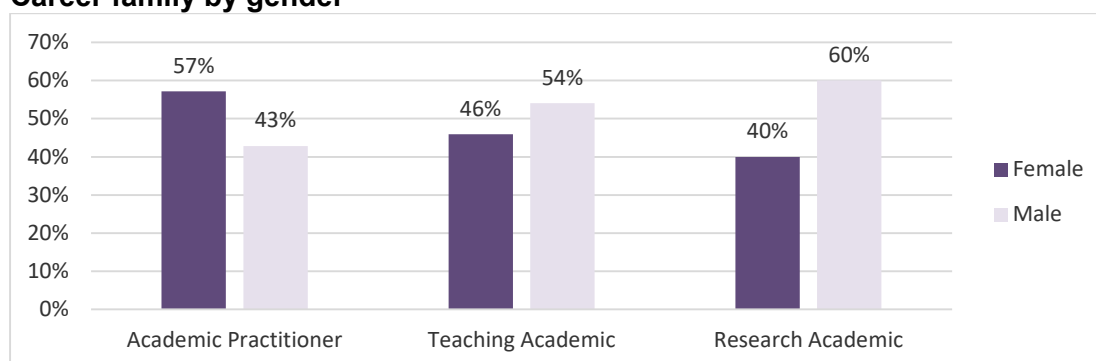*Source: ResourceLink, DLA Piper Workforce Performance Indicators 2018*

Chart 3
Gender of professors and associate professors
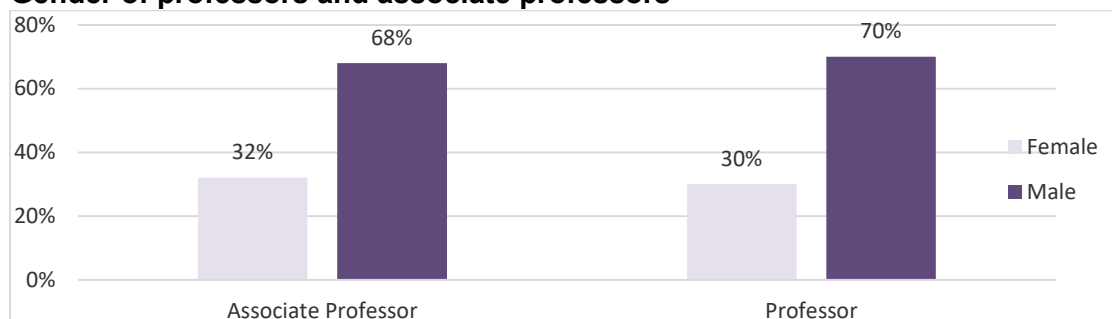
Category	Female	Male	Total
Associate Professor	6	13	19
Professor	9	21	30

Source: ResourceLink,

Chart 4
Career family by gender

1.4 The focus of staff, and the allocation of time will vary within the different career families. 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 (maximum)	33	60	90
Research, scholarship and knowledge exchange (minimum)	33	10	5
Academic leadership and administration (remainder)	33	30	5
Total	100	100	100

2. Ethnicity

2.1 The proportion of staff from black, Asian and minority ethnic groups (BAME) is 31%, which compares favourably with the higher education sector nationally, where 13% of staff are from BAME backgrounds, as shown in table 2 below. However, the BAME population in West London is between 35% and 45% and the percentage of academic staff from BAME backgrounds is 28%, compared to the university's student population at 50%. 42% of hourly paid support staff and 21% of hourly paid lecturers are from BAME backgrounds.

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	31%	19.3%	9%	6%
Support staff	37%	27.7%	13%	8%
All staff	31%	22.4%	13%	10%

Source: ResourceLink
                        DLA Piper Workforce Performance Indicators 2018

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	31%	33%
London College of Music	5%	8%
London School of Film, Media & Design	13%	6%
School of Computing & Engineering	56%	73%
School of Human and Social Sciences	20%	33%
School of Law and Criminology	32%	86%
The Claude Littner Business School	56%	65%
The London Geller College of Hospitality & Tourism	21%	40%
All Schools	29%	21%

ResourceLink,

Chart 5
Ethnicity of professors and associate professors
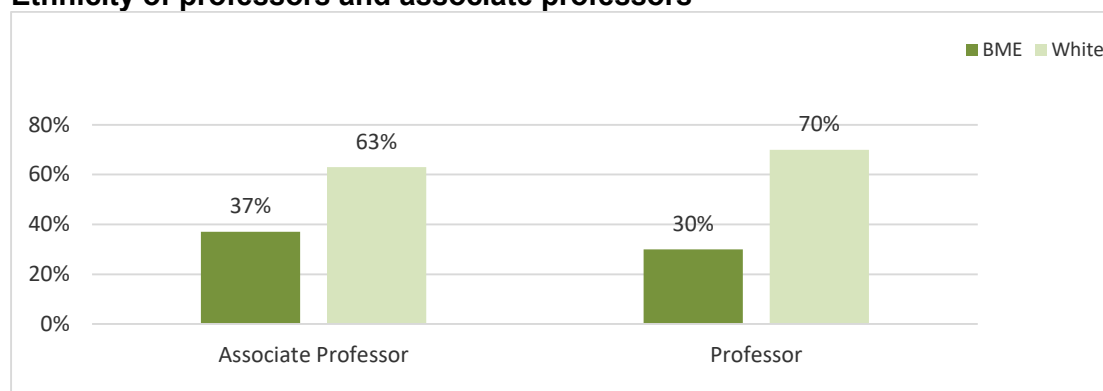
Category	BME	White	Total
Associate Professor	7	12	19
Professor	9	21	30

Source: ResourceLink,

3.   Disability

3.1   The proportion of staff with a disclosed disability is low at 4.8%. 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. 11.59% 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%	5.0%

Source: ResourceLink,
DLA Piper Workforce Performance Indicators 2018

4.   Age

4.1   The proportion of staff aged 55 and over has increased slightly during the past 12 months. However, as shown in chart 6, the proportion of academic staff aged 55 to 64 is higher than other Post 92 institutions. Overall, the percentage of staff in the age groups 25 to 34 has decreased during the past 12 months.

Chart 6
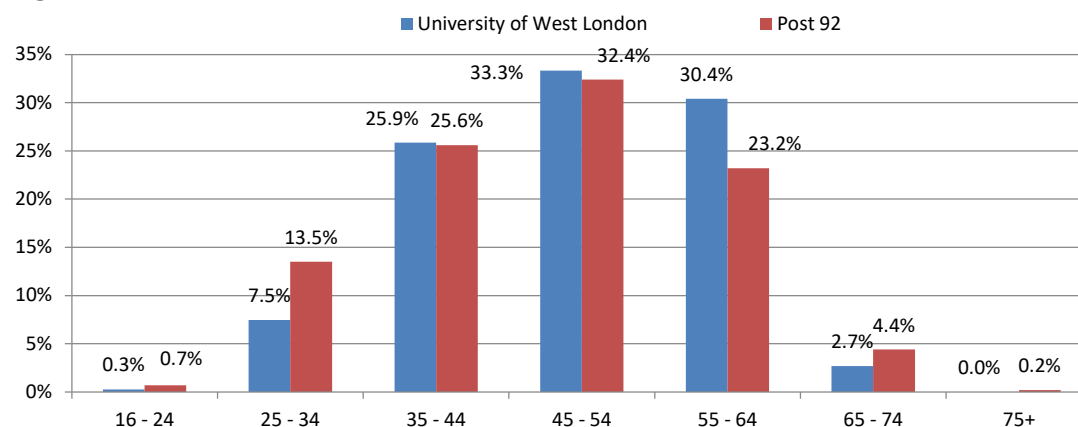**Age profile of workforce**
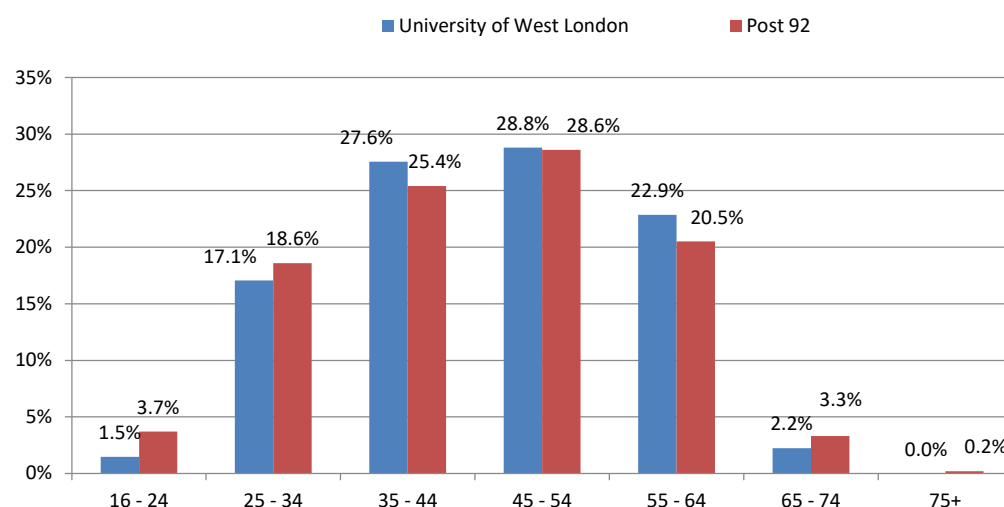
Chart 7
Age profile of academic workforce

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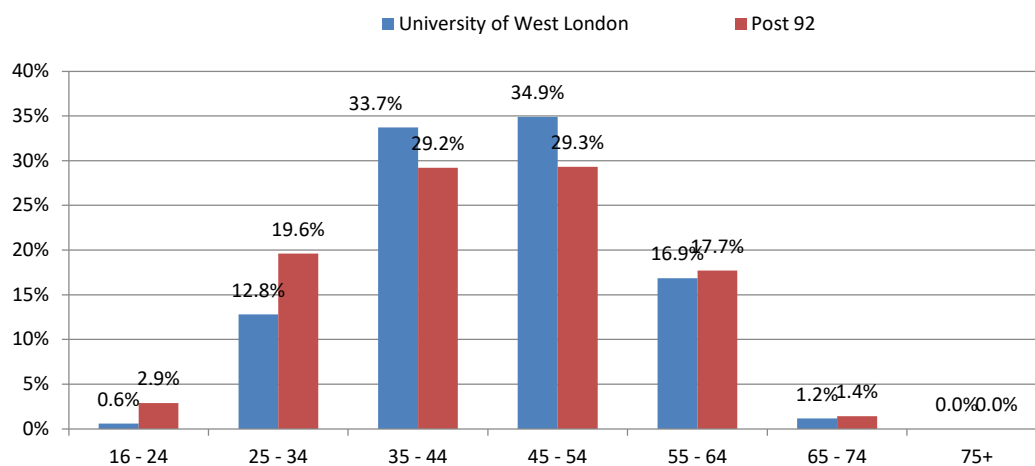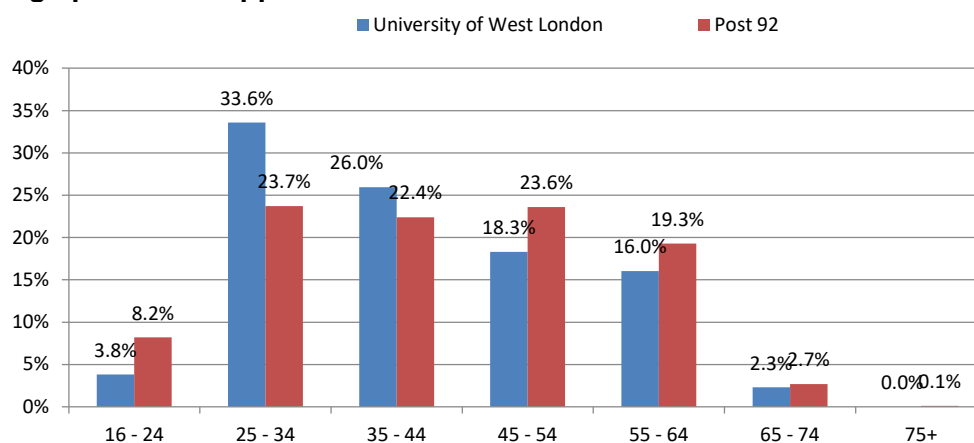**Age profile of managerial and professional staff**

Chart 9
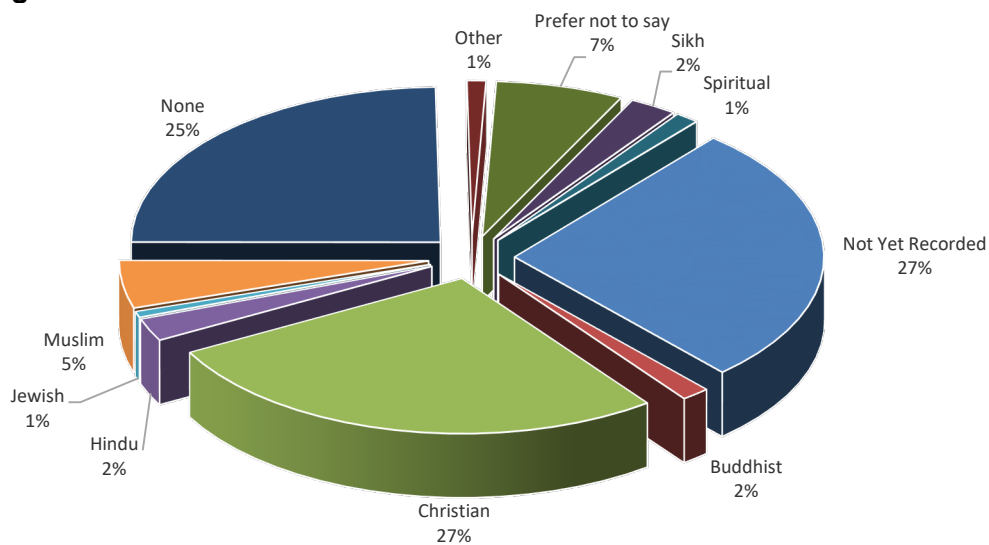**Age profile of support staff**

ResourceLink,
DLA Piper Workforce Performance Indicators 2018

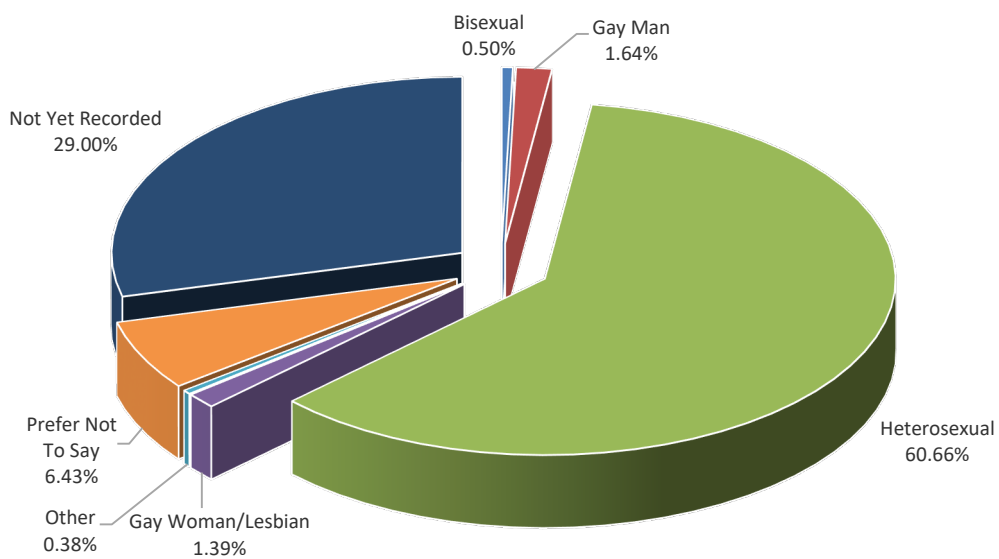## 5. Religious Belief and Sexual Orientation

5.1   The number of staff having declared their religious belief and sexual orientation has now increased to 70%.

**Chart 10
Religious belief**

Source: ResourceLink,

**Chart 11
Sexual Orientation**

Source: ResourceLink,