

Board of Governors

7 July 2020

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). This report provides an update on the University's action on equality and diversity for the 2019-2020 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 In previous years this report has been provided in October each year. However, it has been agreed that the report should be provided in May/June going forward to spread the required reports to the Academic Board and the Board of Governors more evenly across the year. Any data relating to student achievement will be provided through the annual report to the Academic Board and Board of Governors through a separate report in October/November.

1.5 Although the University is always looking to improve and is not complacent about issues of equality, diversity and inclusion, it has been successful in addressing sector issues. The University has one of the most diverse staff across the sector with 33% BAME staff with representation of BAME staff at all levels. Indeed we have BAME representation on senior management and also the highest levels of BAME professors in the UK. Female representation is also at all levels with a median gender pay gap of 0.04%. This success is also reflected in our student profile where we are very successful in improving access to under-represented group as 60% of students are from BAME backgrounds and we have significant numbers of mature students.

2 Recommendation

2.1 The **Academic Board** 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 2020-21.

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.
- 3.2 The EDAG Terms of Reference were updated slightly to make it explicit that the Group also advises the relevant University decision-making bodies and officers on 'the equality and diversity implications of new policies and strategies.' This was seen as a necessary addition to the Group's purpose and remit, in order to ensure that the Group continues to monitor, promote and champion diversity for students, staff and stakeholders.
- 3.3 The Group met on three occasions in 2019-20 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 Equality, diversity and inclusivity policy

- 5.1 EDAG reviewed the University's Equality and Diversity Statement which had been revised as the Equality, Diversity and Inclusion Statement and updated to reflect the incredible diversity at UWL, which is something to be proud of. Further suggestions were put forward to make the University's stance on equality and diversity more explicit, and a Policy has developed out of this which will be presented to EDAG for consideration and comment, before being taken to Academic Board and the Board of Governors for final approval.

6 Policies and initiatives

- 6.1 Following consideration of the Gender Pay Gap report, the Workforce Advisory Group considered that the University should pursue the Athena Swan charter mark. Institutions can only apply for the Bronze level award initially and UWL is committed to achieving this standard. The EDAG received an update and overview of the submissions process and fully support this, and members will play a key role in the self-assessment process to support the University's submission.
- 6.2 Members reviewed and discussed the Student Appeals reports, which were follow-ups to the Annual Report on Complaints and Appeals. It had been noted by the Student Liaison Committee in November 2018, the high proportion of appeals from Black students, and further analysis was carried out to identify if there were any underlying factors behind this. This also led to a discussion about the number of appeals around mitigation and was followed up with the Head of Academic Registry, and the Head of Student Services in order to see if any improvements could be made to the mitigation process.
- 6.3 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, options were being considered which would help to minimise the need for students to find themselves in the appeals process, and also to make the options as supportive as possible, while striking the right balance so as not to disadvantage students who find themselves in the appeals process.

- 6.4 At its September 2018 meeting, EDAG considered the work that the University was doing to provide support for those students with mental health difficulties, and noted that a mental Health strategy was being developed. This evolved into the Health and Wellbeing Framework, presented to the Group by the Head of Student Services at its January meeting, with the aim of supporting and encouraging all to take an active role in looking after their own wellbeing. The launch of the Framework coincided with the launch of the new Sports Centre in February 2020, and a range of activities and initiatives for staff and students to participate in, have been organised.
- 6.5 The Group were updated on the University's response to the UUK report on changing the culture around sexual violence and hate crime in universities. The Group noted that was followed by a report by the Equality and Human Rights Commission (EHRC) which made a number of recommendations to address racial harassment against staff and students. The University Secretary is working in collaboration with the Head of Student Services, the Director of HR and the Chief Executive of the Students' Union, to consider the actions to be taken in response to the EHRC recommendations and the OfS consultation, and has drawn up an action plan. The student elements of the plan are being taken forward through a review of the Cause for Concern Policy. The staff recommendations will be taken forward once UUK has finalised its consideration of the EHRC report. The Group also noted that the Head of Wellbeing had been invited to be part of a working group on the recommendations led by London Metropolitan University. This will provide further sector intelligence and ideas about furthering race equality at UWL.
- 6.6 The Group received updates and presentations Students' Union Black Excellence Month event which it welcomed as part of the SU's inclusivity activities. It was noted that several activities were held, all of which were very successful.
- 6.7 The Group received reports on initiatives on the Inclusive Curriculum and it was noted that the Expert Academy were working to provide training on the inclusive curriculum to staff. It had also implemented Blackboard Ally which enables students to download materials in an accessible format. Although this had originally been planned for the summer, this was brought forward with the move to online learning following the lockdown. This has already been widely used by students and will significantly improve accessibility going forward. Other aspects of the Inclusive Curriculum are to ensure that students feel they are represented in the materials and case studies that are used. As part of this, the library is working on inclusive reading lists to ensure that a wider range of authors from different backgrounds are used.

7 Faith and Spirituality Management Group

- 7.1 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. The Catholic Society and the Christian Society have attended from 2018, and another faith group is being encouraged to attend. 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.
- 7.2 It was noted that the work of the Group had been paused during the lockdown. However, the Interfaith Advisor was still active and was available to students and staff for spiritual and pastoral support. She was continuing to run discussions groups with students during this time online.

8 Implementation of the 2019-20 Equality and Diversity Objectives

- 8.1 Each year the University sets objectives to ensure that it is 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. These objectives must be data-led where appropriate and the University has now established a data set for both staff and students which it reviews annually.
- 8.2 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 2019-20 has been made as outlined in the summary below.

9 Student related objectives

- 9.1 In October 2019, the decision to align the University's equality and diversity objectives with those for the UWL Access and Participation Plan (APP), to avoid duplication as the APP objectives are focused on reducing inequality and are data driven. These are monitored through the APP Group reports. EDAG received a report on the evaluation of the work of the group and updates at each meeting.
- 9.2 The APP which the University is required to produce in line with its registration with the Office for Students, 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. EDAG noted that the APP was approved by the Office for Students (OfS) without any conditions imposed, and commended for its robust and challenging targets.
- 9.3 A key objective of the APP is **to continue to reduce the BME attainment gap by 12% by 2023.**
- 9.4 The University joined the University of Derby and Solent University in an OfS Catalyst funded project, which aims 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. Other related work is ongoing, such as work by ExPERT on introducing an inclusive curriculum.
- 9.5 As a result of this work, the degree attainment gap between BAME and White students at UWL for 2018/19 academic year shows a gap of 14.8%, a decrease of 4.5% from 2017/18 academic year. At the sector, the attainment gap between ethnic groups was 13.4% in 2018/19 academic year, a decrease of 0.3% from 2017/18. In London based Universities, the attainment gap between ethnicity groups for 2018/19 academic year was 14.7%, just 0.1% lower than UWL's attainment gap. EDAG will review the student outcomes for 2019/20 at its meeting in October 2020.
- 9.6 In terms of maintaining access to ensure a diverse student body, where all students are equally enabled in accessing HE this is also being achieved. In terms of ethnicity, 56.4% of the University's students are from a BAME background, an increase of approximately 1% from the previous academic year. The proportion of mature students reported at 60.6%; a slightly smaller percentage of the population in 2019/20 compared to 2018/19 academic year, with a decrease of 4.8%. 12.4% of students' population declared a disability. 39.7% of UWL student body is coming from the most deprived areas (IMD1-2 quintiles).
- 9.7 As a result of work on the appeals process, the University brought in new rules around mitigation. The analysis of these has been halted during the Covid-19 situation as it moved to emergency regulations. It is, however, the intention to review these changes to ensure that it is benefitting students as intended.

10 Staff related objectives

Equality and Diversity Training for Staff

- 10.1 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 is now being utilised.
- 10.2 Unconscious Bias training was continued to be provided across the University and is a core component of the annual learning and development offering. The training continues to be well received. A bespoke session looking at unconscious bias in respect of dealing with students, rather than traditional management / recruitment approach is now also being provided to academic and student service staff.

Review of staff recruitment

- 10.3 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.

Staff Promotion/Senior Level appointments

- 10.4 A review of the actual criteria is being undertaken 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.
- 10.5 Workforce Advisory Committee has also endorsed looking at an approach to encourage movement and development of Professional Services staff by promoting internal only recruitment processes and secondment opportunities. Plans for this are currently being developed and will be discussed with VCE.

11 Kitemarking equality and diversity

- 11.1 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 had planned to work with Stonewall (LGBT equalities rights charity) to support some internal initiatives and awareness raising. This work was delayed but is now planned for 2020-21.
- 11.2 Following the decision to pursue the Athena Swan charter mark. VCE agreed the plan to progress with the submission process and this was covered in EDAG meeting of January 2020. It was agreed to await the outcome of the Advance HE review of the scheme and as this has recently been published work will be progressed on developing UWL’s application.

12 Analysis of student data

- 12.1 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:
- 55.35% of the University’s students are from BAME backgrounds, compared to 29% in the sector.
 - 27.3% of students are from a Black background, compared to 9% in the sector;
 - 17.1% are Asian, compared to 13% in the sector;
 - 6% from a Mixed background, compared to 5% in the sector; and
 - 4.9% are students from Other ethnic background, compared to 2% in the

sector.

- 61.5% of UWL's students are female, 4.5% higher than the sector average (57% female students accessed HE); and 38.2% of UWL's students are male 4.8% lower than the sector average (43% male students accessed HE).
- 65.4% of UWL's students are mature (aged 21 and over on entry), 7.4% more than the sector average of 58%.
- 12.3% of UWL students declare a disability, compared to 14% in the sector.
- 39.9% of UWL students are from coming from the most deprived areas (IMD1-2 quintiles) compared to 59% in the sector.

12.2 There have been few population demographic shifts across the 2019/20¹ academic year with the 2018/19. Specifically:

- **Ethnicity:** UWL student body is mainly consisted by BAME students. In 2019/20, 56.4% of the University's students are from a BAME background; an increase of approximately 1%. There is an increase of BAME students in the majority of the Schools, except LCM that is mainly consisted by White students; 75% White students compared to 22% of BAME students. SoL increased the proportion of BAME students by 8% across the 2019/20 academic year with the previous.
- **Age of entry:** Mature students formed a slightly smaller share of the population in 2019/20 compared to 2018/19 academic year, with a share decrease of 4.8%. With an exception of LCM (young: 67% vs. mature: 33%) and LSFMD (young: 61% vs. mature: 39%), which is mainly dominant of young students, all other Schools are mainly consisted of mature students. There is no any major difference in the proportion of mature students in SHSS, LGCHT, CNMH and SoL in 2019/20 compared to the 2018/19 academic year. In SCE and CLBS, there is a decrease of 8% in the proportion of mature students in both Schools.
- **Gender:** No major differences between the years of comparison demonstrated on gender. At a School level the majority of the Schools, except SCE and LCM, have a majority of female students. SHSS have a gender gap of 64% (F: 82% vs M: 18%) and CNMH a gap of 68% (F: 84% vs. M: 16%). SoL has managed to narrow the gap between males (37%) and females (63%); a decrease of 7% compared to the 2018/19 academic year.
- **Disability:** No major differences between the years of comparison demonstrated on disability. At a School level, our data demonstrates an increase of 3% in SoL and 2% in LGCHT of disabled students.

12.3 At a school level the following observations are made:

- Schools with the highest proportion of BAME students are SoL (76%), followed by CLBS (67%) and SCE (67%), LGCHT (62%), CNMH (61%), SHSS (58%), LSFMD (46%), and LCM (22%).
- The most female dominant Schools are CNMH (84%), followed by SHSS (82%), SoL (63%), LSFMD (61%), LGCHT (59%) and CLBS (51%). LCM (53%) and SCE (80%) are the Schools in which males form the majority gender.
- Schools with highest rates of mature students are CNMH (89%), CLBS (62%), SHSS (58%), SoL (55%), SCE (54%) and LGCHT (51%). Schools with the highest rates of young students on entry are LCM (67%) and LSFMD (61%).
- The Schools with the highest proportion of disabled students are: SoL (20%), followed by SHSS (17%), LCM (16%), LSFMD (14%), LGCHT (13%), CNMH (10%), CLBS (9%) and SCE (9%).

¹This is not a HESA data and may be subject to change

- SoL is the School with the highest proportion of students from IMD1-2 quintiles (most deprived); 53%. Data for the remaining Schools indicate that there is no much difference between the most deprived (IMD1-2) and least deprived (IMD3-5) groups. Specifically, the proportion of students from IMD1- 2 quintiles for SHSS is 49%, followed by CNMH (42%), LGCHT (41%) and SCE (40%). CLBS (39%) and LCM (25%) have the lowest rates.
- 12.4 EDAG noted that a review of student data in relation to religious belief would be undertaken in October 2020.
- 12.5 As well as the student profiles reviewed above, the Group also received the transparency data. This data on applications, offers and admission is required by the OfS. The data is outlined in Appendix 2 and the Group noted the positive overall picture. The data was also reviewed by the APP Group which was investigating and suggesting interventions where issues were found at school level.
- 13 Staff Diversity Data**
- 13.1 The profile of staff is attached at Appendix 3.
- 13.2 Overall the University has a diverse staff body. The University employs a higher number of women to men, at a ratio of 57:43 although there are variations in schools. 33% 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 2018).
- 13.3 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.
- 14 Senior Staff**
- 14.1 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 38-66 years.
- 14.2 The University employs a higher proportion of women 39% 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 2018).
- 15 Staff with disabilities**
- 15.1 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.
- 15.2 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.
- 16 Diversity among the governing body**
- 16.1 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 now has eight female members and five members from ethnic minorities. Ways of increasing diversity are always explored and include 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.

17 Objectives for 2020-21 Student related objectives

17.1 As outlined above, the student related objectives derive from the APP and are as follows:

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

17.2 Much of the work towards the objectives is ongoing. Current promotion processes will be fully reviewed in 2020/21 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. The objectives proposed for 2020/21 are as follows:

- i) To continue the review of Staff Promotion/Senior Level appointments
- ii) Develop an approach for internal recruitment and secondment opportunities
- iii) Continued review recruitment practices to enhance equality and diversity
- iv) Continued embedding of equality, diversity and inclusion training on the new online training platform
- v) Develop online and continue provision of face to face unconscious bias training
- vi) To undertake the agreed actions arising out of the Gender Pay Gap report including continuing the Athena Swan application process.
- vii) To produce an Ethnicity Pay Gap report and analyse the outcomes and develop an action plan as necessary
- viii) To work with Stonewall to develop a support network for LGBT Q+ staff.

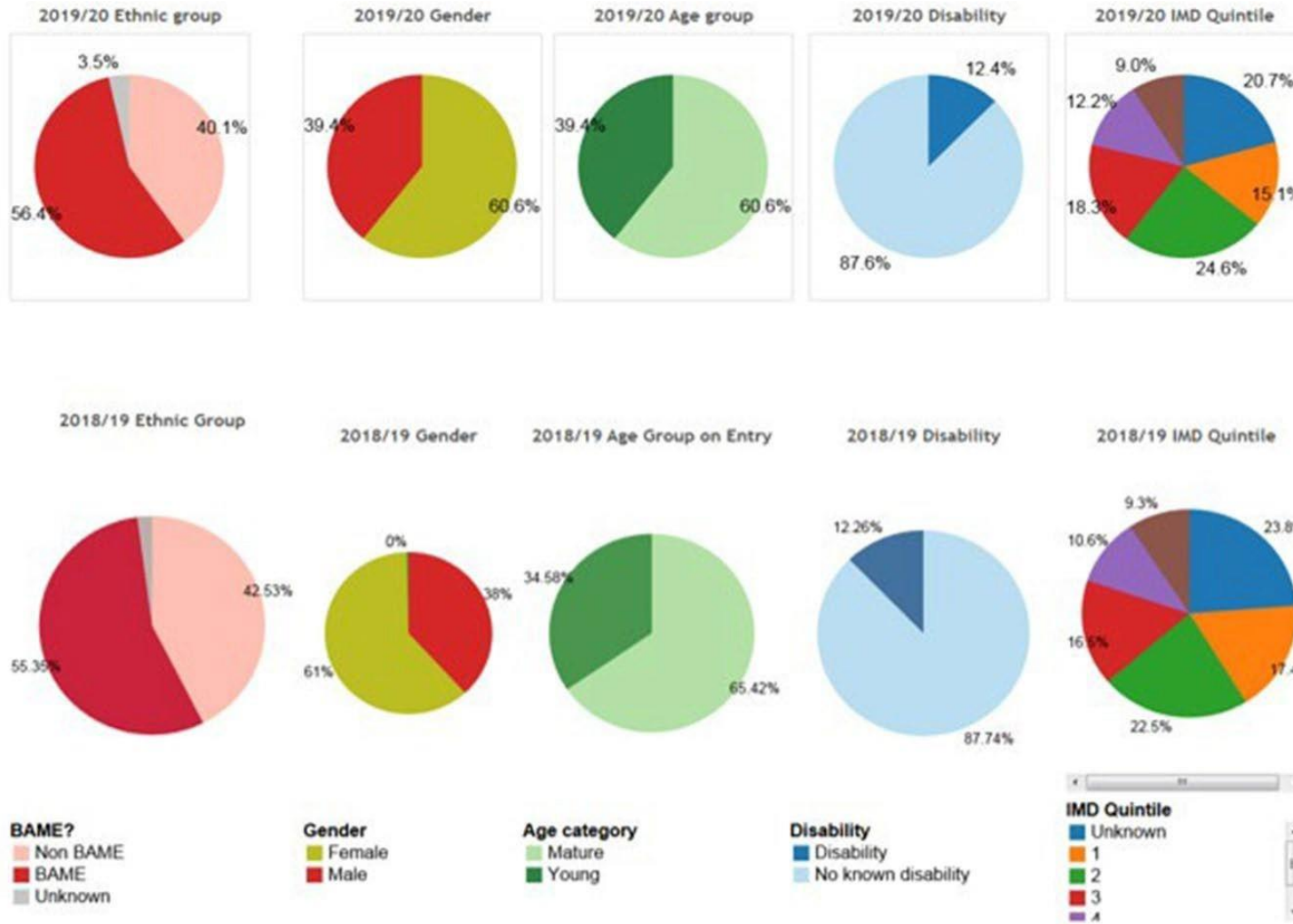
18 Appendices

- Appendix 1 Student profile
Appendix 2 Transparency Data
Appendix 3 Staff profile

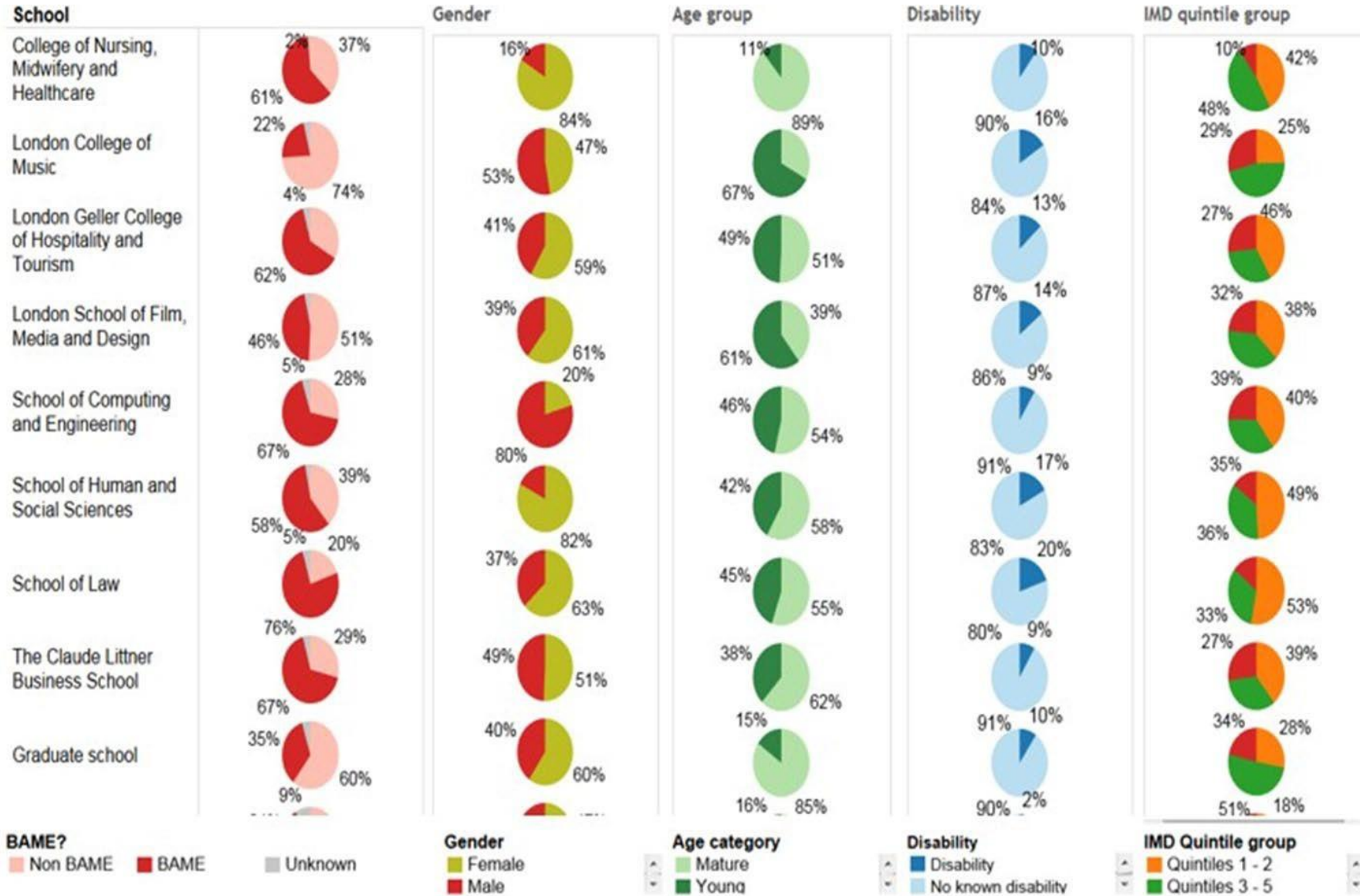
**Marion Lowe, University Secretary and Chief Compliance Officer
Neil Henderson, Director of HR and Organisational Development
May 2020**

Appendix 1: Student Profiles

The charts below show a comparison between the 2018/19 student profile and the latest 2019/20 profile.



The charts below show student profiles by School



Transparency data: Ethnicity

Admissions stats 2019 entry

	Offers	Acceptances	Enrolments
Asian	78%	36%	75%
Black	57%	56%	75%
Mixed	72%	43%	77%
Other	80%	41%	78%
BAME	67%	46%	75%
White	75%	33%	77%
Info N/A Unknown	70%	82%	81%
Grand Total	70%	45%	77%

Admissions stats 2018 entry

Asian	75%	36%	71%
Black	52%	51%	78%
Mixed	73%	38%	77%
Other	77%	38%	78%
BAME	63%	43%	76%
White	72%	32%	78%
Info N/A Unknown	65%	78%	71%
Grand Total	67%	42%	76%

- Offer rate overall has increased since 2018
- The offer rate gap between BAME and White stands at 8%, reduced by 1% from the previous year
- The ethnicity offer gap is due to one School (CNMH) which has a different admissions profile
- If excluded the offer rate for BAME students is higher (88%) than for White (84%)
- CNMH has a high rejection rate across the board and offer rates are 31% for BAME students and 33% for White students. Given the very high number of BAME students applying to the School this has an adverse effect on the institutional profile
- Enrolments across ethnicities range from 75% to 78%

Transparency data: Deprivation (IMD)

Admissions stats 2019 entry

	Offers	Acceptances	Enrolments
Quintile 1	67%	47%	75%
Quintile 2	67%	46%	76%
Quintile 3	71%	43%	78%
Quintile 4	73%	44%	79%
Quintile 5	76%	41%	79%
Unknown/ N/A	68%	52%	74%
Grand Total	70%	45%	77%

Admissions stats 2018 entry

Quintile 1	63%	44%	73%
Quintile 2	66%	43%	74%
Quintile 3	67%	44%	79%
Quintile 4	70%	39%	79%
Quintile 5	73%	32%	75%
Unknown/ N/A	62%	44%	76%
Grand Total	67%	42%	76%

- Offer rates range from 67% for Q1 (most deprived) to 76% for Q5 (less deprived). This represents a 9 percentage point gap in offer rate and is a small improvement from last year's performance
- Again this gap is eliminated if CNMH is excluded (offer rate excl CNMH is 87%)
- Offer rates for CNMH for Q1 and Q5 stand at 31% and 44% respectively (13% gap)
- Acceptance rates follow the opposite pattern to offers with Q1 showing the highest acceptance rate (47%) compared to 41% for Q5.

Transparency data: Gender

Admissions stats 2019 entry

	Offers	Acceptances	Enrolments
Female	63%	48%	76%
Male	80%	41%	78%
Other /Unknown	90%	81%	100%
Grand Total	70%	45%	77%

- Offer rate for female applicants is 63% while for male is 80%
- Once again, CNMH is an explanatory factor and once excluded the gap is reduced to 2 percentage points (86% for male and 84% for female)

Admissions stats 2018 entry

Quintile 1	60%	43%	76%
Quintile 2	77%	39%	75%
Quintile 3	89%	88%	80%
Quintile 4	67%	42%	76%

Staff Equality and Diversity Profile

2019/2020

Author: Kevin West, Deputy Director of HR and Organisational Development

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 57:43, as shown in table 1 below. This proportion has increased this year in favour of females and now places UWL above the sector average.

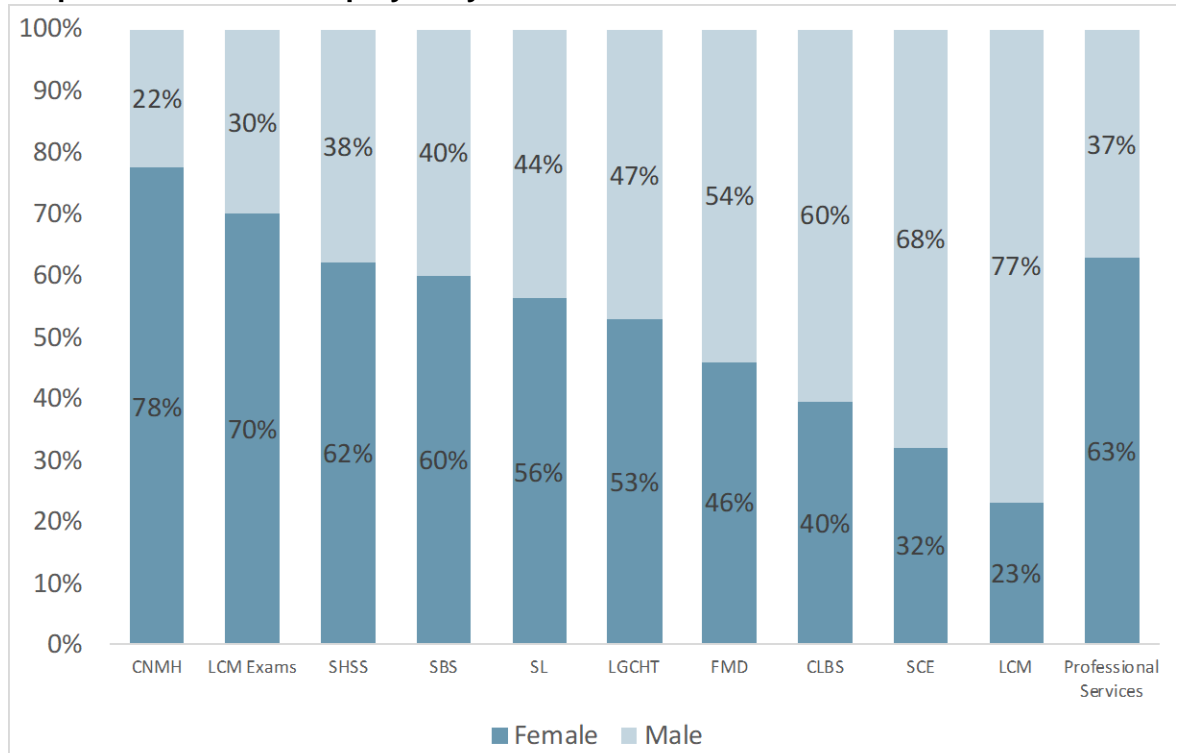
Table 1
Percentage of female in the workforce

Category	University of West London	Higher education average	Higher education median
Academic staff	50%	49%	50%
Managerial and professional staff	54%	52%	54%
Support staff	70%	68%	70%
All staff	57%	56%	55%

Source: *ResourceLink, 30 April 2020*
DLA Piper Workforce Performance Indicators 2018

- 12 There are significant variations between schools, with female making up 23% of staff within the London College of Music compared to 62% 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



Source: ResourceLink, 30 April 2020

- 13 The University employs a significantly higher proportion (39%) of females in the top earning group¹ than the sector average.

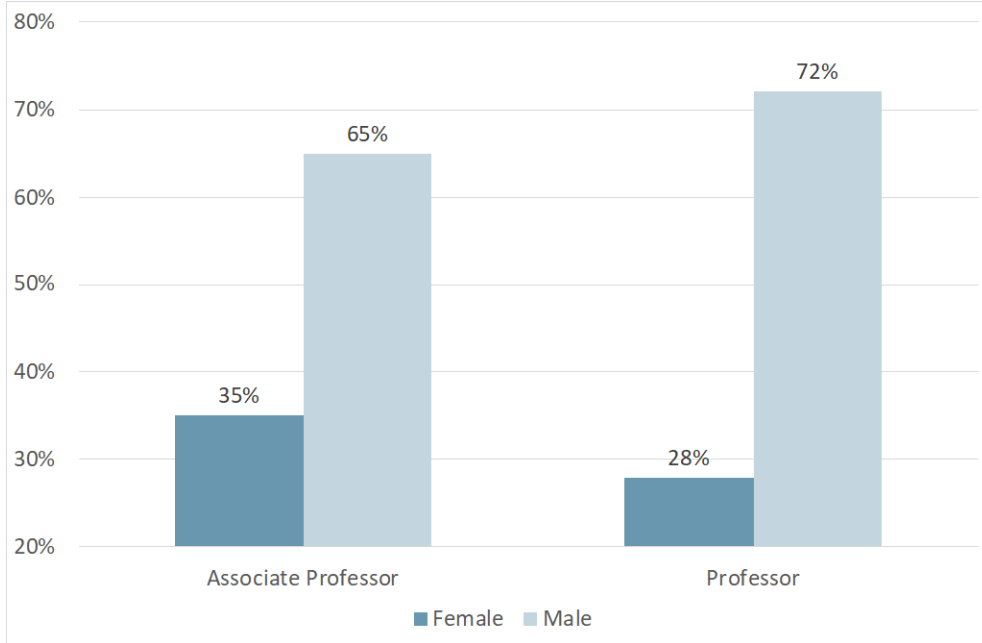
Chart 2
Percentage of top 5% of earners who are female



¹ The top 5% of earners is comprised of 41 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 £71,396.

Source: ResourceLink, 30 April 2020
DLA Piper Workforce Performance Indicators 2018

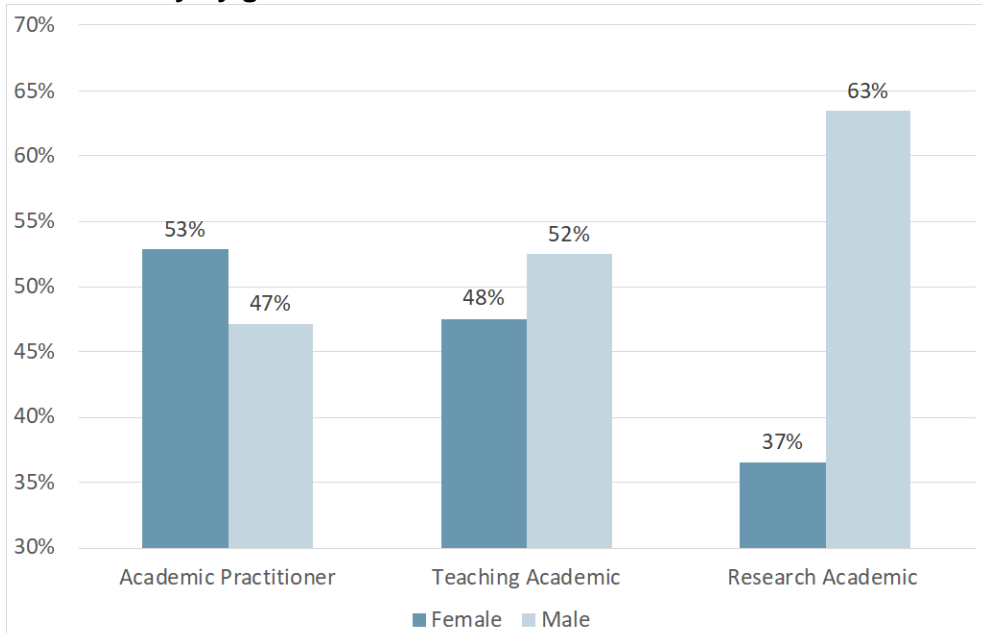
Chart 3
Gender of professors and associate professors



Category	Female	Male	Total
Associate Professor	7	13	20
Professor	12	31	43

Source: ResourceLink, 30 April 2020

Chart 4
Career family by gender



Source: ResourceLink, 30 April 2020

- 14 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

- 21 The proportion of staff from black, Asian and minority ethnic groups (BAME) is 33%, 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 55%. 38% of hourly paid support staff and 22% 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	32%	19.3%	9%	6%
Support staff	41%	27.7%	13%	8%
All staff	33%	22.4%	13%	10%

Source: *ResourceLink, 30 April 2020*
DLA Piper Workforce Performance Indicators 2018

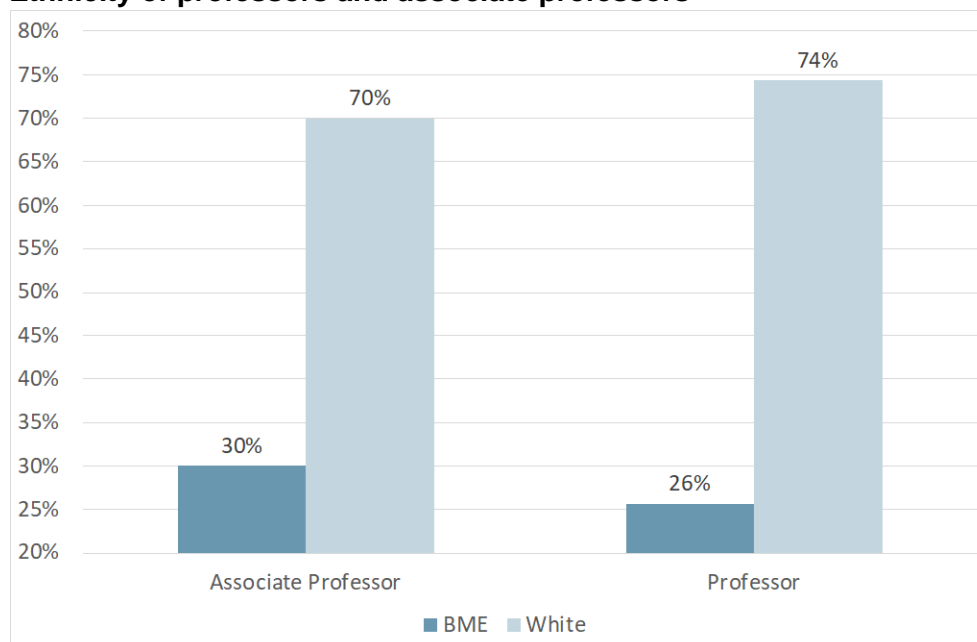
Table 3
Percentage of academic workforce who are from BAME groups by school

School	Permanent staff	Hourly paid lecturers
College of Nursing, Midwifery & Healthcare	28%	29%
London College of Music	2%	7%
London School of Film, Media & Design	18%	18%
School of Biomedical Sciences	40%	0%
School of Computing & Engineering	59%	42%
School of Human and Social Sciences	23%	36%
School of Law	36%	67%
The Claude Littner Business School	56%	47%
The London Geller College of Hospitality & Tourism	21%	39%

All Schools	29%	21%
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Source: ResourceLink, 30 April 2020

Chart 5
Ethnicity of professors and associate professors



Category	BME	White	Total
Associate Professor	6	14	20
Professor	11	32	43

Source: ResourceLink, 30 April 2020

3. Disability

3.2 The proportion of staff with a disclosed disability is low at 5.2%. 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. 12.26% 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	5.2%	5.5%	5.2%	5.0%

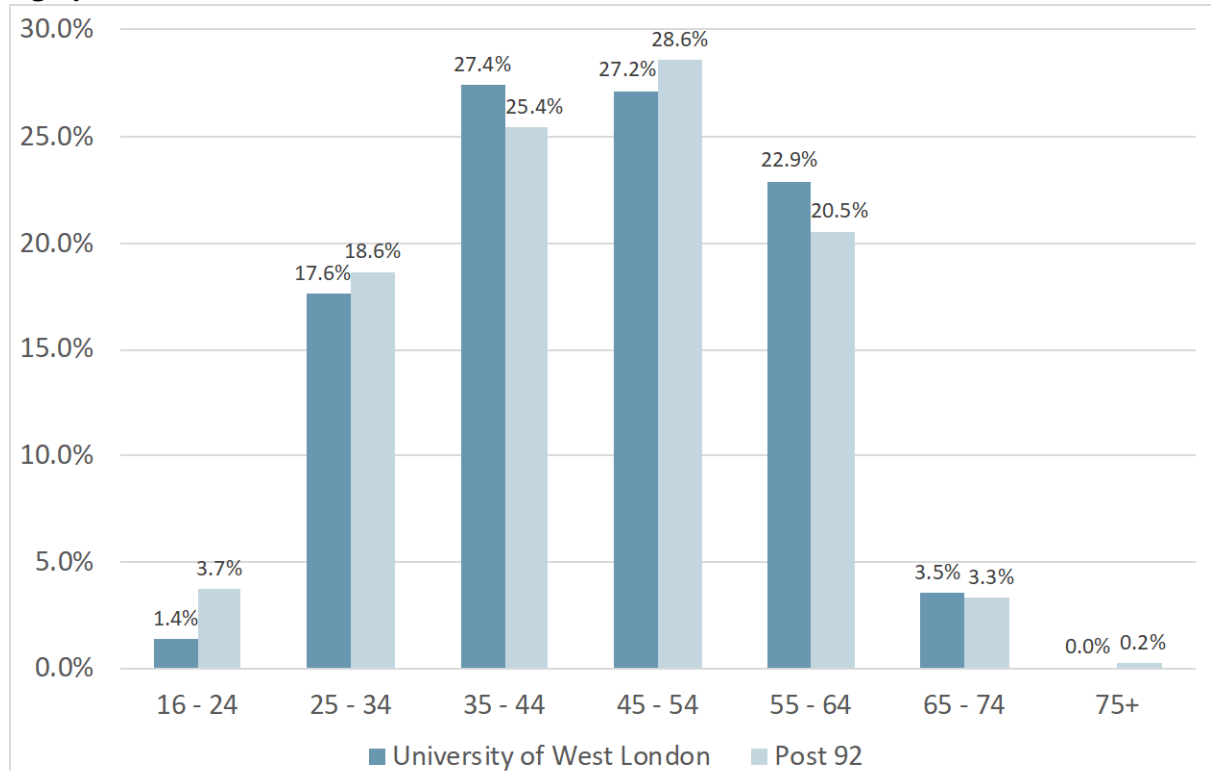
Source: ResourceLink, 30 April 2020
DLA Piper Workforce Performance Indicators 2018

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

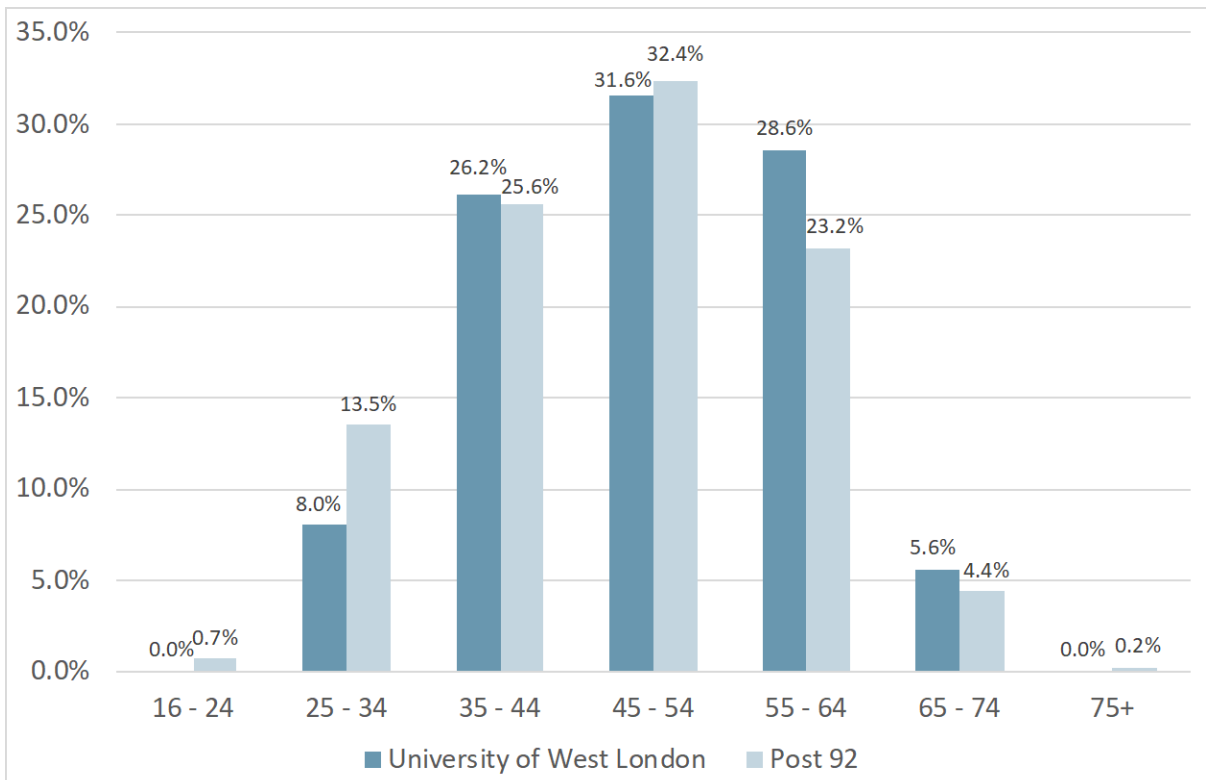
55 to 64 is higher than other Post 92 institutions. Overall, the percentage of staff in the age groups 25 to 34 has decreased during the past 12 months.

Chart 6
Age profile of workforce



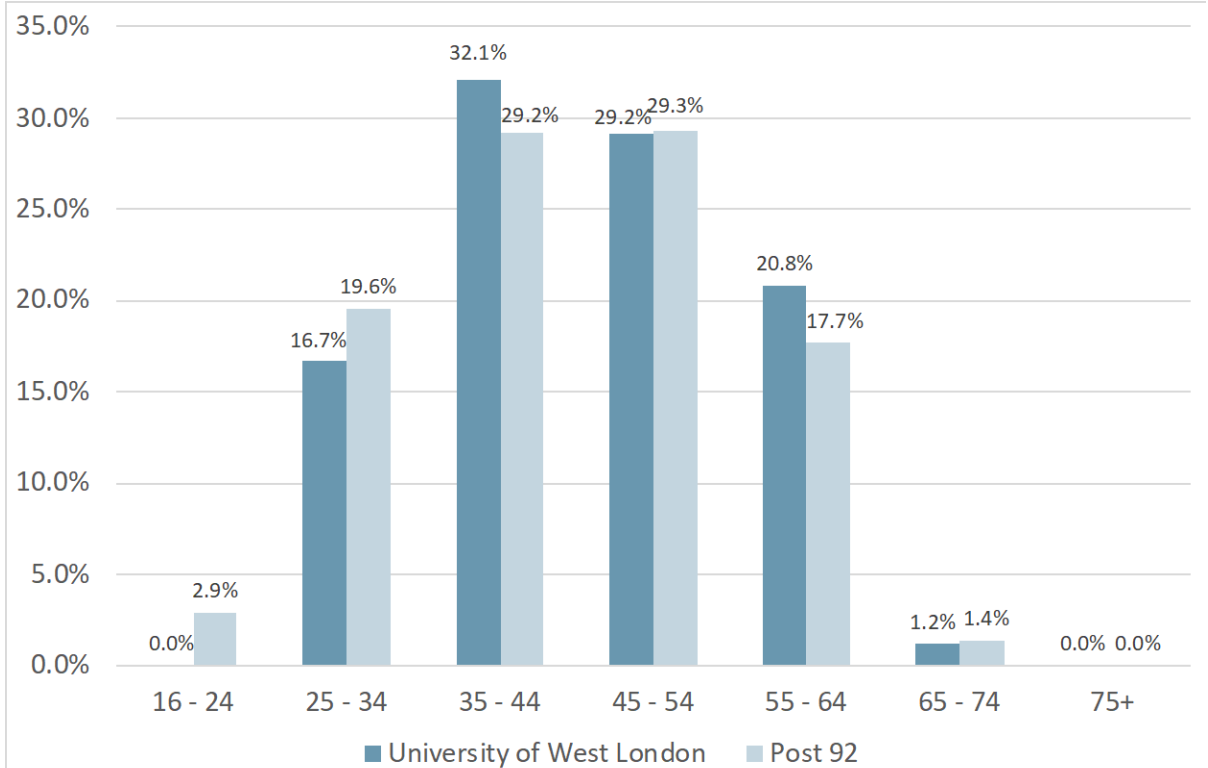
Source: ResourceLink, 30 April 2020
DLA Piper Workforce Performance Indicators 2018

Chart 7
Age profile of academic workforce



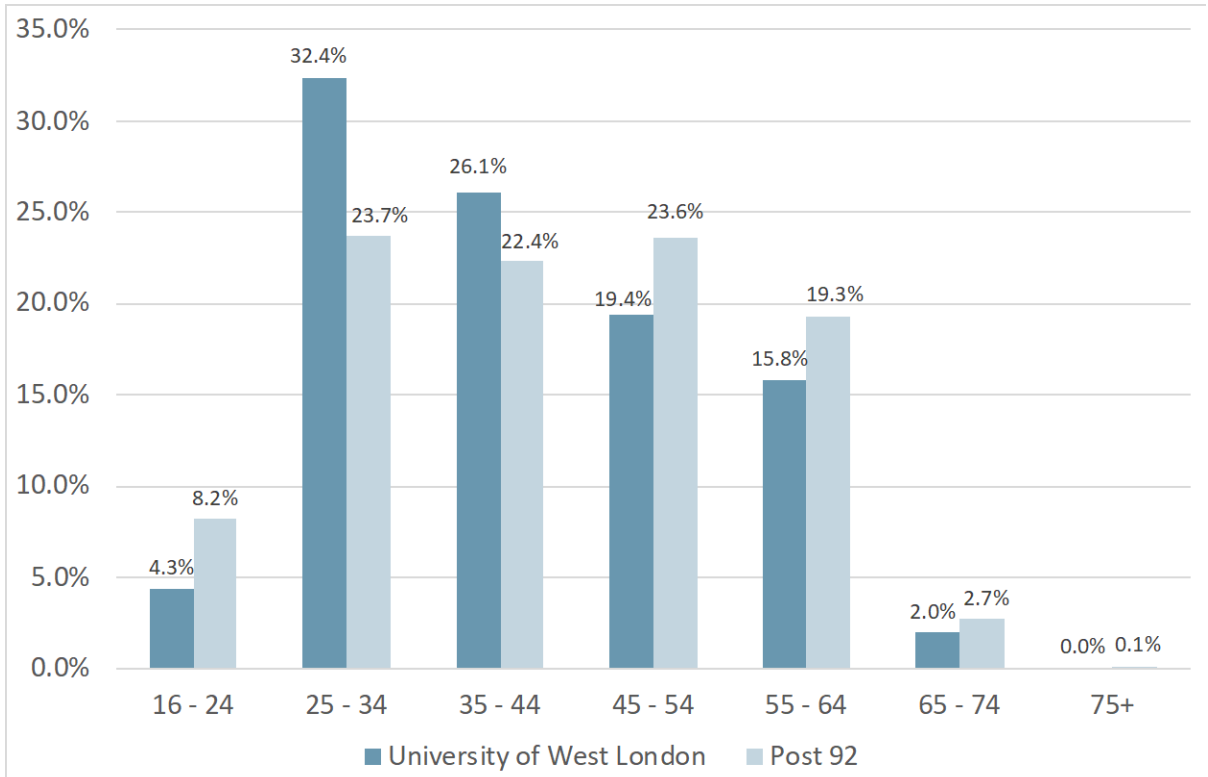
Source: ResourceLink, 30 April 2020
DLA Piper Workforce Performance Indicators 2018

Chart 8
Age profile of managerial and professional staff



Source: ResourceLink, 30 April 2020
DLA Piper Workforce Performance Indicators 2018

Chart 9
Age profile of support staff

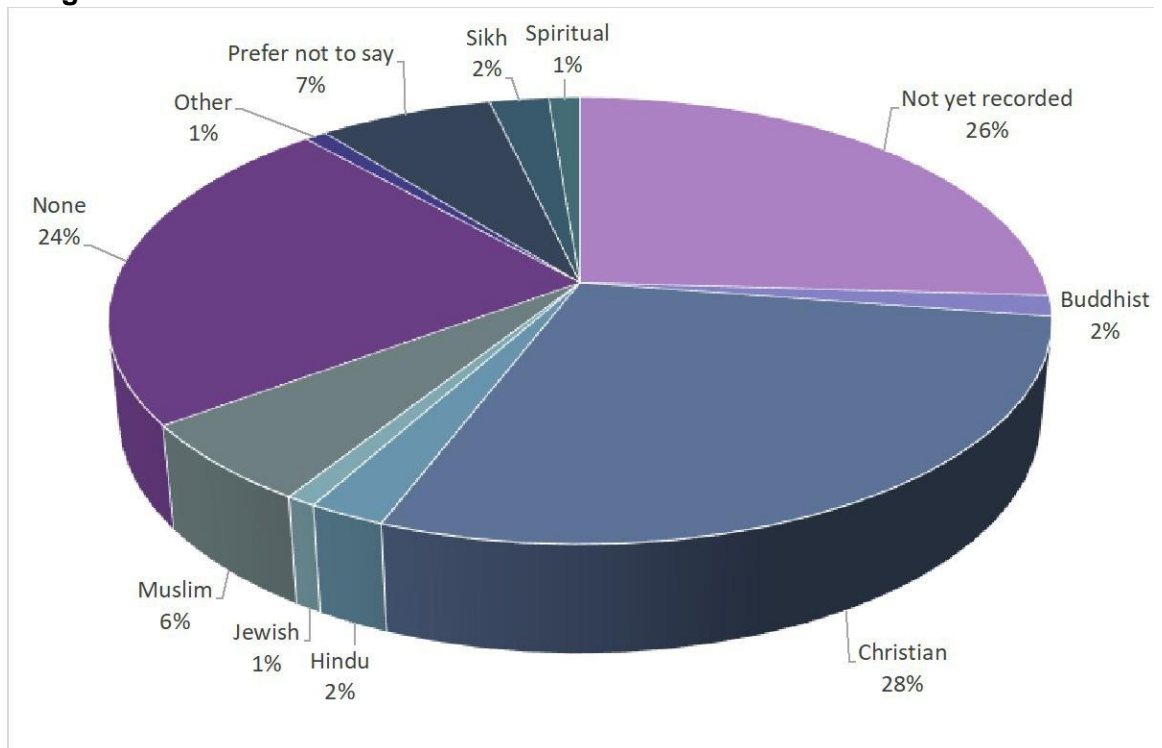


Source: ResourceLink, 30 April 2020
DLA Piper Workforce Performance Indicators 2018

5. Religious Belief and Sexual Orientation

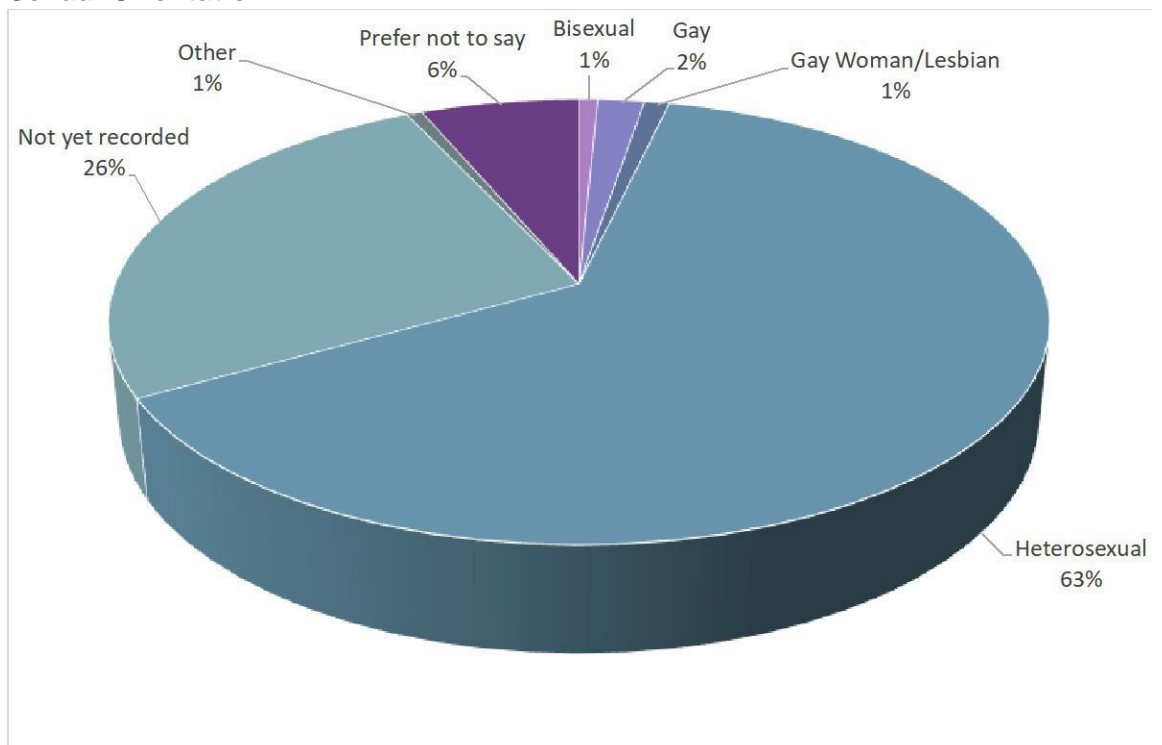
51 The number of staff having declared their religious belief and sexual orientation is now over 70% and the number of respondents continues to improve.

Chart 10
Religious belief



Source: ResourceLink, 30 April 2020

Chart 11
Sexual Orientation



Source: ResourceLink, 30 April 2020